



Behaviour Policy

Agreed Governors: January 2024
Next review date: January 2026

Edinburgh Primary School

Behaviour Policy

Introduction

Positive social and learning behaviours are necessary to promote effective teaching and learning. It is essential that our behaviour systems help to create a well ordered, calm and respectful environment where children can grow in confidence, feel safe to express their opinions and have the opportunity to learn, achieve and be successful.

We have very high expectations concerning behaviour and aim to develop children's understanding of the impact of choices they make, whether positive or negative. We understand that behaviour is not automatically learned. Instead, positive behaviours must be consistently modelled, explained, taught, supported and recognised. If we desire children to behave in a particular way, we are responsible for making it clear to them how we want them to behave and make positive choices.

For our behaviour policy to work effectively all teaching and non-teaching staff, parents and governors need to be involved. It is intended that this policy is applied throughout the school and at all times, including lunchtime, extra-curricular activities and on school visits.

Aims

To give a clear set of rights and responsibilities for the use of all individuals, adults and children in the school, in order to promote a consistent and positive approach to behaviour with agreed expectations, outcomes and consequences.

To promote an ethos of expecting good behaviour.

To provide a positive learning environment for everyone.

To ensure playtimes are safe and fair.

To foster mutual respect and awareness of each other's needs.

To encourage good manners and kindness.

To ensure learning behaviours support teaching and learning.

Development of policy

This policy is fully in accordance with Section 89 of the Education and Inspections Act 2006 for maintained schools and the Independent Schools Standards Regulations 2010 for Academies and Free Schools as set out in the DfE advisory document: '*Behaviour and discipline in school 2014*'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf

Rights and Responsibilities

Our Rights

Everyone has the right to be listened to and treated fairly.

Everyone has the right to be valued as an individual.

Everyone has the right not to be spoken to in a way that offends or upsets them.

Everyone has the right to feel both physically and emotionally safe.

Everyone has the right to expect politeness and respect from others.

Everyone has the right to teach or to learn without disruption.

Our Responsibilities

Everyone has the responsibility to show kindness, politeness and respect to others.

Everyone has the responsibility to share fairly.
(For example, the use of equipment, resources and space)

Everyone has the responsibility to take care of the school environment and resources.

Everyone has the responsibility to move around in a safe and sensible way, across settings, including:

- inside the school building.
- in the playground.
- Off site, when representing the school.

Everyone has the responsibility to help others to learn.

Strategies to support consistently good behaviour.

Positive reinforcement is used to promote consistently good behaviour.

Praise and encouragement and calmness will be in evidence across the school.

It is not acceptable for adults to shout at children.

Children need to be given clear, direct statements about their behaviour and know exactly what the consequences are.

Racist, sexist and homophobic behaviour should always be challenged and recorded. All racist incidents need to be reported to the HT/DHT.

It is important that low level disruption which interrupts children's learning, is addressed consistently across the school, (for example, children calling out in class).

Children must be properly supervised when missing playtimes with a suitable task to do. A child must never be given curriculum related work as a punishment e.g. being asked to do extra maths or a page of writing as a punishment.

It must be recognised that children misbehave for many different reasons and may need particular support from other professionals. Therefore, it is important to talk about the behaviour rather than "label" the child.

There may be occasions when the most effective strategy is to ignore minor instances of attention seeking behaviour. This will usually be an agreed strategy for particular children. The rest of the class may also have the understanding that this is happening and why.

Inclusion

There may be some children on the SEN register who have individual behaviour programmes and may be receiving additional support from other professionals such as the school's Learning Mentor or external support. The majority of these children would be expected to comply with the Good to be Green' system. However, in some circumstances, in order to manage their behaviour, it may be necessary to prioritise and personalise behaviour strategies to meet their individual needs. Where this is the case, all staff will be made aware any individual's behaviour plan.

The 'Good to be Green' system

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly adhere to the 'Rights and Responsibilities' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviour and learning behaviours.
- Teachers can be supported to develop effective behaviour management skills.

The system allows for the following:

- A consistent and fair approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

How it works:

- In the class there is a prominent 'Good to be Green' display.
- On this display, all children have a name wallet.
- Each day, children start in the Green zone; regardless of what colour they ended on the previous day.
- If children make positive impact individual choices they are celebrated by progressing to a Bronze, Silver and then Gold card.
- If children make negative impact individual choices they move to Blue, Yellow, then Red cards. Between each card stage, children are given at least one warning reminder.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards Green (and then towards Gold).
- Children need to be made aware that if they have moved to blue, yellow or red, then changing their behaviour will result in them moving back towards green. Children should not feel that once they have moved negatively, away from green, that they are 'stuck' at that colour.

- Children aim to end each day on at least green but ideally higher. The zone they are on at **end of the day** determines further action e.g. Golden sticker, missing playtime etc.

What this looks like:

Colour	Behaviour	Outcome
	<ul style="list-style-type: none"> Exceptional behaviour or effort. Significant achievement. Constitently displaying 'silver expectations'. 	Gold sticker Praise Pad certificate home. Name mentioned in newsletter (if appropriate). Recorded on SIMS by class teacher. End of term treat
	<ul style="list-style-type: none"> Consistent politeness and positive learning behaviours. Consistently being a positive role model. Consistently demonstrating 'bronze behaviours' without adult prompts. 	Praise Pad certificate home Recorded on SIMs by class teacher.
	<ul style="list-style-type: none"> Demonstrating positive learning behaviours. Being polite/kind/caring/sharing/s elfless. Good manners. Good focus. Demonstrating good listening skills. 	Sticker
	<ul style="list-style-type: none"> Following the 'Good to be Green' expectations. 	
(Non-verbal cues to be used first) Warning- the pupil is reminded of 'green behaviour'		
	<ul style="list-style-type: none"> Low level disruption- speaking when an adult or another pupil is speaking. Not listening Disturbing others. Calling out. Walking around the classroom. 	A blue card is put into the section of the 'Good to be Green' behaviour chart and the pupil is reminded of the expectations and that if this behaviour changes, they will return to green.
(Non-verbal cues to be used first) Warning- the pupil is reminded of 'green behaviour'		
	<ul style="list-style-type: none"> Persistent 'blue behaviour'. Ignoring adults. Deliberately hurting the feelings of others. Answering back. Being unkind or rude to others. 	Miss subsequent playtime in order to reflect. Time out in class
Warning- the pupil is reminded of 'green behaviour'		
	<ul style="list-style-type: none"> Racism. Fighting/ violence (punching, kicking, biting etc). Swearing directed at others. Persistent or serious lying. Deliberate destruction of property. Persistent 'yellow behaviours'. 	Red phone call made by SLT. Lunchtime spent inside with a member of SLT in order to reflect.

Movement through the colour cards:

Children progress through the colour cards due to persistent positive or negative behaviours. If however, behaviour is more extreme or serious, the child may be fast tracked directly to the appropriate colour. This particularly applies to moving between Blue, Yellow and Red. In this circumstance the consequence must be explained to the child to ensure they understand the reasons for this action and the consequence of their behaviour choice. Providing this explanation ensures that children understand the system is being applied *fairly*.

Teachers will explain to the child what they can do to make positive changes for the remainder of the day. Teachers constantly support children to make positive choices so that they can move back to Green, and beyond.

Positive learning behaviours:

Positive learning behaviours are those that are conducive to learning and help children fulfil their full potential. Some examples of positive learning behaviours are:

- Good listening (to adults and peers).
- Positive engagement in lessons.
- Being an 'active learner' rather than a 'passive learner'.
- Moving onto challenges and editing learning independently.
- Resilience when faced with challenges.
- Determination to succeed.
- Corporation with peers in order to support learning.
- Developing a reflective attitude as a learner.

Coping Strategies for Low Level Conflicts

Children will use 'The High Five' approach for dealing with low-level conflicts with their peers. This strategy provides simple steps a child can take to when faced with a low-level conflict such as an argument or a behaviour that is frustrating.

The steps to the 'High Five' are:

1. Ignore the behaviour
2. Talk in a Friendly way to the other child asking them to stop.
3. Walk away from the situation.
4. Talk firmly in a confident voice and let the other child you will report them to an adult if they don't stop.
5. Report the issue to an adult until it is resolved.

Children will be made aware that serious behaviours such as physical violence, bullying or bad language should be reported to an adult immediately and they should not follow steps 1-4.

Range of Sanctions for Lunchtime provision

On the playground we expect children to feel safe, play nicely and take responsibility for one another's needs. However, there are times when things go wrong and on those occasions the MDAs and staff on duty employ the following strategies to help maintain positive behaviour on the playground.

A gentle word:

All of our MDAs receive termly INSET on how to proactively provide support for all the children on the playground. They have been trained to spot situations that look like they are escalating into a problem and to intervene quickly by having a 'quiet word' with those involved to try and calm the situation down. Sometimes it may be

important to ask a child to have some 'reflection' time away from the situation. In which case they will be asked to go and sit quietly in the quiet part of the playground so that they have time to calm down and to think about what they could do to positively affect the situation they find themselves in.

Red card:

This is given for very serious incidences by the Senior MDA and the child will immediately be taken off of the playground to ensure their safety and wellbeing as well as the safety and wellbeing of others.

The incident will then be referred to the DHT to discuss their behaviour who will decide on any further consequences in connection to it.

As part of the training they receive, all of the MDAs have been given a pocket-sized grid with examples of what different types of behaviours constitute what kind of responses. This ensures that there is a fair and consistent approach to dealing with behaviour when it occurs on the playground. These incidents will be relayed to the class teacher at the end of lunch.

MDA guidance for lunchtime Sanctions

Examples of times to offer a child a Reflection period
Saying inappropriate things to another a child or adult.
Playing rough games.
Taking objects from others and not giving them back.
Being unkind
Taking playground equipment of off someone without permission.

Examples of times when a Red Cards will be issued on the playground
Violent conduct eg: punching, kicking, fighting.
Swearing at another person.
Shouting aggressively and posturing violently towards another person.
Trying to strike another person with a piece of equipment with intent to harm.
Deliberately attempting to destroy school property eg: smashing equipment until it breaks.
Entering the building without permission after being reminded not to.
Taking objects from others from the school or others with the intent to steal item.

Promoting positive playtimes:

Playground equipment and games:

The school has invested in bring outside providers to come in and run workshops on how to use playground equipment safely and creatively in the playground. Special zones have been set aside for their use and an extensive range of equipment has been purchased to support children in their play at Lunchtimes.

Quiet Zone:

A dedicated area has been set aside in the playground to encourage children to come and sit quietly, read, draw or chat with their friends. It is out of the way of the hurly burly of the main playground and affords children opportunities to relax and reflect. The area has MDA support so children can talk with and read to them.

MUGA:

Edinburgh Primary has employed the services of Salaam Peace, to provide P.E. support to the school at lunchtimes in order to organise and monitor the effective use of the MUGA area. This opportunity allows children to maximise their time and enjoyment in the MUGA at lunchtimes. All of these initiatives are designed to ensure that children have a fantastic play-based experience at lunch time and ensure that the behaviour is of a high standard at all times.

Use of reasonable force

In accordance with the DfE advisory document: '**Use of reasonable force July 2013**', All school staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Many of the staff have carried out the 'Team Teach' restraint training and understand the most appropriate methods of restraint to safely use in any given situations.

Child on Child Abuse

Child on Child abuse falls under Red Card behavior but could warrant further actions being taken. The 'Child on Child Abuse Policy' provides additional information.

Search and Confiscation

Some behaviours may require a 'Search and Confiscation' to take place in order to keep the school safe. Additional information can be found in the 'Search and Confiscation Policy'.

Recording and Monitoring Behaviour

Achievements (Silver and Gold) and significant or persistent behaviours (Yellow and Red) are recorded on the school's information management system (SIMS). In addition, Fixed Term exclusions, racist and bullying incidents are logged. The information is analysed regularly to identify trends or patterns and to help the school determine future action. Where concerning patterns of behaviour are apparent, parents will be contacted and are invited to work with the school to address and resolve the issues.

Safeguarding

The schools consider their responsibility to safeguard children of paramount importance; full details can be found in the Safeguarding Policy. All allegations made against a staff member or volunteer are taken seriously and are investigated appropriately. On some occasions, an investigation into an allegation will conclude that the allegation was malicious. In this event, the school will seek advice from the relevant bodies.

Related Documents

- Safeguarding Policy
- SEND Policy
- Child on Child Abuse Policy
- Search and Confiscation Policy