



Behaviour Policy

Spring Term 2023

Rationale

At Elloughton Primary School our behaviour management systems are based on rewarding desired behaviours and demonstrating that there is a consequence for unacceptable behaviour. Everyone in our school community has a vital role to play in ensuring behaviour is of the highest standards all the time.

Elloughton Expectations

We have three Elloughton Expectations that everyone in our school community is expected to uphold: Be Kind, Be Ready, Be Safe.

Be Kind... We think it is important to be considerate of others and think about how you affect a situation. At Elloughton we show kindness because we aspire to be good citizens who are considerate of others. We understand that to be respected we must respect others. We must respect our environment and our community, as well as the physical resources in our school. We treat everyone with kindness.

Be Ready... School is a place where we learn. We need to be ready to learn, be ready to make mistakes and arrive at school with a 'can do' attitude - knowing if we can't do 'it'... we can't do 'it' YET and we will soon if we work hard. We should be ready to listen, to think, to reason and to challenge. We are ready to help and be helped. We should be ready to grow as learners and citizens in our community and be prepared to deal with difficulties and overcome challenges.

Be Safe... Our school is a safe place to learn. To be safe we will think carefully about actions that will affect our safety or the safety of others. We will always make sure adults know if we do not feel safe and we know they will listen to us. We know that to learn well we must feel safe to make mistakes. We know that someone will help us make sense of those mistakes so we can learn well.

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 consistency of response to both positive and negative behaviour
- Encourage a sense of responsibility through our restorative practice
- Provide clear guidance to staff, governors, children and parents about the school's expectations and code of practice.
- Attend to the needs of the whole child, this will look and feel different for every child
- Prevent all forms of bullying amongst children and deal with any incidents, if they do occur, as quickly as possible.
- Provide equal opportunities for all and strive to be a fully inclusive school



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Adults in school

As adults within school we will:

- Ensure children feel they belong to our school
- Foster a visible kindness
- Embed excellent learning behaviours
- Hold high expectations
- Consistently model our approach to learning
- Be assertive and fair
- Be non-judgmental

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

Restorative Practice

The principles of restorative practice 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. Children 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. They will be encouraged to explore how their actions impact and affect others.

Rules and Routines

At the beginning of the school year rules and routines are established to ensure children are clear what is expected of them. These are displayed in classrooms and are constantly referred to. Staff are consistent with their use of language and in their approach.



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Rewards

At Elloughton we have a house system. Our house system encourages teamwork and gives children a sense of community amongst their “house-mates”. We have six houses containing pupils of all ages and abilities (Andromeda, Cygnus, Leo, Orion, Scorpius and Virgo). By being a member of a house, the children will feel a greater sense of belonging to the wider family they are part of at Elloughton School. The houses are led by 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. The house system also encourages 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 to children for demonstrating one of the values from the Moral Compass. When a child is awarded a house point, it will be recorded on Class Dojo. Each week the house point totals are shared and points are allocated (from 6 points to the house with the most house points to 1 point to the house with the least house points). At the end of each half term the house with the greatest score is the winner and a house reward will be given. Children also participate in house events such as house singing and Sports Day which develop a sense of unity and team spirit within each team.

Children also receive **Star Learner Certificates** in recognition of their achievements, and these are also awarded at our weekly celebration assemblies to children demonstrating the value of the month.

Head Teacher Awards are highly sought after and are given for truly exceptional work or behaviour.

We use “**Rex Respect**” in each of our classes, each class has a Rex of their own and he is awarded to one child to take home for the weekend for following Rex Respect’s values.

Acts of kindness are recognised through the weekly **Kindness Afternoon Tea** with Mrs Fulstow.

Sports certificates are given to those who represent our school at a sporting event.

The system in practice

When children display behaviours that slip below the expectations they are issued with a warning and a reminder of the expectations. If this behaviour continues, they will receive a yellow card which states “*I am disappointed because...*” and explains the reason for the card being issued. If children display high levels of unacceptable behaviours, they are issued with a red card e.g. violence to others, verbal abuse, swearing, malicious taunts, deliberate and substantial damage to property.

Early Years

In the Early Years, we have high expectations of all children’s behaviour; however, we understand that children new to the setting will need support and guidance becoming familiar with the new expectations and routines. Early in the term, we establish very simple expectations for children to follow. The ideas about being kind and taking care of our belongings are generated from the children during daily circle time.



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Positive behaviour strategies are used to encourage repetition of good behaviours through house points and certificates. In the Early Years distraction and ignoring low level negative behaviours are used as techniques and we usually find children are quick to change what they are doing so they too receive positive praise. We understand that some children find behaviour a particular challenge and the Early Years Team will work closely with the parents to identify triggers and implement individual strategies or interventions, such as a personalised behaviour chart based on the child's interests.

Children are supported in the development of their behaviour by all adults, who are dedicated to modelling positive behaviours. Calm down time is used, and staff take the time to explain about inappropriate behaviours, when from time to time the boundaries are tested.

Staff Training

At the beginning of the school year staff are reminded of the Elloughton Expectation and the role they play in positively managing behaviour. Regular training takes place to ensure consistency in restorative practice and positive behaviour strategies.

Staff new to the school receive behaviour training as part of their induction.

SEND

Pupils' individual needs will always be considered when implementing our behaviour policy and applying sanctions. This may mean that some SEND pupils may be treated differently to their peers, depending on their specific needs. We recognise that at times different behaviour management strategies will be required to support children with additional needs. Reasonable adjustments will be made for disabled pupils in accordance with the Disability Discrimination Act 1995) and the Equality Act 2010.

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.

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. Fixed term and permanent exclusions are an extreme sanction and can only be administered by the Headteacher.

Internal exclusion - A child is removed from the classroom work in a room on their own under close staff supervision.

Fixed Term Exclusion - A child is temporarily removed from school. They can only be removed for up to 45 school days in one school year.

Permanent Exclusion - Permanent exclusion is the most serious sanction a school can give. It means that the child is no longer allowed to attend the school and their name will be removed from the school roll.

See Exclusion Policy for further details.



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Adoption, Approval, Sign Off

Signed	Rebecca Brammall
On behalf of	Headteacher
Date	January 2023

Document Control

Title of Document	Behaviour Policy
Revision number	3
Review frequency	3 years
Next review date	Spring 2026
Type or status	Policy
Statutory?	Yes

Appendix 1

APPENDIX 1

STEPPED APPROACH

Step 1

Warning

Step 2

Yellow card - *"I am disappointed because...."*

To be placed in a box in the deputy head's office - monitored by Deputy Head who speaks to 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 two in a half term, parents are invited for an informal meeting with the class teacher.

Step 4

If the behaviour continues an Individual Support Plan will be written with specific behaviour targets and the support needed to improve a child's behaviour. Parents are invited to a meeting with the Phase Leader and/ or Inclusion manager.

Step 5

If the behaviour is still unsatisfactory parents are invited to a meeting with the headteacher and deputy head to discuss further support and seek external advice from the Behaviour Support Team if necessary.



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APPENDIX 2 : To be completed by the child under the supervision of a member of staff

Yellow Card 'I am disappointed'			
Name _____		Year Group ____	Teacher _____
I am disappointed that, having given you a verbal warning, you			

CONSEQUENCE _____			

I received a yellow card during			
<input type="checkbox"/> Lessons	<input type="checkbox"/> Break	<input type="checkbox"/> Lunchtime	<input type="checkbox"/> Before /After School Club
Issued by _____		Date _____	
Seen by class teacher <input type="checkbox"/>		Uploaded onto the tracker <input type="checkbox"/>	

APPENDIX 3 To be completed by a member of staff

Red Card		
Name:	Class Teacher:	Year
Today I received a RED Card for:		

CONSEQUENCE:		

Issued by:	Date	
I confirm that I have discussed this card with my child.		
Parent Signature:	Date	
Please return to school within two days		
Seen by class teacher <input type="checkbox"/>		Uploaded onto the tracker and CPOMS <input type="checkbox"/>