

# Ellwood Community Primary School

Believe, Achieve, Belong



## Behaviour Policy

Date reviewed: May 2025

Next renew date: May 2026

**This policy should be read in conjunction with other information and policies; Keeping Children Safe in Education, Child on Child Abuse Guidance, Acceptable Use Policy, Anti-Bullying Policy and Hate Crime, Inclusion Policy, Internet Safety Policy and Working Together to Safeguard Children.**

### Statement of Intent

Good behaviour and positive reinforcement provide the basis for the establishment of a secure, caring and happy environment; where everyone feels valued and respected, prevent bullying, enabling them to learn effectively and develop as responsible, considerate members of the community and have positive relationships with others. We strive to promote self – discipline and proper regard for authority. We understand that behaviour is a form of communication and therefore we seek to understand why children are behaving in particular way. We strive to help children to regulate their emotions, help to set clear boundaries and help regulate the conduct of pupils.

This policy is written for the benefit of all members of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly. We have the expectations for our pupils whilst in school, on trips, during fundraising events and whilst visitors are in school. The standard of behaviour expected of all pupils is included in the Home-School agreement, which parents are made aware of and are asked to sign following their child's admission to Ellwood Community Primary School. Governors, staff, pupils and parents all have a part to play in ensuring the policy is implemented effectively.

### Aim

We aim to achieve this by:

| Use of Golden Rules to teach and provide clear expectations of behaviour: |                                            |
|---------------------------------------------------------------------------|--------------------------------------------|
| We are kind and helpful<br>We do not hurt each other's feelings           | We listen to people<br>We do not interrupt |

|                                                               |                                                                              |
|---------------------------------------------------------------|------------------------------------------------------------------------------|
| <p><b>We are gentle</b></p> <p>We do not hurt anybody</p>     | <p><b>We are honest</b></p> <p>We do not try to cover up the truth</p>       |
| <p><b>We try to work hard</b></p> <p>We do not waste time</p> | <p><b>We look after property</b></p> <p>We do not waste or damage things</p> |

### Our Core Values of:

#### *RESPECT, FRIENDSHIP, KINDNESS, RESPONSIBILITY, HONESTY AND RESILIENCE*

*There are embedded throughout the school. We do this in a number of ways;*

- Agreeing, clarifying and setting clear boundaries and instruction for the expected behaviour.
- To be proactive in our approach to behaviour and not always reactive.
- Classes may develop additional behaviour codes which are developed through discussion between teacher and the class at the beginning of the new school year to teach and provide clear expectations of behaviour in each classroom and to target certain behaviours.
- Supporting one another in modelling positive behaviours and relationships, with mutual respect.
- Establishing and maintaining clear communication between staff, pupils, parents and the wider community.
- Listening to one another and ensuring all behaviours are met with a fair, consistent and empathetic response.
- Providing a stimulating learning environment which enables children to feel secure and welcome.
- Supporting children who have difficulty managing their behaviour by identifying their needs as early as possible, intervening as appropriate and working in partnership with their parents; accessing support from outside professionals, when appropriate.
- Ensuring children learn and complete tasks set. Lessons are suitably adapted, providing access for all pupils and motivating them to succeed.
- Enabling our children to become independent in managing their behaviour, to understand their role in the community and to become positive, active citizens.
- Staff receive training on strategies to help understand and manage behaviour e.g ACES/Trauma informed and support for pupils with SEMH (social, emotional and mental health needs).

We promote positive and good behaviour through the curriculum by the use of the PSHE (life skills), RE and RSE curriculum, School Council, Circle Time, Assemblies, the use of visits and visitors e.g. police, NSPCC and group work in all areas of the curriculum.

The children are given opportunities to discuss behaviour and the school's process for dealing with it. This is mainly carried out through class discussions, circle time, class assemblies, life skills and School Council. All are involved in the content and discuss behaviour within the school, including recognition and rewards for good behaviours; and defining levels of disruptive behaviours and appropriate sanctions. Parents are informed about the school's behaviour policy and the school's home-school agreement is shared with parents.

### Rewards

We value positive behaviour as well as academic achievement and look to praise individuals, groups and whole classes for good behaviour, helpfulness and effort. We recognise and reward good behaviour in a variety of ways:

- Non-verbal recognition – smiles, thumbs up, nod
- Verbal recognition – specific praise (private and public), positive comments about behaviour

- Stickers, extra playtimes, house points, Dojos, class rewards, individual and class certificates, Golden Time and Head Teacher Awards.
- Class teachers also use visual reward / sanction systems in their classrooms
- 'Celebration Book' Assemblies weekly with a Special End of Term Special Award and sharing achievements with other members of staff
- Informing parents
- House Points/Dojos are given to children and the children receive awards when they accumulate them throughout the year.

### Sanctions

Although we have clear sanctions in place to address negative behaviours, we ensure good relationships are maintained with all involved. We recognise that behaviour is a way of communicating and we strive to find out any reasons for the behaviours and address them. We aim to find out the context behind any disagreements between children and discuss ways forward. Children are given support to reflect on their behaviour and actions. We also provide interventions linked to positive behaviour where needed and support children with SEMH (social, emotional and mental health) needs.

Minor misbehaviours are dealt with by the class teacher in a supportive and fair way by reminding the child of the rule or task.

We use the following strategies and sanctions for misbehaviour:

- \*Non-verbal communication – the 'look', nod
- \*Tactical ignoring of the misbehaviour – praising positive behaviour
- \*Refocusing – simple directions stating clear direction
- \*Giving a choice
- \*Happy and sad faces

We have a clear 3 system process which is applied consistently throughout the school:

1. **Reminder** – the children are reminded of how they should be behaving, what they should be doing and what is expected behaviour. Staff may also support the child by suggesting an alternative way for them to express their actions, feelings or needs.
2. **Warning** – this is a warning to explain to the child that they have already had a reminder and now they have an official "warning". This means; if the behaviour does not stop or improve they will receive a Red Behaviour Slip.
3. **Red Behaviour Slip** – this is given after the first 2 processes have been followed. The pupil will take the behaviour slip to the Head Teacher or another senior member of staff. They will be spoken to about the behaviour, discuss what should or could have happened to prevent the red letter and a copy will be sent home for parents to read and sign. The Red Behaviour slip will explain what has happened and the consequences e.g. receive a detention/speak to a member of staff the following day. The pupils will miss a playtime and complete work or a task, which will help them to reflect on their behaviour or actions and think about what they could do to improve or prevent it happening again.

If a behaviour is unacceptable or serious (e.g. hurting others/swearing/damaging property), then a Red Behaviour Slip can be administered straight away and the first 2 steps do not need to be followed.

If a child has received 3 red behaviour slips in a term, a formal meeting will be arranged with the Parent/Carer and Class Teacher and/or the Head teacher.

This behaviour system is visually displayed in each classroom. In Oak class (Reception) it is displayed as a sun (every pupils starts here with name displayed). This shows the children are 'ready to learn', a sun and cloud, when the child has been warned and a thunder cloud to show a Red Behaviour Slip has been given. In classes: Chestnut (Yr 1 / 2), Beech ( Yr 2 / 3), Sycamore (Yr 4 / 5) and Willow (Yr 5 / 6) it is displayed as; "Ready to Learn" bubble (everyone starts here) , a Pink thought bubble - "Pink to Think" to represent a warning and a Red Envelope to indicate a Red Behaviour Slip has been given.

Other strategies may be applied by staff using their professional judgement if children are not following rules depending on the seriousness of their actions:

- Working on a table on their own / or sent to a partner class or to the Head Teacher with work for a period of time.
- Loss of privileges – this may include loss of playtime, if the pupil is being dangerous or unsafe, not taking a pupil to an extra-curricular activity/event outside of school/not showing good sportsmanship when representing the school, particularly if the behaviour is unsafe.
- Remove the child from situation and give the child time to reflect. A child may need to be removed or asked to leave the classroom and go to a quiet place or another classroom. If there is only one adult in a classroom and the child refuses to move, the adult may summon support by using Red Triangle (red triangle given to responsible child to take to Office / Head Teacher / Next door classroom.)
- Visiting the Head Teacher (if HT not available another senior member of staff).
- If the incident is of a serious nature and a red slip is given, the incident is recorded in the behaviour log or on My concern, together with the sanction imposed, the Parent/carers will be informed.
- At playtimes and lunchtimes minor incidents are dealt with by duty staff and or/the class teacher.
- Individual children may need to miss part of their play.
- Groups of children or as a class may be required to miss a small amount of their playtime, for example: the majority of the class are being disruptive, not following instructions, not completing work, not being respectful and wasting learning time.
- The Head Teacher (or Senior Teacher) is available to deal with more significant dangerous/unkind behaviours and the above followed.

Please note this list is not exhaustive. Children are given the opportunity to talk and reflect on the incident or behaviours being demonstrated. This may be an informal chat in or out of the classroom, at playtime or in a more formal meeting. Staff will encourage and support a change in the child's behaviour.

Behaviour of children is monitored overtime and any patterns identified. This can lead to adaptations in intervention, curriculum and also make reasonable adjustments and support for individual pupils if needed to help educate them and change their behaviours.

We liaise with feeder nurseries, other schools (if our children transition from us) and secondary schools to ensure that they are aware of any pupils with SEMH needs and how we implemented our policy to support those pupils.

**Appendix 1: 'Rewards/Sanctions Examples'**

**Appendix 2: 'Behaviour Slip to Parents/Carers'**

Signs and Symptoms

Bullying is defined as the repetitive, intentional hurting of a person by one person or group by another group, where there is an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online. Bullying is not when children have a disagreement, an accident, falling out, disliking each other, do not want to play with someone or being bossy for example, unless it is repeated and intentional. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn
- Has possessions which are damaged or 'go missing'
- Has unexplained cuts or bruises
- Comes home hungry (lunch has been taken)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received
- Gives improbable excuses for any of the above
- Is unable to make friends easily.
- Slow or limited progress.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures – Children

1. Report bullying incidents to staff - we are a **TELLING** school.
2. Pupils are encouraged to report possible bullying to any member of staff they trust, friend or family member.
3. Pupils can post messages in the worry boxes for the class teacher or family support worker.
4. Drop in and see Mrs Charles our Family Support Worker.
5. Bystanders are also encouraged to speak out and tell an adult or their peers.
6. Parents should be informed and will be asked to come in to a meeting to discuss the difficulties and discuss them with their child/ren.
7. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
8. The bullied child will be supported through strategies such as buddies and opportunities to talk to an adult; using positive strategies to develop self-esteem.
9. Staff or outside professionals will strive to support the bully/bullies.

### Procedures – Staff

1. All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher in the first instance.
2. All staff are responsible for the Health and Well-being of the children and have a duty to respond seriously to any claim of bullying.
3. If they are unable to investigate the matter they must refer it to a senior member of staff.
4. The Head Teacher will also be informed of this and if bullying is confirmed, it will be logged on the school's system.
5. Teaching Assistants and Lunch time supervisors should report bullying to the class teacher in the first instance.
6. All forms of bullying (including sexting) will be recorded by the Head Teacher.
7. The curriculum may be adapted to address bullying/friendships such as in Assemblies and PSHE/RSE lessons or small group/individual intervention.

### Procedures – Parents

Parents are encouraged to share concerns with their child's class teacher or a member of the senior management team. If serious cases are reported, parents should be informed and ask to come in and attend a meeting. If concerns remain, the Head Teacher should be contacted. Parents are responsible for monitoring any online access their children have and act appropriately to safeguard their children at home (e.g. remove devices and APPs/contact the police).

### Outcomes – Victim

1. The bullying behaviour or threats of behaviour must be investigated and the bullying stopped.
2. Victims will be reassured that they have done nothing to deserve the bullying and that what happened is not their fault.
3. The victim will be consulted with on how to rebuild relationships with the perpetrator, if they wish to.
4. Referral to the FSW or outside agency may be needed.
5. Following investigations, staff will monitor and periodically "check in" with children that have been the victim of bullying to ensure that the child feels happy and secure in school. In serious cases, suspension or even exclusion will be considered.
6. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### Outcomes – Perpetrator

1. The school's behaviour policy will be followed.
2. Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
3. Children are helped to reflect on their actions and to empathise with how the bullied child may feel.
4. Children that have bullied are supported to modify their behaviour – this may be through: FSW time, record letter, behaviour chart, structured lunch times and playtimes. Parents may need to become involved in this and will need to reinforce that bullying is unacceptable.
5. Other consequences may be needed such as: red behaviour slip, loss of privileges and bullies made to apologise.

Child on child abuse and sexual harassment will not be tolerated and relevant procedures are in place to deal with this. For more information, please see the school's Safeguarding Policy.



### Mobile Phones and Smart watches

These are not permitted in school. If they are to be brought into school by pupils, they need to be handed in to the school office.

### Early identification of SEND children

We recognise there will be times when we have children with specific behavioural needs. We adopt a systematic approach to identifying and monitoring their additional needs in line with the SEN Code of Practice 2014.

Initial concerns will be discussed with SENCO/HT/FSW. The SEND Policy provides additional information. At times there may be pupils who have an individual behaviour plan and risk assessment. Targets and actions may be included in the child's My Plan. We follow the graduated pathway and offer support for children who struggle to manage their SEMH by interventions within school such as: ELSA, Lego to express, Hidden chimp and external support such as: Star fish, TIC, CPP for example. We also signpost and refer parents for support at home such as: Early Help, CAHMS.

### Exclusions- temporary and permanent

If interventions and sanctions outlined in this policy fail to produce sufficient improvement in behaviour then the Head Teacher has the power to suspend or exclude a pupil. This would be as a last resort. The school will strive to support all children before this is imposed. Parents/carers and Governors will be informed without delay of the period of the suspension and the reason for it. See Spate Suspensions and Exclusions Policy. The Head Teacher may not suspend for an indefinite period. The Head Teacher may be directed by the governing body, or the LA after consultation with the governing body, to reinstate a pupil who has been suspended for more than five days. Upon request the Head Teacher will provide further details of the law governing temporary and permanent exclusions (DFE: Suspensions and exclusions from maintained schools, academies and pupil referral units in England, including pupil movement updated 2023).

A temporary exclusion or a permanent exclusion from the school will be applied in the following circumstances:

1. When a pupil is a significant danger to himself/herself.
2. When a pupil harms a pupil/s or is a significant danger to other pupils.
3. When a pupil harms a member of staff or is a significant danger to staff.
4. When a pupil wilfully damages school property.
5. When a pupil persistently disrupts the education of other pupils.
6. When a pupil is found using drugs, alcohol or a weapon on the school property or has these on their persons.
7. Other exceptional circumstances where it is no longer appropriate for the pupils to be a member of the school community e.g constantly disturbing the learning of others/persistent defiance/persistent breach of the school rules.

In these circumstances the school will follow the suspensions and exclusion guidelines as provided by the Local Authority and DFE.

Children may also be placed into internal exclusion, if an external exclusion is not deemed to be appropriate. This means the pupil will work in isolation away from their classroom and peers for a period of time.

### Positive Handling

Reasonable force (physical intervention or positive handling), is set within the school's overall behaviour management framework and is only used as a last resort under-pinned by sound risk assessment. Providing successful inclusion may necessitate physical intervention but only as one of the strategies available for the management of challenging or unsafe behaviour. Only in the event of failure of clearly defined protocols to bring control to the situation, or imminent danger to persons or property should positive handling be considered.

Legislation (Section 550 of the Education Act 1996) together with national guidance (DfES Circular 98), establishes the power of teachers and other staff to use **reasonable force** if required. This applies to all occasions when that member of staff is in charge of children both on and off school premises.

There is no legal definition of reasonable force; this would depend on the individual circumstances of each case. Only a court may judge what is reasonable in terms of the amount of force used in physical handling and obviously does so retrospectively.

Reasonable force would **not** include the following:

- Holding a child around the neck, collar or other way that may restrict breathing.
- Slapping, punching, kicking or tripping a child.
- Holding or pulling a child by their hair or ear.
- Twisting or forcing limbs against joints.
- Indecently touching or holding.
- Holding a child face down on the ground.
- Lifting a child off the floor in order to intimidate.

The types of incidents where the use of force may be necessary are given as:

- Where a child is committing a criminal offence.
- Where a child is causing injury to either themselves or others.
- Where a child is causing damage to property (their own or that of other people).
- Where a child is engaging in behaviour that is prejudicial to maintaining good order and discipline at the school or among any of the pupils, whether on school ground or elsewhere.

N.B. An adult in charge of children has a responsibility to intervene in the event of any such incident.

Restraint means to use reasonable force to hold back a pupil physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention, hurting themselves or putting themselves and others in danger, damaging property. The use of restraint requires skills, judgement and knowledge of non-harmful methods of control. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result. Unless an emergency situation, the person should exercising the restraint must be authorised by a member of the Senior Leadership Team and have received appropriate approved training. There are a number of staff members trained in physical restraint (TEAM teach) at Ellwood School.



Staff must take into account if the child has an individual risk assessment or has any medical needs that must be taken into account. In the event of restraint becoming necessary, before touching the child, the member of staff should advise the child calmly and repeatedly about what they are going to do and why, and how the child might change his/her behaviour, in order that the restraint would become unnecessary. If possible, a second adult should be called to reduce the risk to the member of staff or child suffering bodily harm and as a witness, if allegations of assault are made later by the child.

While intervening, the member of staff must:

- Employ minimum physical force necessary for the minimum period needed.
- Wherever possible keep talking to the child and give choices as to how they could behave in a manner to end the situation.
- Keep calm.
- If possible, summon an additional adult.

Types of restraint which may be appropriate:

- Any holding tactic in which a child is restrained without injury until the child calms down.
- Physical contact with child designed to control their movements which pose a danger (e.g. holding by the arms against the side of the body). Standing by the side of the child is likely to minimise the risk to adult and child.
- The holding of a child's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force – without causing injury – to remove a weapon/dangerous object from their grasp.
- Physically preventing a child from any possible danger.

If restraint is required for an extended period (more than 5 minutes) a senior member of staff must monitor the situation closely with a view to safeguarding the child and the staff concerned. After the incident it is vital that a full report is completed by all concerned and the agreed de-briefing procedures adhered to in order to support the child, the members of staff involved, any other children involved. The parents will be informed. All reports will be kept. If an injury has been incurred to anyone involved, the usual procedures regarding this will be followed.

If physical restraint is necessary to manage the behaviour of an individual on several occasions, it would be appropriate to gain advice from the Local Authority and other professionals such as: AT/EP and instigate a Pastoral Support or Behaviour plan. In the event of physical restraint being necessary on a couple of occasions, it may be appropriate to include positive handling advice on the child's My Plan. It may also be necessary to draw up an individual risk assessment in discussion with staff, parents and any relevant outside agencies. In the case of a child with a Statement of Educational Needs or an Education, Health and Care Plan (EHCP), there will be opportunities to address issues of challenging behaviour at annual review meetings and an interim review organised in exceptional circumstances. Children in Care/Looked after (CIC/LAC) will have a Personal Education Plan (PEP) which features planning and strategies to address challenging behaviour, where appropriate.

The Head Teacher and Governors need to ensure that all authorised teachers and other authorised staff are appropriately trained and updated by approved trainers and accept the responsibility of their role by being aware of the guidelines in this policy. Records are to be kept of any restraint or

incident involving physical contact. Forms can be found in the Staffroom or from the Head Teacher. These are to be clear, comprehensive and prompt. Parents must be informed and consulted each time an incident is recorded. These records will form part of an ongoing annual review procedure that examines practice and informs future planning. In addition a named Governor will support the Head Teacher and SENCOs in monitoring and reviewing. They must be able to ensure that, as far as possible, preparation and planning has taken place to identify areas where physical restraint might be used. However, the school may also have to intervene in circumstances where preparation and planning have not been possible. When physical restraint takes place, the school will endeavour to protect children and adults from physical harm, however there may be occasions in which some discomfort and/or bruising may occur, to both staff and children, as a result of the restraint taking place. If, after receiving report of an incident where physical intervention has occurred, the Head Teacher considers the school's guidelines have been breached and that further investigation is warranted, the incident should not be pursued, but action in accordance with Child Protection procedures must be taken. If the school's guidelines have been breached, the Head Teacher will contact Gloucestershire Safeguarding Children Partnership and advise the staff member to consult his/her professional association.

This policy needs to be read in conjunction with the following policies:

- Safeguarding
- Inclusion
- Special Educational Needs and Disabilities (SEND)
- Equality

#### *Power of members of staff to search pupils for prohibited items*

The Education Act (1996, Section 550ZA) permits staff (any staff member who works at the school; and any other person who, with the authority of the head teacher, has lawful control or charge of pupils for whom education is being provided at the school) to search for prohibited items and applies when:

- The staff member has reasonable grounds for suspecting that a pupil at the school may have a prohibited item with him or her or in his or her possessions (goods over which the pupil has control);
- The member of staff may search the pupil or pupil's possessions for that item. For the purposes of this section and section 550ZC each of the following is a "prohibited item"—
- an article to which section 139 of the Criminal Justice Act 1988 applies (knives and blades etc);
- an offensive weapon, within the meaning of the Prevention of Crime Act 1953;
- alcohol, within the meaning of section 191 of the Licensing Act 2003;
- a controlled drug, within the meaning of section 2 of the Misuse of Drugs Act 1971, which section 5(1) of that Act makes it unlawful for the pupil to have in their possession;
- a stolen article;
- an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including the pupils themselves;
- any other item which the school rules identify as an item for which a search may be made e.g Mobile phones/recording devices/vapes

### Pupils' Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

If a staff member witnesses' non-criminal bad behaviour and bullying which occurs anywhere off the school premises (or it is reported to the school) the pupil will be spoken to in school and the incident reported and discussed with parents/carers.

The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or is in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### *Monitoring and Review*

The Governing Body will review this policy annually and assess its implementation and effectiveness.

|                              |                 |                     |
|------------------------------|-----------------|---------------------|
| Review: May 2025             | By: Mrs Milford | Signed: Mrs Milford |
| Due to be Reviewed: May 2026 |                 |                     |

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## Appendix 1 – Example of Rewards

### HT Award/Teachers awards

- Exceptional Effort
- Good quality work
- Exceptional achievement
- Exceptional homework
- Always showing fantastic manners
- Going above and beyond to help others
- Being named in the celebration assembly
- Consistently working hard
- Demonstrating school values

### Examples of behaviour and actions to achieve; House points/Dojo/Stickers/Marbles in the Jar

- Trying hard and putting in great effort
- Superb work – achieving above expectations
- Showing a huge improvement e.g. in work, behaviour etc.
- Succeeding in something that they haven't done before
- Going above and beyond
- Representing the school at an event
- Paying attention to the class teacher
- Showing good manners
- Helping others
- Excellent homework
- Demonstrating school values

### Examples of behaviours that may require a sanction

#### Reminders

- Not listening carefully
- To walk sensibly around school
- Being rude / impolite
- Talking over others
- Distracting others and disrupting the learning of others
- Being unkind
- Being out of their seat and wandering
- Not following instructions
- Not looking after the property of the school or others property
- Not completing work set

#### Warning

- Doing something that they have already been warned for again
- Doing something else from the list above

#### Red Behaviour Slip

- Doing something that they have already been reminded or warned about several times before and already being on Pink to Think
- Doing something else from the examples above

#### Straight to a Red Slip;

- Fighting/hurting others/aggression
- Recklessly damaging property
- Taking things without permission
- Being abusive to others (swearing, stereotyping, discrimination etc)
- Not completing tasks set
- Refusal to follow school rules
- Demonstrating extreme behaviour
- Bullying others
- Consistently disrupting the learning of others
- Walking out of class without permission or prior agreed arrangement
- Dangerous unsafe behaviour which endangers themselves or others
- Answering back and arguing with staff

## Appendix 2 – Behaviour Slip

|                                                                                |       |
|--------------------------------------------------------------------------------|-------|
| Incident – What happened?                                                      |       |
| Action;<br>Detention -                                                         |       |
| Signed;<br>Date;                                                               | Date; |
| Parent/guardians signature;                                                    |       |
| Please return this section to school to say you have seen this Behaviour Slip. |       |

### Appendix 3

#### The Responsibility of All Staff

It is the staffs' professional responsibility to:

- Know the children as individuals.
- Provide a high standard of education.
- Follow the school's behaviour policy
- Support children with SEMH needs
- Help children become independent learners.
- Celebrate every child's academic and personal achievements.

#### The Responsibilities of Parents/Carers

- To explain to my child the benefits of education.
- To send my child to school ready to learn, in school uniform and with the correct equipment / P.E kit.
- To be a good role model, to support the schools behaviour, rewards and sanctions policy
- *To ensure that my child attends full time education.*
- *To support and adhere to school policy.*
- *To send the child to school on time, every day when she/he is fit enough to come, and to collect him/her if they do not go home on their own.*
- *To encourage a positive attitude towards my child's education and school, to support the school in all ways possible, to communicate regularly with staff*

## Your Child's Responsibilities

As parents and teachers, we need to explain to children what is expected of them. Here are some examples of the behaviour we require from the children at Ellwood Community Primary School, in and out of the classroom:

- To co-operate and be proud of themselves and others.
- To attend school when they are well.
- To take responsibility for their own actions.
- To be polite and well-mannered and honest.
- To follow our school and class rules.
- To respect other children's and the school's property.
- To work hard, not waste time and allow other children to learn.