

Behaviour Policy



This Policy has been developed to ensure:

- a) A safe environment for learners
- b) Learning is not disturbed
- c) Consistency throughout the school in expectations of behaviour, attitudes and values
- d) To develop a sense of responsibility
- e) To enable children to understand that actions have consequences
- f) To enable children to express their individuality appropriately
- g) To enable children to negotiate conflict

As adults working in the school we set the standards and expectations. 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 and explaining the reasons for the decisions made
- c) Show self-control
- d) Be courteous
- e) Recognise and praise the positive
- f) Use restorative approaches i.e. ensuring that children have the time to talk about the incident, explain their views, feelings and ensuring reparation.

Within the classroom children are expected to:

- a) Listen to both the adults and their peers
 - b) Behave in a way that does not disturb others from learning
 - c) Treat others with politeness and respect
- Where possible a child should be dealt with in the classroom but persistent low-level disruption should be dealt with as outlined in the policy.

If the behaviour does not improve the child will:

- Receive a verbal warning from an adult who will inform them why their behaviour is inappropriate.
- Be asked to move to a place where they are sitting alone e.g. a separate table or for younger children a separate chair
- If there is no improvement the child will be
 - Sent to a parallel class for a set amount of time, with work they can manage unaided
Unfinished class tasks should be completed at playtime within the classroom. Children should not be sent to the hall unless their class teacher is on playground duty or they have been sent there by a member of the SLT.
- If on their return their behaviour remains unchanged they should be:
 - Verbally warned that they will be sent to the Phase Leader
 - Sent to their Phase Leader as a final resort with work they can manage unaided.
 - 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
 - If the behaviour does not improve the class teacher should speak to a member of the SLT.

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
- 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 an incident form available from the Headteacher. These incidents are then reported termly to Lewisham L.A. by the S.A.O.

The procedure for these extreme behaviours is:

- a) A warning letter of exclusion is sent to the parents explaining the incident and asking them to make an appointment to discuss the situation
- b) If a second incident occurs within the same term a fixed term exclusion is given (three (3) 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 the following may occur:

- a) 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 outreach team provided by New Woodlands E.B.D. School
 - iv. a transfer to New Woodlands school for a fixed term

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

- a) Use of verbal praise to focus on the positive
- b) Visual strategies to support children who have difficulty with their language
- c) Children’s participation in parents evenings appointments to discuss their learning
- d) Older children supporting younger children to demonstrate good behaviour.
- e) Playground pals

In the playground;

Mid-day 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. The expectations for behaviour in the playground are the same as listed above. If children do not behave a child may be:

- a) Asked to remain in the hall during lunchtime or hold a mid-day meals supervisors hand for close supervision
- b) Asked to have lunch at home
- c) Receive a short term exclusion

There are certain items which should not be brought into school:

- a) sweets, chocolate, fizzy drinks
- b) jewellery (except small ear-rings (no hooped) – for this parents would have completed a health & Safety form on admission
- c) mobile phones/electronic games/lpads
- d) toys

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 someone knowingly and persistently commits 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, rumour-mongering
- ❖ 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.

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. (see School Ethos Statement/Behaviour Policy/Learning Policy).

We ensure that:-

- ❖ There is curriculum coverage of issues around bullying and harassment e.g. PHSE/Health Education. Circle time.
- ❖ 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.
- ❖ 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. (see Behaviour Policy).
- ❖ 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.
- ❖ Parents/carers are informed by letter from 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 realize their impact and to change their behaviour
 - Support 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 e.g. meeting with Learning Mentor etc.

All incidents of bullying should be recorded in the serious incident book kept in the Head Teachers office.