



**EDGEBOROUGH SCHOOL**

**Behaviour Policy**

(including EYFS and Boarding)

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## **Context:**

This Policy:

- Is compliant with the Behaviour and Discipline in Schools advice DfE / 2022.
- 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 three main principles:

- First and foremost, everyone needs to obey the laws of the land.
- Secondly, all members of the school community should be respectful and inclusive particularly with regard to the protected characteristics outlined in The Equality Act 2010.
- Thirdly, everyone should be guided by common sense at all times.

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

- Be honest, courteous and friendly to others.
- Show respect for him/herself, for others, for property and for 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 core school values at the forefront of their minds: Adventure, Responsibility and Kindness (ARK; see Aims and Ethos Policy).

## **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 – Mr Daniel Cox

Prep School: The Senior Deputy Head – Mr Rob Smith

Pre-Prep: The Head of Pre-Prep – Dr Jayne Symons

## 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 and Years 1&2, stickers, certificates and class mascots provide reinforcement to positive behaviour.
- In the EYFS the Characteristics of Effective Teaching and Learning (CoETL) are tracked and recorded through Tapestry.
- In Years 1 & 2, House Points are linked to the target PSB skills and awarded when demonstrated.
- Specific stickers are given and collated by the child for demonstrating target PSB skills in the Pre-Prep.
- In Reception, Years 1 & 2 class systems/charts provide visible reminders to children as to expectations and Shared Agreements.
- Individual classes may supplement the above with additional systems as selected by the teacher or the children.

### 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.
- Targeted circle-times, ARK lessons, stories and play experiences to address identified behaviours that may need attention.
- 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).
- Behaviour ladders or similar systems are used in the Pre-Prep to encourage the expected standard.
- Senior Staff intervention.
- Dialogue with parents/contact home.

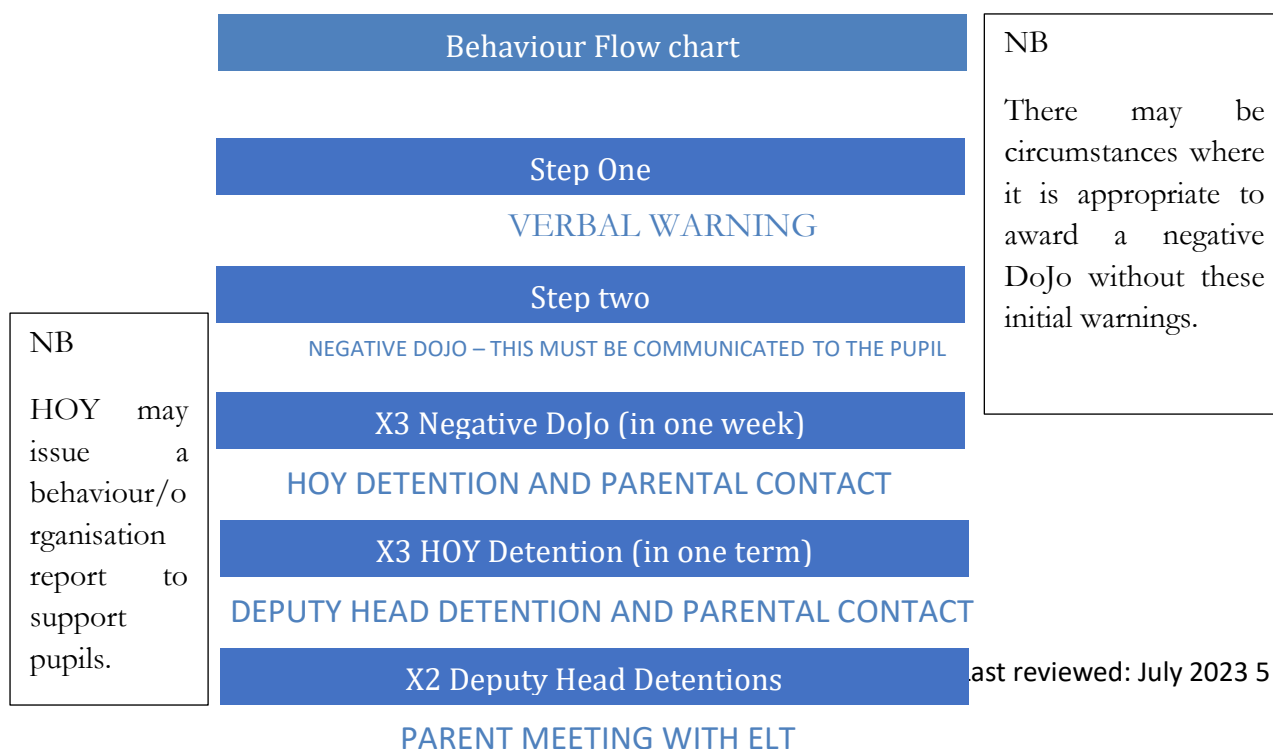
All staff of young children are knowledgeable and trained in age-appropriate behaviours and in all cases the age of the child, any identified SEND needs and contextual factors are considered when responding to an incident of behaviour (i.e. biting, breaking resources, hitting).

In cases where SEND is a factor behind ‘inappropriate behaviour’ the SENDCo will be consulted and in partnership with the class teacher, parents and child (where appropriate), a Proactive Plan will be drafted to support staff in meeting the child’s needs and supporting behaviour. In the EYFS, this may include guidance or resources (including funding) from the Local Authority (see SEND Policy).

In all instances of persistent or more extreme cases, staff will work closely with the child’s parents to develop a personalised plan to support the child’s 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. The following flow-chart outlines the disciplinary procedures followed at the School:



Detentions will be arranged between the pupil and either the Head of Year or The Senior Deputy Head. During this detention, the pupil will be required to reflect on their behaviour and where appropriate, will complete self-reflective activities in order to move forward in a positive manner. Any activities completed will be logged by the Head of Year.

In extreme circumstances or 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 Class Dojo. Sanctions are monitored by the Form Teacher and Head of Year.

More serious sanctions are recorded on the School's management information system (iSAMS), under Pupil Profile. There is a register of serious offences, which would include Suspensions and all Exclusions. This is maintained by the Head 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 Policy and the Boarding Staff 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 Head of Year, develop a positive, solution-focused strategy. The Form Teacher or Key Person/Head of Boarding have very significant and important roles in the implementation of this policy. The Form Teacher or Key Person acts as a guide and confidante to their pupils and therefore, has a unique opportunity to influence behaviour and attitudes. This relationship will naturally develop as the Form Teacher or Key Person spends time with the pupils in their class.

The Form Teacher or Key Person is also the first link between parents and the school. They must do all in their 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 or Key Person should actively seek opportunities to congratulate and celebrate success with parents.

There is a weekly Staff Meeting (a separate meeting takes place in the Pre-Prep), where pupils can be discussed and strategies developed, additional factors (which may affect behaviour or learning) may be revealed and collective decisions made. At these staff meetings, a Pastoral Tracking Form is updated for tracking individual pupils and is reviewed and shared on a weekly basis by all staff members.

The School's SENDCo, Head of Pre-Prep, Deputy Head Academic and Deputy Head Pastoral meet on a regular basis to discuss strategies to best support those children requiring particular systems, resources and attention with behaviour.

## **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 Leadership Team.

## **The Role of the Governors**

The governing body has the responsibility of overseeing this policy and reviewing its effectiveness. The Head has the day to day authority to implement the behaviour policy, but the Governors may give advice to the Head 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 Head on the effectiveness of the policy, having evaluated and analysed feedback from teachers, pupils and parents and the data recorded on the School MIS, under Pupil Profile. 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, ARK (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 suspension – 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.

### **Extremism, racism and discrimination:**

If behaviour or language of this variety is used within our school community, referrals may need to be made to the appropriate outside bodies which could include the Police or Channel (Prevent). An in-school review would accompany this and be dealt with at the top level of our school sanction system.

### **STATEMENT**

The School believes 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.

## APPENDIX A – PSB skill descriptors and Positive/negative Dojos (Years 3 – 8)

### Positive Dojo Points

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

## Negative Dojo Points

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

## **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:**

#### My Behaviour

I treat others kindly (words and actions).

I walk around school quietly.

I am helpful.

I look after my things and things around me.

I am polite to adults.

I try to make good choices.

#### My Learning

I try my best.

I listen to the teacher and my friends.

I share my ideas.

I welcome challenge and I am not afraid of making mistakes.

#### Acknowledgement

This is our Code of Conduct.

Signed:

## **Pre-Prep Playground Agreements**

We will always let others join in our play.

We will use kind words and actions in the playground.

We will try and sort out any arguments ourselves but we WILL tell a teacher if we need their help.

We will stay out of the brambles.

We will not climb trees.

We will only play football on the grass when it is our turn.

We go down the slide on our bottoms and facing forward.

We do not climb the wooden tipi.

We will keep our playground tidy and litter-free.

We will respect nature and not pick flowers.

We do not dig holes.

We will not eat on the playground, only on the top area.

We will stop, listen and then line up quietly when the whistle goes or when the teacher claps.

## **Years 3-8**

### Expectations of Behaviour

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

I will uphold the school's aims and values of adventure, responsibility and kindness.

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, enter the classroom quietly and 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: