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EDGEBOROUGH SCHOOL

## **Edgeborough Behaviour Policy**

(including EYFS and Boarding)

**UPDATE LOG**

<b>DATE</b>	<b>CHANGE</b>	<b>By Whom</b>
27.01.18	ELT major policies review and update	CH + ELT
21.05.18	Formatting and read through. Updated EYFS and Pre-Prep entries p. 5	DJWT
23.09.18	Read through + updated reference to alcohol, smoking and drugs policy p. 8	DJWT
15.10.18	Staff name change, page 5	CC

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## The Behaviour Policy:

- Is compliant with the Behaviour and Discipline in Schools policy DfE / 2016;
- Should be read in combination with the Preventing and Tackling Bullying (Advice for School Leaders, Staff and Governing Bodies) Policy DfE / 2014
- Should be read in combination with the Equality Act 2010

All members of the Edgeborough Community, including pupils, staff and parents should be guided by two main principles:

- First and foremost everyone needs to obey the laws of the land.
- Secondly, everyone should be guided by common sense at all times.

In addition to these key elements, a member of Edgeborough should:

- Be honest, courteous and friendly to others.
- Show respect for him/herself, for property and the environment.
- Show commitment to learning both independently and as part of a team.
- Contribute to the school positively and to the best of his/her ability.
- Maintain a neat and tidy appearance.

Finally we expect all members of the Edgeborough community to keep the following ethos statement (See Aims and Ethos Policy) at the forefront of their minds:

***“Edgeborough is a place where children learn how to treat others the way they themselves would like to be treated, where they learn to give their best in spite of the difficulties they may encounter, where they learn to grow into well-mannered and balanced young men and women, where they learn to both work and play with a smile on their face.”***

It is expected that the School will enjoy the full support of all parents in implementing its Code of Conduct.

## General Statement on rewards and sanctions

Behaviour Management at Edgeborough is integrated into the fabric of the school. All pupils are reminded that the code of conduct - and the reward and discipline system - is active at all times when they are either in school uniform or under the school's control. This includes travel to and from school and at all times when on trips organised by the school. Due consideration is given to those pupils with special education needs and disabilities where in some instances these policies may be suitably amended to suit the pupils individual abilities and challenges. All members of staff need to exercise professional judgement when administering this policy.

Whole school behaviour management is reliant on positive relationships between members and staff and pupils. Teachers, teaching assistants and non-teaching members of staff all play a really important part in shaping and managing behaviour at Edgeborough. The school has a support system which provides clear guidance and outlines roles and responsibilities.

Further reference should be made to the Safeguarding Policy, Pastoral Care Policy, Supervision Policy, Boarding Policy and the Anti-Bullying Policy

## **Responsibility for Behaviour Management**

Overall – The Headmaster – Mr Dan Thornburn

Prep School – The Senior Deputy Head Master – Mr Clive Holder

Pre Preparatory School – Miss Gill Iffland

Nursery and Reception – Mrs Diana Barty-King

Classes – The Class Teachers / Teaching Assistants and Academic Support Staff Members

## **Rewards**

Good behaviour, manners, effort and work are rewarded; Different year groups have different, informal reward systems that they use within the classroom.

## **Positive Behaviour Strategies in EYFS and Years 1&2**

- Children are praised for positive behaviour.
- Adults model positive behaviour.
- Set routines for activities to foster understanding of acceptable responses.
- Clear and consistent expectations.
- Agreed set of boundaries.
- In Reception, Year 1 and Year 2, House Points are given for good work, effort and manners at any time during the school day.
- The Golden Table rewards positive lunchtime behaviour.
- Playground Monitors are chosen weekly to reward helpful and kind playground behaviour.

## **Reward System Years 3-8**

The ones listed below are those used more formally and so that they can be recorded for use in house or individual competitions

- Stars: Given for good work, effort and manners at any time during the school day
- Headmaster's Commendation: Given for outstanding pieces of work / effort in any discipline
- Headmaster's Certificate of Excellence - for achievements of rare standing both inside and outside school.

## **General statements on the use of sanctions**

Corporal punishment is not used at Edgeborough School nor is the threat of such punishment permissible.

Pupils are asked to think about how and why their behaviour has gone against the statements of the code of conduct.

## **Accusations against Staff**

All accusations made by pupils against staff will be taken seriously and a full enquiry made into the accusation. The School's Whistleblowing policy (see separate document) protects all who make accusations in good faith. Pupils who make deliberately false and malicious accusations against staff will be subject to the school's disciplinary procedures which could include exclusion.

## **Sanctions**

Probably the main encouragement for our children to work and behave appropriately and in the way expected of them is rewarding those who do just as we would wish of them. Seeing others being rewarded is nearly always a huge incentive to behave well.

Clearly however sometimes even more is required in terms of sanctions. With nearly all the forms of sanctions listed below it would be the school's policy to give warnings before a sanction is actually issued. There may be occasions however when the behaviour merits a direct sanction.

The following sanctions are used at Edgeborough. Sanctions are usually graduated. There is little point in issuing the same sanction to the same child for the same offence regularly. If the sanction is not working it needs to be enhanced.

Discussions with parents also fit into the sanctions scheme. Parents are informed when cumulative episodes of poor behaviour warrant further intervention.

## **Managing inappropriate behaviour in EYFS and Years 1&2**

- Distraction
- Explanation
- Change in location/activity
- Verbal Warning
- Senior Staff intervention

## **Managing inappropriate behaviour in Years 3-8**

- Reprimands – personal, appropriate, discreet and fair.
- Demerits – for general indiscipline, poor organisation.
- Friday Detention

- Headmaster's Detention on a Saturday Morning.
- Exclusion/expulsion, either temporary or permanent.
- In the case of serious illegal misbehaviour the school may contact local authorities and outside agencies, including the police, where appropriate.

Sanctions are monitored by the form teacher and Head of Year. More serious sanctions are recorded on the school's management information system. There is a register of serious offences, which would include Headmaster's Saturday Detentions and all Exclusions. This is maintained by the Headmaster and the Senior Deputy Head.

## **Boarders' Rewards and Sanctions**

Boarders can receive the above rewards and sanctions during the boarding stays for both good and poor behaviour. In addition they will receive boarder only rewards that contribute towards their 20+ awards presented at Prize Giving each term.

They also have additional sanctions which are community based imposed at the teachers' discretion.

Full details can be seen in the Boarding House handbook .

## **Roles and responsibilities**

### **The Role of all Staff**

All staff members have a responsibility to make the school a good place to be and to be role models to the pupils in terms of their attitudes and behaviour. The example set by staff and their relationship with the children is a crucial element in the formation and development of the children's own attitudes, standards and behaviour. All staff members need to be aware of the influence they can have on the children. The way staff members speak to and about each other and to the children and about children is reflective of what they believe about them.

Subject teachers / boarding staff are responsible for implementing the behaviour policy within their classroom / the boarding house. Class teachers/tutors must be informed of any problems relating to work or behaviour and along with the subject teacher and Pastoral Leader develop a positive, solution focused strategy. The class teacher/tutor/Head of Boarding have a very significant and important role in the implementation of this policy. The class teacher/tutor acts as a guide and confident to his/her tutees and therefore, has a unique opportunity to influence behaviour/attitudes. This relationship will naturally develop as the form teacher/tutor spends time with his/her tutees.

The class teacher/tutor is also the first link between parents and the school. He/she must do all in his/her power to develop a rapport of mutual understanding via telephone, e-mail and face to face meetings. It is very important that 'good news' is communicated to parents and the form teacher/tutor should actively seek opportunities to congratulate/celebrate success with parents.

There is a Staff Meeting every Monday Afternoon, where pupils can be discussed and strategies developed, additional factors (which may affect behaviour or learning) may revealed and collective

decisions made. The form teacher/tutor/boardings Housemistress will play an active role in these discussions. At these staff meetings, a Pastoral Tracking Form is updated for tracking individual pupils and is reviewed on a weekly basis by all staff members.

### **The Role of Parents**

It is expected that parents will support their child's learning and co-operate with the school. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the manner in which their child has been treated, they should initially contact the Class Teacher who may seek advice from the Senior Deputy Headmaster.

### **The Role of the Governors**

The governing body has the responsibility of overseeing this policy and reviewing its effectiveness. The Headmaster has the day to day authority to implement the behaviour policy, but the Governors may give advice to the Headmaster on particular issues.

### **Record Keeping**

The school keeps a record of rewards and sanctions within the Pupil Profile on the school MIS. A confidential centralised register of sanctions imposed for serious misbehaviour is kept by the Headmaster so that patterns of misbehaviour can be identified. Serious misbehaviour is defined as behaviour which leads to the direct involvement of the Deputy Headmaster/Headmaster. This register includes exclusions, major detentions and disciplinary meetings with parents. The Headmaster also keeps a record of any pupil who is suspended for a fixed-term, or who is expelled.

### **Monitoring and Review**

The Behaviour Policy is reviewed annually by the ELT. The Senior Deputy Headmaster reports to the Headmaster on the effectiveness of the policy having evaluated and analysed feedback from teachers, pupils and parents and the data recorded on the School MIS. This process of monitoring and review takes place throughout the year.

### **Bullying**

Please see the separate policy.

### **'Misuse of technology'**

Please see the separate policy.

### **Smoking, drinking and drugs**

There is a separate policy on smoking, alcohol, drugs and banned substances – this is available on request. Parents are especially asked to familiarise themselves with those parts of the School Rules and Regulations dealing with smoking, drinking and drugs, and to give full support to the School's stand on these matters.

The possession, use or supply of alcohol, tobacco and drugs at Edgeborough School is absolutely prohibited. Pupils who contravene this rule must expect to face severe sanctions.

Prevention:

The central aim of this policy is to prevent Edgeborough School pupils from abusing any form of substance and to prevent the spread of misuse within the school. We aim to do so by means of education, pastoral care, detection of users and a sanctions policy.

Education:

We educate pupils to understand that the use of illegal drugs is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers and will damage the society in which they live. We educate by means of personal development courses and by example, by discussion and by means of lectures from outside experts.

Pastoral Care:

We encourage the pupils to discuss their anxieties about drugs or substances in confidence with a member of staff or the school counsellor. Matters brought into counselling by a pupil or his parents, in circumstances which are genuine, will be “ring-fenced” from disciplinary sanctions or adverse report but a pupil who is suspected of involvement with drugs or substances outside this context will face the full disciplinary consequences.

Detection:

Every complaint or report of involvement with drugs and substances will be followed up and investigated. A pupil suspected of involvement with drugs and substances may be excluded.

Sanctions:

In the case of alcohol and tobacco, first offences are likely to result in exclusion – and in the case of supply, permanent exclusion. Repeat offences are likely to result in permanent exclusion.

Where drugs are involved, first offences are likely to result in permanent exclusion.

Parents are asked to note that the entire school and its grounds are designated a ‘No Smoking Area.’ Smoking is not permitted by staff or visitors.

## **STATEMENT**

We at Edgeborough believe that we have a positive, supportive learning environment where each child is valued as an individual and whose happiness and progress are most important. We aim for a consistent commitment to positive behaviour management within a caring environment that sustains our School Aims and Ethos.