

EDMONTON COUNTY



Behaviour Policy

April 2018

Rationale and aims

At Edmonton County Primary, we strive to ensure children feel safe, confident, valued and respected. By promoting an environment where everyone can live and work together, we encourage children to reach their full potential, emotionally, socially and academically. The aim of this policy is to promote positive behaviour. We have high expectations of the children and there are clear school rules which we apply consistently

Roles and responsibilities in promoting positive behaviour:

The Head of Primary will:

- Implement this policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation
- Ensure that records are kept of all reported serious incidents of misbehaviour.
- Ensure the health, safety and welfare of all children in the school are paramount
- Report to Governors, when requested, on the effectiveness of the policy.
- Meet with parents/carers when necessary

The Head of Primary has the delegated authority for issuing fixed-term exclusions (of up to 3 days) to children for serious acts of misbehaviour. More severe sanctions, up to and including permanent exclusion, are considered by the Executive Headteacher.

All Staff will:

- Ensure the children in their class know the class and school rules
- Create a positive climate with realistic expectations
- Make sure that children listen, are listened to and value others
- Help children to make choices about their behaviour
- Help children to be confident about their learning and enjoy it
- Help children understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Show appreciation of the efforts and contributions of everyone
- Reward, acknowledge and praise positive behaviour
- Keep a log of behaviour on SIMS using the 'Good to be Green' approach – see below
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents to improve their child's behaviour
- Ensure fair treatment of all regardless of ability, age, gender, race or culture
- Give opportunities to develop interpersonal and social skills

Children will:

- Respect and care for others
- Listen to others
- Learn together and work co-operatively
- Value and take responsibility of the school environment
- Be aware of and understand their rights and responsibilities
- Be aware of own emotions and actions and take responsibility for these
- Follow all school and classroom rules
- Understand how they will be rewarded for positive behaviours
- Understand that there are consequences and sanctions for poor behaviour

Parents, Carers and Families will:

- Support the school when reasonable sanctions have been implemented
- Promote positive behaviour at home in order to have continuity and consistency between home and school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the phase leader, then if necessary the Head of Primary or the Executive Headteacher.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities
- Abide by the expectations in the Parents and visitors code of conduct policy

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Executive Headteacher and/or Head of Primary about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Educational visits (Trips)

Attendance on school trips is a privilege and not an automatic right. If a child's behaviour before a trip is deemed to be dangerous and/or disruptive to others, they will not be accepted on a trip.

The school reserves the right at any time to withdraw any child from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Meetings with parents/carers

Class teachers will meet with parents in the first instance to discuss a behaviour incident ('Red card' – see below) or concern. Class teachers should refer more serious or repeated concerns to the relevant Phase Leader.

Phase Leaders will meet with parents to discuss more serious or repeated concerns (typically 2 or 3 'Red cards' in a half-term). Phase Leaders should refer serious or ongoing concerns to the Head of Primary.

The Head of Primary will meet with parents to discuss serious or ongoing concerns (typically 4 or more 'red' incidents in a half-term). The Head of Primary will also meet with a child and a parent/carer following fixed-term exclusions of up to 3 days, to agree the conditions of returning to school and targets for improvement

The Executive Headteacher will meet with a child and a parent/carer following fixed-term exclusions of 4 or 5 days, to agree the conditions of returning to school and targets for improvement.

Standard operating procedures

Show me 5!

1. Show me you are ready to learn
2. Show me you are a good listener
3. Show me you are a kind friend
4. Show me you hard working
5. Show me you look after our school

Children will be aware of the 5 school rules named 'Show me 5!'. The children will learn these rules as well as understand what they mean in everyday situations. Children's behaviours will be praised and rewarded each time a demonstration of one of these behaviours is met.

'Show me 5!' rules will be displayed around the school in order to develop consistency for the children. This will also develop an ethos where all children are working towards the same expectations.

'Good to be Green' – recording attitude to learning

This system allows real-time recording of children's behaviour, work ethic and progress – i.e. their attitude to learning – and is appropriate for all ages. It also dove-tails into a similar system used in the Secondary Phase.

The system is based on a 5-point scale, displayed in each classroom – see poster below.



Each day is a new day, and each child starts on Green at the start of the day.

A child remains on Green if they are able to follow the Show me 5! Rules consistently

A child can move up the scale one place by exhibiting positive behaviours such as:

- Working and trying really hard, particularly in something they find challenging
- Demonstrating excellent work, e.g. written work, practical work, contributions to a discussion
- 'Going the extra mile' – being particularly helpful or supportive to another child
- Doing something positive for the school community

A child will move down the scale if they display negative behaviours such as:

- Failing to follow the Show Me 5! rules
- Not following the instructions of a member of staff - defiance
- Talking over others – not showing good listening
- Showing a poor attitude towards a task / learning activity
- Showing a poor attitude towards others
- Failing to walk around the school sensibly.

Repeated poor attitude to learning will result in a child moving to Red. In this case, a Red Card will be issued, and the child should be referred to the relevant Key Stage Coordinator who may discuss further with parents. The child should receive a break or lunchtime detention.

A child should be moved to Red, and a Red Card issued immediately for incidents of extreme behaviour such as;

- Physical aggression
- Verbal aggression
- Racist comments
- Sexual comments
- Homophobic comments

In these cases, the child should be sent to Head of Primary who will formally discuss with parents. The child should also be isolated from their class and will receive a detention or a fixed-term exclusion depending on the severity of the incident and their previous behaviour record.

Exceptionally good behaviour and effort and / or outstanding pieces of work should also be acknowledged by the Head of Primary. In these cases, class teachers should ensure that the Head of Primary is aware and is able to congratulate the child personally.

At the end of the day, a child should be clear which colour they finish on, and if a child is on any colour other than green, it is important that the class teacher makes sure a parent is aware at pick-up.

To allow monitoring and analysis, the class teacher or TA should record the colour each child finishes on at the end of each day via the SIMS register, using the conversion scale in the table below (this replicates the system used in the Secondary Phase). This will also facilitate the process of selecting children for award certificates, badges, etc. and will be recorded and reported each Data Window as a 'behaviour and attitude to learning' grade using the following criteria:

| | | | | | |
|----------------------------------|---|---------------------------|-------------|----------------------|----------------|
| GtbG Colours | No Reds (9) or Ambers (8) and 10%+ Purple (3) | No Reds (9) or Ambers (8) | No Reds (9) | Up to 20% Red (9) | 20%+ Red (9) |
| Behaviour & attitude to learning | Excellent | Very Good | Good | Requires Improvement | Unsatisfactory |

Choices Time:

The Good to be Green system provides rewards via a "Choices" programme, a structured period at the end of the week. All children start the week with 15mins of Choices Time, which will be adjusted according to the colour a child finishes on at the end of each day, as per the table above. This means that a child could receive between 0 and 30 minutes Choices Time each week, which can be displayed on a chart in each classroom.

| Colour at the end of a day | Record on SIMS as | Equivalent Choices Time |
|----------------------------|-------------------|-------------------------|
| Purple | 3 | +3 mins |
| Blue | 2 | +2 mins |
| Green | 1 | +1 min |
| Amber | 8 | -1 min |
| Red | 9 | -3 mins |

Children are allowed to choose from a range of constructive, imaginative learning activities from a menu agreed by the relevant Phase Leader, displayed in each classroom.

Good to be Green

| | |
|---|--|
|  <p>Perfect to be Purple</p> | <p>I have followed the 'Show Me 5' rules today AND I have done <u>two or more</u> of:</p> <ul style="list-style-type: none"> • tried really hard on something I find challenging • produced excellent work • 'gone the extra mile' and helped another child • done something positive for the school community |
|  <p>Better to be Blue</p> | <p>I have followed the 'Show Me 5' rules today AND I have done <u>one</u> of:</p> <ul style="list-style-type: none"> • tried really hard on something I find challenging • produced excellent work • 'gone the extra mile' and helped another child • done something positive for the school community |
|  <p>Good to be Green</p> | <p>I have followed the 'Show Me 5' rules today:</p> <ol style="list-style-type: none"> 1. Show me you are ready to learn 2. Show me you are a good listener 3. Show me you are a kind friend 4. Show me you are hard working 5. Show me you look after our school  |
|  <p>Aim Higher than Amber</p> | <p>I did not always follow all the 'Show Me 5' rules today and my teacher had to remind me to improve my attitude and behaviour.</p> |
|  <p>A Risk to be Red</p> | <p>I did not follow all the 'Show Me 5' rules today, even though my teacher reminded me a number of times. OR I have shown a poor attitude towards other people OR I have not followed the instructions of school staff OR I have been involved in a serious behaviour incident</p> |