

Edgar Stammers Behaviour Policy



2024-2025

1. Edgar Stammers Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aim of the policy is to create a culture of exceptionally good behaviour: for learning, for community, for life

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Core Values

Our core values are:

- Self-Respect
- Understanding
- Creativity
- Collaboration
- Excellence
- Success
- Sustainability

4. Expected Behaviours

These are to be agreed for: in class, around school and at breaktime/lunchtime. These will be signed off as part of the behaviour charter

4.1 Teachers and Staff

Staff are responsible for:

- Creating a Class Charter in collaboration with their class.
- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating and teaching the school's expectations, rules, routines, values, and standards.

- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.
- Logging of all behavioural incidents (medium and above) on Bromcom, including parent communication

4.2 Parents and Carers

Parents and carers will:

- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour.
- Raise any concerns about the management of behaviour with the school directly.
- Take part in the life of the school and its culture.
- Not directly approach other parents or children about behavioural concerns
- Not refer to the school, its staff or pupils on social media

4.3 Pupils

Pupils will be made aware of:

- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard.
- The expected standard of behaviour they should display.
- The consequences they will face if they do not meet the standard.
- Their duty to follow the behaviour policy and class charter.

5. School Behaviour Curriculum

Staff receive training in behaviour support and management, practising the use of strategies to positively manage and de-escalate situations before a crisis arises. Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute.

6. Responding to Behaviour

6.1 Classroom Management

All staff are responsible for setting the tone and context for positive behaviour by:

- Creating and maintaining a stimulating environment that encourages engagement.
- Displaying the behaviour curriculum or their own class charters.
- Developing positive relationships with pupils.
- Establishing clear routines.
- Using positive reinforcement.

6.2 Responding to Good Behaviour

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents via a phone call or written correspondence.
- Star of The Week awards during the weekly celebration assembly.
- Positions of responsibility.
- Whole-class or year group rewards.

6.3 Responding to Misbehaviour

Staff will respond to misbehaviour by:

- Challenging behaviour that falls short of the standards.
- Using de-escalation techniques.
- Applying sanctions in a consistent, fair, and proportionate manner.
- Considering the pupil's circumstances when choosing sanctions.

Sanctions may include:

- A verbal or non-verbal reprimand.
- Sending the pupil to a reflection space.
- Setting written tasks.
- Expecting work to be completed at break or lunchtime.
- Loss of privileges.
- Referring the pupil to a senior member of staff.
- Phone call or email home to parents.
- Agreeing a behaviour contract (BSP).
- Removal of the pupil from the classroom.
- Suspension or permanent exclusion.

Where this misbehaviour is on social media or outside of school, school will only be able to take action if the behaviour brings the school reputation into disrepute. An example of this would be wearing school uniform.

6.4 Reasonable Force

Reasonable force may be used to prevent a pupil from hurting themselves or others. It must be:

- Used as a last resort.
- Applied with the minimum amount of force and time, following Team Teach guidance.
- Used in a way that maintains the safety and dignity of all concerned.
- Never used as a form of punishment.

- **6.5 Off-Site and Online Misbehaviour**

Sanctions may be applied for misbehaviour off-site or online when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

6.6 Zero-Tolerance Approach to Sexual Abuse

The school will ensure all incidents of sexual harassment and/or violence are met with a suitable response. Pupils are encouraged to report anything that makes them uncomfortable. The response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

7. Serious Sanctions

Pupils can be asked to spend some of their lunch time separately away from their peers. They may be removed from the classroom in response to serious or persistent breaches of this policy. Suspension or permanent exclusion may be used as a last resort.

9. Supporting Pupils Following a Sanction

Strategies to help pupils improve their behaviour may include:

- Reintegration meetings.
- Daily contact with behaviour leads or pastoral staff.
- A Behaviour Support Plan (BSP) with personalised behaviour goals.

10. Consistency in practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, and SLT level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent respect from the adults.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms and around the site.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

Appendix 1 – Creating a behaviour charter in class

Creating a Classroom Behaviour Charter

Creating a behaviour charter at the beginning of the school year is a highly beneficial practice for fostering a positive and respectful classroom environment. Here are several reasons why this practice is advantageous:

Benefits of Creating a Classroom Behaviour Charter

1. Encourages Pupil Engagement and Ownership

- **Pupil Participation:** Involving pupils in the creation of the behaviour charter helps them feel a sense of ownership and responsibility towards the rules.
- **Empowerment:** When pupils contribute to the rules, they are more likely to understand and adhere to them.

2. Promotes Understanding and Clarity

- **Clear Expectations:** Creating the charter together ensures that all pupils understand the behavioural expectations.
- **Consistent Language:** Using pupil-friendly language helps in making the rules clear and accessible.

3. Builds a Positive Classroom Environment

- **Respect and Collaboration:** The process fosters a sense of respect and collaboration among pupils.
- **Shared Values:** It highlights the core values and norms that are important to the class community.

4. Enhances Accountability

- **Mutual Agreement:** Pupils are more likely to hold themselves and each other accountable to the agreed-upon behaviours.
- **Consistency:** Teachers can consistently refer back to the charter when addressing behaviour issues, reinforcing the agreed standards.

5. Supports Social and Emotional Learning (SEL)

- **Reflection:** Discussing and deciding on appropriate behaviours encourages pupils to reflect on their actions and their impact on others.
- **Empathy and Understanding:** The process builds empathy as pupils consider how their behaviour affects their peers.

Steps to Create a Classroom Behaviour Charter

1. Introduction and Discussion

- **Purpose:** Explain the importance and purpose of the behaviour charter to the pupils.
- **Brainstorming:** Engage pupils in a discussion about what behaviours are important for a positive and productive classroom environment.

2. Gathering Ideas

- **List of Behaviours:** Allow pupils to suggest behaviours they think are important.
- **Categorisation:** Group similar ideas together to create broad categories (e.g., respect, responsibility, kindness).

3. Drafting the Charter

- **Pupil Involvement:** Work with pupils to draft the charter, ensuring their language and ideas are included.
- **Clear and Positive Language:** Phrase the rules positively (e.g., "Speak kindly to others" instead of "Don't be mean").

4. Finalising and Displaying

- **Approval:** Review the draft with the class and make any necessary adjustments.
- **Display:** Post the finalised charter prominently in the classroom where everyone can see it.

5. Revisiting and Reinforcing

- **Regular Review:** Refer to the charter regularly and revisit it throughout the year to reinforce its importance.
- **Reflection:** Encourage pupils to reflect on their behaviour in relation to the charter.

Creating a classroom behaviour charter at the beginning of the school year is a proactive approach that sets a positive tone and establishes a collaborative environment, contributing to a successful and respectful classroom culture

Appendix 2 – Children with SEND

Recognising the impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a Special Educational Need or Disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

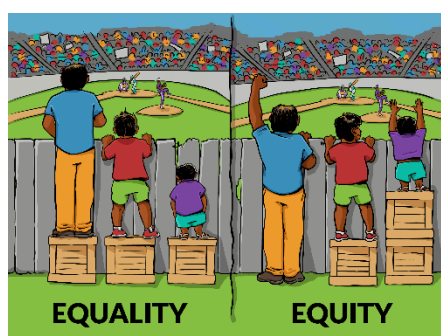
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

For those children who have a disability and/or a Special Educational Need, or are in a vulnerable group, we recognise that it will be necessary to make some reasonable adjustments, which reflect advice given by external professionals, when implementing our behaviour policy.



When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Was the pupil likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Appendix 3 - Letters to parents about pupil behaviour

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could. It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them. If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter.

Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. I would appreciate it if you could arrange to meet me and the behaviour lead(s) after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter.

Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Third behaviour letter – Individual Support Plan

Dear parent,

I am sorry to report that, despite meeting and discussing the potential of creating an Individual Support Plan (IBP), _____ has continued to misbehave.

I believe _____ would now benefit from a structured approach to help improve their behaviour in school. I would be grateful if you could attend a meeting with the behaviour leads, the special educational needs coordinator and myself, to discuss how we can best support your child in improving their behaviour. Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter.

Thank you.









Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Edgar Stammers Primary Academy Behaviour Policy: One Page Summary

<p style="text-align: center;"><u>Teachers and Staff Must...</u></p> <p>Create a collaborative Class Charter and maintain a safe, calm environment.</p> <p>Set clear behaviour boundaries and communicate expectations.</p> <p>Model positive behaviour and relationships.</p> 	<p style="text-align: center;"><u>Parents and Carers Must...</u></p> <p>Support their child in following the behaviour policy.</p> <p>Inform the school of any changes that may impact their child's behaviour.</p> <p>Engage with the school's culture and activities</p> 
<p style="text-align: center;"><u>Pupils Must...</u></p> <p>Strive for rewards and recognise the consequences of their actions.</p> <p>Behave respectfully, following class rules; making learning possible for everyone.</p> <p>Accept sanctions and avoid behaviour that discredits the school</p> 	<p style="text-align: center;"><u>Rewards for Good Behaviours</u></p> <p>Verbal praise and communication with parents.</p> <p>Edgar Stammers awards behaviour using stickers and notes home.</p> 
<p style="text-align: center;"><u>Handling Misbehaviour:</u></p> <p>Misbehaviour is challenged consistently with fair sanctions.</p> <p>Sanctions range from verbal reprimands to exclusion, depending on severity.</p> <p>De-escalation techniques and restorative practice used.</p> 	<p style="text-align: center;"><u>Special Provisions for SEND Pupils:</u></p> <p>Behavioural issues are considered in the context of any Special Educational Needs</p> <p>Adjustments are made to reflect SEND needs and specific advice from professionals implemented.</p> <p>Support plans are developed in collaboration with parents and external agencies.</p> 
<p style="text-align: center;"><u>Communication with Parents:</u></p> <p>Behaviour letters are sent home to inform and involve parents in addressing concerns.</p> <p>Steps to escalate from reminders to meetings and creating Pastoral Support Plans for persistent misbehaviour.</p> 	<p style="text-align: center;"><u>Logging of behaviour support/incidents:</u></p> <p>Logging of all negative behavioural incidents will be recorded on Bromcom and calls or meetings will take place with parents.</p> 

Edgar Stammers Academy

Consequence Flow Chart



This flow chart is to be used as a guide to ensure consistency across staff. Teacher discretion should be used when needed. It is a working document that will be reviewed regularly. Children can enter the flow chart at any stage dependent on the severity of the behaviour displayed.

Low Level Behaviours	Medium Level Behaviours	High Level Behaviours	Extreme Level Behaviours
<p>Being impolite (using unkind words such as stupid, idiot, shut up).</p> <p>Not listening.</p> <p>Inappropriate use of resources.</p> <p>Not telling the truth.</p> <p>Not playing fairly.</p>	<p>Persistence of low-level behaviours.</p> <p>Rudeness to an adult (answering back, walking away).</p> <p>Intentionally excluding others, being unkind.</p> <p>Being too physical (barging, shoving).</p> <p>Inappropriate language & name calling.</p> <p>Refusal to follow adult instructions.</p>	<p>Persistence of medium level behaviours.</p> <p>Deliberate refusal to follow instructions.</p> <p>Swearing.</p> <p>Rough/dangerous play.</p> <p>Inappropriate behaviour in the toilets.</p> <p>Damage to property.</p> <p>Violence towards other children.</p>	<p>Persistence of high level behaviours.</p> <p>Bullying / significant violence to another pupil.</p> <p>Significant damage to property.</p> <p>Leaving the school grounds.</p> <p>Swearing / significant violence to an adult.</p> <p>Sexually explicit or inappropriate language or actions.</p>
Consequences	Consequences	Consequences	Consequences
<p>5 MINUTES</p> <p>An appropriate 5 minute consequence of class teachers choice. For example:</p> <p>5 minutes walking with an adult</p> <p>Missing 5 minutes of playtime</p> <p>5 minutes time out</p>	<p>15 MINUTES</p> <p>An appropriate 15 minute consequence of class teachers choice. For example:</p> <p>15 minutes walking with an adult</p> <p>Missing 15 minutes of playtime</p> <p>15 minutes time out (possibly in a separate learning space)</p> <p>Reflective response could be written</p>	<p>An appropriate timed consequence of class teachers choice. For example:</p> <p>Behaviour Lead Involvement.</p> <p>Removal from classroom.</p> <p>Removal of complete break or lunchtimes.</p>	<p>An appropriate timed consequence of head teachers choice. For example:</p> <p>Removal from classroom.</p> <p>Removal of complete break or lunchtimes.</p> <p>Possible fixed term exclusion or permanent exclusion.</p>
Actions	Actions	Actions	Actions
<p>Discussion with the pupil.</p> <p>Verbal communication with parents.</p> <p>Apology given (if necessary)</p> <p>Class teacher to be verbally informed.</p> <p>Adults to monitor frequency.</p>	<p>Discussion with the pupil.</p> <p>Communication / meeting with parents.</p> <p>Behaviour letter 1 issued.</p> <p>Apology given (if necessary)</p> <p>Adults to assess if interventions needed to prevent repeat behaviours.</p>	<p>Seek support and advice from specialist teachers: Behaviour Lead, SENDCo (if necessary).</p> <p>A reward chart created.</p> <p>Use of blob trees and other behaviour / SENH tools to support the pupil.</p>	<p>Meeting with parents.</p> <p>Pastoral Support Plan created.</p> <p>Seek support and advice from external professionals: Entrust Behaviour Support, Educational Psychology.</p>

All incidents above to be logged onto MIS system