

ERDINGTON HALL PRIMARY SCHOOL

BEHAVIOUR POLICY



Date: September 2019

Review: September 2020

Aims

At Erdington Hall Primary School we believe that good behaviour is the key to a good education. We establish a creative learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

We aim to promote high standards by modelling positive behaviours at all times.

We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.

We aim to ensure that all adults and children treat each other with mutual respect and consideration.

At Erdington Hall Primary School all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.

Teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.

This behaviour system gives pupils the opportunity to take responsibility for and change their own behaviour. Pupils who regularly follow the rules are noticed and rewarded.

1. BEHAVIOUR EXPECTATIONS FOR PUPILS

Pupils will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- Follow the school rules.



Behaviour Management Flowchart

Pupil	Adult
<i>Possible Behaviours/Choices</i>	<i>Possible Sanctions/Solutions/Actions</i>
STAGE 1 (still on GREEN)	
<ul style="list-style-type: none"> • Out of seat • Rocking on chair/slouching • Calling out • Not listening/paying attention • Pushing/shoving in line into classroom • Not moving calmly and sensibly in the corridor • Not fully focused on learning <p><i>Use <u>discretion</u> and treat pupils as <u>individuals</u></i></p>	<p style="text-align: center;"><i>Be Proactive/Non-Verbal/De-escalate</i></p> <ul style="list-style-type: none"> • Eye contact/non-verbal signal/proximity praise paired with tactical ignoring/distraction techniques • Moving pupil to another seat • Discrete, verbal 'Friendly Reminder' • Repetition of task/completion in own time <p style="text-align: center;"><i>Keep disruption to a minimum</i></p>
For persistent STAGE 1 or escalation to STAGE 2 : move to Amber	
STAGE 2	
<ul style="list-style-type: none"> • Deliberately distracting others from their learning • Inappropriate physical contact e.g. poking, pushing • Deliberately disrupting learning e.g. making noises, talking at inappropriate times, hiding own or others' resources • Choosing to NOT follow instructions • Minor damage to equipment or resources 	<ul style="list-style-type: none"> • Possible 'Fix-it Time' in classroom • 5 minutes Payback Time at break/lunch (T/TAs within year group to organise) • Restorative Conversation • Recorded on weekly class record • Reflection Club with Learning Mentor
For persistent STAGE 2 or escalation to STAGE 3: move to RED	
STAGE 3	
<ul style="list-style-type: none"> • Use of derogatory names/bad language to offend/insult • Physical aggression – potentially or intentionally hurting others or threatening to • Verbal abuse/aggression • Defiance – arguing with adult, answering back, refusal to follow instructions • Deliberately damaging own/others/school property • Leaving the classroom without permission 	<ul style="list-style-type: none"> • 'Fix-it Time' with the other class>>Inclusion Team/SLT – parents informed – 20 mins • 10 minutes Payback Time at break/lunch (T/TAs within year group to organise) • Recorded on weekly class record • Restorative Conversation / actions • Child to complete Reflection Sheet and copy to parent (T/TAs responsibility) • Reflection Club with Learning Mentor / AP • Possible 'Behaviour Chart' if reaching this stage repeatedly within a week • Logged on CPOMS by – either from weekly class record or in more detail if a safeguarding issue
For persistent STAGE 3 or escalation to STAGE 4	
STAGE 4	
<ul style="list-style-type: none"> • Violent assault • Serious damage to property • Sexualised behaviour • Carrying a weapon with the intention to harm • Stealing 	<ul style="list-style-type: none"> • 'Inclusion' with Inclusion Team/SLT • Meeting with parents/carers and/or letter to parent/carers • Possible Fixed Term Exclusion / Permanent Exclusion

2. SUPPORTING GOOD BEHAVIOUR FOR PARENTS

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 regarding sanctions firstly to the class teacher, then to the Assistant Principal, Vice Principal and Principal.

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 cooperate with the school.

3. MANAGING BEHAVIOUR FOR STAFF AND LEADERS:- STAFF RESPONSIBILITY

Behaviour Management is the responsibility of **all** staff at Erdington Hall Primary School.

Role of the Principal

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Principal Inclusion, then the Vice Principal and if necessary the Principal.

The Learning Mentors are employed by the school to **support** children who, for a variety of reasons, find the school environment challenging. The Senior Leadership Team, agree with staff, those children who need to be supported and the Learning Mentors report progress to the class teachers and the Senior Leadership Team.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Assistant Principal Inclusion Lead, Vice Principal or Principal) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

4. REWARDS FOR HIGH STANDARDS

At Erdington Hall Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. We believe our pupils learn best when they are happy in school. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

- Well done / Smile
- Stickers
- Praise postcards / phone call home
- Class Dojos
- House Points
- Sharing of good work
- Awards in Celebration assembly
- Golden Tea Party
- Visit the Assistant Principal
- Visit to the Vice Principal
- Visit to the Principal

Class Dojos

Class Dojo is an electronic, web based programme to encourage and monitor positive behaviour in school. Every child in each class (dojo) has a 'dojo monster avatar' which is displayed, alongside their friends, on the screen. Teachers can award points for effort and application to learning, by tapping your child's avatar. A weekly total is collected and a winner from each class is awarded a Class Dojo certificate.

House Points

Erdington Hall Primary School has adopted a house points system which fosters a sense of belonging and identity on our school. Children are divided in to one of four Houses:

Ashwood (Yellow)
Sherwood (Green)
Dean (Red)
Epping (Blue)

House Points are awarded for range of behaviours including the following:

1. Being careful and kind
2. Being polite and friendly
3. Being helpful
4. Being hardworking and working to the best of their ability
5. Being respectful and tolerant

House Points are collected each week and a special reward is given each half term for the winning house.

In class, children collect their own House Points. The winner with the most House Points at the end of every two weeks will be invited to the afternoon tea party with a member of the Senior Leadership Team.

Children apply for the position of House Captains and Vice Captains. Interviews are conducted by the Vice Principal and Principal. These positions are seen as very important and special in our school which come with roles and responsibilities.

5. SANCTIONS AND CONSEQUENCES FOR NON-COMPLIANCE

Behaviour Ladder

Each classroom will be equipped with a traffic light system, green, amber and red.

The procedure is as follows:

If a pupil is demonstrating an unwanted behaviour a first warning is given to give the pupil a chance to change their behaviour.

If the unwanted behaviour continues this will result in the pupil being moved to amber, the pupil will have the opportunity to change their behaviour and move back to green.

If the unwanted behaviour then carries on the pupil is given in class 'time out'.

If the pupil remains on amber and the behaviour does not change after the sanction the pupil will then spend 20 minutes working in a partner class.

If the behaviour improves the pupil can work their way back up to green at any point during the day.

If the pupil's behaviour escalates further they will be placed onto red which instigates a referral to the 'Reflection Club'. This is teacher supervised. The child will eat lunch with the supervising teacher and spend time looking at 'what went wrong' and how to make better.

When a pupil is placed in 'Reflection Club' parents are informed by text message.

On the second occasion in 'Reflection Club', the Assistant Principal Inclusion calls parents.

On the third occasion parents are invited in to meet with the Assistant Principal and class teacher.

On the fourth occasion, the parents are invited in to meet with the Principal.

More serious behaviour issues may be sanctioned in a range of ways such as isolation or fixed term exclusion.

Restraint

A child should only be restrained if it is **in their best interests and absolutely necessary** e.g. to prevent injury to them or others inc. staff; to prevent damage to property that would result in injury or their behaviour is prejudicial to the maintenance of good order and discipline. It should be **reasonable** and **proportionate**. **Ideally, it should be carried out by staff who have had the appropriate training (SLT/Inclusion Team).**

Any restraint should be recorded on CPOMS as soon as possible, after any recovery time needed. Staff should keep to the **facts** and record them **clearly in chronological order**, using words like 'guide', 'support', 'secure', 'escort' and 'steer' to describe the restraint. It should also be **reported to SLT/Inclusion Team** and a **debrief conversation** held. After any restraint of a pupil, a **Challenging Behaviour Risk Assessment** will be completed to support/inform any further incidents.

In line with DfE guidance 'Use of reasonable force' 2013

Behaviour Charts and Behaviour Support Plans

If a pupil is consistently getting a high number of AMBERS and/or REDS during lessons, then support will be put in place by the Inclusion Team. Following discussion involving the pupil, Learning Mentor, teacher and parent, a 'Behaviour Chart' will be put in place. The purpose of this chart will be to support the pupil to manage their own behaviour and trigger situations more independently. The targets will be focussed on the particular behaviour issues e.g. aggression, and be written in such a way to give the pupil specific strategies e.g. *'When I feel angry, then I will....'*

If this does not prove successful, then the pupil will initially work in 'Inclusion' with the Inclusion Team or SLT for a fixed period of time – beginning with one session during the day, building to half a day and then a full day.

If the behaviour does not improve, this may then lead to a formal fixed term exclusion from school (*see Exclusion of Pupils*).

PARENTS MUST BE KEPT INFORMED AND INVOLVED AT EVERY STAGE.

Some pupils may have additional needs which affect their behaviour and make it more challenging to manage. These needs may include difficulties with communication, understanding, social skills or emotional needs. These pupils will be added to the SEND register (if not on it already) and will have a 'Behaviour Support Plan' put in place.

The purpose of this plan will be to again support the pupil to manage their own behaviour more successfully but also support the adults in managing more challenging behaviour and so avoid the need for Fixed Term Exclusions. This plan will be written in collaboration with adults in school, parents, pupil and the Inclusion Team.

Advice may also be sought from outside agencies. It will be a 'live' document and should be referred to and updated/amended regularly. Included in the plan will be an '**ABC Record**' for recording specific incidents (**A=Antecedent, B=Behaviour, C=Consequence**). The purpose of this record will help to identify trends and triggers to behaviour and so inform behaviour management strategies going forward. Details recorded may also be needed as evidence to support a Fixed Term Exclusion.

Severe clause

The Learning Mentor/Inclusion Team/SLT should be sent for straight away if:

- a child violently assaults another pupil or adult
- a child's behaviour becomes extreme and they and/or others are unsafe
- there are any other extreme circumstances

For Stage 4 and Severe Clause behaviour, it is vital that staff write down exactly what happened as soon as possible and pass this to the Inclusion Team/SLT. Parents will be called and invited to come into school to discuss next steps as soon as possible and this may result in a Fixed Term Exclusion. Details of the incident will be logged on CPOMs by Inclusion Team/SLT. After any serious incident, a Challenging Behaviour Risk Assessment will be completed to support/inform any further incidents.

Prejudicial Behaviour

Any prejudicial behaviour (aggressive or casual) – including use of racist or homophobic language **MUST** be challenged and should also be referred to SLT/Inclusion Team. A Restorative Conversation **MUST** take place – involving all individuals affected (if willing). The Learning Mentor can support if necessary. Parents must be informed and details logged in the Prejudicial Behaviour File (SLT Office) and CPOMS.

Bullying

Bullying is defined as behaviour that is repeated and intended to hurt someone either physically or emotionally. It takes many forms and can include physical and verbal aggression, teasing and undermining and deliberately isolating/ignoring someone.

Bullying will not be tolerated at Erdington Hall Academy. All reports of bullying are taken seriously and investigated fully. We would endeavour to resolve any issues using restorative practice – involving all those affected and reporting back to parents.

Cyberbullying (bullying via mobile phone or online) would most likely take place outside school but would still be dealt with in school as outlined above if reported to staff by a pupil/parent. Our powers to resolve these issues may be limited and we would advise parents to block/delete accounts (particularly where an age restriction has been ignored – as a safeguarding issue) – informing the police as necessary.

The Decision to Exclude

Only the Principal or, in her absence, a senior member of staff acting with her authority, can exclude a pupil from school.

A decision will not be made until a thorough investigation has been undertaken, with signed and dated written statements wherever possible and/or necessary.

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if a child:

- demonstrates physical violence or threatening behaviour
- swears intentionally to cause offence
- makes racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- displays repeated disobedience
- continues inappropriate behaviour after returning from Reflection Club
- Exclusions from break times or lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

No unofficial exclusions are made, even for “cooling off” periods. (See Section 14 of Exclusions from maintained schools, academies and pupil referral units in England https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170_831_Exclusion_Stat_guidance_Web_version.pdf).

Individual, short, fixed period exclusions are given for breaches of the school behaviour policy where these are not serious enough to warrant permanent exclusion, but lesser sanctions such as; detentions or internal isolations are not considered appropriate. If a pupil is repeating the same behaviour and receiving repeated exclusions, the Principal will

consider implementing alternative strategies. The behaviour of pupils outside school can be considered as ground for exclusion at the discretion of the Principal to prevent a permanent exclusion. (See Section 4 of Exclusions from maintained schools, academies and pupil referral units in England)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170_831_Exclusion_Stat_guidance_Web_version.pdf

Once a decision has been made to exclude a pupil the Principal is responsible for:

- Deciding the nature of the exclusion either fixed period or permanent
- The length of any fixed period exclusion
- Informing the parents/carers, in writing, of the period of the exclusion, reasons for the exclusion and any arrangements to hold a meeting regarding the exclusion
- Informing, in writing, the relevant Children's Services Department, where appropriate, of the exclusion, the period of the exclusion, reasons for exclusion, any arrangements to hold a meeting regarding the exclusion
- Making arrangements to ensure the pupil can continue their education at home including the setting and marking of work. If the exclusion is more than 5 days, suitable full-time education provision will be organised from the sixth day. (See Section 45 of Exclusions from maintained schools, academies and pupil referral units in England)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170_831_Exclusion_Stat_guidance_Web_version.pdf.

If a Looked After Child warrants exclusion for an incident in or out of school, then suitable alternative provision from the first day will be organised wherever possible.

A return from exclusion meeting will be arranged for pupil and parents/carers to attend at the end of the exclusion period. This is normally with a member of the Senior Leadership Team. When appropriate, the SENDCO may also be present. School may decide to keep the pupil out of lessons in isolation until a meeting has taken place with parent(s) where appropriate.

Fixed period exclusions can aggregate up to 45 days in any one school year (See Section 1 of Exclusions from maintained schools, academies and pupil referral units in England)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170_831_Exclusion_Stat_guidance_Web_version.pdf

Avoiding Exclusion

Our Behaviour Policy is intended to promote good behaviour. An effective policy, procedures and training will minimise the number of pupils at risk of either fixed period or permanent exclusion. Possible measures that could be used for those at risk, as deemed appropriate;

- Engaging with parents/carers as much as possible
- Being on report to a member of the Senior Leadership Team with specific targets

- Placement in Reflection Club
- Pastoral Support Plan written in a meeting where all avenues of support available are discussed in order to prevent a permanent exclusion
- A Managed Move to another school, with consent of all parties involved
- Consideration by the SENDCO with colleagues, of possible intervention within the school with the assessment of special educational needs or the possible placement in a specialist school provision.
- Referral to a specific support service, where available.

Permanent Exclusion

A decision to exclude a pupil permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in the school. This may be where a pupil persistently breaches the school's behaviour policy and where the school has exhausted all strategies to engage the pupil in order to prevent a permanent exclusion.

A decision to move towards a permanent exclusion may also be sanctioned for a first or one off offense such as:-

- Where a pupil has committed actual or threatened violence against another pupil or member of staff
- Repeated violation of the School Behaviour Policy
- Carrying an offensive weapon

The decision to exclude either permanently or for a fixed period should be based upon:-

- A consideration of all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies
- A review of the pupil's version of events
- Checking whether the incident may have been provoked, for example by racial or sexual harassment
- A consideration of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- A consultation with any other relevant parties The Principal will inform the Governors and the LA within one day of any permanent exclusion, any fixed period exclusion which would mean more than 5 days exclusion in a term and any exclusion where a public examination would be missed. The Discipline Committee of the Governing Body must review any permanent exclusion, or any fixed period exclusion that would result in a pupil being excluded for more than 15 days in a term.