

Behaviour Policy and Statement of Principles

Approved by the Governing Body on (date):	15 th June 2022
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Next Review Date (term/year):	Summer 2023

Behaviour Policy

DfE Guidance

The Department for Education states that:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Please follow the link to the relevant DfE website which contains guidance and information relating to relevant UK laws. [Behaviour and discipline in schools Advice for headteachers and school staff January 2016](#)
- The policy is written in line with the DfE's guidance on [Keeping Children Safe in Education 2021](#) and [Sexual violence and sexual harassment between children in schools and colleges](#)

Aims

This Policy has been developed to ensure:

- a) A safe environment for learners and staff
- b) Learning is not disturbed
- c) Learners are enabled to meet their full potential
- d) Consistency throughout the school in expectations of behaviour, attitudes and values
- e) The development of a collective sense of responsibility
- f) Children are taught to understand that actions have consequences
- g) Children are able to express their individuality appropriately
- h) Children are taught to negotiate conflict positively, understanding the importance of self-regulation and restoration
- i) To encourage children to become increasingly independent when identifying and expressing their needs, worries or concerns
- j) To ensure children behave while on school site and when representing the school in the local area

Rights

All members of the school community have the right to feel safe and supported whilst they attend the setting. Children have the right to learn in well-managed and organised classrooms, where there are high standards of behaviour for learning. Staff and parents' concerns will be taken seriously and acted upon in a timely and effective manner. All members of the school community have the right to clear and open lines of communication, other than where confidentiality would be breached.

Staff Responsibilities

As adults working in the school, we all have the responsibility for managing and promoting good behaviour. We set the standards and expectations and lead by example.

Therefore, we should:

- a) Model appropriate management of feelings and emotions
- b) Show fairness when sorting out problems by listening carefully, talking the problem through with the child, explaining the reasons for the decisions made and facilitating restorative conversations where appropriate
- c) Show self-control
- d) Be courteous and kind

- e) Recognise and praise the positive
- f) Uphold, refer to, model and emphasise the importance of the 'Ready, Respectful, Safe' rules
- g) Refer to the 'Zones of Regulation' when speaking to children, and have appropriate displays and areas in the classroom to facilitate a child's return to the 'green zone'
- h) Promptly report concerns or issues to the relevant member of SLT and to parents/carers. Record on CPOMs.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries firstly to the class teacher, next to the appropriate middle leader or phase leader and then to a member of the SLT. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to co-operate with the school. Parents have the right, and are encouraged, to ask questions or request support relating to their child's learning or behaviour and are provided with information regarding the most appropriate ways in which to do this (specific email addresses or phone numbers, etc). Parents and carers have the right to receive timely contact relating to any serious behaviour incidents in school and also have the responsibility to inform the school of anything significant that happens outside of school hours, especially if there is any police involvement.

Learner Responsibilities and Behaviour for Learning

During lessons, children have a responsibility to demonstrate learning behaviours that are in line with the three school rules of 'Ready, Respectful, Safe'. These include:

- Adhere to the 'Ready, Respectful, Safe' expectations
- Become increasingly aware of which 'zone' they are in and recognise the impact that 'zones' have on their learning and the learning of others
- Listening to adults and peers
- Following instructions (with the assistance of reminders and visual prompts where necessary)
- Behave in a way that does not disturb others from learning
- Remaining in their seats during learning time, where appropriate
- Taking part fully in all activities and striving to do their best
- Being prepared for learning with the correct equipment and resources
- Managing distractions and remaining focused on their learning/task/activity
- Requesting help or assistance when necessary
- Asking and answering questions
- Being resilient and diligent
- Collaborating and co-operating with others
- Identifying when they are not in the 'Green Zone' and taking action (or accepting guidance) on how to rectify this
- Setting and with support, monitoring, personal goals and acting promptly upon advice given

Rewards

Positive behaviour, attitudes and actions are recognised and rewarded at Edmund Waller. This could take the form of any of (or a combination of) the following:

- Positive affirmation via facial expression or body language
- Genuine verbal praise and recognition
- Child's name being displayed on the 'Recognition Boards' in the classroom
- Children being taken to adults to show their learning or explain where they have been successful/made an improvement
- 'Positive Postcards' sent home
- Positive phone calls home to offer praise
- Work being displayed in the classroom or in a communal area

- Inclusion in the weekly Celebration assembly.

Consequences

Where possible any incidents of inappropriate or disruptive behaviour should be managed in the classroom, but persistent low-level disruption should be handled as outlined in the policy.

If the behaviour does not improve the child will:

1. Receive a kind and private verbal reminder from an adult who will inform them why their behaviour is inappropriate/how it is not in line with 'Ready, Respectful, Safe', and be told the behaviours the adult expects to see.
2. Be monitored by the adult in terms of their engagement with the reminder given and which 'zone' they are in. If the child is unable to return to the green zone independently, prompt action will be taken to help them with this (directed to take timeout to complete regulating activities in a separate area of the classroom).
3. Be sent to their parallel year group class for a set amount of time and asked to complete a 'Reflection Record' which should be discussed on their return.

If on their return their behaviour remains unchanged, they should be:

1. Verbally reminded of the agreed procedures and expectations for classroom behaviour, including that they will be sent to the Phase Leader if they continue to make inappropriate choices.
2. Sent to their Phase Leader with work they can manage unaided.
3. If the behaviour continues after their return from the Phase Leader, the class teacher should refer the incident to a member of SLT and if appropriate, record the details on CPOMS.

If a child is sent to the Phase Leader a number of times within a short space of time then the class teacher should request a meeting with their parents. The Phase Leader may also be present at these meetings if they, or the class teacher, requests it.

Certain types of behaviour are completely unacceptable. These are:

- a) Name calling of a racist or homophobic type
- b) Bullying – this is where a child has been subjected to verbal or physical abuse by the same child (see anti-bullying policy)
- c) Physical assault on a child or adult (punching, slapping, kicking etc)
- d) The use of inappropriate language – e.g. swearing with intent to offend or intimidate
- e) Refusing to comply with a request by an adult, particularly where it compromises the safety of others
- f) Any other extreme behaviour that interferes with others' learning
- g) Stealing

Incidents like these should be dealt with by a member of the SLT and should be recorded on CPOMS. At all times, adults should use their judgement and refer to SLT immediately (accelerating the outlined procedures) if they feel it is necessary.

Allegations of bullying, racist incidents, homophobic incidents, physical restraint, fixed term exclusions and permanent exclusions, should be reported to governors termly.

If a child persistently demonstrates extreme behaviour the following measures will take place.

- a) The headteacher will make initial telephone contact with parents/carers to inform them of the situation
- b) A warning letter of exclusion is sent to the parents explaining the incident and asking them to make an appointment to discuss the situation
- c) If a second incident occurs within the same term a fixed term exclusion is given (three days & work to complete at home).

Where the instance is a "one-off" but either serious or violent, a short-term exclusion may be given immediately (the headteacher or person in charge will make the decision).

In a small minority of cases where the child's behaviour does not improve there will be a meeting with the parent to discuss ways forward which may include referrals to:

- i) external services provided by Lewisham Authority e.g. C.A.H.M.S.
- ii) the school nurse or G.P.
- iii) the behaviour outreach team

Strategies should be used at all times to encourage and support good behaviour:

- a) Use of verbal praise to focus on the positive
- b) Use of verbal reminders, detailing situations when positive behaviours have been observed
- c) Recognition boards (Pivotal Education) within the classroom to promote positive behaviour and engagement with learning
- d) Postcards and phone calls home to offer praise and explain where a child has made improvements in their behaviour, attitude, effort, approach, etc.
- e) Visual strategies to support children who have difficulty with their language
- f) Children's participation in parents' evenings appointments to discuss their learning (if deemed appropriate by parents/carers and staff)
- g) Older children supporting younger children to demonstrate good behaviour, including a 'Buddy System' for new children, or those requiring support with social interactions.
- h) Agreeing a behaviour support plan

In the playground;

Midday meals supervisors organise and monitor lunchtimes to ensure that children are safe.

Children are expected and encouraged to behave and play in a way that is safe for all, and follows the 'Ready, Respectful, Safe' rules. The expectations for behaviour in the playground are the same as listed above.

If they do not follow the 'Ready, Respectful, safe' rules, or if observed to be in the yellow or red zones, children will be:

1. Asked to remain in the hall during lunchtime or hold a midday meal supervisors' hand for close supervision.
2. Taken, by an adult, to the SLT office in order for them to complete a 'Reflection Record' and re-establish themselves in the green zone
3. Be given the opportunity to talk through the incident and consider ways to restore and repair
4. Asked to have lunch at home
5. Receive a fixed term exclusion

Outside of school

When pupils are outside of and are representing the school, they must follow and adhere to the school rules.

Monitoring and Evaluation - All behaviour incidents are logged by use of dated Reflection Records which are filed and stored by class teachers, phase leaders and in the SLT office. Phase leaders keep a log of occasions whereby children have been sent to them due to an escalation (or repetition) of behaviours. All serious or repeated incidents of inappropriate or unacceptable behaviour are logged on CPOMs and action is taken by the relevant member of staff. Details of the data collected are reported to Governors on a regular basis. Contact with parents is logged by class teachers and reported to the headteacher.

There are certain items which should not be brought into school unless there are exceptional circumstances and the school has been informed by the parents/carers:

- a) sweets, chocolate, fizzy drinks
- b) jewellery (except small ear-rings (no hooped))
- c) mobile phones/electronic games/ipads
- d) toys
- e) money

A member of staff is allowed to remove these items from a child. They will be returned to the parents on request.

Anti-Bullying Policy

At Edmund Waller we believe that bullying occurs where an individual or a group, knowingly and persistently commit an unwelcome act (either verbal or physical) towards an individual or group which causes distress.

What is bullying?

We recognise that there are many definitions of bullying but most have three things in common: -

1. It is deliberately hurtful behaviour
2. It is repeated over a period of time
3. It is difficult for those being bullied to defend themselves

Bullying can include:

- Verbal – name-calling, insulting, making offensive remarks, rumourmongering
- Physical- hitting, kicking – taking belongings or threatening this.
- Written harassment – insults, jokes, taunts, letters, emails or text messages
- Vandalism of property.
- Indirect – purposely excluding someone from social groups.
- Refusal to co-operate or work with other pupils.
- Victimisation of an individual whether verbally or physically
- Cyberbullying of any kind.

At Edmund Waller we aim to ensure that we both comply with the legal responsibilities on bullying and harassment and to promote an atmosphere conducive to learning and emotional wellbeing in which all forms of bullying are acknowledged to be unacceptable.

We ensure that: -

- There is curriculum coverage of issues around bullying and harassment e.g. PHSE/RSHE, circle time.
- Contextual Safeguarding is considered in all aspects of behaviour and all staff should assume that it is happening and consider what we are doing to keep children safe.
- There is material in school to create an environment which reinforces the values which underline equal opportunities and promote mutual respect.
- Assemblies cover themes of celebrating diversity and respect for each other.
- We will hold school wide events such as Anti-bullying week and Stay Safe assemblies to bring awareness to current issues.
- A School Council for pupils to share in discussions about appropriate responses to bullying.
- Codes of conduct/class rules are displayed and regularly discussed in class.
- The headteacher and some members of the senior management are “high profile” in school ensuring no unsupervised areas – playground morning/evening.
- We use behaviour management strategies which are firm but are seen by all to be fair and consistent.
- Restorative justice approaches should be used to ensure that children have time to talk about the incident to explain their views and feelings and ensure reparation.
- Children are aware of the school policy to report any possible bullying incidents to an adult.

- Children are made aware of strategies to prevent bullying and to feel confident about voicing their concerns.
- Where incidents of peer on peer abuse occur, all parties will be treated as victims and actions taken will be in line with our [Safeguarding Policy](#) and KCSIE 2022.
- Parents/carers are informed by the headteacher if their child has been involved in any bullying incidents and further meetings can be arranged in school to plan positive moves forward.
- If a second incident occurs the child perpetrating the bullying would receive a fixed term exclusion. Both children would be supported within the framework of school policies.

If bullying occurs between children or adult to adult, or adult to child the headteacher or senior member of staff will: -

- Investigate the incident/s by speaking to the victim.
- Speak to the bully.
- Speak to the other person/persons involved.
- Speak to any others who witnessed the incident/s.
- Take action in line with the policy.

If the bullying occurs between a child and a member of staff the headteacher or senior member of staff will:-

- Speak to the child who is being bullied about the incident.
- Speak to the bully.
- Speak to the member of staff.
- Speak to other children in the class.
- Speak to other adults working in the classroom.
- Take action in line with school policy i.e.:
 - Support the child
 - Support the bully to realise their impact and to change their behaviour
 - Support the teacher
 - Monitor and evaluate the situation
 - E.g. set up meeting with family
 - Provide child being bullied with support and ways to stop bullying if it occurs again

All incidents of bullying should be recorded on CPOMs. All incidents will be monitored by SLT and actioned where necessary.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

Policies and Procedures for the Behaviour Policy:

Acceptable Use of the Internet Policy and parental agreement

Complaints Procedure – Complaints Policy

Physical Restraint and Use of Reasonable Force Policy

Remote Learning Policy

Staff Code of Conduct

Safeguarding Policy 2021

School Exclusion Policy

SEND Policy

Physical Restraint and Use of Reasonable Force Policy

DfE - [Behaviour and discipline in schools Advice for headteachers and school staff January 2016](#)

DfE - [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)

DfE - [Sexual violence and sexual harassment between children in schools and colleges](#)

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Praise, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.