



Egerton Primary School

Behaviour policy

Approved by: Neil McKinlay

Date: October 2023

Last reviewed on: October 2023

Next review due by: October 2025

Our School Vision

Ready to learn. Ready to thrive. Ready for tomorrow.

At Egerton we aspire to create an inclusive environment where all students and staff can flourish. We strive to nurture curious minds, so that all children leave school as confident, compassionate and globally aware citizens.

R- Resilient

We want our children to embrace challenges and be equipped with the knowledge, skills and resilience they need to flourish.

E-Engaged

We want our children to be engaged and inquisitive in their learning.

A-Achieve excellence

We want our children to achieve excellence through an ambitious curriculum and amazing learning opportunities.

D-Discover

We want our children to be keen to discover their creativity.

Y-Young Global Citizens

We want our children to leave school as confident, compassionate and globally aware citizens.

Our Philosophy

At Egerton we believe that the qualities enshrined in our school together with teaching, which engages and excites children, creates a school where learning behaviour is excellent and children develop good inter- personal skills which enable them to regulate their own behaviour in and around the school.

We expect all adults who work with children to support the Egerton philosophy and to model positive behaviour between themselves and with children. We work in partnership with parents and carers to promote positive behaviour and problem solve when necessary. The high expectations of behaviour in our school allow children to contribute to their learning experience and flourish in a proactive way whether in school, on educational visits or visiting places whilst representing the school.

Our School Expectations

In school we expect all members of the school community (pupils, staff, parents and visitors) to:

- Show respect, care and consideration to all

- Challenge unacceptable, unkind behaviour
- Care for our school environment
- Promote good learning behaviour

Roles and Responsibilities

Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (see appendix 1). The governing body will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

Head teacher

The Head teacher is responsible for reviewing this behaviour policy. The Head teacher and the senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy effectively
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious or ongoing behaviour incidents and reporting to appropriate member of senior leadership team
- The senior leadership team will support staff in responding to behaviour incidents

The role of the class teacher

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and has high expectations of respectful behaviour. The teacher treats all children in their class with respect and understanding. We actively teach good behaviour, to prepare our children as beneficial citizens, most explicitly through our RSE/PSHCE curriculum and Philosophy for Children approach. Circle time is used regularly to address any issues and celebrate examples of respectful behaviour.

If a child misbehaves repeatedly in class, the class teacher seeks help and advice from the Deputy Head teacher or Head teacher. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Midday Assistant

All Mid-Day Assistants give feedback to the class teacher at the end of lunchtime to regarding any wanted and unwanted behaviours. The class teacher will deal with any unwanted behaviour and praise and give rewards for exceptional behaviour. The Mid Day Assistants will immerse themselves in play, supervising carefully and positively engaging with the children. They will follow the same systems for challenging unwanted behaviour by giving a warning. Senior leaders will support all Mid Day Assistants by being around and on call during the lunchbreak.

Parents

Parents are expected to

- Support their child in adhering to the Egerton school rules
- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school where necessary with the implementation of consequences and behaviour plans

Promoting Good Behaviour

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. It is important that children who make good choices are recognised and praised.

Children are encouraged to be polite and respectful towards others. This is encouraged and modelled by adults and by older children, for example Year 6 Phys Kids leaders and Reading Buddies. All members of staff are committed to using positive behaviour reinforcement. We work on building positive relationships, and strive to use humour, keep calm and be positive. We get to know pupils as individuals and try to leave the child on a positive note after dealing with situations. Children's achievements are acknowledged in a variety of ways, which include during Celebration Assembly and by in-class reward system- whole school Dojo system and individual class systems to supplement the Dojo system.

Teaching children about good behaviour and about respecting the rights of others

Spiritual, Moral, Social and Cultural Development is promoted not only through our curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection. We are a Rights Respecting School and acknowledge that children's rights are unconditional. The work of our school ambassadors are based upon this philosophy and the Safe and Happy All children are ambassadors, with the exception of Reception children, and work diligently to promote an inclusive and safe culture.

As part of our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games where they learn and discuss what good behaviour means and how to resolve situations where they are unhappy about their own behaviour or that of others. Teachers use lessons (often 'Circle Times' and P4C) when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.

Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions. Children are encouraged to recognise that we are all different and to respect this.

Helping children feel safe

We recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults, it is important that we:

- Treat children fairly (and are explicit in this)
- Build positive relationships with all children we have contact with
- Apologise if we make mistakes
- Focus on using calm and positive language. Emotion coaching techniques are used with children who need a more specialist approach.
- Teach children ways to manage minor incidents independently and tell other children when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking about difficulties with friendships, behaviour or issues at home etc.
- Recognise that when children demonstrate behaviour which distracts themselves or others that there is usually a reason behind this.
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Follow the school safeguarding policy at all times

Helping Children to Resolve Difficulties

When children fall out they are supported and given time to listen to each other's points

of view, consider how their actions have made others feel and come to an agreement about how arguments and disputes can be resolved and avoided in the future. Our approach focuses the individual on their responsibilities to the rights of others and enables those who have been harmed to convey the impact of the harm to those responsible. We aim to deal with conflict peacefully and fairly, while promoting a safe caring environment where problems can be resolved successfully.

The restorative approach does not preclude using sanctions, but it does provide a framework for making them more meaningful as everyone is involved in decision making.

Unacceptable Behaviour

All children break the rules from time to time. When this happens staff can often change this by either praising other children for doing the right thing (for example 'you're listening really well') or describing their behaviour to the child (e.g. you're calling out, you're running).

Actions and Sanctions

Class teachers use a variety of visual cues and systems to promote good behaviour and inform children when their behaviour is having a negative effect on their learning and the learning of others. All systems adopted help give children ownership of their behavioural choices and give children the opportunity to redeem themselves.

When a child is not behaving as expected, staff always refer to a child's behaviour rather than the child, take into account the context of the situation and the children involved and allow children 'cooling off time' if and when necessary before investigating a situation. It sometimes helps to send the child to another class so they can have some time to calm down and reflect on their behaviour.

Sometimes children do not respond to strategies in class or behave in such a way that they need to be removed from the situation. In these cases, an adult will share the details with a member of the senior leadership team (SLT). The SLT member will then investigate what has happened and deal with the matter appropriately. This will be recorded on CPOMS.

Where appropriate the school may use a variety of sanctions, including those listed below.

1. The class teacher/ adult will give a warning, in private, to the child who is not following the rules of the school.
2. If the poor behaviour persists, then time off playtime will be taken (5 minutes)
3. If these sanctions still do not stop the poor behaviour, then the child will have to meet a member of the SLT to discuss their behaviour, Reception/Y1/2 will go to the EYFS lead, Y3 & Y6 will go to the Inclusion Lead and Y4 & 5 will go to the Deputy Head teacher, for a restorative discussion.

4. If the poor behaviour continues or is deemed too serious to go through the sanction steps above, the Head Teacher will be involved.

Management of Behaviour Outside of the Classroom

In the playground, we have similarly high expectations of all children. Consistency of support and keeping contact between the members of staff on duty and the class teachers is integral to the smooth running of the school. Staff members on duty have allocated areas of the playground to ensure all children are supervised at all times and know where to find an adult should they need one. The lunch time supervisors ensure that they enforce the same ethos as the rest of the staff by ensuring all sides of the story are listened to. There are a range of different activities available in the playground at lunchtimes to ensure that children have lots to do, which helps sustain positive behaviour.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to and from school.

Racist, Homophobic and Bullying Incidents

Racist, homophobic or bullying incidents are not tolerated at Egerton and are dealt with accordingly. All incidents of this sort are recorded on CPOMS and reported to the Local Board of Governors and records are kept. Please see the Anti-Bullying Policy for more information on this.

Persistent Poor Behaviour

Where there are on-going concerns about a child's behaviour, parents will be informed. It is important that home and school work together to identify the cause of the behaviour and ways to address it.

This can include:

- Parent/carer meeting with the class teacher and or member of SLT
- Referral for assessment of underlying need which might be affecting behaviour, for example:
 - hearing
 - eyesight
 - speech and language
- Team around the child, to include any professionals working with the child
- Referral to school ELSA for social and emotional therapeutic work
- Referral to the school SEND co-ordinator
- Drawing up of a behaviour plan with objectives agreed by parents, school and child

Child on Child abuse

Children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual harassment or abuse

Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We ensure that we apply the same thresholds. In our school, we have specific preventative strategies and put in place support for both perpetrator and victim. Please refer to the school’s Child Protection and Safeguarding for more information.

Exclusions

Very rarely it may be necessary to exclude a child as a result of their behaviour. This can be:

- Internal exclusion where a child is excluded from their classroom and the playground for a fixed period of time. This will be supervised by a member of staff.

Exclusion from school, which can be:

- For a lunchtime only
- For a fixed period (e.g. 3 days)
- For an indefinite period
- Permanent

Parents are always notified of the reason for and length of exclusion and have the right to appeal against exclusion to the Governing Body. The Head teacher is responsible for decisions regarding exclusion from school. A child who has been excluded for a period of time will be brought into school by their parent or carer to attend a reintegration meeting with the Head teacher. The child will then be supported to be reintegrated back into school in a way appropriate to the child’s needs.

Physical Contact

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the dignity and safety of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Pupil support

The school recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year all children meet their new teacher and spend some time getting to know them. In addition, children who find change a particular challenge may meet their teacher individually, sometimes with their parents. Staff will have time to exchange information about children. In addition, the school works closely with Knutsford Academy staff to discuss effective transition strategies for Year 6 pupils to Year 7. For the most vulnerable children a specific transition plan will be drawn up.

Other Relevant Policies

Anti-bullying policy

Safeguarding Policy

Exclusion Policy

Appendix 1

Written Statement of our Behaviour Principles

1. Egerton Primary School is a community in which high standards of behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement
2. It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times. This is achieved by high expectations, well planned lessons, positive behaviour management and staff modelling good behaviour themselves.
3. Pupils play a key role in the promotion of acceptable behaviour
4. Parental support is essential in promoting positive behaviour in pupils
5. Our behaviour policy is underpinned by
 1. Restorative practice which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships
 2. Our school rules, which apply to the whole community. In school we expect all members of the school community to:
 - Show respect, care and consideration to all
 - Challenge unacceptable, unkind behaviour
 - Care for our school environment
 - Promote good learning behaviour
 3. Our core values which feed into the ethos of our school:
Resilience, Engagement, Achieving excellence, Discovering & Globally aware.

Aims of our statement of behaviour

1. To ensure that praise, encouragement and rewards are used effectively to promote achievement and good relationships
2. To ensure that all are treated equally and that bullying of others is not tolerated on any grounds, including ability, additional educational need or disability, age, culture, faith gender, ethnicity or sexual orientation
3. To develop self-discipline, self-control and a sense of responsibility for the school and its environment
4. To encourage members of the school community to demonstrate respect and courtesy to one another, to visitors to the school and our community neighbours
5. To provide a clear and precise framework which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement

6. To promote our school's expectations and ethos through our school rules
7. To ensure that there are clear and consistent approaches to managing poor or disruptive behaviour
8. To provide challenge and support for pupils who deliberately and persistently disrupt others learning or do not follow school rules
9. To provide appropriate support for colleagues and parents in managing behaviour effectively
10. To ensure effective management of teaching and learning with well organised classes and lessons that are stimulating, appropriate and differentiated

Appendix 2

Process for Rewards and Sanctions:

Rewards:

- Will be given Dojo's as rewards throughout the day from a variety of staff.
- These will be projected on the interactive board so children can keep track of how many they have received.
- Staff will balance the number of Dojo's being given to children, so that children's self-esteem is not harmed.
- Dojo rewards will be given out based on our school rules.
- A weekly prize will be given out to the child with the most Dojo's.

Sanctions:

5. The class teacher/ adult will give a warning, in private, to the child who is not following the rules of the school.
6. If the poor behaviour persists, then time off playtime will be taken (5 minutes)
7. If these sanctions still do not stop the poor behaviour, then the child will have to meet a member of the SLT to discuss their behaviour, Reception/Y1/2 will go to the EYFS lead, Y3 & Y6 will go to the Inclusion Lead and Y4 & 5 will go to the Deputy Head teacher, for a restorative discussion.
8. If the poor behaviour continues or is deemed too serious to go through the sanction steps above, the Head Teacher will be involved.

Please note that sanctions will never involve taking away a reward already given/ previously earned.

Signed

Chair of GovernorsDate.....

Head teacherDate.....