



**Eden
Primary**

Behaviour Policy

RATIFIED BY FGB APRIL 2016

Updated November 2017

This policy is currently under review and will be updated in
October 2020.

G. Presman

COUNTERSIGNED BY GAVIN PRESMAN (CHAIR OF GOVERNORS)

Eden Primary Behaviour Policy

Purpose

The purpose of this policy is to:

- Create a happy, secure, respectful learning environment in which everyone is able to work and learn, enjoy the company and support of others, express themselves comfortably, and achieve their true potential.
- Promote and develop self-discipline, a sense of personal and group awareness and responsibility for the learning environment both physical and social and for appropriate behaviour in school.
- Provide effective procedures for promoting positive behaviour and managing the classroom and communal areas around the school.
- Provide effective procedures for handling challenging and unacceptable behaviour.

We believe that high quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and achievement, developing excellent relationships, planning an engaging curriculum, making expectations and rules for behaviour very clear, and respecting and valuing one another in our school community. Pupils learn to take responsibility for their own actions and accept the consequences of their choices. We adopt a zero tolerance approach to bullying by adults or by pupils and any such incidents are dealt with promptly and firmly. (See our Anti-Bullying Policy)

At Eden Primary we believe that children develop into responsible learners and members of the community through experiencing a school ethos which is warm and welcoming, which promotes respecting and valuing difference and diversity, which encourages engaging in respectful discourse with peers and others, which promotes the rights and dignity of each individual balanced with that of the community, and which enables children to express themselves freely and thoughtfully in a supportive environment. The school must also be very clear about expectations of behaviour. The school is emotionally responsive to the needs, challenges and difficulties of all members of its community. Encouragement and thoughtful, constructive praise and feedback about their work and behaviour are vital in helping children to develop a positive self-image which leads to good behaviour.

Our school is imbued with values which are both Jewish and universal: Excellence, Respect, Community, Courage and Creativity. These lead to *Derech Eretz*, a classic Jewish ideal of promoting respect and positive social relationships in society. At Eden Primary we work with children to foster the ideals of *Derech Eretz* - respect for oneself, for one's family, for one's friends, for one's teachers, and for one's school.

It is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We recognise our legal duties under the Equality Act 2010 and those in respect of safeguarding and supporting pupils with special educational needs.

Whole school values, rules, behaviour expectations and consequences are made clear to all staff and students. The staff and students in each class also collaborate on developing guidance and rules for behaviour at the start of each year. This is reviewed and referred to regularly throughout the year.

Eden Primary will always take into account an understanding of child development, each child's developmental level, emotional milestones and the particular needs of each child when determining how to

deal with behavioural issues. At Eden we understand that children's poor or unacceptable behaviour may be sending us a message about the challenges they experience and we always endeavour to understand what is the root cause of the behaviour, without using it as an excuse, in order to facilitate change and improvement.

At Eden Primary, we feel it is important that the whole school has a consistent approach to promoting positive behaviour with clear expectations. Parents are encouraged to support the Behaviour Policy through the Family Handbook. We ensure that our Behaviour Policy and Anti-bullying policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow these policies. At least once a year the policies are clearly brought to the attention of the whole school community, for example through staff training or parent information evenings or in the Family Handbook. See Appendix 3– parent feedback. This policy complies with Section 89 of the Education and Inspections Act 2006, and takes account of current statutory guidance on exclusions, notably 'Guidance on Exclusions from Maintained Schools, Academies and Pupil Referral Units' (DfE, September 2012)

Objectives:

- To set high standards and have clear and high expectations of all children.
- To promote consideration and respect for others and property within school.
- To ensure the emotional and physical well-being and safety of everyone in our school.
- To ensure that the school is emotionally responsive to the challenges and needs of all children.
- To promote pride in our school environment.
- To promote positive behaviour and to deal with unacceptable behaviour.
- To recognise and act upon any incidences of bullying immediately (see Anti-Bullying policy).
- To be consistent and fair and to give the children positive recognition and reinforcement whenever possible.
- To ensure that the school is a safe environment.
- To ensure that children continue to follow the school behaviour guidance and rules when on educational visits and are positive ambassadors for the school (see Educational Visits policy).

We consider the following types of behaviour to be unacceptable:

- **Hurting others**: physical acts of aggression such as hitting, kicking, pushing, biting or threatening physically
- **Refusing to follow instructions**: defiance, rudeness to adults, answering back, refusing to cooperate with guidance and rules, refusing to listen
- **Unkindness**
- **Disruption**: frequent interruptions during learning, noise, bothering others
- **Putting others at risk**
- **Discrimination**: racism, homophobia, sexism, etc
- **Bullying**
- **Speaking inappropriately**: name calling, verbal disruption or abuse, rudeness, swearing
- **Misusing computers**: cyber bullying, misuse of the internet
- **Damaging school property**: wilful destruction of property of others and the school, stealing

Special Educational Needs: In certain cases, a child may present challenging behaviour as a result of special educational needs. For a variety of reasons, they may find it difficult to cooperate with rules, instructions or

guidance. In cases where inappropriate behaviour is clearly related to special educational needs, relevant accommodations and an individual behaviour plan will be agreed by staff, parents and relevant professionals and shared with the child and all relevant staff. Staff will use their professional judgement and experience working with the Inclusion Leader to make decisions about accommodations and behaviour plans. There will be clear and appropriate rewards and sanctions for the individual that will have been agreed with the class teacher, Inclusion Manager, parents/carers, the Senior Leadership Team and, if appropriate, outside agencies. It is also important that the other children understand when there may appear to be different rules, rewards or sanctions for one individual. At Eden we teach about behaviour in such a way as to include all pupils, and classes are encouraged to help when individuals experience difficulties, eg by understanding alternative ways of dealing with behaviour, ignoring certain behaviours, reporting to staff, etc as appropriate.

Guidelines, Expectations and Rules for Behaviour in School: We achieve our aims by establishing clear and consistent boundaries. Guide lines and rules for behaviour in the whole school and classrooms are agreed, displayed and followed by everyone in the school community, including children and adults. The rules and guidelines are reviewed regularly and at least once a year. Our expectations for behaviour, together with the rewards and sanctions children can expect, are displayed clearly in classrooms and around the school.

Whenever possible, children are included in the process of generating classroom rules and guidelines that will enable daily routines to run smoothly and learning to occur. School policies and teacher-generated rules are explained to the children so that real problem-solving is modelled by the adults around them and so that children see rules as useful social constructs for which they share responsibility, rather than as arbitrary expectations set by adults. As far as possible, rules and guidelines for behaviour are expressed in positive terms.

EG POSTERS DISPLAYED IN THE SCHOOL

Exceptional Behaviour	Unacceptable Behaviour
<ul style="list-style-type: none"> • Exceptional kindness • Taking responsibility • Working hard • Perseverance • Taking care of the school • Consistently helping • Cooperating • Always listening • Excellent contributions • Excellent presentation of work 	<ul style="list-style-type: none"> • Hurting others • Refusing to follow instructions • Unkindness • Disruption • Putting others at risk • Discrimination • Bullying • Speaking inappropriately • Misusing computers • Damaging school property

EXAMPLE:

TEN Eden Primary School Rules 2017-2018

We look and listen carefully and silently when someone is talking and wait for our turn to talk or move.

We follow instructions immediately.

We walk around our school.

We stand still, stop playing and are completely silent when the drum goes at playtimes: we walk inside in silence.

As a whole class we walk silently around the school and on the stairs.

We walk into assembly silently and listen in silence.

We sit at our tables in Café Eden silently and wait for the blessing.

We play safely where an adult can see us.

We stay outside at playtimes and ask for a toilet pass if needed.

We do not hurt each other, fight or play fight.

There are specific guidelines and rules for time outside which are also reviewed and adapted regularly. (See an example in Appendix 2)

Procedures for Dealing with Behaviour at Eden Primary

At Eden we make rules and expectations for behaviour clear and consistent, expecting children to learn to take responsibility for their own actions.

During the period 2015-17 the Eden Primary staff devised a comprehensive tool for staff to use, entitled '**Behaviours, Rewards and Sanctions at Eden Primary**'. The Eden Primary Behaviour Handbook November 2017 (Appendix 1) sets out clearly these expectations, rewards and sanctions and this policy should not be read without reference to it.

The handbook for staff, families and children identifies behaviour expectations on a scale from exceptional to unacceptable together with consequences (both rewards and sanctions) for different behaviours.

Children are made clear about what constitutes the following behaviours both in terms of learning and social behaviours:

- Exceptional behaviours
- Expected behaviours
- Time to think again behaviours
- Unacceptable behaviours.

For each category of behaviours there are clear rewards and sanctions.

See appendix 1: Eden Primary Behaviour Handbook November 2017

When behaviour is challenging we take account of each child as an individual, making decisions about how to deal with each incident or series of incidents dependent on the child's age, emotional and learning needs, the situation and personal circumstances.

We work closely with parents and make sure the staff is well-trained according to the Behaviour Policy and Handbook. The Senior Leadership Team monitors behaviour to establish the effectiveness of policy.

Good or expected learning and social behaviours: Good behaviour is expected from everyone at all times. We want to build a community in which good and expected behaviour is recognised, praised and celebrated regularly and consistently in the course of everyday life. Exceptional behaviors will be rewarded in distinctive ways related to the particular successes and behaviours.

Eden Primary seeks to provide each individual child with a safe and yet challenging environment in which to grow, learn and seek personal responsibility. The school seeks to develop each child's *internal motivators* for both academic and social learning, believing that each child has an innate desire to learn, please others and to be curious about the world. We want children to experience the internal joy of achieving or doing the right thing and feeling good about it. This is a desire that needs to be nourished in a natural and caring environment. This means that the school seeks to avoid the use of external, and often artificial, approaches such as rewards (for example stickers). These are considered to be short lived and rarely change the behaviours permanently or in a deep way. However these can be used in specific circumstances when deemed valuable by the classroom teachers or senior leadership of the school for individuals or for groups of children.

This chart showing a summary of our rewards and sanctions is displayed in every classroom and around the school:

Exceptional Behaviour	Expected Behaviour	Time to think again	Unacceptable Behaviour
Share my pride	Praise and encouragement	Reminder	Meeting with Helen or Jo
Special mention in assembly	Share my achievements	Warning	Message to my parents
A leaf for the Eden learning Tree	Message to my parents	Time out	Consequences: putting it right, time away, parent meeting
Tea Party with Jo	Assembly mention	Put it right	Behaviour plan
		Message to/meeting with my parents	

Repeated behaviour infringements that are not improved after working with Time to Think Again strategies will soon become Unacceptable behaviours.

Resolving Behavioural and Social Issues

The school ensures that children have a clear understanding of the consequences of inappropriate behaviour and the possible variety of procedures, consequences and sanctions that will be applied by all staff.

Each child has the challenge of learning about relationships and societal norms. This socialisation process is the key to success in learning and growing as a responsible, accepted and successful member of society. Being a Jewish school gives us additional wonderful opportunities to use the vast and extensive history, literature and wisdom of Judaism and Jewish texts to aid and enable the socialisation process. For example, we may use methods such as *chavruta* (paired learning/talk partners) to foster team working and turn-taking and key texts from Judaism that express how we should treat one another such as *Ve'ahavta l're'echa, kamocho...Love your neighbour as yourself.*

Eden Primary students are expected to resolve conflicts with words and problem-solving strategies. There is no tolerance of physical or verbal aggression. To help children be motivated to find positive solutions to conflicts, the teachers use many different strategies including: praise, encouragement, positive reinforcement, and model problem-solving strategies as part of everyday life in the classroom. We includes PSHE themes in their planning for each class such as Positive Playtimes, Listen to Learn, Caring, Love your neighbour, Getting On and Falling Out.

Steps for Managing Inappropriate Behaviour by Individual Children in the Classroom

When a child exhibits general misbehavior (such as defiance, disruption to class, chatting consistently, not following school guidelines for safe and appropriate behaviour in school, boisterous behaviour, not following instructions, constant calling out, etc.) the teacher will follow the Time To Think Again guidance to resolve the problem within their own classroom by using their professional knowledge and expertise. This involves talking with the child and may eventually involve the parents. They may also seek advice from SLT.

When a problem is repeatedly exhibited and cannot be resolved in the classroom between the child and his/her teachers and becomes unacceptable, the teachers and /or the child will meet with a member of the Senior Leadership Team (SLT) to discuss next steps. The teacher and SLT discuss strategies for supporting the child to change the behaviour. This will include talking to parents to share concerns, insights and strategies. The teacher will then set up a behavior plan to use the agreed strategies, monitor successes and continued issues and communicate how things are progressing to parents and SLT.

Sanctions for challenging and inappropriate behaviours that disrupt learning or do not comply with the schools expectations should be related to the actual behaviour and should not result in a loss of things that children have a right to as part of the school day, their learning and wellbeing. However if the behaviours are related to these things then it is acceptable to exclude children from such privileges. It is important that teachers and other staff are consistent about applying school rules and are consistent with their expectations of each individual child when a plan is made to deal with behaviour issues. Teachers may not punish an entire class by missing a lesson or a playtime or part of a playtime.

Sanctions to put things right may include:

- Time out for short amounts of time within the classroom
- Time out for a short amount of time in another space agreed with the staff who will supervise the child
- Time out on the bench in the playground
- Time to talk with the teacher during a break
- Time during breaks for individual children to make up learning not completed (with staff supervision)
- Being asked to repeat the task or action in the appropriate way
- Being made to repair any damage
- A facilitated discussion with the children who have both misbehaved and been impacted by the behaviours
- Apologising to the relevant people verbally or in writing
- Writing about what has happened and what needs to happen next time
- Talking about the child's strategies for taking responsibility for improving behaviour

- Allocating a place to sit in the class or on the carpet to prevent further disruption
- Time out or discussion with senior leadership
- Explaining to the child clearly what the meaning of the behaviour is and/or the impact it can have

At all times the staff should keep in mind what a child is struggling with and what triggers the behaviour. If possible they should pro-actively put in place measures that will pre-empt the situation from occurring and should seek to support, rather than punish the child, when their behaviour is not up to standard. They should also consult with SLT and parents to understand the issues better. The well-being of other students, disruption to learning, behaviour that is excessively demanding of the teachers' time and the level of parental support will be taken into account when determining how to handle any situation.

Guidelines for Dealing with Extreme and Unacceptable Behaviour

Eden Primary has clear guidelines for working with children who exhibit UNACCEPTABLE behaviours in school. While Eden Primary prides itself on being an open and tolerant space for all children, there are specific circumstances when it is necessary to deal more directly with unacceptable behaviours, in particular where a child exhibits behaviour which makes other members of the school community feel physically or emotionally unsafe, or learning is severely disrupted. In these cases, the SLT will take swift targeted action to resolve and deal with the problem. In cases of extremely challenging or dangerous behaviour, the normal procedures will be by-passed, and a strategy will be implemented depending on the nature of the behaviour and the character and situation of the child.

Unacceptable behaviours will prompt the immediate involvement of a member of the Senior Leadership Team and a meeting with the child's parents. At this meeting, a behaviour plan will be discussed for the child which will involve strategies for supporting the child to manage their behaviour (with the involvement of other professionals if necessary) and clear and escalating sanctions for continued breaches of the behaviour code such as time out, internal or external exclusion.

At all times these measures comply with current legislation and guidance, notably the Education and Inspections Act 2006 (sections 88 and 89) and 'Behaviour and discipline in schools: Advice for Headteachers and school staff', DfE, January 2016.

In all cases the school staff will take into account the Special Educational Needs, emotional issues or personal circumstances of the child and outside agencies such as counsellors or educational psychologists will be involved where deemed necessary. The family will be made aware of the possibility of further consequences and a clear action plan will be put in place with specific benchmarks to monitor progress. The Head Teacher/Deputy Head will talk with the child about how they can avoid further escalation of sanctions. This will include making explicit the unacceptable nature of this behaviour at Eden, discussing strategies about what to do when feeling frustrated, angry or aggressive, who to go to for help when the child is feeling these strong emotions and what the consequences will be if this happens again. All staff working with the child and the parent will be made aware of the content of these discussions and any action agreed.

The well-being of other students, disruption to learning or behaviour that is excessively demanding of the teachers' time will be taken into account when determining how to handle any situation. At all times the school's goal is to support the child and their family and to ensure that the particular child and all other children can be happy, safe and learning in school. This requires parental support and cooperation and relies on a positive partnership with parents.

Exclusion: In extreme and rare circumstance that this is insufficient to sustain the child in the school, the Head Teacher will consider temporary or permanent exclusion or work with the parents to find a more

suitable specialist placement for their child.

Children with Additional Needs: Eden Primary has guidelines for helping children with additional needs in the school that involve drawing up a clear Individual Support Plan (ISP) with clear benchmarks and methods for monitoring progress and improvements in behaviour and learning.

Behaviour in the Early Years Foundation Stage (Reception): In Reception, the policy also applies but the school will take more fully into account the development of the children and emotional milestones. Children in Reception learn to be part of a class community, to behave in socially acceptable ways and to understand the needs and rights of their friends. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. Specific strategies for working with children in the Early Years will be agreed between Head, Inclusion Leader and Reception Teacher based on extensive experience.

Monitoring of Behaviour at Eden Primary: The monitoring of behaviour in school is the responsibility of the Head Teacher and the SLT.

Individual child records: Children's behaviour will be discussed as a regular agenda item in meetings with classroom teachers in order to identify behaviour which need to be addressed collaboratively by the class teacher, Deputy Head/Inclusion Leader, parents/carers and SLT.

Where children have committed breaches of the behaviour code, an incident form will be completed by the member of staff dealing with the incident. A copy of the form will be filed in the Head Teacher's behaviour log. These forms will be monitored by SLT on a termly basis in order to identify any pupil or school level action which needs to be taken as well as identifying any equality issues.

Roles and responsibilities

Staff Responsibilities:

- It is the responsibility of the Head Teacher to ensure that all new staff are fully familiar with the Behaviour Policy and guidelines at induction. All staff will be kept up to date with any changes.
- It is the class teacher's responsibility to monitor and manage the behaviour of children in their class according to the behaviour handbook (if necessary, ensuring that a detailed log is kept), complete incident forms and to report to the SLT.

The Head Teacher will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. He or she will:

- Inform pupils, parents or carers of serious indiscipline and sanctions, any period of exclusion, and when permanent exclusion is judged to be necessary.
- Carry out an investigation to identify reasons for exclusion.
- Advise the parent/carer that they may make representations about exclusion to the governing body's discipline committee.
- Advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided.
- Notify the local authority and the chair of governors of the details of an exclusion and the reasons for it, (a) in the case of a permanent exclusion or a fixed period exclusion converted to a permanent one; (b) a fixed period exclusion of more than five days or which brings the days the pupils had been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public test.
- Ensure that statutory data returns (on racial incidents and bullying) are submitted on time.

The Head Teacher and the staff will apply the principles identified above when implementing whole school's

approach to positive behaviour.

Pupils will be fully consulted and informed when rules and guidelines for behaviour are being decided and will be expected to adhere to them.

The GB will establish a Discipline Committee of three members and ensure that they receive training to fulfill their role. The HT will not be a member of this committee. The committee will have regard to any guidance given by the secretary of state.

In particular the committee will convene meetings in accordance with the guidance in 'Improving Behaviour and Attendance: Guidance on Exclusions from Schools and Pupil Referral Units' (DCSF, September 2008).

If the pupil discipline committee decide that a pupil should be reinstated they will give appropriate direction to the Head Teacher and inform the parent and the LA of their decision.

If they decide that a pupil should not be reinstated they will inform the parent, the HT and the LA. In the case of a permanent exclusion they will notify the parent in writing within one day of their decision and their reasons for it. This letter will inform the parent of his or her right to appeal against the decision, who they should contact to lodge an appeal, the final date for this and that the notice of appeal should set out the grounds for appeal.

INSET and staff development: Regular staff INSET will be held to further the training and expertise of the staff, as the opportunity and need arises. Staff will attend courses in the behaviour management of children, as the need arises.

Parent/Carer Involvement: We are strongly committed to a positive, working relationship between home and school. At Eden Primary, we take inappropriate behaviour very seriously and expect parents/carers to do the same. Our expectations are outlined in our Home/School Agreement. This is handed out at the beginning of each year, as well as to new children who start throughout the year. We would like parents/carers to discuss this document carefully with their children and to reinforce it when necessary. We will also make available on the school website and in the school office a copy of this Policy, together with the Anti-Bullying policy to accompany the Home/School Agreement, if requested.

THIS POLICY WORKS ALONGSIDE THE ANTI-BULLYING POLICY

Other Relevant Policies and guidance:

- 1 Anti-Bullying Policy
- 2 'Behaviours, Rewards and Sanctions at Eden Primary'
- 3 Equal opportunities policy
- 4 SEN and Inclusion policy
- 5 Home School Agreement
- 6 Equality Policies
- 7 Teaching and Learning Policy

Arrangements for monitoring and evaluation: The governing body will evaluate the impact of this policy by receiving reports and data from the Head Teacher, incidents of unacceptable and particularly challenging behaviour, the range of rewards and sanctions used for behaviour in school, exclusions, incidences of bullying and racial incidents and support provided for victims.

Eden Primary Behaviour Handbook

November, 2016

(Appendix for Behaviour Policy)

Learning Behaviours	
<p><u>Exceptional Behaviour for Learning</u></p> <p><u>Exceptional learners at Eden:</u></p> <ul style="list-style-type: none">• Show resilience when learning• Ask excellent questions and make thoughtful contributions that extend ideas and learning• Make an effort beyond the expected• Persevere with determination when challenged and take risks• Self-evaluate and reflect on their work to secure improvement• Evaluate and support the learning of peers effectively• Make strong connections across subjects and with own experiences• Produce exceptional pieces of work that show progress• Consistently have beautiful handwriting and presentation• Are exceptionally well-organised and actively take responsibility for their learning• Focus and concentrate at all times exceptionally well• Improve their learning behaviours significantly when necessary	<p><u>Rewards</u></p> <p><u>Phase 1</u></p> <ul style="list-style-type: none">✓ Share achievements with children✓ Share achievements with adults in school✓ Share achievements with SLT✓ Written message home to parents from class teacher (preferably hand written on card or slip)✓ Teacher phone call to parents <p><u>Phase 2</u></p> <ul style="list-style-type: none">✓ Special time working with an adult or friend arranged by class teacher or SLT✓ A mention in assembly (nominate in book in staff room)✓ Opportunities to take on special learning tasks in school✓ Display of their outstanding work <p><u>Phase 3</u></p> <ul style="list-style-type: none">✓ Eden Exceptional Learning Card from teacher or SLT✓ Celebrations of behaviour as whole class or individual <p><u>Phase 4</u></p> <ul style="list-style-type: none">✓ A leaf on Eden Exceptional Learning Tree

	<p><u>Phase 5</u></p> <p>✓ Tea/lunch/snack with SLT</p>
<p><u>Good and Expected Learning Behaviour</u></p> <p><u>All learners at Eden are expected to:</u></p> <ul style="list-style-type: none"> • Complete work to the best of their ability at all times • Work hard • Focus and concentrate • Remain on task in work and conversation • Work hard to improve, make progress and meet targets or success criteria • Learn from their mistakes • Listen well • Take turns • Contribute to conversations and discussions about learning • Have a positive attitude to learning • Show enthusiasm and enjoyment • Work collaboratively • Work independently • Organise themselves and get ready to learn • Present their work well • Have good handwriting • Manage distractions well • Work quietly or silently when asked • Follow instructions • Ask for help 	<p><u>Rewards</u></p> <p>1-Praise and encouragement from teacher with clear explanations of expected positive behaviour for learning</p> <p>2 -Positive feedback and reinforcement from the teacher: written or verbal</p> <p>3- Sharing your work with the class and in class rewards</p> <p>4- Message home to parents (cumulative positive/good behaviour)</p> <p>5- Eden Primary Class Teacher Certificate for consistently good learning behaviour through a half term (shorter period for certain children as agreed in advance)</p> <p>6. Explanations and reminders of what expected learning behaviours and exceptional learning behaviours looks like</p>
<p><u>A Fresh Start: Where we all begin: can move in either direction, forwards or backwards on the journey</u></p>	<p>Clear and high expectations, teacher and staff consistency, exciting and engaging opportunities for learning, modelling, setting rules, going over rules, encouragement, explanations of expected or negative behaviours at all levels, class meetings , weekly PSED, daily discussion of Eden values, etc</p>
<p><u>Time to Think Again and Improve Learning Behaviours</u></p> <p><u>Learners at Eden must improve their learning behaviours if any of the following occurs:</u></p> <ul style="list-style-type: none"> • Failure to listen • Talking at the wrong time • Calling out • Causing low level disruption 	<p><u>Sanctions</u></p> <p>At <u>all times</u> teachers talk calmly to children using positive language and using praise and encouragement at every possible moment. Teachers may not shout at children or use sarcasm when children are not behaving well.</p> <p>1- Encouragement, positive reinforcement and explanations</p> <p>2- A reminder with explanation of expected behaviours and consequences of negative behaviours (individual and whole class work)</p>

<ul style="list-style-type: none"> • Lack of concentration or effort • Poor participation or cooperating with staff or peers • Poor concentration or focus • Need to follow instructions better • Exhibiting off -task physical and verbal behaviours during work • Disrupting or disturbing learning for others • Incomplete work • Mis-using the computer • Lack of care or pride in their work • Presentation and handwriting doesn't meet expectations • Poorly organised for work • Need to take responsibility for tidying up • Making too much noise 	<p>3 - A warning and a chance to put things right</p> <p>4- Move seat to prevent disruption</p> <p>5 - Quiet discussion about negative behaviour with teacher making clear what is acceptable and what needs to change. Explain to the child what the meaning of the behaviour is and the impact it can have. Talk to child about how they can improve and listen to their ideas too.</p> <p>6- Time out to think or calm down for 5 minutes <u>in class</u> with timer</p> <p>7</p> <ul style="list-style-type: none"> • Child suggests consequences • Time to talk with teacher/adult during a playtime • Time to make up work not completed in playtime supervised by class teacher or TA • Take work home to be completed with message to parents • Asked to repeat task in the appropriate way • Tidying up in own time • Repairing damage • Writing about what has happened and what needs to happen next time • Apologising verbally or in writing • Incidents all recorded by teacher in own records <p>8-Talking about ways for improving behaviour and taking responsibility; recorded by teacher in own records</p> <p>9- Time out in another class agreed in advance</p> <p>10-Heads up conversation with parents which is recorded by teacher in own records</p> <p>11-Careful monitoring and record keeping by class teacher</p> <p>12. Seek advice from SLT or Inclusion leader</p> <p>13. Plan and carry out 6-8 week behaviour plan</p> <p>14. Complete Inclusion Form where little progress in behaviour/learning has been made to establish next steps</p>
<p><u>Unacceptable Learning Behaviours (children can go straight here)</u></p> <ul style="list-style-type: none"> • Consistent offending in any areas above • Refusing to work or complete work • Making it impossible for others to learn by continued disruption at any time • Mis-use of internet • Refusal to follow instructions • Damaging learning materials 	<p><u>Sanctions</u></p> <p>At <u>all times</u> teachers talk calmly to children using positive language and using praise and encouragement at every possible moment. Teachers may not should at children or use sarcasm when children are not behaving well.</p> <p>At any point teachers in discussion with SLT may move on to next step or return to the beginning.</p> <p>1. Adults talks to SLT in next break or next possible opportunity or sends child with clear note to SLT explaining exactly what has happened where</p>

	<p>disruption is not manageable or there is danger. Teachers may send a note asking SLT to come to class with a responsible child.</p> <p>2. Child talks to SLT.</p> <p>3. Follow up conversation between teacher/staff member and SLT- shared with class teacher when relevant. Parents usually informed AND Teacher/staff member fills in Behaviour form and SLT completes it with clarity about next steps and what is expected. Recorded in Behaviour Log by SLT.</p> <p>5. At the next occurrence of unacceptable learning behaviour the following things will happen:</p> <ul style="list-style-type: none"> • Discussion with child/ren about possible consequences • Short exclusion from class or other space/activities in specified space supervised by another adult/SLT with work from class teacher. • Mediated discussion with another child or adult or restorative justice conversation where relevant or way is found to make up work that has not been completed • Parents informed by phone (see 6) and asked to come in for a meeting. Conversation with parents in person • Behaviour Plan put in place by teacher in liaison with SLT and/or Inclusion Leader including discussion with parents <p>6. Carry out 4-6 week behaviour plan: review at end of the specified time with adults, child and parents.</p> <p>7. May use temporary exclusion from class, playground or related activities with work from class teacher if necessary during this time (length of time to be agreed with SLT)</p> <p>8. Complete Inclusion Form where little progress in behaviour/learning has been made.</p> <p>9. Where continued unacceptable behaviour that causes or risks damage to other children or adults (three times) move to process for exclusion.</p>
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<u>Social Behaviours</u>	
<u>Exceptional Social Behaviour</u>	<u>Rewards</u>
<u>Exceptional social behaviour at Eden includes:</u>	<u>Phase 1</u>
<ul style="list-style-type: none"> • Consistently working cooperatively and as part of a team 	<ul style="list-style-type: none"> ✓ Share achievements with children ✓ Share achievements with adults in school

<ul style="list-style-type: none"> • Actively helping other children and adults across the school • Supporting children who are being bullied • Exceptional kindness and respect towards all others • Taking the initiative as part of our community • Being an excellent table leader • Consistently excellent behaviour • Avoiding making a bad choice in a difficult situation • Setting a good example to younger children or the children in your class • Taking responsibility for or owning up to a mistake or inappropriate behaviour • Taking care of the whole school environment and school property outside the classroom • Taking on responsibilities across the school willingly • Being respectful to guests and visitors • Improving social behaviours significantly 	<ul style="list-style-type: none"> ✓ Share achievements with SLT ✓ Written message home to parents from class teacher (Preferably handwritten or on card or a slip) ✓ Teacher phone call to parents <p><u>Phase 2</u></p> <ul style="list-style-type: none"> ✓ Special time with an adult or friend arranged by class teacher or SLT ✓ A mention in assembly (write in book in staff room) ✓ Opportunities to take on special tasks, roles or responsibilities in school <p><u>Phase 3</u></p> <ul style="list-style-type: none"> ✓ Eden Exceptional Social Behaviour Card from teacher or SLT ✓ Celebrations of behaviour as whole class or individual <p><u>Phase 4</u></p> <ul style="list-style-type: none"> ✓ A leaf on Eden Exceptional Behaviour Tree <p><u>Phase 5</u></p> <ul style="list-style-type: none"> ✓ Tea/lunch/snack with SLT
<p><u>Good and Exepcted Social Behaviour</u></p> <p>All children in our school community:</p> <ul style="list-style-type: none"> • Keep school and class rules • Show respect to all children and adults • Treat others well and are kind and considerate at all times • Help others • Have good manners and are polite • Move around school sensibly and safely • Say please and thank you • Take responsibility for themselves and others • Keep themselves safe in school • Tidy up • Resolve problems in a responsible way • Take turns • Share • Speak honestly and truthfully 	<p><u>Rewards:</u></p> <ol style="list-style-type: none"> 1 Praise and encouragement from teacher with clear explanations of expected social behaviour 2-Positive feedback and reinforcement from the teacher: written or verbal 3- Good behaviours shared with other children or whole class and class rewards 4- Message home to parents (cumulative positive/good social behaviours) 5- Eden Primary Class Teacher Certificate for consistently good social behaviour over a half term (or shorter period if agreed in advance) 6. Explanations and reminder s of what expected

	social behaviour and exceptional social behaviour looks like.
<p>A Fresh Start: Where we all begin: can move in either direction, forwards or backwards on the journey</p>	<p>Clear expectations, teacher and staff consistency, exciting and engaging opportunities for learning, modelling, setting rules, going over rules, encouragement, explanations of expected or negative behaviours at all levels, class meetings , weekly PSED, daily discussion of Eden values, etc</p>
<p><u>Time to Think Again and Improve Social Behaviour</u></p> <p><u>Children at Eden must improve their social behaviour if they are:</u></p> <ul style="list-style-type: none"> • Breaking class or school rules • Not responding immediately when asked to stop and listen • Being unkind • Being rude or disrespectful to a child or an adult • Name calling • Answering back • Interrupting children or adults • Lying • Behaving in way that is not safe • Running in school • Not playing together fairly or kindly • Deliberately annoying others • Losing their temper • Responding inappropriately • Threatening others 	<p><u>Sanctions</u></p> <p>At <u>all times</u> adults talk calmly to children using positive language and using praise and encouragement at every possible moment. Teachers may not should at children or use sarcasm when children are not behaving well.</p> <ol style="list-style-type: none"> 1- Encouragement, positive reinforcement and explanations 2- A reminder with explanation of expected behaviours and consequences of negative behaviours (individual and whole class work) 3 - A warning and a chance to put things right 4- Move seat or position to avoid the problem 5 - Quiet discussion about negative behaviour with teacher making clear what is acceptable and what needs to change. Explain to the child what the meaning of the behaviour is and the impact it can have. Talk to child about how they can improve and listen to their ideas too. 6- Time out to think or calm down for 5 minutes <u>in class, in playground or in any other area</u> with timer if possible 7 (Whatever is most relevant and appropriate) <ul style="list-style-type: none"> • Time to talk with teacher/adult during a playtime • Asked to repeat activity in the appropriate way • Writing about what has happened and what needs to happen next time • Apologising verbally or in writing • Recorded by teacher in own records • Mediated conversation with another child or adult • A facilitated restorative discussion with children impacted or involved (see guidelines for discussion) • Writing about what has happened and what needs to happen next time • Incidents all recorded by teacher in own records 8-Formal discussion about ways for improving behaviour and taking responsibility. Recorded by adult in own records 9- Time out in another class or space agreed in advance 10-Heads up conversation with parents recorded by teacher in own records 11-Careful monitoring and record keeping by class teacher 12. Seek advice from SLT or Inclusion leader

	<p>13. Plan and carry out 6-8 week behaviour plan (parents involved)</p> <p>14. Complete Inclusion Form where little progress in behaviour/learning has been made to establish next steps.</p>
<p><u>Unacceptable Social Behaviours (A child can go straight here)</u></p> <p><u>Adult Version</u></p> <ul style="list-style-type: none"> • Consistent offending in all areas above even after support • Any physical aggression: hitting, kicking, pushing, biting, threatening physically • Bullying or anything that might be the start of bullying • Cyber-bullying • Racism • Homophobia • Sexism • Deliberate or thoughtless dangerous behaviour that puts others at risk • Verbal abuse • Swearing • Refusal to follow instructions • Defiant behaviour • Stealing • Wilful destruction of school property or property of others 	<p><u>Sanctions</u></p> <p>At all times teachers talk calmly to children using positive language, praise and encouragement at every possible moment. Teachers may not shout at children or use sarcasm when children are not behaving well.</p> <p>At any point in discussion with SLT, adults can move on to the next step or return to the beginning.</p> <p>1. Adults talks to SLT in next break or next possible opportunity or sends child with clear note to SLT explaining exactly what has happened where disruption is not manageable or there is danger. Teachers may send a note asking SLT to come to class with a responsible child.</p> <p>2. Child talks to SLT.</p> <p>3. Follow up conversation between teacher/staff member and SLT- shared with class teacher when relevant. Parents usually informed AND</p> <p>Teacher/staff member fills in Behaviour form and SLT completes it with clarity about next steps and what is expected. Recorded in Behaviour Log by SLT.</p> <p>5. At the next occurrence of unacceptable social behaviour the following things will happen:</p> <ul style="list-style-type: none"> • Discussion with child/ren about possible consequences • Short exclusion from class or other space/activities in specified space supervised by another adult/SLT with work from class teacher. • Mediated discussion with another child or adult or restorative justice conversation where relevant • Parents informed by phone (see 6) and asked to come in for a meeting. Conversation with parents in person • Behaviour Plan put in place by teacher in liaison with SLT and/or Inclusion Leader including discussion with parents <p>6. Carry out 4-6 week behaviour plan: review at end of the specified time with adults, child and parents.</p> <p>7. May use temporary exclusion from class, playground or related activities with work from class teacher if necessary during this time (length of time to be agreed with SLT)</p> <p>8. Complete Inclusion Form where little progress in behaviour/learning has been made.</p> <p>9. Where continued unacceptable behaviour that causes or</p>

	risks damage to other children or adults (three times) move to process for exclusion.
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Time to Think Again

- 1.SUPPORT
- 2.REMINDER
- 3.WARNING
4. DISCUSSION WITH TEACHER
- 6.TIME OUT IN CLASS
- 7.SANCTIONS
- 8.FORMAL RECORDED DISCUSSION/PARENTS INFORMED
- 9.TIME OUT ELSEWHERE
- 10.MEETING WITH PARENTS
11. DISCUSSION WITH HT OR DHT

Unacceptable Behaviour

- 1.HEAD or DEPUTY
- 2.BEHAVIOUR FORM AND LOG-PARENTS INFORMED
- 3.SANCTIONS: EXCLUSION, CONVERSATION WITH OTHERS, PARENT MEETING, BAHAVIOUR PLAN
4. LONGER EXCLUSION

Appendix 2:

In our garden:

- 1) We treat other people with respect, play fairly and think about feelings.
- 2) We try to solve our friendship problems ourselves and if we can't we ask for help.
- 3) We listen to adult instructions and do what we are told straight away.
- 4) We ask an adult if we need to go inside and come back straight away.

- 5) We make sure we are wearing the right clothes and shoes for what we want to do.
- 6) We look after toys and play with objects safely.
- 7) We check whether where we are climbing, jumping and playing is safe.
- 8) We throw away rubbish and tell an adult if we see something we are worried about.
- 9) At the five minute warning we tidy up and if necessary go to the toilet, have a drink, change our shoes.
- 10) When we hear the drum we stand still.
- 11) When we see our class sign we walk silently inside.

Playing with Sticks

- Hold them below waist level
- Don't run around with them
- Don't wave them around
- Don't hold them in a way that could hurt others

Before climbing, check...

- Is it wobbly?
- Is it strong enough to hold me?
- Is it too crowded?
- Is it slippery?
- Can I get down?

Before jumping, check....

- Is there enough space to land?
- Am I going to land on something safe?
- Is the drop too big?

We have a strong PSHE curriculum which teaches children right and wrong, and social and emotional skills.

Appendix 3:

Behaviour and Anti-Bullying meeting for Parents - November 15th 2017.

Led by Jo Sassienie, Headteacher, Helen Graff, Deputy Headteacher and Lucy Gerber,
Subject leader for Personal, Social and Health Education.

Responses and questions from those who attended the meeting (SLT response in RED)

- Why are all sanctions so sedentary? Can children have an outlet to expel energy? eg when not able to listen, run around playground. Has worked in other schools. **This suggestion has been incorporated into our practice and is being used with some success.**
- Older buddies, (year 6 to little ones, not one year apart) to turn to in playground – ‘Playground Champions’ **Eden ‘Buddy Guards’ from Year 6 introduced in Spring 2018.**
- More playground supervision and new ideas for dealing with playground needed. Also, lots of hidden spots – sometimes not clear who to turn to even when teachers present. **Playground supervision was increased in September 2016 to high levels of staffing. Games leaders introduced in playground after this parent meeting. Eden ‘Buddy Guards’ from Year 6 introduced in Spring 2018.**
- Lots in the policy about rewards and sanctions – behavioural modification methods, there is newer research about motivating internally not external- which seems to have longer lasting impact, less shaming for individuals, more roots –driven. **This is acknowledged and dealt with in the policy. Our policy seeks to develop children’s internal motivation.**
- When some children in a classroom have more difficulties, how it is possible to prevent scapegoating, and labelling by other kids? **We share this as a priority. It is dealt with in the policy and an extra paragraph has been added to take account of this and make the involvement of other children more explicit.**
- More to celebrate good behaviour **Assemblies, leaves on the Eden behaviour tree, tea parties with the headteacher, class activities eg ‘special person’, circle time games, taking work to show others, special focus in assemblies on certain behaviours, messages home, etc have all been reviewed so that maximum use can be made of these.**
- Do they vary sanction by age level? **Yes. At all times the sanctions chosen are age appropriate.**
- How does time-out work? Alone vs supervised? **Children go to another class or a senior leader. They should not be left alone for time out as this rarely works and can be seen as shaming. However, some children may be asked to take a short break in order to ‘reset’ or take a movement break. They may also ask for this themselves. In these cases either a TA will accompany them or they will have permission to take a short break alone, within certain constraints of time and place.**
- Class/playground/after school. **The school has clear codes for behaviour at all these different times which are regularly reviewed and clearly communicated to all in the school community.**