



# The Eden SDA School

## Behaviour Policy

<b>Purpose:</b>	To support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This can only be achieved if all staff are consistent in approach and work in close partnership with the families of the children in our care.
<b>Approved Body:</b>	Board of Governors
<b>SLT Lead Person:</b>	Mrs Laura Osei
<b>Lead Governor for Policy:</b>	Mrs Lynthia Grant
<b>Date of Approval:</b>	July 2010
<b>Last Review Date:</b>	July 2022
<b>Next Review Date:</b>	July 2023

### Aims and expectations

At The Eden SDA School we aim to provide a learning environment in which children can achieve their maximum learning potential.

Children need security, consistency, praise and encouragement if they are to develop a positive self-image and be able to achieve. It is also our aim to teach children not only all aspects of the curriculum but also appropriate behaviour, so that they become responsible social people within the school and society. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of

helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness, fairness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**In order to meet these aims we have created a structured behaviour plan in which:**

- Clear, firm limits are set
- Children are encouraged to be responsible for their own behaviour
- Children are given a great deal of positive reinforcement
- Consequences of inappropriate behaviour are dealt with fairly and consistently

The following document outlines The Eden SDA School's Behaviour Plan in detail.

### **The Eden SDA School Rules**

- Always be on time;
- Follow teacher's instruction carefully
- Bring appropriate equipment to lessons;
- Respect other. Use positive speech and body language;
- Always be in full school uniform;
- Stay focused in all lessons and complete task given;
- Keep hands, feet and objects to yourself;
- Work quietly. Do not disturb others who are working;
- Always complete all homework on time;
- Work and play safely.

## **1 Rewards and Sanctions**

Praise is the most effective, powerful tool for developing self-esteem, confidence and positive appropriate behaviour. At The Eden SDA School we aim to develop a welcoming, warm, positive ethos and attitude to work and behaviour by use of praise. Praise will mean acknowledging both individuals and groups of children, recognising their good behaviour. It is our aim that praise is the most consistent, positive reinforcement strategy used in our school. Teachers should find opportunities daily for acknowledging children's good behaviour.

### **Acknowledging children's good behaviour**

#### **Rewards**

In each class teachers use a range of reward systems and strategies for good behaviour, courtesy and learning that may include: Letters home or small rewards, whole class treats such as Visiting the Ice Cream Parlour, Trips to Oxygen (Trampolining), Free student Driving Lessons etc. Teachers also use Thankful Thursdays to send out text messages to parents about students' good work, behaviour, attitude etc.

#### **Star of the Week**

Each week each teacher selects a boy or a girl to be the star of the week. Children may be chosen for good behaviour, good learning or homework. The aim is for each child to have received at least a certificate during the academic year. Teachers need to keep a tick list to ensure that this happens and that each student has an opportunity to celebrate their good behavior. Certificates are handed out in Worship on Fridays to celebrate positive achievement and behavior.

**2.1 Children have a choice.** We praise and reward children who choose to behave and "put in that little bit extra" in a variety of ways:

- Staff praise children.
- Staff give children house points and certificates
- Pupils in Reception and KS1 receive stickers and special stamps for their books.
- All children can receive Head Teacher award certificates.
- Children may also have the privilege of going into other classes to 'show off' their good behaviour or good work.
- Staff will send notes home or phone parents/carers.
- All classes have an opportunity to contribute to assemblies where they are able to show examples of their best work.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. For example, a child may receive music, drama or swimming certificates.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

We expect children to listen carefully to instructions in lessons. If they do not do so we may ask them to move nearer the teacher or sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

- If a child chooses to misbehave in class, the teacher writes their name down on the board as a warning. In Early Years/KS1 a traffic light system is used to give a more visual interpretation to this system, at this point the child would be placed on amber.
- If a child chooses to misbehave a second time a tick is placed against their name, followed by a warning. Lower school children would be placed on red.
- If the child chooses to misbehave a third time a further tick is added and he/she is given a 15 minute time out in another classroom and a play time detention
- If the child chooses to misbehave a fourth time they are sent to the Behaviour Specialist / Deputy Head/Head at which point appropriate action will be taken. The class teacher will contact the child's parents/carers at the end of the day to inform them of the poor behaviour and consequences of this.
- If a child continues to misbehave, a fifth time. The child is escorted to the Head Teacher who will contact the parents/carers immediately and award an appropriate sanction. Parents will be sent a formal letter informing them that their child reached five warnings, a copy of which will be kept on record.
- Students who constantly received over three warnings in one day will be sent to the Referral Room to work independently with a staff member.
- Students who are repeatedly sent to the Referral Room will have classes in the Intervention Centre. Work will be set by the subject/class teacher and the Chaplain/Mentor/TA's will support the students as they work. Their behaviour and attitude will be reviewed weekly and good behaviour and attitude will be rewarded by students going to specific classes with a daily report card.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this

way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. This also includes cyber bullying in and out of school.

2.6 Staff will only intervene physically to:

- Prevent injury to another child;
- Prevent a child hurting him/herself;
- Prevent a child harming an adult
- Prevent the damage of property.

The actions that we take are always in line with government guidelines on the restraint of children and training is provided in line with this.

Information on physical intervention is detailed in our Restraint Policy.

### **3 The role of the class teacher**

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child has continuous low level misbehaviour in class, the class teacher will contact the parents to discuss the matter as soon as possible. If this misbehaviour continues, the class teacher seeks help and advice from the Head teacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

3.6 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 of a child.

## **Teaching Responsible Behaviour**

Just as the children need to be taught about the curriculum in order to learn and understand, so they need to be taught how to behave responsibly if they are to do so.

At The Eden SDA School, children will be specifically taught responsible, appropriate behaviour.

### **4 The role of the Head teacher**

4.1 It is the responsibility of the Head Teacher (under the School Standards and Framework Act 1998) to implement the school behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

4.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 Records are kept of all reported serious incidents of misbehaviour.

4.4 The Head Teacher has the responsibility for giving exclusions and fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. This action is taken only after the school governors have been notified.

### **Children with persistently challenging behaviour**

Some children with more specific behaviour needs may have a Personalised Behaviour Plan in place with individual targets and strategies. These may include:

- Home/school liaison book
- Daily sticker chart
- Specific mentoring sessions

Very challenging behaviour may result in fixed-term exclusion at the Head Teacher's discretion. There is a clear hierarchy of sanctions that should apply if children do not follow the rules:

1. Lose 5 minutes from break or lunchtime.
2. Sent to Deputy Head Teacher (DHT) and loss of break.
3. Exclusion from class for the rest of day. Write a letter of apology.
4. Sent to DHT (or other member of senior staff). Parents contacted. Full day internal exclusion.

Should a child be excluded from their class because of poor behaviour then they are expected to work in silence and independently. There should not be interactions

between the child and other members of staff or children in the class they have been sent to and no opportunity for them to enjoy the school facilities or learning on offer. At break and lunchtime they should stay in close attendance to an adult and not be allowed to interact with children. Students also receive a manual labour community work experience for improper behavior. Students can be found litter-picking, washing dishes, mopping and sweeping floors or clearing tables for a period of time. Most students prefer this sanction to an exclusion.

### **Discriminatory Behaviour**

Any racist, sexist or discriminatory behaviour is regarded as unacceptable and is logged separately and reported termly to the LA.

The school specifically teaches the importance of valuing and respecting each other. Children are taught that all forms of discrimination are wrong.

The Behaviour Plan is in line with the school's Equalities Statement. Behaviour issues are monitored in terms of equalities.

## **5 The role of parents**

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain our expectations for behaviour in the school prospectus, and we expect parents to read them and support them.

5.3 We expect parents/carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

## **6 The role of governors**

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

6.2 The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary.

7.2 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school.

The Head Teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.4 The Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.7 When an appeals panel meets to consider any exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

7.8 If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

## **8 Drug- and alcohol-related incidents**

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or guardian is asked to complete a parental request/indemnity form for staff to administer the medicine if necessary at school. If a form has not been completed staff will not administer medication and parents/carers will need to come into school to administer the medication themselves.

Clear guidance and procedures are detailed in the Administration of Medication policy.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.



8.3 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

Social Services and the Police will be informed.

8.4 If the offence is repeated the child will be permanently excluded.

8.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school.

The police and social services will also be informed.

## **9 Monitoring and review**

9.1 The SLT monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. This may also include E-safety incidents recorded by staff if related to cyber bullying.

9.3 The Head Teacher keeps a record of any child who is secluded, suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

# Behaviour policy: coronavirus addendum

The Eden SDA School



Approved by:

Mrs Laura Osei]

Date: [July 2020]

Last reviewed on:

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## 1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

## 2. Expectations for pupils in school

### 2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the Deputy Headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Altered routines for arriving or leaving the school (see the sub-section on 'measures for arriving at and leaving school' in the government guidance linked to above)
- Hygiene, such as handwashing and sanitising
- Who pupils can socialise with at school, including at lunch and break times
- Moving around the school (e.g. one-way systems, out of bounds areas, queuing)
- Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Telling an adult if they are experiencing symptoms of coronavirus
- Sharing any school equipment or frequently used items such as pencils or pens (see updated official guidance)
- Breaks or play times, including where children may or may not play

- Use of toilets
- Not to cough or spit at or towards any other person **2.2**

## Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

Reward them in line with our rewards system included in the Behaviour policy However, if pupils fail to follow these rules, we will:

Deal with rule-breaking under our sanctions system (e.g. verbal warnings, making calls home or internal exclusions).

We will distinguish between how we will deal with accidental and purposeful rule-breaking.

## 2.3 Changed rules

Until further notice, we will alter the following school rules:

- Expectations for attendance – the [latest government guidance](#) says attendance will be mandatory from September. We will have an amended expectations for attendance where pupils will attend and leave school on a staggered basis please refer to our school's attendance policy and the school's information letter which delineates the staggered times.
- Expectations for uniform – the government is encouraging schools to revert to normal policy on this from September, but also to be considerate in managing non-compliance where parents are experiencing financial pressures. From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in our behaviour policy. If pupils cannot wear their full uniform, parents should contact the Deputy Head.

## 3. Expectations for pupils at home

### 3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Mrs Grant – Deputy Head/SENCO if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning:

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Teaching Assistants will support those pupils needing one to one attention especially accommodating those with more challenging behaviour.

### 3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- We will get in touch with parents and see if there are any issues that we can help them address.
- We will give one-to-one attention to pupils having learning challenges.

#### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 3 to 4 weeks during term time by SLT. At every review, it will be approved by the full governing board.

#### **5. Links with other policies**

This policy links to the following policies and procedures:

- Safeguarding policy
- Behaviour policy
- Health and safety policy
- Attendance Policy