



**Elloughton Primary School  
Behaviour Policy  
Spring 2019**

### **Rationale**

At Elloughton Primary School our behaviour management system is based on rewarding desired behaviours and demonstrating that there is a consequence for unacceptable behaviour. All stakeholders have a vital role to play in ensuring behaviour is of the highest standard at all times.

### **Ethos**

We will strive to encourage all our pupils to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfill their true potential and, in doing so, make a positive contribution to the lives of others.

At Elloughton Primary School we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best that they can be

### **Aims**

As a well-mannered, considerate, restorative community, which is dedicated to learning and playing together positively, we will;

- Encourage all children to be proud of themselves and our school.
- Encourage good manners and self-discipline in a secure environment.
- Promote respect and tolerance at all levels.
- Build self-esteem in all children through our restorative community.
- Provide opportunities for all children to experience success.
- Encourage interest and motivation through the opportunities provided in different aspects of school life.
- Encourage a sense of responsibility through our restorative practice.
- Attend to the needs of the whole child, this will look and feel different for every child.
- Provide equal opportunities for all and strive to be fully inclusive school.

### **Adults in school**

**As adults employed within the school we will be:**

- Positive and cheerful whilst holding high expectations
- A role model
- Polite and calm

- Assertive and fair
- Empathetic to all children and parents/carers
- Encouraging
- Responsive
- Non judgmental
- Realistic
- Willing to set high expectations
- Consistent

### Children in School

**As children learning in our school we will be:**

- Proud of everyone's achievements
- Prepared to have a go and take risks
- Responsive to the requests and instructions of **all** adults in our school
- Prepared to take responsibility for a mistake and learn from it
- Fair to all members of our school community

### Parents and Carers

**As parents and carers of the children in our school we will be:**

- Supportive of the school reward and sanction system
- Willing to accept that all children make mistakes and that a school comprises of a full range of temperaments, personalities and abilities
- Willing to accept the professional judgment of staff

### Behaviour and Safety Conduct around the school

- Children and adults to walk on the left.
- Children to line up and walk in a single or double line.
- Equipment to be used for its intended purpose.
- Damaged equipment to be reported to an adult
- Unknown adults must not be approached by the children.
- Suspected and perceived bullying (including cyber bullying) should be reported to an adult and recorded on CPOMS.

### Promoting Responsible Attitudes

The Principles of Restorative Practices will be promoted by the school community. Restorative Practice is underpinned by values of empathy, respect, honesty, acceptance, responsibility and mutual accountability. The deed will be separated from the doer and children will be encouraged to put right any harm done to another person. The community are encouraged to respond to others whom they do not think are behaving appropriately by either telling them or informing an adult/other person with responsibility/. The community will be encouraged to explore how their actions impact and affect others.

### Rewards and Consequence system:

| Expected Behaviours<br>(self-motivated and driven) |   |
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| <b>Examples :</b>                                  | <ul style="list-style-type: none"> <li>● Holding doors open</li> <li>● Regulating voice control and tone</li> </ul> |

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|                          | <ul style="list-style-type: none"> <li>● Organising resources appropriately</li> <li>● Completing work as requested</li> <li>● Starting work on time</li> <li>● Engaging with all tasks</li> <li>● Using good manners</li> <li>● Wearing correct uniform with pride</li> </ul>           |
| <b>Consequences :</b>    | <ul style="list-style-type: none"> <li>● Verbal praise</li> <li>● Approval</li> <li>● Recognition</li> </ul>   |
| <b>Differentiation :</b> | Children who have difficulties in these areas should have individual support plans and be individually rewarded for progress made.   |
| <b>How it works :</b>    | <ul style="list-style-type: none"> <li>● Children will know these are socially expected behaviours that they can self-regulate. They will learn to take pleasure from the specific praise they receive.</li> <li>● Opportunities will be given to celebrate these behaviours.</li> </ul> |

| <b>Exceptional Behaviours</b><br><b>Behaviours which deserve specific recognition</b> |   |
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| <b>Examples :</b>   | <ul style="list-style-type: none"> <li>● Excellent completion of a task to a standard that is excellent for them.</li> <li>● An act of supreme consideration.</li> <li>● A musical, theatrical, academic, social or sporting achievement within school that has shown progress from their starting point.</li> <li>● Setting an example/modeling to others</li> <li>● Response to marking that brings about progress.</li> <li>● An excellent approach to learning - collaboration, perseverance, independence, risk taking, consideration.</li> <li>● Inspiring others.</li> </ul> |
| <b>Consequences:</b>  | <u><b>Rewards issued:</b></u> <ul style="list-style-type: none"> <li>● Star Learners</li> <li>● Head Teacher's Award</li> <li>● House Points linked to the moral compass</li> <li>● Rex Respect Mascot to go home for the weekend</li> <li>● Golden table</li> <li>● Phone call/chat with parent</li> </ul>   |
| <b>Differentiation:</b>   | Children who have behavioural, learning or social difficulties should still be considered capable of exceptional behaviour and offered support needed to succeed.   |
| <b>How it works :</b>   | <ul style="list-style-type: none"> <li>● Points will be awarded</li> <li>● Certificates and celebrations will take place in the Celebration Assembly and/or phase assemblies.</li> <li>● Opportunities will be given to celebrate these behaviours.</li> </ul>  |

| <b>Concerning Behaviours</b><br><b>Disruptive low level behaviour.</b> |  |
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| <b>Examples :</b>  | <ul style="list-style-type: none"> <li>● Shouting out in a way that prevents thinking time and disregards the learning of others.</li> </ul> |

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|                         | <ul style="list-style-type: none"> <li>● Lack of engagement, which slows learning down for the child and class.</li> <li>● Lack of care for property and resources, which wastes time and money resolving.</li> <li>● Choosing who to respond to and who not to respond to.</li> <li>● Failure to respond to instructions when clear and within capabilities.</li> <li>● Rudeness and lack of respect to other children and adults.</li> <li>● Being deceitful, lying and time is wasted trying to find out the truth.</li> <li>● Inappropriate word choices.</li> <li>● Being ungrateful.</li> <li>● Inappropriate use of hands, feet and voices.</li> </ul> |
| <b>Consequences :</b>   | <ul style="list-style-type: none"> <li>● Warning and yellow card 'I am disappointed'</li> </ul>   |
| <b>Differentiation:</b> | Behaviour Support Plans should be issued if children unable to achieve this list.   |
| <b>How it works :</b>   | <ul style="list-style-type: none"> <li>● The child receives a warning and explanation.</li> <li>● The child then receives a yellow card.</li> <li>● Opportunities to reflect and be supported</li> </ul>  |

| <b>Unacceptable<br/>High Level Behaviour</b> |  |
|--|--|
| <b>Examples :</b>                            | <ul style="list-style-type: none"> <li>● Violence to others in form of biting, kicking, punching, hitting, resulting in an injury, mark.</li> <li>● Verbal abuse that is defamatory in terms of a child or adult's appearance, orientation, culture, race, learning capacity.</li> <li>● Swearing, written or verbal.</li> <li>● Malicious taunts/mocking that damages the self-worth of another person. (There must be a distinction between thoughtlessness and malice.).</li> <li>● Deliberate and substantial damage to belongings or property.</li> <li>● Spitting at others or on property.</li> <li>● Has put self or others at risk of significant harm</li> </ul> |
| <b>Consequences :</b>                        | <ul style="list-style-type: none"> <li>● Red Card to be sent home.</li> <li>● Loss of playtime and consequence to be decided by class teacher dependent on the reason for sanction. E.g. write a letter of apology.</li> <li>● Playground targets to be set and reviewed daily.</li> <li>● Where a child will benefit from temporary isolation for the benefit of themselves or their peers, an internal exclusion can be arranged. This can be in the classroom, in a quiet area within school, or in another room.</li> </ul>  |
| <b>Differentiation :</b>                     | <ul style="list-style-type: none"> <li>● Children who are being monitored by SEND or outside agencies may have own individual strategies including positive handling. (See Physical Intervention policy).</li> </ul>   |

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|                      | <ul style="list-style-type: none"> <li>● Provocation should not necessarily be cited as a reason not to receive a red card but support should then be offered to help prompt a different reaction in the future. Any mitigating information should also be looked into without overturning an initial decision.</li> </ul>   |
| <b>How it works:</b> | <ul style="list-style-type: none"> <li>● Incidents need to be proved and absolute to send a Red Card home.</li> <li>● The Red card goes home to be signed. A copy is retained in school.</li> <li>● The card is returned</li> <li>● The red card is placed on CPOMs</li> <li>● A school decision should be supported by the parents/carers.</li> <li>● Opportunities to reflect and be supported.</li> <li>● The consequence should be restorative means of putting a wrong deed right.</li> <li>● Set playtime targets – mentor to sign each day. Reward with certificated after 1 week.</li> </ul> |

### The system in practice:

All staff and children will display this model:

| <b>Category:</b>        | <b>Consequence:</b>  |
|-------------------------|--|
| Expected Behaviour:     | Praise and Recognition.  |
| Exceptional Behaviour:  | House points<br>Rewards linked to the celebration assembly   |
| Concerning Behaviour:   | Warning and a Yellow Card 'I am disappointed'<br>Loss of 5 minutes play  |
| Unacceptable Behaviour: | Red Card<br>Loss of break and consequence as a means of restorative practice<br>If deemed appropriate children are supported through 'Community Task Force' at lunchtime.<br>Playground targets set and monitored. |

### The House Point System

The house structure will encourage teamwork, and give children a sense of community amongst their new "house-mates". By belonging to a house will also ensure the children feel a greater sense of belonging to the wider family they are part of at Elloughton School.

We have six houses containing pupils of all ages and abilities. The houses are named after star constellations: Andromeda, Cygnus, Leo, Orion, Scorpius and Virgo. The houses are led by a mix of staff from the whole school community. The members of the houses will be selected at random and our aim will be to engender a level of healthy competition between the houses. This will also encourage our children to continue to develop a sense of pride and strive to be the best they can be for themselves, as well as their fellow house-mates.

All members of staff award house points. When a child is awarded a house point, it will be recorded on Class Dojo. There is also the potential for the children to receive individual certificates in recognition of their achievements and these will be awarded at our weekly celebration assemblies. As the houses reach the designated number of points for rewards the house members will receive their team reward.

Children participate in house events such as house singing and house poetry developing a sense of belonging.

## Exclusions

At Elloughton Primary School we see exclusions as the very last resort and actively work with all stakeholders to ensure everything possible is put in place to avoid excluding a child from our school.

The decision to exclude a pupil will be taken in the following circumstances: (a) In response to a serious breach of the school's Behaviour Policy (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or him/herself in the school.

Exclusion is an extreme sanction and is only administrated by the Headteacher or Deputy Headteacher.

See Exclusion Policy.

## Parents as Partners

Good communication which is open, accurate and honest with parents is essential, particularly when supporting a child with behavior difficulties.

Regular communication will include:

- Teachers speaking face to face with parents on a daily basis at the beginning or end of the day
- Regular Parent consultations evenings
- An open door policy
- Parents events such a workshops, coffee morning
- Class Dojo
- Fortnightly school newsletter
- Face to face meetings when a child is displaying difficulty

## Appendix

### Step 1

Warning

### Step 2

Yellow card – I am disappointed

To be placed in a box on Deputy Head desk – monitored by Deputy Head who chats with the child when deemed necessary

### Step 3

Red card – slip goes home and is signed by parents. It is recorded on CPOMS.

If a child receives 2 in a half term parents are invited for an informal meeting with class teacher.

If deemed appropriate children are supported through 'Community Task Force' at lunchtime.

Playground targets set and monitored.

### Step 4

If the behavior continues parents are invited in to a meeting with the Phase Leader and/ or SENCO.

### Step 5

If the behavior is still unsatisfactory parents are invited in to a meeting with the Headteacher and Deputy Head.

If children do not receive a yellow card all term they will be invited to a special lunch. They will also be entered in prize draw to receive a prize.