



Edward Feild Behaviour Policy 2024-25

Introduction

Edward Feild Primary School believes that all staff and pupils should be aware of the very high standards of behaviour and inclusivity that are expected of them, and take responsibility for promoting these high standards. We intend that by continuing to encourage excellent behaviour we will maintain excellent relationships throughout the school built on genuine trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness and care for each other leading to an attentive learning environment in which children can thrive.

School Rules

The aims of this policy will be met by everyone observing our 3 agreed rules. These are:

1. Be safe
2. Be kind and respectful
3. Be ready to learn

At the start of each year, each class will develop their own list of examples against each rule which develops an understanding of the expectations.

Standards of Behaviour

Adults

All adults working or helping in school have a duty to ensure the highest standards of behaviour through their relationships with and expectations of all children and by acting as a great role model. Good behaviour can be promoted by adults by:-

- modelling the standard of behaviour and routines that are expected from the children
- ensuring that children are properly supervised at all times
- dealing appropriately with breaches of the school rules from all children in all areas of the school
- being consistent and fair in their management of behaviour by following the school's behaviour systems
- responding rapidly to serious incidents including violence, bullying, homophobia, peer abuse, sexism or racism (these breaches are recorded)
- working towards raising the self-esteem of all children
- providing opportunities for children to discuss behaviour and express opinions as to what is and what is not acceptable
- demonstrating tidiness and encouraging children to take a pride in their school building and school resources
- encouraging children to appreciate the work of everyone employed in the school
- recognising that each child is an individual with individual needs



Children

Children should always be aware of the high standards expected of them and treat each other, adults and their environment with respect. Through lessons, dialogue, displays and assemblies, children are made aware of the different methods of resolving and airing their views. They can also talk to the pastoral team or a trusted adult.

Recognising Positive Behaviour

High standards of behaviour are expected at Edward Field Primary School, therefore we do not offer physical rewards unless behaviour goes above and beyond what we would expect from the child.

Rewards

In addition to praise, the reward system at Edward Field is based predominantly on the recognition board and values certificates (see below). Occasional class rewards are worked towards if deemed appropriate by the class teacher(s). These are group/class based and used short term to embed a routine or support a change in a specific behaviour.

Recognition Board

Every classroom has a 'Recognition Board' that staff will use to reward a specific characteristic derived from Monday Values Assemblies. Examples of which include; being a good partner, showing excellent manners and asking thoughtful questions. The expectation is that every child will be recognised throughout the week as achieving this in some way. The theme is introduced in the Monday assembly and recapped in the Friday assembly. The themes may, on occasion, last for more than one week.

Values Certificates

Certificates will be presented to children in Friday assemblies in recognition of going 'above and beyond' our expectations of them. Staff aspire to reward children this way three times a year, once against each of our school values.

Dealing with Negative Behaviour

Although the emphasis is always on encouraging positive behaviour, we have a formalised system for dealing with instances of disruptive and harmful behaviour, should they occur. Staff can deal with disruptive behaviour by using the following steps:

- 1** Positive reinforcement of other children around them
- 2** A private conversation with the child explaining the expectations that haven't been met
- 3** Another private conversation followed by a choice and a consequence
- 4** Reflection time in a neighbouring/parallel class (or on the edge of the playground during break)
- 5** Time out with a senior member of staff



Examples of the kind of behaviour that would lead to a child moving towards these steps include:

- stopping other children from learning
- name-calling or rudeness
- lack of effort
- refusal to cooperate with staff or fellow students
- preventing other children from working
- minor physical acts.

In the rare event that that a child requires frequent time out with a senior member of staff, or has significant issues that are affecting them, it may be that a bespoke plan is put in place to support them.

Serious Offences

Some serious offences may require a greater or quicker level of action e.g. willful damage to school property, seriously disrupting the learning of others and violence. On occasions such as this, a senior member of staff or a member of the Inclusion Team will be called using another child if urgent. In these circumstances the parents will be informed and a record will be made.

Use of inappropriate language

Edward Feild Primary school has a zero tolerance approach to unacceptable language which includes: swearing - language which refers to the way a child looks - racist language – homophobic language. This is made clear to children when introducing our school rules, through our values based assemblies, through the curriculum and regular reminders.

If inappropriate language is used for the first time, a conversation with the child and teacher plus a member of SLT will be held and recorded. It will be made clear to the child why the language was inappropriate and what the implications of this are. A restorative conversation will be offered to the person the language has been directed at. The parents will be informed by the class teacher. For any further incidents, a suspension for a part or whole day will be given (This could be a lunch time suspension, if language is used during unstructured times) and a series of sessions with our pastoral team can be offered to further educate the child and/or restore relationships.

Exclusions

For very serious offences, the head teacher will consider suspension or exclusion in line with the Oxfordshire County Council (OCC) guidelines and our policy. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension or exclusion and positive steps forward at the beginning of the suspension and before the child returns to school at a reintegration meeting.



Sexual violence and harassment

All pupils are taught about: being safe, consent and privacy through RSE; our values including kindness; our school rules, including being safe. Pupils are taught who they can report unsafe behaviours to. Sexual violence and harassment are not tolerated at Edward Feild Primary and will be dealt with as a serious offence (see above). A record will be kept of any incidents, parents will be informed and the Child Protection Policy used as needed.

The Power to Discipline beyond the School Gate – including Online Behaviour

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher). If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

The school has several policies that outline how we prevent online harassment and bullying including an Acceptable Use policy, social media policy and within our Child Protection policy. Online safety is taught to pupils throughout the year during computing and/or RSE and P4C. The PCSO visits our pupils regularly and holds a session each year with Y5/6 pupils. Regular reminders are sent to parents to develop their knowledge of online safety.

When dealing with behaviour incidents that have occurred online, the school will refer to the anti-bullying policy (if repeated) or will initially educate the child/class via a class discussion or individual meeting. If this does not resolve the issue, a more formal restorative meeting will be held and parents will be informed.

Searching Pupils

The headteacher and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

Positive Handling and Reasonable force by Staff

Edward Feild School makes use of the DfE guidance: Use of reasonable force in schools (2013) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This document includes guidance on: Reducing the likelihood of a situation arising where force is required, deciding if force is appropriate and examples of where force or restraint may be appropriate, for example, breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.



Any force used should always be the minimum needed to achieve the desired result. Some staff at Edward Feild have had Team Teach training to use positive handling, force and restraint appropriately and safely, although we would only resort to this in extreme circumstances. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept. Parents will be informed of any incident where force or restraint has been used on their child.

Positive touch is used at Edward Feild. This includes placing a reassuring hand on a pupil, holding the hand of a younger child, offering a hug, high fives and elbow bumps.

Complaints

If a parent is not satisfied with the manner in which their child has been sanctioned, then they

should take the following action:-

1. Talk to the child's teacher.
2. Arrange an appointment with the phase leader.
3. Arrange an appointment to see the Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should follow the schools complaint procedure which can be found on the school website.