

# Ellwood Community Primary School

Believe, Achieve, Belong



## Behaviour Policy

Date reviewed: February 2024

Next renew date: February 2025

**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, enabling them to learn effectively and develop as responsible, considerate members of the community and have positive relationships with others. We understand that behaviour is a form of communication and therefore we seek to understand why children are behaving in particular way.

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. 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.

### Aim

We aim to achieve this by:

Use of Golden Rules to teach and provide clear expectations of behaviour:	
<b>We are kind and helpful</b> We do not hurt each other's feelings	<b>We listen to people</b> We do not interrupt
<b>We are gentle</b> We do not hurt anybody	<b>We are honest</b> We do not try to cover up the truth
<b>We try to work hard</b> We do not waste time	<b>We look after property</b> We do not waste or damage things

## 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 for expected behaviour.
- 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 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.

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/carer 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.

#### **Appendix 1: ‘Rewards/Sanctions Examples’**

#### **Appendix 2: ‘Behaviour Slip to Parents/Carers’**

##### Power to use Reasonable Force

‘The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in’ Use of Reasonable Force – advice for school leaders, staff and governing bodies’. (DfE) Guidance for Head Teachers and School staff). We would only use this in extreme circumstances and would strive to find alternative solutions. We would also have risk assessments in place and would take in to account any SEND, Medical and SEMH needs. Several members of staff are training in “Team Teach”. Physical contact will be only be used as a last resort.

##### 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.

#### 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.

#### 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: February 2024 (Approved by Governors: February 2024)	By: Mrs Milford	Signed: <i>Mrs Milford</i>
Due to be Reviewed: February 2025		

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## Appendices

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## Appendix 1 – Example of Rewards

### HT Award/Teachers awards

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 and putting in good effort

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

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  
Trying hard and putting in great effort

### Examples of behaviours that may require a sanction

#### Reminders

Not listening carefully  
Being rude/ impolite  
Talking over others  
Distracting others and disrupting the learning  
Being unkind  
Not following instructions  
Not looking after the property of the school or others property

#### 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  
Doing something else from the examples above  
**Straight to a Red Slip;**  
Fighting/hurting others  
Recklessly damaging property  
Taking things without permission  
Being abusive to others (swearing, stereotyping etc)  
Refusal to follow school rules  
Demonstrating extreme behaviour  
Bullying others  
Making racist comments  
Unsafe behaviours  
Consistently disrupting the learning of others  
Walking out of class without permission or prior agreed arrangement  
Dangerous behaviour which endangers themselves or others



## Appendix 2 – Behaviour Slip

Incident – What happened?	
Action; Detention -	
Signed; 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 staff's 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 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 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.