



Embleton Vincent Edwards C of E Primary School

Policy	Behaviour	
Policy Number	P025	
Ratification Date	Autumn 2023	
Review Date	Spring 2025	
Signed	<i>Alan Craft</i>	Chair of Governors

At the school we fully endorse the view that 'every child matters' and our school seeks to ensure that its provision fully supports this philosophy.

Whilst recognising and respecting the wide variety of beliefs held by our children and their parents, and their diverse backgrounds, at the core our ethos is to provide an environment where children are given a framework to make moral choices throughout their lives, not just during their school years.

At Embleton Primary School we believe that good behaviour is a necessary condition for effective teaching to take place and we seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

At Embleton Primary School we believe that Christian Values lie at the heart of all that we do. Through our behaviour policy children have the opportunity to develop their understanding of 2 of our core values, compassion and respect, as well as a number of other values:

- Justice
- Peace
- Friendship
- Fellowship
- Forgiveness
- Trust

We aim:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

In our school we have exemplary standards of behaviour. The children bring to school a wide

variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Through work with the children, the school has developed a set of non-negotiable expectations that underpin all that we do at school. This is known as 'Embleton Expects':

- Try our hardest
- Show kindness to others
- Be sensible and use common sense
- Listen when someone else is speaking
- Use the grammar, punctuation and spelling that has been taught
- Think carefully about our presentations
- Use the '5Bs' to help us as we work

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of protected characteristics
- show appreciation of the efforts and contribution of all.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classrooms provide a welcoming environment. Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise is used to encourage good behaviour as well as good work.

Behaviours that are not Tolerated

Behaviours that do not follow our values, or are against the law will not be tolerated in our school. These behaviours are not only those that cause disruption to learning, but also include behaviours that are targeted against others because of who they are, who they like or their characteristics (identity-based prejudice).

Rules and Procedures

Rules and procedures have been designed to make clear to the children how they can

achieve acceptable standards of behaviour. Rules and procedures:

- are kept to a necessary minimum;
- are positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- are consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of high standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Recognition of rewards are presented publicly during collective worship and may be given for recognition of good behaviour.

Sanctions

At Embleton Primary School we rarely need to apply sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishments should be avoided as they are unfair.
- There should be a clear distinction between minor and major offences.
- It should be clear that it is the behaviour rather than the person that is unacceptable.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where antisocial, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures will take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behaviour Support Service may be necessary in discussion with the headteacher and SENCO. See Annex A for the Sanctions Process.

Pupils with identified behavioural issues will have their own behaviour plans and risk assessments. All staff are to be aware of these plans and ensure that they are followed. Where appropriate the child in question will be involved in designing their own behaviour plan.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which

are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Reasonable Force

Please see our Physical Intervention Policy for information on our use of reasonable force.

Prevent

Please see our Tackling Extremism and Radicalisation Policy for information on the school's approach to preventing extremism and radicalisation.

Annex A: Sanctions Process

If a child is displaying inappropriate or disruptive behaviours the following pathway will be followed. Each stage does not need to be followed progressively and items at each stage are examples. The examples are not exhaustive:

Stage 1

Ignore negative behaviour and reward positive behaviour
(eg shouting out in class, fidgeting, chatting)

Stage 2

Classroom/playground sanctions

- Verbal warning
- Moving places
- Time out
- Staff discussion with child

(eg hitting or pushing another child, saying unkind things to another child)

Stage 3

School sanctions

- Sent to explain behaviours to another adult in school
- Time out
- Headteacher discussion with child

(eg causing purposeful low-level injury to others, repeatedly saying unkind things to others, being careless with school equipment)

Stage 4

Formal sanctions

- Discussion with parents
- Incident logged on personal record

(eg causing significant harm to others, using inappropriate or offensive language, bullying, purposefully breaking/ruining school equipment)

Stage 5

High level formal sanctions

- Letter to parents
- Suspension
- Exclusion

(eg threatening or dangerous behaviour towards others, deliberate destruction of school property)

Whilst an individual serious incident may result in a Stage 4 or 5 sanction being applied directly, equally this could occur as a result of a cumulative effect of a number of lower level sanctions.

It is recognised that in many instances negative behaviour is in response to an emotional reaction. It is important that if there are repeated incidents staff try and establish what the cause of the behaviour might be. This process may result in identifying a particular special educational or safeguarding need. In these instances it is important that teachers initiate a discussion with the DSL or an initial concerns form for the SENCO, as appropriate. This may in turn result in referral to Early Help or the EWB team.

Reviews of Stage 4 or Stage 5 incidents are to occur between the headteacher, classteacher and SENCO to establish any triggers and warning signs, and to discuss plans for reducing the likelihood of further incidents.

Children on the SEN register, who have known behavioural issues, should have an individual behaviour plan created in order to ensure a consistent approach to the consequences of any particular behaviours.