

Elmstead Primary School



Behaviour Policy

Approved by Governors: March 2016

Review Date: March 2019

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Behaviour Policy

Aims and Expectations

- One of our main school aims is to develop in each child a sense of self-worth, together with an awareness of and respect for others; encouraging tolerance, sympathy and understanding in an atmosphere of mutual caring. We try to encourage traditional values of courtesy, speech and dress, through discussion and example. We try to ensure that every member of our school community feels valued and that they are treated fairly and well. The school behaviour policy is designed 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.
- 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 to 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 and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our House System

We have 4 houses: Green, Purple, Red and Blue. All children wear coloured T-shirts for PE, which correspond to the house they are in.

We use the house system to:

- provide a clear and consistent system for rewarding all pupils throughout the school
- give all pupils a sense of belonging to a team within school
- encourage friendly competition in Sports Days etc.
- enable pupils to be rewarded for their behaviour, attitude and work on both an individual and team level

House points are awarded to pupils for:

- undertaking a position of responsibility
- outstanding effort/work
- displaying a Growth Mindset
- remaining at the 'green' / 'gold' stage of the traffic light for the whole week
- going 'above and beyond' ie. homework etc.
- reaching personal targets within their learning

How the system works:

- * All staff in school are able to award house points including LSAs, Office Staff and MDAs.
- * House points are recorded by placing tokens in 'House Jars' in each classroom.
- * Staff indicate House Points have been given by writing HP in pupils' exercise books. These are converted in to tokens to place in the 'House Jars'.
- * House point totals are collected at the end of each week by the school council.
- * At the end of each week, during Awards assembly, the totals for each house are revealed and celebrated.
- * At the end of each term, the house that has gained the most house points will be awarded a house cup.
- * It is essential that house points are awarded in a fair and equitable way – this will be monitored by the Leadership Team
- * House points are not taken away from pupils.

'Traffic-light' system

It is important that we have a clear, consistent, age-appropriate and simple approach to promote positive behaviour. We have developed the following approach.

All classrooms display a graded system, an example of which is given below:



The EYFS use a simplified system.

Classes 1 and 2 will display a 4 point 'reach for the stars' system.

Classes 3 and 4 will display a traffic light system.

Classes 5 and 6 will display a 7-point sliding scale based on the traffic light system.

All pupils will begin at the 'green stage' (mid-point for y5 & 6) of the system at the beginning of the day.

MDAs will follow this system at lunchtimes and will use a three warning system where behaviour is not as expected and persistent. They will use: a verbal warning; a yellow card will then be issued and then a red card which means that the child will be moved down on the class system and the teacher notified. However, this can be earned back by the child for improving their behaviour over lunchtime.

Rewards

1. Teachers congratulate and praise children for their effort.
2. House Points which are awarded for good effort with work or behaviour.
3. Awards Assemblies – an opportunity every Friday where a Growth Mindset attitude towards work or behaviour is shared with the whole school.
4. Sharing work with the Headteacher which is identified by class teachers as being of merit.

Consequences of Unacceptable Behaviour

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. When children behave in an unacceptable way they will be dealt with in a consistent and equitable manner based on the severity and persistence of their misconduct. Staff concerned will ascertain the facts and determine an appropriate punishment. Children should always be made aware of what they have done wrong and that it is their behaviour which is unacceptable, not them. It is therefore their behaviour which needs to change.

- Punishment may involve the loss of break time/ lunchtime, loss of privileges or other appropriate sanction.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to 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 is disruptive in class, the teacher reprimands him or her. Where a child regularly disrupts class activities it may be necessary to remove the child from class to an alternative place of work. Parents will be contacted to discuss the situation and invited to work jointly to help the child to improve their behaviour. This may include the setting up of a behaviour 'diary' or a specific behaviour

programme tailored for the individual concerned. Advice may be sought from outside agencies.

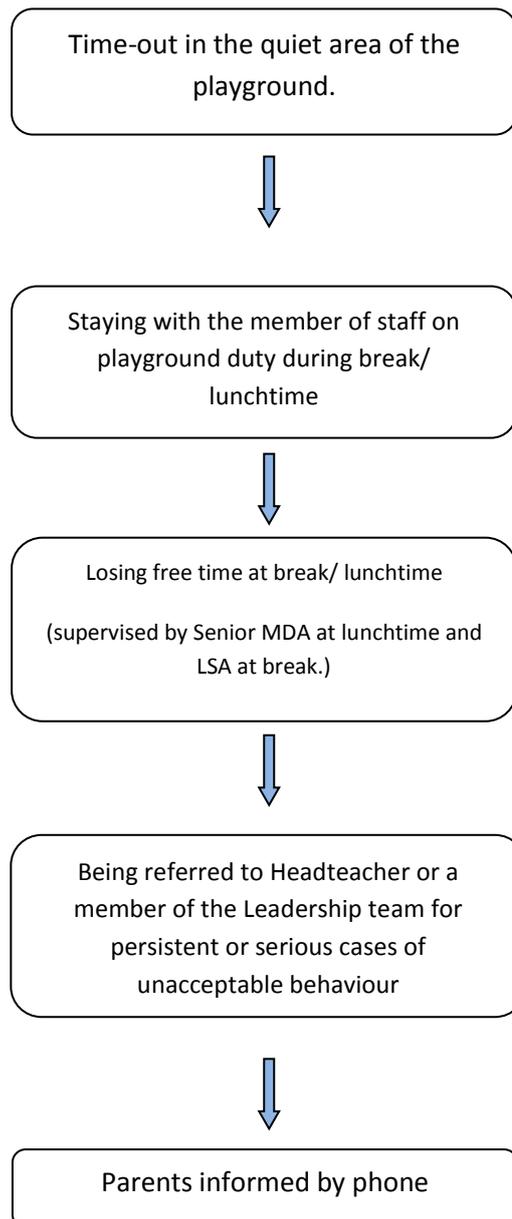
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, makes malicious accusations, hurts or bullies another pupil or member of staff, the class teacher informs the Headteacher or a member of the Leadership team, the incident is recorded and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

In addition to the school rules, each class also has its own classroom code, which is agreed by the children. 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'.

Playground Behaviour

We expect a high standard of behaviour in the playground at break and lunchtimes. Pupils will be rewarded with Lunchtime awards in the Awards Assembly and will be awarded house points for good behaviour.

The consequences for not adhering to the behaviour code are in the chart below.



It is occasionally necessary to search children. This is reserved for extreme cases and only if a risk is posed.

Role of Staff

- All Staff are expected to set the right example to pupils in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson times.
- Class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability whenever they represent the school.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves in class then in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Leadership Team members and/or the headteacher. For persistent cases of misbehaviour class teachers will fill in an ABC sheet.
- The class teacher liaises with the school SENCO and in certain situations possibly the designated Child Protection person in the school for support with behaviour management. The SENCO liaises with external agencies, as necessary, and in agreement with the headteacher, and in their absence the deputy headteacher, to support and guide the progress of each child. The SENCO/ class teacher may, for example, discuss the needs of a child with a social worker or LEA behaviour support service.
- 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 or welfare of a child.

Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. The Chair of Governors would be notified of such incidents.

Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home, when travelling to and from school and at school.
- We expect parents to support the child's learning, and to co-operate with the school, as set out in the home-school agreement. 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.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. In the unlikely event that matters remain unresolved, then the School's Complaints procedure should be followed.

Role of Governors

- 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 Headteacher in carrying out these guidelines.
- The Headteacher has day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Exclusions

These should only be used as a last resort to the management of very poor behaviour. In the case of a child behaving in such an exceptionally abusive or disruptive manner, it will be at the discretion of the Headteacher to engage the exclusion procedure immediately (see exclusion policy for details).

Bullying

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. All allegations of bullying are investigated and dealt with in accordance with the school's Anti-Bullying Policy.

SEN

Children with Special Educational Needs may follow individual behaviour plans as set out in the SEN Policy and SEN Information Report.

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The classteacher records minor classroom incidents. The Headteacher 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 playtimes including lunchtime. Lunchtime supervisors communicate any incidents with the class teacher.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every three years. They 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.