

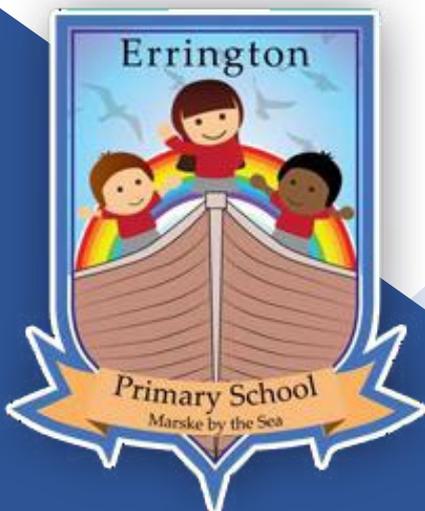
## School policy, guidelines and structures

Policy document includes:

- Cover document – including key review dates and completion information
- Ten Things About
- Team responsibility
- Policy document

### Errington Primary School Behaviour Policy 2021/2022

Policy Completion	Policy Review	Ratified by governance
B. Jones/A. Faulkner	SLT	
Responsible person:	Responsible person:	Responsible person:
B. Jones (Head Teacher)	A. Faulkner (Assistant Head)	S. Glover (Governor)



# Behaviour statement of intent

At Errington Primary School we believe that excellent behaviour enables effective learning and teaching. The achievement of this aim is dependent upon the highest standards of expectation of good behaviour from everyone in each of our schools, including all members of staff, pupils and their parents. Our expectations and this Policy applies equally to all School based activity, residentials, visits and extended School events.

## Aim

- Create a positive atmosphere in each school based on a sense of belonging to a community which has shared beliefs.
- Adopt a positive approach towards behaviour that is underpinned by pupils' self-discipline and based on praise, self-motivation and reward.
- Develop close co-operation of our parents in upholding our expectations of behaviour of their children.
- Provide a learning environment in which self-discipline and honesty are acceptable norms.
- Maintain consistency in that we, as a staff, understand the necessity for mutual support and uniformity of approach.
- Be fair in managing behaviour without prejudice and by ensuring that discipline is perceived to be fair by the children and their parents.
- Adopt and maintain effective classroom management strategies through staff discussion, teamwork, and by providing relevant INSET as required.
- Divert the children from undesirable behaviours by providing them with challenge and excitement through a quality curriculum, which requires sustained application.
- Provide the children with good models of adult behaviour by co-operating with, and supporting, each other and by fostering an atmosphere of courtesy and consideration.
- Foster good relationships with children by ensuring that our care of children is based on kindness, respect and an understanding of their individual needs.
- Involve children in determining their own behaviour through education, developing mutually agreed class rules and by making explicit our school's code of conduct.

## Equality

- Errington Primary is committed to taking positive action that will open up the curriculum and its associated activities, services and opportunities to everyone, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect.
- *Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. We are aware that pupils may experience disadvantage and unfair treatment simply because of who they are or the background they come from.*
- Therefore Errington Primary is committed to ensuring equal treatment of all of its employees, pupils and any others involved in the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

## Our Values

At Errington we believe strongly that the strength of our behaviour systems rest in the positive expectations that we reinforce. In the vast majority of circumstances the member of staff addressing an issue in school will be able to do so using positive reinforcement of our behaviour systems. These are values that should be celebrated and allow us to frame restorative conversations in the positive, focusing on what could be done, not what has happened.

**Be**...Resilient

**Be**...Brave

**Be**...Positive

**Be**...Dedicated

**Be**...Kind

**Be**...A COMMUNITY

## Positive Behaviour

1. We want to create a learning environment where positive messages are celebrated and a clear incentive for meeting the 'Bring Errington values is in place.
2. Positive behaviour will be rewarded with a token, these tokens are in place to reward positive behaviours.
3. We give one token at a time, the only time that more are given out are at Celebration Assemblies.
4. Tokens are provided for a number of reasons; good manners, following the Errington Values, excellent work or questioning.
5. If a child does not meet those expectations then they will receive a sanction. Our behaviour systems need to be underpinned by the highest of expectations but equally are managed by the development and modelling of positive relationships.
6. The system of sanctions in school balances a need for children to have the chance to modify their behaviour whilst at the same time having expectations that are sufficiently high enough that multiple incidents of inappropriate behaviour are not tolerated.
7. The first stage is a reminder, this is there to emphasise that some behaviour needs to be addressed but may be as simple as a look or a quiet word.
8. The second stage is a clear verbal warning. This should be sufficient to address incidents of low level behaviour in class or outside.
9. On the third incident class teachers will have the discretion to send the young person to another class for 5-10 minutes, this should allow for sufficient reflection and then a conversation supporting transition back into the classroom.
10. If this has not been sufficient to address this behaviour then children will lose their access to break and lunch time alongside a discussion with the Head Teacher.
11. The staff member has the ability to jump elements of the consequences dependent on the severity of the incident.

## Organisation

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff working within the classroom. Staff members are expected to deal with all minor behavioural incidents according to our stated aims.

Staff should seek the support of their team when necessary as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due. Senior staff and the Headteacher should be informed of any serious breaches of our behaviour standard. This will be done through the use of the CPOMS system to record all behavioural and safeguarding issues and provides a chronology. This system also enables Headteacher and SLT to analyse different types of behavioural issues and produce statistics and graphs which Headteacher presents to governors in termly meetings.

Supervisory Assistants for the lunchtime period are made aware of the procedures to follow for any misbehaviour and are provided with advice on strategies to adopt to encourage positive behaviours and discourage negative behaviours. The Headteacher will provide them with a termly update as required, in response to emerging issues.

Errington has "Celebration" assemblies as a means of recognising individual achievements, team achievements and as an opportunity to reinforce positive behaviour.

Errington will offer our children a wide range of extra-curricular activities to provide further opportunities for challenge, raising self-esteem, responsibility and the encouragement of positive behavioural traits.

## Sanctions

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

The child may be asked to write a letter of apology as a means of restitution for their behaviour.

Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop immediately, the teacher will give a second warning.
- The child may be asked to write a letter of apology as a means of restitution for their behaviour.
- If the pupil continues to behave badly, the teacher will give a final warning, advising that if they continue, they will remove the pupil from the classroom.
- If the pupil continues the behaviour following the final warning, the teacher will complete a [CPOMS log](#) and may issue another sanction.
- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pupil is sent to another classroom, misses playtime or receives another sanction, Headteacher will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.

If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning. Any pupils that are sent indoors will be supervised by an adult at all times.

We may ask children to repeat work if the work produced is unacceptable following disruptive classroom behaviour.

However, we should never use writing or maths, for example, as a punishment, as we do not wish to instil negative attitudes towards any subject.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

## Exclusions

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. This will include deliberately breaking social distancing rules or any behaviour that puts others at risk.

For repeated or various serious acts of antisocial or harmful behaviour, the Headteacher may permanently exclude a child.

The Headteacher may exclude a child for bringing banned items (as designated in the policy) onto the school site. The Headteacher may also exclude a pupil for serious acts of misbehaviour outside school.

In the event of an exclusion, we will follow the DFE Guidance as shown on the following link

<https://www.gov.uk/government/publications/school-exclusion>.

Staff only intervene to restrain children or to prevent injury to a child or if a child is in danger of hurting any other pupils or adults in school. The actions are taken in line with Government Guidelines as shown on the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

It's hoped by Errington Primary that the overwhelming majority of parents would self-isolate and test their child if they showed any signs of COVID, and it is reasonable for the Headteacher to insist they do not attend school at this point. Errington Primary's view is therefore that this is not an unlawful exclusion, as we have guidance which states that you must take this action.