



Edgewood Primary School

Building skills and values for life

Behaviour Policy

Aim: To ensure that our school is a place of learning that is safe, secure and a happy place to be for all.

Principles and Expectations

At Edgewood Primary School, we recognise the role of school in providing a safe and ordered learning environment for all pupils, and in educating pupils about appropriate behaviours and social expectations. We therefore set out clear expectations for all pupils which set high standards, and clear steps and consequences where pupils fall short of those expectations.

We aim to foster positive behaviours which are in line with our school vision document, providing an environment in which pupils can demonstrate the skills and values we aim to embed. These values are linked to the British Values set out by central government, but aim to offer a broader range of principles.

We use 4 words to provide clarity and consistency to the children from all staff. These are **Respectful, Ambitious, Proud** and **Safe**. We ask that all staff use these words in their communication with pupils and all pupils are aware of and reminded of these words in relation to all aspects of their behaviour to ensure that the basic principles of social behaviour are taught and encouraged to enable good progress.

Pupils who demonstrate these skills and values, or who show particular effort or improvement are awarded with house points, which count towards the house cup award. Pupils who collect at least 20 house points are rewarded with a stage award, with further awards being given as more house points are achieved. In addition, each week an achiever is chosen from each class who has demonstrated one of these words in an exceptional way.



- **Warnings and consequences** should not be on the wall. If you need to keep a note on your desk then please do with a post-it note or laminate a small piece of paper and keep it on your desk. Remember, where possible, warnings and consequences should be given 1-1 and not in front of the rest of the class. **'PIP' and 'RIP' - Praise In Public and Reprimand In Private.**

A poster with the RAPS values is displayed in every classroom, and in other areas around the school. Where pupils fall short of these expectations, the posters are used to make clear to pupils of any age why a sanction is needed. In the first case, for most incidents of low-level misbehaviour, a verbal or other appropriate non-verbal warning will be given by an adult to remind a pupil of the expectations of our school. In many cases this will be sufficient to effect a change. However, where a pupil continues not to meet the expectations, the formal stages of the behaviour policy should be followed. **All adults** in our school have a shared responsibility for managing the behaviour of all pupils in the school, and as such have equal responsibility for issuing rewards and sanctions in line with this policy.

Rewards

A 'positive praise first' approach should be used by all staff across school when dealing with pupils' behaviour. Building high quality relationships with pupils relies on you being positive but firm with children and maintaining consistent boundaries over time and between different members of the school's team.

It is vital that all staff play their part in maintaining this consistency or pupils may think that our inconsistencies allow them to be inconsistent with their behaviour.

When working with children in lessons, adults can also reward positive behaviours and choices through the use of house points. House points are awarded to an individual, but are also counted towards the total for that child's house. There are three houses in school to which all children are allocated: Hawking (blue), Nightingale (yellow) and Shakespeare (green). Siblings are allocated to the same house.

House points are awarded for positive behaviours and attitudes, including:

- Politeness and manners
- Public courtesy (e.g. going out of their way to hold open doors, welcoming a visitor to our school or their class, etc.)
- Completion of homework task as agreed across the team.
- Demonstrating school values
- Effort in work
- Improvement in achievements
- Additional reading/work at home
- Helpfulness to adults around school
- Achieving targets
- Active participation in lessons

In examples where children have been rewarded for showing great examples of being **Respectful, Ambitious, Proud** or **Safe** in their behaviour and dealings with others, staff should make sure they reference the appropriate word when giving them their house point so that all children build the link between their behaviour and these key words.

In most cases, only single house points should be awarded. In exceptional cases it may be appropriate to award 2 house points at a time. Where children are outside of their classroom, teachers can award house points by telling the child and asking them to put it on their chart back in class. For the youngest children, especially at the start of the year, it would be good to follow this up by speaking to the class teacher so they are aware and can support the child to put their house point on correctly.

Individual Record

Every child is provided with a house point record card in their colour of their house. When awarded a house point, a child can stick a coloured dot onto their house point record card in the boxes marked. When the 20 house point mark has been reached, a child becomes eligible for a stage reward. These are awarded in assembly to pupils who have reached the required numbers of house points as follows:

	House points for this stage	Cumulative total	Reward
Stage 1	20 house points	20 house points	Headteachers' award sticker
Stage 2	40 house points	60 house points	A selected novelty toy
Stage 3	60 house points	120 house points	An Edgewood pen (KS2) or pencil (FS/KS1)
Stage 4	80 house points	200 house points	An Edgewood water bottle (not available to purchase)
Stage 5	100 house points	300 house points	An enamel 'Stage 5' badge, and a gift voucher (gift voucher awarded in July)



Children will receive their stage rewards usually weekly in either their classroom or an assembly.

Teachers should aim to be consistent in the allocation of house points both within their own classroom and across teams in the school. As a guide, it is expected that 10-20% of children in each class should reach Stage 5 each year. This means that some pupils will be awarded an average of 1 or 2 house points per day.

EYFS also use their RAPS cloud display to help children reflect on their good behaviour choices.

House team record

On being awarded a house point, children also add an appropriate-coloured counter to their house jar in their classroom. These jars are emptied and counted each week by the House Captains (selected from among Year 6 pupils) and an on-going tally is kept of points achieved. A weekly total of house points from the previous week will be announced in Friday assemblies.

In addition, house points may be awarded directly to house teams following inter-house competitions and events. These will be carried forward to the end of each half-term when a running total will be shared. At the end of each full term, the house cup will be awarded to the house attaining the greatest number of house points over the term.

Proud/Positive board.

All classes should have a laminated board (A4 /A3) in a prominent place that says something like 'Ask me why I'm proud' or 'Ask me why my name is on this board'. When a child has done something that impresses you then you can just write their name on the board. When any adult goes into the classroom they should ask the child what they have done to get their name on the board and the child gets to share their success with others. This is designed to create a desire for the children to get their names on the board and be acknowledged for that extra effort.

If someone visits your classroom and misses the board then please point it out to them so they can praise the child concerned.

Achievers

Each week, 1 child per class is chosen to be the achiever for that class. The children are chosen and recorded on Scholarpack by the end of school on Thursday so that they can be announced in classrooms on Friday and go out in the school newsletter.

Parents of pupils who have been chosen as a class achiever will be invited into the assembly via a text on Friday.

Achievers certificates will be handed out in whole school celebration assembly each Monday morning straight after the register is taken.

Lunchtimes

Lunchtime behaviour will be recognised during sittings by the lunchtime staff during the week using certificates.

Postcards

Any child who displays exemplary behaviour will be recognised with an Edgewood postcard. These will not be handed out regularly (2-3 per class each term at most) as it is a reflection of the exceptional behaviour that has been demonstrated. Each postcard contains a reason for why it was awarded and encourages parents to follow up with praise and a reward at home, if parents feel it is appropriate.

Sanctions

Where pupils' behaviour falls short of our expectations, adults have a responsibility both to educate the individual child, and to make clear the expectations for all children.

In the first instance, an informal verbal or appropriate non-verbal warning will be given to a child, referring to RAPS and/or Zones of Regulation (see below) as appropriate.

Wherever possible staff should always operate following the acronyms '**PIP**' and '**RIP**' - **Praise In Public and Reprimand In Private**. There will be exceptions to this but they should be used very sparingly and always followed up with a private conversation with the child.

One red 'Edgewood Way' poster should be in every classroom, however it should be no bigger than A5 and it should not be in a prominent place. The idea is that if you need to take a child to it and discuss their actions then it is available, but the majority of children don't need the reminders.

Where an informal discussion or warning fails to effect a lasting change of behaviour, the formal stages of the policy should occur as follows:

Formal warning: A formal warning is issued with the staff member clearly explaining what they would like the child to change. In KS1 and KS2 the member of staff should make a private note of who has received a warning if required so the warnings aren't forgotten and too many issued before moving to the next stage of this process.

If it is evident the child has reflected on their poor behaviour and made a series of good choices the class teacher can remove the formal warning and this should be privately communicated to the child. The child should have a formal warning as a minimum for one lesson but it may often last longer (Half or full day). It must never extend to the next school day.

However if a member of staff finds the same child showing the same behaviour later in the day then they should usually consider skipping this stage and going straight to issuing a consequence as the child has demonstrated that they have not made a lasting change to their behaviour.

Consequence: Where a warning does not achieve the desired change, a formal consequence is issued. The staff member should make a private note or immediately add the consequence on Scholarpack (this could be used as part of the discussion with the child about what you are entering and why the behaviour isn't what we want to see). The staff member should clearly explain why they have been given the consequence and how they would like them to change their behaviour. The consequence should be served on the same day wherever possible.

As we appreciate that all children learn and enjoy things differently, the staff member can choose a suitable consequence for the child:

- Missing the next break time with a consequence reflection sheet and completing missed work
- Missing the next break time with a consequence reflection sheet and explaining to another member of staff why.
- Missing 10 minutes of a favourite lesson with a consequence reflection sheet if on the same day, for example computing, PE or free choice.
- Sitting on a reflective seat (FS/KS1) with a consequence reflection sheet
- During break and lunch time sitting on the wall silently and having 'time out' with a consequence reflection sheet.



- Trying to rectify any damage or cleaning an area that has been deliberately dirtied / graffitied / etc. before serving the rest of the consequence in one of the ways above with a consequence reflection sheet.

After serving their consequence, the child would normally be asked some or all of the questions from the consequence reflection sheet to ensure they understand that they did something wrong and what they should have done instead. This reflection sheet is laminated and the child is not meant to complete it but use it as a scaffold to reflect on their behaviour.

Consequences will be recorded formally by the member of staff that has issued them on Scholarpack to monitor any repeated incidents, or on-going low-level disruption. Where a pattern of regular consequences occurs, the teacher should consider reviewing the child's behaviour through the online Boxall profile. Once Boxall results have been sought they can be matched up against the Edgewood Behaviour Support Grid. The grid outlines ideas and interventions that can be used to foster positive behaviour for particular behaviour traits. To support the child to improve their behaviour, staff should consider implementing the ideas or speaking to their phase leader or behaviour lead and SENCo for advice on the intervention list.

Once the consequence has been completed and it is evident the child has reflected on their poor behaviour and made a series of good choices the class teacher can acknowledge the positive changes. If there is a learning display the child should resume normal use of that board.

A child should not be issued with two consequences in the same day. If a child is showing behaviour (even different behaviours) twice in a day that would warrant consequences then the second should be given a Red Card for persistent poor behaviour.

Red Card: Where a child persistently refuses to comply with expectations a red card should be issued. In this case parents/carers should be spoken to on the same day either by a telephone call or in person at the end of the day. A formal red card letter is written and sent home. All red cards must be recorded on Scholar Pack on the day of issue, by the person who issued it. Pupils who have been issued with a red card should miss break times while serving their red card, including the lunch play break. For their first red card, they should return to their normal class for lessons, but should work independently from peers wherever possible.

For subsequent red cards, children should serve the red card in a different class. The person issuing the red card (if not the class teacher) should liaise with the class teacher in sorting out which classroom the child should go to and getting work for them to take with them.

Where a second red card is issued in the same term, or a third red card in the same academic year, parents/carers should be invited into school to discuss the behaviour with the child's class teacher and any other involved adult. By this time the child should have had support to change behaviour from the Boxall Profile results, however these should be reviewed and amended if necessary. In these cases, it may be appropriate for a child to spend learning time away from his/her peers.

In some cases, it may be appropriate to issue a consequence or a red card without a prior stage. These cases are set out on posters displayed in classrooms. Where this is necessary, the same consequences are enacted as set out above.

Whenever a red card is issued by someone other than the class teacher, the relevant class teacher should be notified as soon as possible.

See Restorative section below.



The school issues an average of around 100-120 red cards a year meaning most children do not get one. The vast majority of children who receive a red card in a year will only receive one.

Restorative actions

As a school we believe that sanctions and rewards alone are not sufficient for all pupils to learn how to behave appropriately. We understand that children need to be taught about behaviour and this cannot just be done through PSHE and class sessions, it must be complimented by the actions in our behaviour policy.

Restorative elements within our policy

Every time a staff member speaks to a child about their behaviour, positive and negative, they must ensure the child knows why they are being spoken to and what behaviour they should have shown instead. For example, if you are speaking to a group of children being too noisy in a lesson or perhaps at lunchtime, then they should be told to speak to each other, not shout. Please be as specific as possible when explaining what you expect from them.

When a child gets a consequence, they are given a simple laminated consequence reflection sheet for them to look at while they serve their consequence (See Appendix 2). This is designed to help scaffold their thoughts and hopefully reflect on their behaviour, its impact on the victim and what they could have done differently. For younger children a signs and symbols version is used or an adult or older child (such as one of our House Captains) may support the child if appropriate. The children are not expected to write on this and hopefully it will encourage a child to apologise or offer some other form of restoration for their actions at the end of their consequence.

As with all parts of our policy, any apology should be genuine and not forced by staff or other pupils as a ingenuous apology may be worse than none at all.

When a child gets any Red Card, the first piece of work they should complete should be a close procedure activity based on a book or text that relates to the behaviour they have shown. There is a bank of these resources online on SharePoint and a physical copy in the staff room.

A suitable text should be chosen for the child's ability level. If you do not know the child choose something that is relevant for their chronological age. Very young children will need to access the picture books and may also need adult (or older pupil if they are serving a 2nd or more red card in another class and it is appropriate) support as well to guide their thoughts.

Guiding principles

1. Children should complete the questions but this is not a vital part of the procedure and should not be forced exacerbating the child's behaviour if they are struggling to regulate.
The youngest children should complete drawings of how the characters in the story felt if they cannot write the words – the reflection of the behaviour in the text and, hopefully, how that relates to their behaviour is the important learning here.
The work does not need marking for content though older children's work should be marked for grammar and spelling as it is a piece of work completed during their sanction.
2. At all times the language of expectation should be used with that child to de-personalise the red card – for example don't say, "I have told you to do this." say, "You need to do this as part of school's rules."
3. Don't give a time limit that may cause a child to wait and then see what you will do when they don't obey and potentially create a new flashpoint as that time draws near. Instead leave things open and with the clear expectation that it needs to be done, e.g. "Your red card won't officially start/continue until you start/restart your work." Make sure you follow through on any such ascertainment and time how long they waste (roughly) and reference the class clock so they can keep an eye on the time themselves where they are able.

After completing the close activity, children should move on to the appropriate version of the Red Card Reflection sheet. This will be a paper version that the child will complete. When speaking with pupils after or while completing this sheet, adults should focus on the "What can you do to put this right?" section with the pupil afterwards (and "What could you do to stop something like this happening again?")

What sort of restorative actions would children be expected to complete?

- If pupils have hurt, upset or injured another pupil or adult they would at least be expected to apologise to that person. This apology would not be demanded or forced and would need to be genuine to be seen as a restorative act.
- If a pupil has dirtied or written on belongings or property they might be expected to clean it under adult supervision.
- If a pupil has broken or damaged belongings or property they might be expected to try and repair it and, if it is beyond repair, look at how they could replace the item (any cost implication would be done alongside parents to mitigate any issues of affordability).
- If an item is intentionally lost then the pupil would be expected to spend their own time trying to find it or look at how they could replace the item as above.

This is not an exhaustive list and pupils will be asked to think how they could put this right as part of their reflection sheets.

Zones of Regulation

Our school recognises that children may need support to improve their emotional vocabulary which, in turn, supports their understanding of their feelings and how these impact upon their behaviour.

All staff have been trained in the Zones of Regulation strategy and we encourage their use within conversations about behaviour for all pupils where it may have a benefit.

We expect all classes to display a poster outlining Zones of Regulation principles and that these are referenced and taught through PSHE or similar lessons to raise their profile with all children and help improve everyone's understanding.

Alongside this, these principles are also used in a more focussed way within our specialist provisions to further support those pupils who struggle to manage elements of their emotional understanding.

Individual Behaviour Plans (IBPs)

A child needs an individual plan when one or more of the following occurs:

- Staff feel the child needs additional support for their behaviour in school.
- Staff feel a more joined-up approach between home and school would be beneficial to the pupil's behaviour.
- A Boxall profile has shown something concerning.
- If a child is getting lots of consequences but not red cards.
- 2 red cards have been issued within a half term.
- 3 red cards have been issued within the last 12 months.
- Where a child has been suspended.

At the start of any of these the class teacher should contact parents and arrange a convenient date and time to meet within the next 10 working days. If parents are unable or unwilling to meet within that timeframe then the class teacher must complete the IBP and send it home to ask for input from home. If none is given then the unamended IBP must be published after 5 working days.

The IBP must be completed and uploaded to Compass no more than 5 working days after the meeting with parents. (No more than 15 working days from the point at which an IBP was required). An email should be sent to staff who may deal with that child letting them know the IBP is on Compass, it should be included in any class file for supply and their name added to a list of children with IBPs in the staffroom.

The Behaviour Lead and Key Stage Lead must be informed when a behaviour plan is started.

What is an IBP?

An IBP is, at its simplest, an amendment to the behaviour policy for that individual child as the standard behaviour policy is not working as well as intended. It could involve some, all or none of the following as felt appropriate by the class teacher and parents:

- Giving the child more or less time within the policy stages.
- Giving the child more or less warnings or consequences.
- Skipping stage entirely (for instance where a child gets lots of consequences but no red cards as they do not want parents knowing).
- Making adjustments to the language used.
- Providing additional support for the child to understand their behaviour.
- Using a reward chart at home and/or in school to
- Using a communication book to better articulate behaviour in school to home.

This is not an exhaustive list but some suggestions.

Please note IBPs are used to support behaviour in school – they are not designed to support behaviour at home and there may be other mechanisms to better support that. Please speak to your child's teacher in the first instance for support in this matter.

If the parents disagree with the contents of an IBP or starting one, the matter should be referred to a member of SLT to review but parents should be clear that the school will always make the final decision around whether one is required and/or its content as these are school documents to improve behaviour within school and we do not create them unless we can see or believe there is a need.

Reviews

The class teacher should review the IBP with parents at least termly to see how it is working and whether it is improving behaviour. If the child's behaviour improves that everyone feels that the standard behaviour policy and procedures will now be adequate then the IBP should be ended.

If the adults feel that the adjustments will need to be maintained then they should agree to retain them as written and set a new date.

If the adults feel some adjustments are needed then the IBP should be adjusted, republished and a new review date set.

Bullying

In our school, almost all instances of bullying are dealt with by the measures and process outlined under this behaviour policy. We try to ensure that we find out as quickly as possible if any issues between pupils are occurring that could lead to bullying are happening, promote and praise children reporting incidents happening to them or their peers, deal with it swiftly once we are aware and follow it up to try and ensure it hasn't started again. For this reason we find persistent bullying is a rare event in our school which makes any instances of it all the more serious for us.

We define bullying as a child doing something several times on purpose, not one-off events of unpleasantness. All incidents are dealt with as Red Cards and parents are contacted to inform them. Any repetition (which is then falling into bullying) is then treated as much more serious and parents are invited in for a meeting.

The school may use further Red Cards, suspensions or exclusions as appropriate to stop this behaviour happening again.

Please see the anti-bullying policy for further information.

Restrictive Practice

In drawing up this section of the policy, school is following the DfE guidance below.

[Use of reasonable force and other restrictive interventions guidance](#)

And all staff must be guided by the above guidance when applying any decision to use any form of restrictive practice, in particular the sections around determining when use of restrictive interventions is appropriate

Terminology.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy mirrors the DfE guidance in using the term 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within the DfE guidance. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

Is it proportionate?

Have you considered the pupil's welfare?

(refer to the guidance above for further details on these areas)

All members of school staff have a legal power to intervene if they deem it necessary. Staff who may need to do this on a predicted and regular basis will receive additional training from approved providers to enable this in the most effective and least harmful way but this does not mean they are the only staff who can handle children – **ALL** staff have that power.

When can restrictive practices be used?

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can intervene to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

We will make appropriate adjustments for children based on their individual needs and we will seek to learn and improve our practice after every incident to reduce or remove the need to physically intervene in future.

Schools cannot use force as a punishment.

Reporting duty

Whenever force is used with a child it must be recorded on Compass in full detail (Date, time, staff involved, reason for use and a description of what happened) and this log will be reviewed by a member of SLT and shared with parents carers.

As part of this form there is also a section to review the intervention and what could have been done instead to avoid any physical intervention in the future if possible. This section is not shared with parents so that staff can be open and honest about what could have been done better

The member of staff who led the intervention will speak to the parents to explain the incident fully and log that call on Compass. The headteacher will also be informed verbally or by email as soon as possible.

If staff or pupils require first aid those must be logged as well and reported to other bodies as required (e.g. HSE)

Weapons and other inappropriate material / items in school

The school expects that no pupil should ever bring any form of weapon, be it real or a replica, into school.

For the purpose of this policy a weapon is:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- knives, including all variations of bladed objects ie: pocket knives, craft knives, scissors etc. even if not sharpened;
- explosives, including fireworks, aerosol sprays, lighters, matches;
- laser pens or other any other object, even if manufactured for a non-violent purpose, that has a potentially violent use ie: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.
- Anything else banned in any form that may cause harm to others.

We also do not expect pupils to bring any form of inappropriate material / items into school (including, but not limited to: explicit material; games or movies with a higher age certificate than the child; or any object, publication or substance that is not appropriate for primary age children (e.g. Alcohol or any form of illegal drugs)).

Anyone who does bring any of these items in will face a sanction in line with our behaviour policy. If any of these items are used, shared or used to threaten or make harm to staff or pupils in any way it is highly likely that the pupil will receive a fixed term or permanent exclusion from our school.

School will also call the police and ask them to collect and dispose of the items where appropriate. If the item isn't a police matter the school reserves the right to destroy the item(s).

If we feel that the incident represents a safeguarding concern, we will refer the matter to Children's Social Care. We will usually inform parents of this before making a referral but, if we think that may endanger the child, we reserve the right to contact CSC without informing parents. For more information please see our Child Protection Policy.

Online behaviour inside and out of school

The school expects that pupils should behave the same way to their peers out of school as they do in school.

School has a direct responsibility to intervene in matters of bullying or child on child abuse and we take this responsibility very seriously.

However, it is important that parents understand that their child's online habits are their responsibility and they must closely monitor and have suitable filters and procedures in place to prevent their child coming to harm while being online.

School cannot police all disagreements between pupils online but we will take seriously anything, especially if it constitutes a safeguarding or bullying threat to a child. However we will need to see that parents are also taking steps to block, monitor and moderate agreements.

School may be unable to intervene where issues are happening on platforms that are not age-appropriate. Please note that platforms such as WhatsApp, Facebook, Twitter and most others are not licenced for children of primary age and children on it are doing so in breach of the user agreements.

When using school emails, devices or platforms we expect all users to follow the school rules for behaviour that we would expect when children are in school and any transgression will be dealt with as if it has happened in school.

Any parent's behaviour on online platforms falls under the same conditions as any other verbal or non-verbal abuse as detailed in our "Acceptable behaviour of adults" policy and school reserves the right to take appropriate actions and refer matters to the police where appropriate.

Suspensions and exclusions

Our school follows the latest DfE guidance on suspensions and exclusions and reports them to Nottinghamshire County Council in line with their guidance.

Our school only uses suspensions and exclusions where we believe there is no other viable alternative and we use the time to try and put measures in place to prevent the behaviour that caused future suspensions and exclusions. Where children are on an EHCP or have a significant SEND need we try to avoid suspension or exclusion but we may still choose this option for a child if we believe their behaviour was intentional rather than something they could not avoid. If we believe a suspension or exclusion would put a child at significant increased harm we may choose not to suspend or exclude them but we would use a comparable sanction in school instead.

For more information see the DfE guidance;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Concerns and complaints

If anyone has cause to be concerned about any aspect of our behaviour policy, including the use of force then they can follow our Concerns Procedure and then Complaints Policy as the best way to swiftly resolve these concerns.



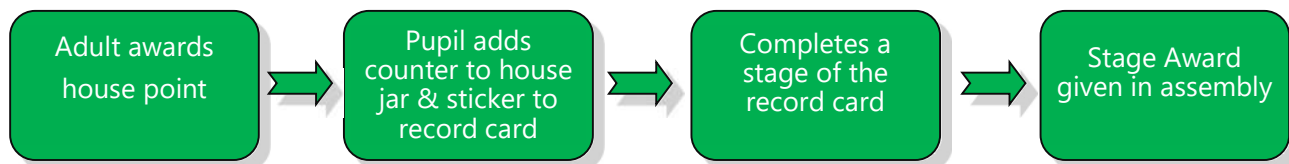
Edgewood Primary School

Building skills and values for life

Behaviour Policy in brief

Rewards

When children demonstrate positive behaviours or outcomes:



Examples of behaviours which would merit awarding a house point:

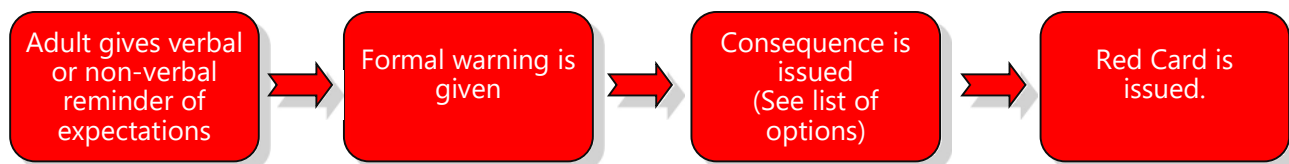
- Politeness and manners
- Public courtesy (e.g. holding open doors)
- Completion of homework task
- Demonstrating school values
- Effort in work
- Improvement in achievements
- Additional reading/work at home
- Helpfulness to adults around school
- Achieving targets
- Active participation in lessons

Achievers' Assembly

Each Monday, the whole school assembly celebrates the 'Achievers' for the week. Each class teacher should select one child from their class to be the 'achiever' and record this on Scholarpack. Achievers should be selected for demonstrating one of the RAPS.

Sanctions

Where children fail to meet the expectations set out in the classroom posters, the following steps should be taken. If any stage does not succeed in ensuring that the child's behaviour is corrected, then move to the next stage:



In exceptional cases, it may be appropriate for a red card to be issued without the prior warnings/consequences being given. These include: swearing at someone; physically hurting someone; deliberately hurting someone's feelings; lying; rudeness to adults.

Initial IBP meeting

IBP Review (Highlight as required)

Child Name _____ Date of meeting _____

What are this child's strengths / interests?	• • •
Why do we need this plan?	•
What does the child say about their behaviour?	•
What are home's feelings about the behaviour outlined?	•
Are there any particular triggers for this behaviour?	•
What was the main learning from the Boxall Profile?	• • •
What modifications are needed to the behaviour policy	•
What additional support will be needed for the pupil	•
How will we judge success for this plan?	•
Date for review	

Appendix 2 - Consequence Reflection Sheet

Why did you get a consequence?

How were you feeling?

Who did you hurt or upset today?

How do you think that made them feel?

What could you do differently next time?

What can you do to start to put this right?

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Who did you hurt or upset today?



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What could you do differently next time?



What can you do to start to put this right?



Appendix 3 -Red Card Reflection Sheet (on paper to be completed by the pupil as part of their Red Card)

What do you think caused you to be given a Red Card?

How were you feeling? _____

Who did you hurt or upset today? _____

How do you think that made them feel? _____

What could you do to stop something like this happening again? _____

What can you do to start to put this right? _____