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EDGEBOROUGH SCHOOL

Edgeborough Behaviour Policy

(including EYFS and Boarding)

UPDATE LOG

DATE	CHANGE	By Whom
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
02.01.19	Update Head of Early Years page 5	DJWT
13.01.20	Added Head of Junior Prep – Mr Mike Darlow	CH
01.03.20	Read through + review	DJWT
25.05.2020	Covid-19 Adapted – Behaviours. Behaviour Policy – General Statement Compliance – adapted behaviours	P 4 P 4
27.08.2021	Covid-19 references removed Rewards and Sanctions amended to reflect the introduction of Class DoJo, including Appendix A. Pupil Code of Conduct added, Appendix B. EYFS and Yrs 1&2 updated	EB/JH JLS
23.12.2021	Actions following advice offered by Surrey LA (EYFS)	JLS

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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 / 2017
- 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.”

General Statement on rewards and sanctions

Behaviour Management at Edgeborough is integrated into the fabric of the school. All members of staff need to exercise professional judgement when administering this policy. All pupils are reminded that the code of conduct (Appendix B) - and the reward and discipline system - is active at all times when they are either in school 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 educational needs and disabilities where, in some instances, these policies may be suitably amended to suit the pupils' individual abilities and challenges.

Whole school behaviour management is reliant on positive relationships between members of 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, Supervision Policy, Boarding Policy and the Anti-Bullying Policy

Responsibility for Behaviour Management

Overall: The Head

Prep School: The Senior Deputy Head

Pre-Prep: The Head of Pre-Prep

Rewards

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 the Early Years, stickers, certificates and class mascots provide reinforcement to positive behaviour.
- In the EYFS the Characteristics of Effective Teaching and Learning are tracked and recorded through Tapestry.
- In Year 1 and Year 2, Positive points/stickers are awarded for PSB skills shown (throughout the day).
- In Reception, Year 1 and Year 2 class systems/charts provide visible reminders to children as to expectations.
- Playground Monitors are chosen weekly to reward helpful and kind playground behaviour.
- Housepoints are awarded in Years 1 and 2.

Reward System Years 3-8

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

- Positive DoJo points.
- Head's Commendation: Given for outstanding pieces of work / effort in any discipline.

All positive DoJo points and Head's Commendations are recorded on the school system. HMCs are acknowledged with certificates. Rewards are monitored by the Form Teacher and Head of Year.

Sanctions

Corporal punishment is not used at Edgeborough School nor is the threat of such punishment permissible. Pupils are encouraged to play an active role in reviewing and addressing their own behaviour.

Managing inappropriate behaviour in EYFS and Years 1&2

- Explanation and reasoning
- Children are given the freedom to learn from their mistakes, encouraging a growth mindset.
- Reinforcement of positive behaviour
- Personalised interventions (i.e. use of social stories to reinforce kind hands)
- Years 1 & 2 - warning cards (traffic light system)
- Senior Staff intervention
- Dialogue with parents/contact home

All staff of young children are knowledgeable and trained in age-appropriate behaviours and in all cases the age of the child, any identified SEND needs and contextual factors are considered when responding to an incident of behaviour (i.e. biting, breaking resources, hitting).

In extreme cases staff will work closely with the child's parents to develop a personalised plan to support their behaviour. Such may include time away from school, the involvement of specialist support, enhanced staffing.

Sanction System Years 3-8

Negative DoJo points and detentions are used to highlight and address negative behaviour. Where the behaviours cannot be successfully managed through the use of these tools, SLT work in partnership with parents to support the pupil until more positive behaviour is displayed.

In extreme circumstances, where a pupil is not showing any improvement, it may be necessary to escalate to one of the following:

- Suspension.
- 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.

All negative DoJo points are recorded on the school system. 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 Suspensions and all Exclusions. This is maintained by the Headmaster and the Senior Deputy Head.

Please see Appendix A for details of all DoJo categories and criteria.

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.

Boarders' Rewards and Sanctions

Boarders can receive the above rewards and sanctions during the boarding stays for both good and poor behaviour. In addition, boarders can earn virtual pocket money in the House which can then be used towards treat nights during boarding time.

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. Form Teachers 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 Form Teacher/Head of Boarding have a very significant and important role in the implementation of this policy. The Form Teacher acts as a guide and confident to his/her pupils and therefore, has a unique opportunity to influence behaviour and attitudes. This relationship will naturally develop as the Form Teacher spends time with the pupils his/her class.

The Form Teacher of Key Person 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 should actively seek opportunities to congratulate and celebrate success with parents.

There is a weekly Staff Meeting (whole school, Pre-Prep and Nursery), where pupils can be discussed and strategies developed, additional factors (which may affect behaviour or learning) may be revealed and collective decisions made. The Form Teacher/boarding Housemistress/Key Person 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 Form Teacher who may seek advice from members of the Senior Management Team.

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. A confidential centralised register of sanctions imposed for serious misbehaviour is kept by the Head so that patterns of misbehaviour can be identified. Serious misbehaviour is defined as behaviour which leads to the direct involvement of the Senior Deputy Head/Head. This register includes exclusions, major detentions and disciplinary meetings with parents. The Head also keeps a record of any pupil who is suspended for a fixed-term, or who is expelled. Any Safeguarding concerns that come to light will be recorded on CPOMS and kept securely.

Monitoring and Review

The Behaviour Policy is reviewed annually by the SLT. The Senior Deputy Head 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

The school will not tolerate any form of bullying; including cyber-bullying, prejudice-based bullying or discriminatory bullying. Pupils are taught to respect each other and treat each other with dignity and kindness. A lot of work is done in form lessons, PSHE lessons and assemblies to teach the children about how to treat each other positively and how to deal with conflict appropriately.

Please see the school's Anti-Bullying policy for further information.

'Misuse of technology'

Please see the Acceptable use of ICT policy and the E-Safety 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 their 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.

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.

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APPENDIX A – Rewards/Class DoJo information:

Early Years and Years 1 & 2 (awarded by stickers in Nursery and Reception and by skill points/stickers in Years 1 & 2):

Thinking	Independence	Collaboration	Communication
<ul style="list-style-type: none">• I think carefully before I say and do something• I reflect on my actions• I ask questions	<ul style="list-style-type: none">• I have my own ideas• I make decisions• I try to do things myself• I am confident to try new things and meet new people• I am willing to take risks and make mistakes	<ul style="list-style-type: none">• I share and play well with others• I work as a team• I consider those around me• I let others join in my games and play	<ul style="list-style-type: none">• I share my ideas with others in many ways• I listen to others• I use my voice to tell others my feelings

Negative points awarded after a card warning system (traffic lights) and for repeated violation of class code of conduct.

Positive Dojo Points

<p>Thinking and Learning</p> <ul style="list-style-type: none"> • I produce excellent work • I have a good attitude towards learning • I have shown understanding of a concept • I have shown creativity in my thinking and learning. • I have shown curiosity in my thinking and learning 	<p>Independence</p> <ul style="list-style-type: none"> • Organisation- I am in the right place, at the right time, with the right equipment. • I have given a task a go before asking for help. • I have shown initiative • I have helped-out without being asked. 	<p>Collaboration</p> <ul style="list-style-type: none"> • I have worked well within a team or group. • I have helped others when they come into class late or don't understand 	<p>Reviewing and Improving</p> <ul style="list-style-type: none"> • I have shown resilience • I have edited and improved my work • I responded to feedback and improved as a result (I was 'coachable')
<p>Community Kindness</p> <ul style="list-style-type: none"> • I helped others • I demonstrated excellent manners • I picked up litter • I returned some lost property to its owner. • I let others go first • I tidied up after others 	<p>Communication</p> <ul style="list-style-type: none"> • I gave an excellent answer (Speaking or writing) • I gave a well-structured answer (speaking or writing) • I was able to talk through how I or a friend was feeling. • I used appropriate manners when talking to others e.g. eye contact, language. 	<p>Leadership</p> <ul style="list-style-type: none"> • I set an example to others • I directed others to a good outcome • I allowed others to communicate and encouraged others to join in. • I encouraged others to expand on an idea. 	<p>HMC</p>

Negative Dojo Points

-1	-2	-3
<ul style="list-style-type: none"> • I was not in the right place, at the right time, with the right equipment. • I called out in class • I was running in areas that I shouldn't be • I was not wearing my uniform correctly • I did not put as much effort into my work as is expected of me. • I did not hand in the work expected of me. • I dropped some litter and didn't pick it up 	<ul style="list-style-type: none"> • I was rude to one of my teachers or peers • I was unkind to others. • I continually called out in class having been asked not to. • I did not behave in the way expected of me, after being asked to stop. • I have shown poor organisation on a number of occasions in the same lesson e.g regularly forgetting books, calculator etc. • I have not handed in the work that was asked for more than once in the same lesson. 	<ul style="list-style-type: none"> • I used violence against others • I defaced or broken someone else's property on purpose. • I used foul language. • I put myself or others in danger by my actions.

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Appendix B – Pupil Code of Conduct

Introduction

Edgeborough has high expectations for pupil conduct. High standards of behaviour and work are expected at all times.

Our Pupils' Code of Conduct exists to enable the school to be a purposeful, happy and tolerant society where each member of the community can fulfil their potential. Our pupils are encouraged to show consideration and care for people and property.

Nursery and Pre-Prep (core code adapted to age and class contributions):

My Behaviour

I treat others kindly (words and actions).

I walk around school respectfully.

I am helpful.

I look after school things.

I am polite to adults.

I try to make good choices.

I use my 'inside voice' when I am indoors.

I show respect to others and their ideas.

My Learning

I try my best.

I listen to the teacher and my friends.

I share my ideas.

I challenge myself.

Acknowledgement

This is our Code of Conduct.

Signed:

Years 3-8

Expectations of Behaviour

I will always consider others' feelings and treat others as I would like to be treated.

I will walk around school quietly, taking care to be helpful and courteous to others.

I will take pride in my environment and look after school property.

I will wear my uniform with pride.

I will ensure that I have the correct kit for all sport and activities.

I will act with dignity and show respect to my peers, staff and visitors.

I will accept sanctions when given and try to improve my behaviour.

Learning Expectations

I will arrive to lessons on time and enter the classroom quietly.

I will greet the teacher as I enter the classroom.

I will stand quietly behind my chair, say good morning/ good afternoon. If the teacher is not there, I will sit down and get on with some work or reading quietly.

I will ensure I have all the correct equipment for my lessons.

I will ensure I work to the best of my ability in all subjects.

I will complete tasks on time.

I will listen when others are speaking and respect their contributions.

I will work well and co-operate with others, listen to them and respect their opinions and ideas.

I will listen to, reflect and act upon constructive feedback.

I will relish challenging targets which will help me progress.

In the case of an absence from a lesson, I will ask the teacher for support in catching up on any missed work.

I will endeavour to understand, reflect and develop the core skills of thinking and learning; independence; collaboration; reviewing and improving, community kindness, communication and leadership.

Acknowledgement

We, the pupils, agree to abide by the terms set out in this Code of Conduct.

Signed: