

Edward Feild Primary School Behaviour Written Statement and Policy

At Edward Feild we believe the promotion of good behaviour is the responsibility of everyone involved in and with the school. We believe everyone in the school should be able to learn, stay safe and have fun.

Aims:

- To develop good behaviour through positive attitudes and praise leading to self-discipline and high self-esteem.
- To encourage children to form good relationships among themselves and with adults so that a supportive approach to learning is created.
- For the whole school community to respect all its members regardless of gender, race, religion, sexual orientation and disability.
- For all the members of the school community to respect property and opinion of others and to accept responsibility for their actions.

Rules

At Edward Feild we.....

1. Try our best
2. Do and say kind things
3. Look after our school and property
4. Listen to each other
5. Help each other to learn

This helps us learn, stay safe and have fun.

There will be a display of the school rules in every classroom (at an appropriate height for the children).

Rewarding children for good behaviour

Children are allocated to one of the six houses (Eden, Bermuda, Lavrock, Star, Halifax and Hawk) when they start school. We use house points to reward children for following the rules. House points need to be seen as something special and should only be given out one at a time. The house points are collected and counted weekly and announced in assembly.

Individual children's house points are added up over their time in the school and they work towards various awards.

25 HP=bronze certificate 50 HP=silver certificate 75 HP=gold certificate 100 HP=book

Added to this each team Foundation/KS1/Lower KS2/Upper KS2 has a class reward scheme.

When behaviour falls short of expectations

The aim should be to get the child back in class and learning as quickly as possible.

We should refer to the rules

1. **Reminder of the expectations** referring back to the rules.
2. **Warning**, reminder of the expectations and consequences if behaviour does not change.
3. **Time out in classroom** (no more than 5 minutes).
4. If behaviour persists they will have **time out in team leader's room** with work provided (15 minutes max). (Team leader to keep record of who is sent to them).
5. **Missed work completed** in play/lunch to a good standard.
6. **Extreme/persistent behaviour to go straight to HT/AHT**. If needed parents will be contacted. Staff involved in an extreme incident may need time away from the classroom.

For those children who have behavioural issues a clear behaviour management plan will be put in place to help support them be part of the class. We will also ensure that information about children who are having difficulties with behaviour is displayed in the staffroom so that all staff can access it.

This is what good behaviour looks like at Edward Feild

- Listening
- Walking sensibly round school
- Taking pride and care over the presentation of their work
- Being polite to other children and adults
- Putting play equipment away safely and carefully
- Putting coats on pegs properly
- Encouraging rather than mocking
- Being respectful to all

Below are some behaviours that we might come across in the school and suggestions of how you may deal with them.

1. **Low level disruption- tapping pencil, rocking on chair**
Possible Strategies- 'The Look', quiet word, gentle hand placed on shoulder, tactical ignore.
2. **Shouting out, talking when should be listening, disturbing others**
Possible strategies-give attention to a child who is doing the right thing, reminder of behaviour expectations e.g. Jamie, at Edward Feild we help each other learn, you are disturbing Jane, please can you stop. If behaviour continues: warn, time out in classroom, time out in team leader's room. Any work missed to be caught up in playtime.
3. **Rudeness to another child**
Possible strategies- reminder of expectations, warn, time out in classroom, time out in team leader's room. Any work missed to be caught up in playtime.
4. **Deliberate refusal to do as told**
Possible strategies- de-escalate, reminder of expectations, refer to team leader. Any work missed to be caught up in playtime.
5. **Violence and/or threats to children, adults or property, running away or off site**
De-escalate and HT/AHT to be informed immediately via messenger. Any work missed to be caught up in playtimes.

At lunchtimes issues should be referred to the senior leadership team who will deal with the problem. If necessary children will take time out in the playground. Any incidents should be reported to class teacher/AHT/HT depending on severity.

If children are losing break/lunchtimes to finish work the class teacher should supervise where possible.

Use of reasonable force:

The school follows DfE guidance (July 2013) on the use of reasonable force to control or restrain children. All members of school staff have a legal power to use reasonable force, making reasonable adjustment for children with SEN and/or disability. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Further guidance on this and situations where it may be acceptable and necessary to control or restrain children is available in the DfE guidance: it is expected that this power will be used rarely at our school.

The headteacher will assess staff training that may be required in response to the needs of pupils.

Review

The behaviour policy will be regularly reviewed by staff and amended as necessary.