



Elmhurst Primary School Behaviour Policy

A Behaviour and Discipline Policy for Elmhurst Primary School.

What we believe about a child's behaviour.

Children need to feel valued. It is when a child has good self - esteem that he or she learns best. Our behaviour and discipline philosophy recognises this and we **aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children.**

Some basic principles of our behaviour and discipline policy.

We believe:

Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.

Most children are responsible for their own choice of behaviour.

We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour.

When children behave badly we reject children's behaviour, not the children themselves.

When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what is expected by all teachers.

How we ensure that these principles are met

'Behaviour rules for our school' (attached)

The spine of our policy is our 'Behaviour rules for our school'. It outlines the behaviour we expect from children and it defines the rewards and penalties that will be used. Rewards and Penalties are 'banded' into three groups according to significance. It is essential that these rules are regularly **taught** to children. This should occur in detail during the first week of each term and as often as necessary thereafter. Children need to see the rules being used consistently and fairly. We need to put aside a time each week, or daily if necessary for a short time, to examine with the children how the rules are being implemented. A few minutes after lunch spent discussing any incidences is normally necessary to achieve a balance between a calm afternoon as well as one which is spent engaged in purposeful activity.

Consistency

All adults in school need to take responsibility for implementing the code of conduct. As adults walk around the school at lunch and play times they need to do the following:

- All adults always check on reasons for children being in school at play/lunch times and ask to see lunchtime passes.
- Always deal with inappropriate behaviour – never walk past.
- Discuss inappropriate behaviour with children – remind them of their obligations.
- If children run – always send them back to try again.

- If children are talking to others in a disrespectful way – always intervene.
- Try to positively re-enforce good behaviour using assertive language
- Inform class teachers of any inappropriate behaviour you had to deal with.

General behaviour

Children are expected to use litterbins for their rubbish. To maintain a litter free environment children may not take sweets or crisps into the playground; tuck should be limited to fruit. Year 6 and School Council litter patrol should spend some part of their play collecting litter from the playground. Rubbish bags and gloves are available from the office.

Children may not take pens and pencils etc., into the playground. Children who are found causing damage through graffiti will be required to clean the damage. Repeated offenses or offenses using racist language need to be dealt by a senior teacher.

Children who are found to be responsible for vandalism will be required, as far as possible, to make good any damage. Parents will be informed.

In key stage 2, children from particular year groups have allocated toilets to be used during lesson times to minimise movement around the school and to avoid silliness.

Procedures

Highlight good behaviour as much as possible.

Where possible reprimand children quietly out of earshot of others. We know this is hard at times but the rewards are worth it. We often feel the need to see the child being punished or see the child 'suffer' in one form or the other. This makes us feel better but does nothing for the self esteem of the child. Think how you would feel if publicly reprimanded for all your mistakes! A 'victory' is NOT what we are after. Always ask yourself 'What is the best possible outcome for this situation?' and then do your best to achieve it. Set aside a weekly or daily time as appropriate to discuss the rules and the way they are being implemented. Look at how rewards and penalties have been used. Discuss how children feel about the way things are going. Discuss how you feel. Use the rules, rewards and sanctions. Use the support systems of the school.

Always use the hand signal when you want children to stop and listen to you. Do not say anything when you use the hand signal, train children to nudge each other if they have not seen your hand go up. Use your voice for teaching and hand signal for behaviour.

Using rewards

Rewards should be used appropriately. Use lots of verbal praise. If children behave well, their names are entered onto the good side of the board. Children are awarded certificates for good work and behaviour. There are different certificates in year 6 to encourage them in their final year at primary school. The whole school star system which feeds into the bronze, silver and gold certificates needs to be used as by the whole staff eh If a child has behaved really well in assembly then you may say "Ahmed please give yourself a star. " Letters to parents are very effective. (See standard letter attached, D3).

Teachers may also choose to award table points and 'Golden time' for good behaviour.

Teachers may want to send children to other teachers, year head, deputy, or head to show work of a high standard for that child.

Assemblies

Certificate assembly

Once KS2 children start to receive bronze etc certificates then there will be no need to give out the weekly ones which they receive at present. KS1 children are to continue to be awarded the certificates for individual good work or good behaviour that week. Birthday children also come to the front of certificate assemblies for a birthday card. Parents are invited to come and watch their children being awarded a certificate. Teachers should send out the standard invitation letter attached, D4, for children to take home.

Children who have received a sticker from mid-day assistants for good behaviour are mentioned in assembly.

Children are expected to enter and leave assemblies quietly, class teachers should ensure that children know what is expected of them and set a good example.

Assembly rules and sanctions should be followed. The most impressive class should be noted in the red book to reward the best class.

Using sanctions

In KS1 a traffic light system is used:

- Classes have the rules displayed clearly in their classrooms and a clearly visual laminated traffic light. If a child breaks a rule, their name is put on green. Children who behave well can have their name put up on the 'I have followed the rules' sheet
- If the child continues to mis-behave, they move on to amber and miss five minutes of their breaktime (**KS2 – Time out in own classroom**)
- If the child still continues to mis-behave, they move on to red and miss ten minutes of their break time (**KS2 –Time out in another classroom as well as missing 10 minutes at playtime/lunchtime**)
- If a child is on red three times (in a two week period as a rough guide), teachers should speak to parents or send a D1 letter home. The child should also be referred to the year head
- A child who is referred to the year head three times in a half term period should be referred to the deputy.

In KS2 a traffic light system is also to be used:

- Classes have the rules displayed clearly in their classrooms and a clearly visual laminated traffic light. If a child breaks a rule, they are given a warning. Children who behave well can have their name put up on the 'I have followed the rules' sheet
- If they continue to mis behave their name is put on green in the traffic lights.
- If the child persists in misbehaving, they move on to amber and have 5-10 minutes time out in their own classroom.
- If the child still continues to mis-behave, they move on to red and have Time out in another classroom as well as missing 10 minutes at playtime/lunchtime.
- If a child is on red three times (in a two week period as a rough guide), teachers should speak to parents or send a D1 letter home. The child should also be referred to the year head

A child who is referred to the year head three times in a half term period should be referred to the deputy or relevant assistant head.

Children can be asked to stay in at playtime or lunchtime for a maximum of ten minutes at playtime and fifteen minutes at lunchtime. If a child misbehaves while staying in at playtime their names are recorded

and they repeat their punishment.

Class teachers should supervise their own children in their own classrooms if they choose to keep children in at play times and lunch times. Year groups may choose to team up and rotate duty within their year groups for detention duty.

Time out can be given without the warnings for more serious misdemeanours (e.g. hitting, rudeness). The above steps can be flexibly applied at the discretion of the teacher-however, they are designed to deal effectively with inappropriate behaviour, be non-confrontational and give children chances to think, rectify and improve their behaviour.

Warnings are not carried over to the following day and so children make a new start at the beginning of the day.

Time out areas

Time out areas should be located in an area of the class where the child can sit with minimum distraction. Ideally this should be in an area where it is not possible for others to distract or make eye contact with the person doing time out.

Play ground

Children are rewarded in the playground for good behaviour with golden tickets. The golden tickets go into a draw on a weekly basis where prizes are given out during certificate assembly.

Monitoring the behaviour of 'significantly difficult children'

Should a child be of 'continuing or special concern' then the following should be done.

- Teachers need to keep a dated record of the behaviour patterns. Incident forms should be kept as records. See Appendix I
- The teacher should telephone the parent and inform them of their concerns, or send a behaviour letter (d1) home. (A copy must be filed in the pupils record file kept in the school office).
- Parents may be invited in to talk to the teacher.

If behaviour does not improve:

- The year head and deputy are informed. Learning mentors may be involved.
- Parents are invited in to discuss behaviour (form d2 can be used). Teachers may ask the year head or deputy or SENCO or learning mentor to be present at the meeting if required
- The child may be put on an Elmhurst home school behaviour book. (Behaviour targets are set and rewards and sanctions are made clear).
- If behaviour does not improve the deputy or head is notified.

Serious incidences:

There are some types of behaviour which are so serious that they require immediate referral to the leadership team and these are the following:

- Bringing a weapon to school with the intent to use it.
- Threatening a member of staff verbally/ physically
- Serious and sustained bullying of a child.

Exclusions

Exclusions are very rare and are used as a last resort. Each case is treated on its merit.

Behaviour during play times and lunch times:

Playground equipment is provided, managed by Mr Ben, our sports coach in KS2 and mid-day staff in KS1.

Lunch/play. All adults always deal with inappropriate behaviour. Never walk past.
All teachers support other adults in dealing with unacceptable behaviour.

Whole school agreement on what we mean by inappropriate/unacceptable behaviour

1. Children entering the building without permission on a regular basis.
2. Children playing aggressive games and fighting or play-fighting.
3. General demeanour and attitude of some children, particularly when challenged. This includes bad language, addressing adults and one another disrespectfully, pushing, shoving shouting whilst in the building or queuing. **Register order for all lining up needs to be in operation to ensure that queuing is smoother.**

Whole school agreement on how we deal with this behaviour.

Children entering the building without permission.

All adults always question children in the building, send them out if they are inside without permission. Ensure they leave the building.
Issue of children 'helping' or coming in to chat with Lunch staff. It must not occur.

Children playing aggressive games and fighting.

Adults to be proactive in dealing with situations that could lead to conflict.
Adults to visibly reward 'Good playing' – smiles/stickers.
All adults always intervene when witnessing this behaviour (never walk past or look the other way).
Zero tolerance of swearing should be employed and swearing letters should be sent home on each occasion.
Discuss the rights and wrongs of this behaviour. Inform class teacher.
Repeat offenders of fighting to be given lunch time exclusion. This is a last resort and needs to be negotiated with the deputy head.

KS2 Lunchtime behaviour.

There is a detention room for more serious incidents during 1- 1.30pm in class 13. Referrals are made either through Mrs Dhaliwal , learning mentors or the deputy head teacher. The peer mediators are on duty to resolve conflicts in the room during this time.

REASONABLE FORCE (updated July 2017)

Reasonable force can be used by any member of staff to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In school it is used for two main purposes – to control pupils or to restrain them. The decision of whether to use reasonable force is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

Schools can use reasonable force to:

- remove disruptive pupils where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Reasonable force and SEN

As a school we have a legal duty to make reasonable adjustments for disabled children and children with SEN. Please speak to the SENCO about any concerns you have regarding the behaviour management of children with SEN, who will consider specialist training where appropriate.

Our School Rules

- 1. Show a sense of responsibility**
- 2. Persevere and try your best**
- 3. Listen and respond purposefully**
- 4. Show respect and kindness towards others**
- 5. Make good behaviour choices inside and outside of the classroom.**

The behaviour policy was reviewed July 2017

