



EDWARDS HALL PRIMARY SCHOOL

BEHAVIOUR POLICY

January 2017

OUR VISION

At Edwards Hall Primary School, we work together to create a healthy, nurturing and stimulating environment where everyone feels respected and safe, so enabling our children to become successful life long learners.

In all aspects of school life we work to establish a whole school approach to behaviour management that is positive. We base our management of behaviour on the five principles of Relationships, Rights, Responsibilities, Rules and Rewards. We see it as essential that the school, parents and the child work together and share responsibility for managing behaviour. We accept that Emotional and Behavioural Difficulties are special educational needs that require focused solutions and support.

We believe that:

- Everyone has the right to work and learn in a happy and safe environment.
- A happy child learns effectively.
- Everyone has responsibility for his or her own actions.
- Children have rights and responsibilities to make the right choices.
- Everyone has the right to be respected.
- Everyone has the right to be shown tolerance of difference and for these differences to be respected.
- We should present activities that interest and challenge children
- Working in partnership with other agencies is important.

AIMS

We aim to create a happy, safe, learning environment for all members of the school community.

We aim to create an environment that promotes positive behaviour.

We aim to have a consistent approach to the management of behaviour.

We aim to promote self-confidence in all members of the school community.

We aim to promote care and respect for the school environment.

We aim to teach our children to be autonomous, assertive and to have self-discipline.

We aim to teach our children how to care for and respect each other.

We aim to teach our children tolerance of diversity.

We aim to have high expectations of others and ourselves.

A POSITIVE APPROACH TO PROMOTING GOOD BEHAVIOUR

We try to create an environment that promotes good behaviour. We try to set an example with our own behaviour. We form good relationships by respecting and caring for our pupils and colleagues.

We work to create a caring environment where good relationships flourish and we foster a culture of co-operation and compromise.

We have school rules and individual class rules that are written and agreed by the children in September. These rules are worded positively and are linked to rights and responsibilities. (See PSHE policy)

We help children to understand the appropriate behaviour we expect of them through modelling, story, drama, discussion, circle time and visual prompts.

We put in place routines that help the school to run safely, calmly and efficiently to support effective learning. We involve the children in routine tasks and encourage them to take responsibility for the smooth day-to-day running of the school.

We work to establish a common understanding of our rules and routines throughout the school community by staff meetings, assemblies, displays, circle time, class handbooks, induction booklets and newsletters.

We celebrate achievements in all aspects of school life, including non-academic achievements. We give praise and specify why we are doing so. We always begin by providing positive feedback before discussing areas for development.

We look for and value improvement judged against an individual's personal performance rather than merely making comparisons with others. We show the children that we value the effort they put into learning not just the product they produce.

The children are encouraged to self assess to promote positive self-awareness. We expect children to be honest about their behaviour. We work to help children understand that they are responsible for making their own choices about their behaviour and for controlling their behaviour.

We use a range of effective classroom management strategies that match the needs of a particular group of children. We anticipate and try to divert the child before an unwanted situation happens. Our strategies include proximity praise, questioning, redirecting the focus, non-verbal communication, partial agreement and tactical ignoring.

We try to avoid problems by encouraging children to be motivated and to enjoy learning.

We plan clear learning objectives for lessons and we design activities that challenge children of all abilities. We use on-going formative assessment strategies to ensure each child's learning is progressing at a suitable pace.

One of the reasons for inappropriate behaviour is poor self-esteem so we endeavour to improve it. We keep our teaching style flexible, always endeavouring to build self-esteem. We use circle time and role-play as useful strategies for raising self-esteem, improving social communication and relationship skills. We try to develop a child's vocabulary to allow them to express their emotions and feelings accurately. Through our PSHE and citizenship curriculum and through Assembly Themes, we help children to accept that all people experience a range of emotions and we encourage children to explore their feelings, both positive and negative.

We audit, monitor and review our practice with regard to behaviour and set up training sessions and attend courses to cover areas identified as needing development or support. We link with outside agencies to provide support and expertise for training and to help us design programmes for individual children.

We value children's ideas and points of view and make time to listen to our pupils. They put forward ideas in the school's council, circle time, assemblies and class discussions including P4C. We may set aside a special time each day when an adult in the school will spend time listening to an individual pupil e.g. use of worry boxes or bubble time.

RULES

We base behaviour management on the statement that,

'At Edwards Hall Primary School, we believe each person has a right:

**To be SAFE,
To be RESPECTED
and to LEARN.**

**So everyone has the responsibility to make sure that each person at Edwards Hall
Primary School is**

**SAFE,
RESPECTED
and ABLE TO LEARN.'**

Rules are devised for different areas of the school e.g. playground, field, assembly hall, corridors based on this principle. Rules that are for the whole school are discussed with the School Council.

Class Rules.

As part of our PSHE units of work, each class devises a set of agreed classroom rules at the beginning of the school year and these are clearly displayed and referred to.

REWARDS

We use a wide range of rewards and take into consideration the age of the child and the activity involved when giving rewards.

Rewards can be:

- Verbal praise for a specific action.
- Positive facial expressions, such as a warm smile.
- Gestures such as a nod, wink or thumbs up.
- Saying thank you.
- Applause.
- Praise, whispered privately.
- Praise from Head teacher.
- Public praise in the class room or in assembly.
- Stickers, stamps and merit points.
- Displaying work to the class, to other teachers.
- Golden time
- Certificates.
- Being made Star of the Day or Star of the Week
- Telling parents about achievements.

Each teacher devises an approach to behaviour management for their classroom using rewards that are appropriate for the particular group of children in their care. The age of the pupils, the stage of development, the views of the children and manageability are

considered when devising a system. The way the system works will be monitored by the teacher to see that it remains effective, that it is meeting the needs of all children in the group and that there is consistency across the year group.

A class teacher recognises the achievements which may be in any area of the curriculum or for behaviour and a record is kept. The judgements are made with regard to an individual child's efforts compared their previous performance rather than in comparison with their peers.

PARENTS

We set up a good partnership with parents from the beginning with our programme of pre-school and home visits that take place before a child starts school. We aim to have frequent two-way communication throughout a child's time with us. We try to be supportive of parents and to appreciate the day-to-day problems they may have. When informing parents of unacceptable behaviour we use objective rather than emotive language. We respect confidentiality.

We communicate positive behaviour through:

- Celebration assemblies
- The home-school book where needed
- Reports
- Consultation evenings
- Newsletters
- Head teacher's welcome meeting with individual new parents when the school expectations are outlined
- The school prospectus.
- A 'Welcome to Edwards Hall Primary School' meeting before each new intake of children.
- Open Days

MONITORING AND REVIEW

The Governing Body has the responsibility for setting these general guidelines on standards of behaviour and for reviewing their effectiveness.

The Head teacher has the day-to-day authority to implement this policy and to monitor its effectiveness. The Lead Behaviour Teacher will audit practice and report to the Head teacher.

Please note that this policy has links to the PSHCE policy, the anti-bullying policy, the positive handling policy and the whole school behaviour system

Next review January 2020