


Document owner	Etwall Primary School	Approved by:	Policies Sub Committee
Author:	RO	Minute number	93j/18-19
Version:	May 2019	Next Review	May 2021
Signed by Chair of Governors	Rishi Makwana 11/11/19	Signed by Headteacher	

Etwall Primary School Behaviour Policy

Our vision at Etwall Primary School is to create an environment within which all children can flourish and be prepared to take their position as valued members of an ever-changing society. In order to help our children to develop strong British Values, make good choices and to grow personally, socially, spiritually and academically we have agreed the following aims:

- To provide a stimulating environment to enhance the educational opportunities presented to our children.
- To promote, in our children, open and enquiring minds, independence, self-motivation, self-confidence, self-respect and a sense of self-worth.
- To instil pride and enjoyment in their work, willingness to cooperate and to sustain the effort needed to complete a task.
- To encourage the children to do their best in everything.
- To help children to acquire respect for others and to prepare them to be responsible citizens in school, the local community and the wider world.
- To help children to understand the society in which they live and the interdependence of individuals, groups and nations.

How will we achieve this?

In order to fulfil our aims, we need to emphasise the importance of good behaviour and in making good choices. We think children learn best when they are clear about what is expected of them and when these expectations are continually and consistently reinforced using positive and precise message. This supports them in making good choices about their own behaviour.

To help us to do this we have agreed 6 Golden Rules which provide a model for the behaviour we expect to see in school at all times. These rules are displayed in every classroom and around school in order to emphasise expectations are high at all times.

Golden Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

To help children to apply these rules when playing, they are modified to support expected play time behaviour:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

Reminders of the Golden Rules

In order to promote good manners, reminders are placed on the tables whilst children are eating:

- We line up quietly
- We walk in the dining hall
- We finish what we are eating before we speak
- We remember to say please and thank you
- We put rubbish away
- We put our hand up to leave the table
- We talk quietly to the people next to us

and playground reminders in order to minimise the incidents of rough play and ensure enjoyable play times for all:

- We never spoil other people's games
- Be a good sport and say "Well done" to everyone
- We play skilfully and never aggressively
- We always show respect to the adults on duty

Rewarding good choices

We believe we should strive to recognise and praise good behaviour / good choices as it occurs, reward children for behaving well, explain and demonstrate the behaviour we would like to see, ensure that criticism is constructive and encourage children to be responsible for their own behaviour and make good choices. Many of the rewards are linked to our "starfish" values:

Sportsmanship

Truthfulness

Aspiration

Respect

Friendship

Independence

Sharing

Helpfulness

Good behaviour at Etwall Primary School is reinforced through the awards of privileges and rewards as follows:

- Starfish citizen of the week awards (see Appendix 3) – for children who have demonstrated excellent citizenship in line with the starfish values. (Awarded in a whole school assembly)
- Starfish pupil of the week awards (see Appendix 3) – for children who have produced excellent work, are highly motivated or have worked extremely hard in line with the starfish values. (Awarded in a whole school assembly)
- Presentation of a Headteacher award – given out for attendance, exceptional behaviour, extra-curricular activities, starfish values etc. (Awarded in a whole school assembly)
- Starfish points - awarded for making good choices in line with the starfish values or marbles put in the "Jar of Good Choices" which contribute to the weekly Starfish time.
- Starfish time - given as a reward for excellent class behaviour, to encourage collective responsibility, built up over the week through the marbles in the "Jar of Good Choices" and act as a visual reminder to the children. KS1 – Starfish time taken when the jar is full. KS2 – children build up to Starfish time during the week, taken on Fridays.
- Starfish Stickers given out by all staff (including MDS staff) as appropriate focused on the Starfish values and celebrated in class, contributing to the "Jar of Good Choices" (marbles)
- Special duties – e.g. lunch time helper, playground buddy, mini leader etc.

Discouraging inappropriate behaviour

There may be occasions when children do not follow the school rules. When this happens, all staff follow a process of graduated response depending on the poor choice that has been made, which ranges from positive reinforcement, through to exclusion – in exceptional circumstances (see Appendix 1 for further details).

Class teachers will speak to parents/carers in the event of a red card at the end of the day – in person or by telephone as appropriate. Parent/carers will be contacted by the Headteacher or Deputy Headteacher should the incident be of a more serious nature. A fresh start will be given the following day for all children, however logs will be kept of all red cards issued. It is key to the school's behaviour management strategies, that children understand that the sanctions leading up to a red card are a two-way street and that in then making good choices around their behaviour can result in warnings being retracted. Children should not be made to feel that their behaviour is 'unrecoverable'.

Persistent levels of behaviour below expectations may result in a child being monitored more closely lesson by lesson for a given length of time.

It is anticipated that incidents of children receiving more severe sanctions will be rare. In the event that a child demonstrates persistent and excessive disregard for school rules, endangers the wellbeing of staff or pupils, engages in criminal conduct or instigates a child protection/ safeguarding referral, the Headteacher will consider whether to apply Derbyshire County Council's procedures for fixed term or permanent exclusion. Parents would have the right to appeal in all cases.

Lunchtime behaviour management

Midday Supervisors (MDS) have a vital role to play with regard to the behaviour of children. Stickers and special duties can be used as rewards by the Middays to reward the good choices that children make around their own behaviour. Middays record all yellow and red card incidents using the form in Appendix 2 which is then reported to the class teacher by the MDS as appropriate to ensure continuity and consistency of this policy. The MDS team use "time out" to enable children to reflect on their behaviour choices as deemed appropriate.

Using the graduated response model, as detailed in Appendix 1, any child will have the opportunity to modify their behaviour and reduce the sanction during the afternoon session in class.

A member of the Senior Leadership Team is on duty during the lunchtime period to support the MDS team. All red cards are reported to the SLT by the Senior Midday Supervisor as well as to class teachers.

Discipline beyond the school gate

When a child is off the school premises:

- Taking part in a school organised or school related activity *or*
 - Travelling to or from school *or*
 - Wearing school uniform *or*
 - In some way is identifiable as a pupil from Etwall Primary School
- they are expected to adhere to the Golden Rules and make good behaviour choices. No child should bring the school into disrepute.

Further information

Any behaviour that threatens or endangers other children will necessitate those children being removed to safety whilst members of staff deal with the situation appropriately. Staff members will only intervene physically to prevent children from hurting themselves or others, damaging property or doing something that prejudices discipline at the school. (Reference DCC Guidance for Positive Behaviour Support including Physical Interventions 2016.04 V04)

A decision to exclude a pupil for a fixed term or permanently should be taken only in response to serious breaches of the school's behaviour policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This is in accordance with DfE statutory guidance.

Home and school working together

Any parents or carers who are concerned about their own child's behaviour or that of another child should:

- Contact their child's class teacher immediately and maintain contact at the school's request.
- Make an appointment with the Headteacher to discuss the matter if concerns continue.
- Support the school in its efforts to promote positive behaviour.
- Discuss and celebrate all positive behaviour in school and reward this accordingly (we strongly believe that money or expensive gifts should not form part of this reward).
- Discuss poor behaviour with their child and its consequences for all concerned.
- Apply appropriate sanctions at home e.g. withdrawal of privileges.

The Headteacher or SENCo, will contact appropriate outside agencies to support a child having difficulties with behaviour that cause concern and for whom initial discussions have proved ineffective. These agencies may include Behaviour Support Service, Educational Psychology, Educational Social Services, School Health Team, Social Services and Child/Adolescent Mental Health Service (CAMHS).

The Governors whole-heartedly support the Headteacher in promoting positive behaviour in the school through this policy and it is their responsibility to review its effectiveness annually.

Monitoring and evaluation of the policy

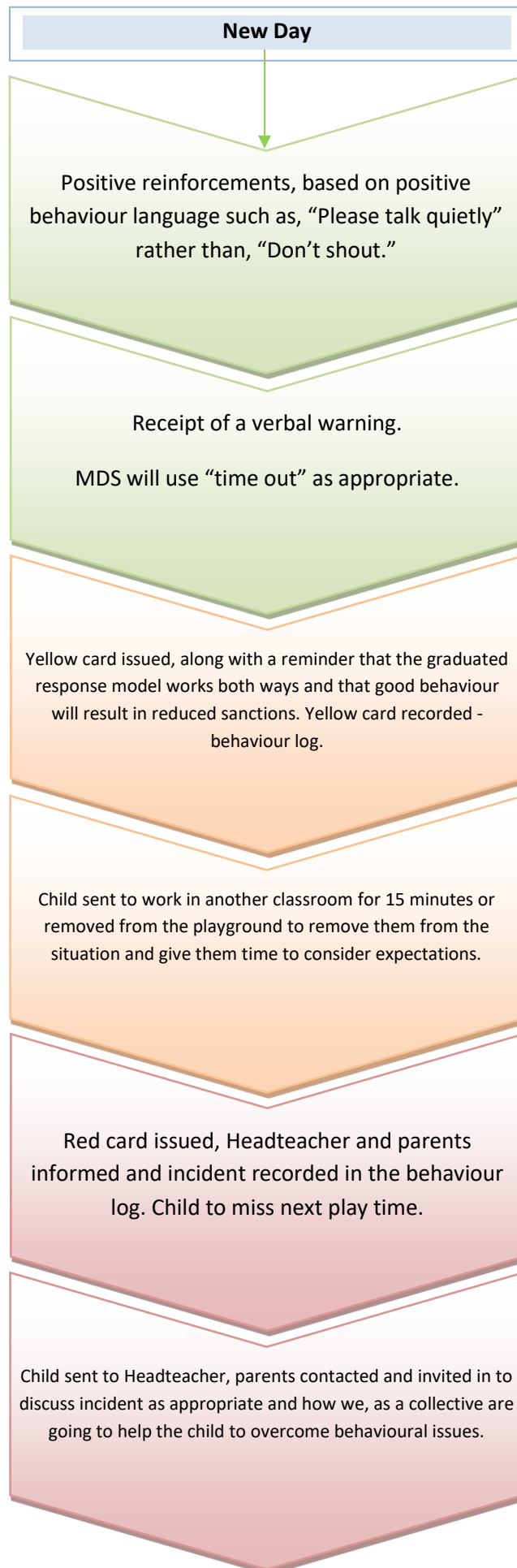
The Headteacher and Co-Headteacher monitor the effectiveness of this policy on a regular basis. She/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Deputy Headteacher monitors incidents recorded. If a child has repeatedly been involved in incidents of misbehaviour, the Deputy Headteacher will see the child and is likely to speak to parents.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Head teachers and the governing body will review this policy every two years. The governors may, however, review the policy earlier than this if new government regulations are introduced or if the governing body receives recommendations on how the policy may be improved.

Please refer to the Safeguarding Policy, Physical Intervention Policy and the Anti Bullying Policy for further information.

Appendix 1 – Graduated Response Model, Including Instant Red Card Offences



Instant red card offences

These are those that demonstrate acts of aggression towards others – either physical or verbal.

- Fighting
- Verbal aggression
- Threatening displays of temper
- Throwing items at other children/adults in an aggressive manner
- Swearing
- Spitting
- Damaging or taking other people's property
- Not being truthful
- Pushing, tripping or other acts committed in a deliberate attempt to hurt someone.

Appendix 2 – Midday Supervisors’ Behaviour Logging Form

Child’s name: _____

Child’s class: _____

Incident: _____

Names of other aggressors: _____

Names of victims: _____

Sanction(s) given:

Verbal warning

Time out

Yellow card

Child’s name: _____

Child’s class: _____

Incident: _____

Names of other aggressors: _____

Names of victims: _____

Sanction(s) given:

Verbal warning

Time out

Yellow Card

Behaviour Incident Form

Aggressor Name(s): Target Name(s):

Date: Person Completing Form:

Type:

Non-Prejudice - Emotional	
Non-Prejudice - Physical	
Non-Prejudice - Sexual	
Prejudice - Age	
Prejudice - Disability	
Prejudice - Gender Re-assignment	
Prejudice - Marital Status/Civil Partnership	
Prejudice - Pregnancy	
Prejudice - Race	
Prejudice - Religion/Belief/Non Belief	
Prejudice - Sex or Gender	
Prejudice - Sexual Orientation	

Against an Adult (Y or N): ☐

Form of Bullying:

Actual Physical Assault	
Comment general	
Cyber - text, email, social networking	
Damaging, Hiding or Stealing Property	
Displaying Badges, Slogans or Propaganda	
Excluding from Group	
Extortion	
Graffiti	
Indirect (ignoring)	
Name Calling or Similar	
Physical Contact	

Session (Time):

After School	
Before School	
Breaktime	
During Lessons	
Lunchtime	

Who Reported:

Parent/Carer	
Pupil at the receiving end	
Witness - Pupil(s)	
Witness - Teacher or other adult	

How Reported:

Correspondence	
Email	
In Person	
Telephone	

Location:

Classroom		PE Changing Rooms	
Corridor		Playing Fields	
Dining Room		School Grounds or Playground	
On Bus to/from School		Toilets	
Outside School		Walking to/from School	

OFFICE USE

Action Taken:

Fixed Term Exclusion	
Group Work	
Individual Work	
Internal Sanction	
No Further Action Required	
Parent/Carer Aggressor Contacted	
Parent/Carer Target Contacted	
Permanent Exclusion	
Restorative Meeting	

Outcome:

Resolved - Bullying	
Resolved - Not Bullying	
Resolved - Prejudice	
Resolved - Not Prejudice	
Resolved - Aggressor Withdrawn	
Resolved - Target Withdrawn	
Unresolved - Bullying	
Unresolved - Prejudice	
Unresolved - Aggressor Withdrawn	
Unresolved - Target Withdrawn	
LA Involvement	
Progressed to Other Agency	
Police Involvement	
Section 47 (Child Protection)	

Incident Number


Staff Member responsible for outcome:

Date: ____/____/____

Appendix 3 : Awards and Certificates – sample below

Etwall Primary School Pupil of the Week

Sportsmanship
Truthfulness
Aspiration
Respect
Friendship
Independence
Sharing
Helpfulness



Name: _____ **Class:** _____

Awarded for: _____

Signed: _____ **Date:** _____