



Elton Primary School & Nursery

Behaviour for Learning Policy

In our school, the wellbeing and education of all our children comes first

Full Governors	Autumn 17
Review	Autumn 18

AIM

Elton Primary School and Nursery works very hard to ensure good behaviour and mutual respect. Our aim is to promote and support self-discipline within the school and to develop peer support strategies to interface with traditional sanctions and rewards. The importance of developing positive relationships is core to the ethos of the school.

Our approach towards developing good working relationships is based on the principle of educating children to make the right choice and to teach the difference between right and wrong and the consequences of their choices. We aim to teach children to take responsibility for their own actions and their environment and reflect upon how behaviour impacts on others. This is modelled by all staff and enhanced by excellent relationships with parents.

RATIONALE

- To develop a consistent and coherent whole school policy towards behaviour and relationships.
- To encourage the co-operation and support of parents and the wider community and to provide each child and staff member, with their entitlement to a calm, safe and productive learning environment.
- To engage children in positive attitudes to the school community.

STANDARDS

As with all communities, it is important to establish standards and guidelines to ensure that the good behaviour and positive relationships of the majority are not compromised by that of a few who veer from the norm. We expect and celebrate diversity, good manners and positive behaviour and promote a respectful and caring attitude to everybody within our school, our community and society.

COMMUNICATING OUR ETHOS

Our DREAM TEAM core values underpin all that we do. They are visible around school corridors and classrooms. At the beginning of the year, Class teachers establish their expectations of the class and the core values and this is reinforced during assemblies on a regular basis. These core values were arrived at by consultation with the children and therefore reflect their views.

ELTON PRIMARY SCHOOL AND NURSERY GOLDEN RULES- OUR CORE VALUES

Doing the right thing
Respect your class mates and adults
Everyone follow the rules
Always be a good friend
Making a difference to yourself and your school

Because;

Together
Everyone
Achieves
More

SANCTIONS AND REWARDS

Within Elton Primary School, all children are aware of the school rules and are expected to follow these rules at all times. There are clear procedures in place to reward positive behaviour and sanction unacceptable behaviour. We adopt a 'zero tolerance' approach to unacceptable and anti-social behaviour. It is intrinsic in our sanctions that we like the child but do not like the behaviour. All members of staff and authorised helpers are aware of our behaviour procedures and may apply them where necessary. All members of staff strive to

create a positive climate through praise and support and model appropriate behaviour and always act within the guidelines issued by the Government.

BEHAVIOUR MANAGEMENT PROCEDURES

1. Verbal Praise & Instant Reward

To be used to encourage all children when positive behaviour and or 'good work' is demonstrated. (NB To be used specifically and clearly directed towards identifying the qualities displayed- not blandly and over generously). This can be socially related with TEAM points (see 'Team Approach' for further details) or academically related such as a sticker, praise pad certificate, raffle ticket and also being sent to the HT for a sticker or to show work etc.

2. Team Approach & Home Clothes Day

All children are placed into one of 4 teams. The names of these teams, and the mascot that represents them, have been chosen by the children to demonstrate the core values that we hold.

Each team is able to gain Team Points, earned by the individuals belonging to that team. Any staff member can issue an individual Team Point for a child exhibiting extremely good behaviour or work, demonstrating good manners, good learning strategies, supporting others, repeated acts of friendship, working towards common goals for the school community, volunteering time to help, etc. That individual Team Point will be recorded in a team chart within the child's classroom and collected/collated on Friday by two Year 6 monitors. This system allows for individuals to collect rewards towards a team reward on a weekly basis and fosters a cross phase supportive and peer influenced collective approach to good manners and good behaviour.

The team with the most Team Points and so the winning team is shared on the Friday newsletter. All team members are able to come to school in 'home clothes' on one day of the following week (usually Friday) as a reward (See 'Home Clothes Day' for further details).

Teams also work together during sports day and other organised events during the year and this allows older children to support and interact with younger children and model good behaviour.

3. Traffic Light System (Green, Amber & Red).

A traffic light system is used to manage children who have caused particular concern during a particular week and to reward those that have behaved well.

Each classroom will have a colour coded traffic light system displayed on the wall with a photograph of each child in the class to monitor progress. At the start of the week all children will have their photograph on Green. Children will always be warned if their behaviour is becoming unacceptable so that they can alter their behaviour. The warning could take the form of:

- a look;
- a verbal warning;
- Praise for someone modelling correct behaviour.

Rewards and sanctions of the traffic light system:

- **GREEN:** All children will start the week with their photo on Green at the beginning of the week. If they remain on Green throughout the week then they are clear to receive full Golden Time (See 'Golden Time' for further details). To recognise sustained demonstration of good behaviour over a long period of time, a child who has remained on green throughout an entire term will be presented with a certificate from the Head Teacher/Behaviour Lead.
- **AMBER:** Children who move to Amber will lose 15 minutes of the following break or lunchtime. The reason for the pupil being on Amber is to be written into the Behaviour Book by the given staff member as soon as possible. Children will be moved to Amber after three verbal warnings for the following behaviours:

- being disrespectful to children and/or adults;
- chatting at an inappropriate time;
- back chat;
- annoying/distracting other children;
- being off task;
- calling out.

In addition to this, a child may also be moved straight to Amber dependent on the severity of the behaviour. If a child moves to Amber three times in the same week then they will be moved to Red. If a child has been given warnings but has not moved to Amber or Red by the end of the day then these warnings are to be cleared at the end of the school day, ready for a fresh start the following day. Children can also clear their warnings before getting to Amber by displaying our 'DREAM TEAM' core values.

- **RED:** Children who move to Red will lose the following break and lunchtime. The reason for the pupil being on Red is to be written into the Behaviour Book by the given staff member as soon as possible. Children will be moved to Red if they move to Amber three times in the same week or can be moved straight to Red for the following behaviour:
 - deliberate violent behaviour;
 - aggressive behaviour of any sort;
 - damaging furniture or school property.

With lunchtime detentions (Red), teachers will ensure children have a reasonable amount of time to eat, drink and use the toilet. Once a child has carried out the given sanction they will then move back to Green.

If a child is moved to Red more than once in a week then senior management will then look at the use of internal exclusions or afterschool detentions.

If a child's behaviour is becoming a concern due to their name regularly appearing in Amber or Red zone then senior management and the SENDCo will look at this on an individual basis and look at the actions and support which need to be implemented.

4. Golden Time

AIM

- To reward the positive behaviour of all children on a regular basis and to deal with negative behaviour in a clear and consistent manner.
- To involve all staff throughout the school in this process.

Reward time takes place across the school weekly on a Friday at 2:30-3:00pm. A range of **choice** activities, identified by staff across the school are undertaken both within and beyond the classroom as staffing and resources allow. Separate Key Stages plan together to consider the children's needs and requests.

Children who have remained on Green will be rewarded with the full Golden Time. Children who have been on Amber once in a week but have chosen to correct their behaviour and remain on Green for the rest of the week will also get the full Golden Time. Those children who have not earned the reward will join the Behaviour Lead or in their absence a member of senior management to reflect on their behaviour and set targets for the following week.

5. Golden Book & Star of the Week Award

Every Friday afternoon we hold a special Awards Assembly where we come together as a school community to celebrate the successes of our children.

All staff across the school are invited to identify children who have demonstrated particularly outstanding achievements in their behaviour and/or work throughout a week. Each class teacher will choose a child based on a weekly theme and the midday supervisors will also get to choose four children (two from EYFS/ KS1 and two from KS2). Star of the Week certificates will be issued in the Star of the Week Assembly on Friday along with the reason for the child being chosen to receive the award and will be recorded in the 'Golden Book', which is displayed in the foyer. Staff will need to monitor these carefully.

6. Rewards for Individual Recognition

INDIVIDUAL CLASS RECOGNITION: Individual classes may also adopt their own systems of individual reward recognition such as stickers, raffle tickets, prize box, certificates, etc. Children will be rewarded with these for exhibiting a high level of academic progress during a lesson, for good homework, etc.

DEALING WITH CHILDREN CAUSING PARTICULAR CONCERN.

It is the responsibility of every member of staff to promote positive behaviour amongst the children. We all take our role as models of acceptable social behaviour seriously and as such this underpins all that we do.

We role play good manners in assembly, we ask children to retrace their steps if they have been running in school, we model the language that we expect children to use with each other. However, there may be occasions where there are specific behaviour issues that we need to deal with on a 1:1 basis. In the first instance, the class teacher will explain to the class (without the child being present) what the situation with the individual child is, in order to engage children in an empathetic approach to their peers. This should alleviate problems of children provoking/goading the child with the issue. The child may have a behaviour plan (IBP) where additional behaviour strategies will be identified within the plan however, as a general guide actions detailed in Appendix A the behaviour chart should be applied.

RECORDING AND MONITORING OF LEVEL 4-6 AND CONTINUING POOR BEHAVIOUR.

When children are displaying high levels of challenging or poor behaviour that surpasses the use of the traffic light system, children will have their incidents recorded using the school's behaviour record system. These records will be kept to inform parents and carers of incidents that have occurred in school to ensure parents are communicated with promptly and understand the role they play in helping to deal with the behaviour within the school environment. The behaviour records will also help with any concerns raised with the school's SENDCo regarding children's behaviour when working with outside agencies and specialists. After each behaviour record is completed, parents must sign and a copy must be filed in the school behaviour file for monitoring.

SANCTIONS

Sanctions applied to children will depend upon the individual circumstances and the case history. For example:

- Use of Traffic Light system as previously mentioned.
- An individual reporting system to monitor behaviour may be set up. This system needs careful explanation to the child and parents and may form part of the SEND provision for that child.
- A behaviour tracking system could involve a reporting mechanism between home and school where this was identified as beneficial to the child concerned.
- Further sanctions would be considered for more serious and repeated concerns, such as goading and provocation. These include the following, as per guidelines issued Feb14 by the Government;
 - Extra work or repeating unsatisfactory work until it meets the required standard.
 - The setting of written tasks as punishments, such as writing an apology letter or an essay.

- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention during lunch-time.
- An after school detention.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.

In extreme cases, fixed period exclusion will be considered following Cheshire West and Chester Council procedures (see below).

FIXED PERIOD EXCLUSIONS

The Education Act 1997 amended the law on fixed period exclusions as from 1st September, 1998. From that date, Head Teachers may exclude a pupil for up to 45 school days in any one school year.

Governors must ensure that when they exclude a pupil they inform the pupil’s parents of the period for which they will be excluded, and the reason for the exclusion. Parents must also be made aware that they can make representations to the Governing Body and the LEA about the appropriateness of the exclusion.

The following extract is taken from the Cheshire West and Chester Education and Learning Web Page. <https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx> It provides guidance on the process including appeal process.

Your rights when your child has been excluded from school

You have the right to make written representations to the School Governing Body about any exclusion. If the exclusion is for more than five days in any one term and less than 15 days you can ask to attend a meeting of the School Governing Body when the exclusion will be considered.

If the exclusion is for more than 15 days in any one term then you will be invited to a meeting of the School Governing Body where the exclusion will be reviewed. The school will let you know the details. You can take a friend along to help you if you wish, you may provide written information to be circulated to the Governing Body, and you must be allowed to ask questions and say what you think about the exclusion. You may also wish your child to give his or her own side of the story to the Governing Body. You are entitled to receive a copy of any information circulated to the Governing Body by the school.

If the exclusion is for a fixed period of five days or less (including any previous exclusions earlier in the term) the Governing Body cannot direct the headteacher to re-admit your child before the end of the exclusion period. The Committee can, however, come to a view on whether or not the exclusion was appropriate.

For longer fixed period exclusions, the Governing Body will either allow your child back in school or agree with the headteacher’s decision. You must be told of the decision as soon as possible after the meeting and this should be confirmed by the school in writing. This settles the matter if the exclusion is a fixed period one. There is no further right of appeal.

If the exclusion is permanent, however, and the Governing Body decides to agree with the headteacher’s decision, the clerk to the meeting will write to inform you of the decision. You then have 15 school days to submit an appeal to an independent review panel. The excluding school will provide you with the address details of where to lodge your appeal.

If you do not appeal within 15 days the permanent exclusion will stand and cannot be changed.

There will be 1 panel review from the Governors, should this still not resolve the situation, it will lead to an independent review as outlined below.

Appeals against permanent exclusion – Independent Review Panel

The purpose of the appeal is normally to consider whether the exclusion is appropriate and whether the pupil should be reinstated. If you decide to appeal, you will have the opportunity to request an independent review panel. You may at your own expense, appoint someone to make written and/ or oral representations to the panel and you may also bring a friend to the review. You may also wish your child to tell his or her side of the story.

The Independent Review Panel will have three members, which will comprise of one serving or recently retired (within the last five years) head teacher, one serving or recently serving experienced governor/ management committee members and one lay member who will be the Chairman.

Regardless of whether your child has a recognised special educational need, you have the right to require the Local Authority / Academy Trust to appoint a special educational need (SEN) expert to attend the review. There is no cost to you for this appointment.

The SEN expert will provide impartial advice to the panel on how special educational needs might be relevant to the exclusion, whether the school's policies or application of these policies were legal, reasonable and fair and whether the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any special educational needs.

You must make clear if you wish for an SEN expert to be appointed in your written notice when requesting an independent review panel.

The panel will review the governing body's decision not to reinstate a permanently excluded pupil. Following its review the panel can decide to: Uphold the exclusion decision, recommend that the governing body reconsiders their decision, or quash the decision and direct that the governing body considers the exclusion again. The Panel's decision is binding and ends the process.

The DfE advises that where the exclusion is for a period of more than a day or two, the school should arrange for work to be undertaken at home. The letter sent to parents explaining the period of exclusion should indicate arrangements for setting and marking the work. It is recommended that when the pupil is about to return to school, arrangements should be made for re-introduction to school life under appropriate conditions and with agreed expectations, this is done through a re-integration meeting with the child, parent and Head / Assistant Head Teacher.

INCLUSIVE SOLUTIONS

In addition to the process outlined above we have developed inclusive solutions to support inappropriate behaviour including bullying (please see Bullying Policy). We have also adopted the National Strategy programme "Social and Emotional Aspects of Learning" (SEAL) which is embedded across the curriculum.

PEER SUPPORT INITIATIVES

At Elton Primary School and Nursery, we use the following peer support initiatives:

Circle of Friends: The strength of this initiative is that it recognises pupil culture and that it is a tool for inclusion and building communities. The strategy creates a support network for the child, be it the victim or the offender, and reduces challenging behaviour. It gives children an understanding of their behaviour and gives them more choices.

Y5/6 Responsibilities

Four children are identified as 'The Ethos Group'. Their role is to talk to children regularly about how it feels to be a child in our school and about their learning. The children will write newsletters for the website.

POLICY SUMMARY STATEMENT

The success of any policy depends on the commitment and determination of every member of the school staff to identify and promote positive behaviours as well as the belief that negative behaviours must not be tolerated. RESPECT for everyone, for property and for self is an underlying principle that needs to be demonstrated. This is best conveyed through positive role modelling by the adults responsible for the care of children.

This policy will be monitored and reviewed regularly to keep up to date with latest initiatives and legislation.

Appendix A Behaviour Chart

Stages	Examples of Behaviour	Action	Outcomes
1	<p>Doing the right thing Respect your class mates and adults Everyone follow the rules Always be a good friend Making a difference to yourself and your school</p> <p>Because;</p> <p>Together Everyone Achieves More</p>	<p>Possible rewards:</p> <ul style="list-style-type: none"> • Team Points • verbal praise • Headteacher's award • stickers • phone call home • etc. 	<p>Possible outcomes:</p> <ul style="list-style-type: none"> • Star of the Week • termly behaviour certificate • Golden Time • Home Clothes Day
2	<ul style="list-style-type: none"> • being disrespectful to children and/or adults • chatting at an inappropriate time • back chat • annoying/distracting other children • being off task • calling out • persistent talking • carrying on working when a teacher is talking if asked to stop • leaving seat during working time • negative use of body language • drawing others into negative behaviour • not sharing • being unkind to other • etc. 	<p>Verbal warning given and tally to be displayed on the board. For</p> <p>Example, VD I CH II</p>	<p>If a child is given three warnings then the child will move to Amber and will miss 15 minutes of the following lunchtime or break and the staff member will record this in the Behaviour Book. If a child moves to Amber twice in a week they will also miss 15 minutes of their Golden Time reward.</p> <p>If they go on Amber three times in a week they will move to Red and will miss the following break and lunchtime.</p>
3	<ul style="list-style-type: none"> • rough play • name calling • arguing with an adult • swearing • etc. 	<p>Moved straight to Amber and recorded in Behaviour Book by member of staff.</p>	<p>The child will miss 15 minutes of the following lunchtime or break. If a child moves to Amber twice in a week they will also miss 15 minutes of their Golden Time reward.</p> <p>If they go on Amber three times in a week they will move to Red and will miss the following break and lunchtime.</p>
4	<ul style="list-style-type: none"> • continuing to behave in the above ways on three occasions • deliberate violent behaviour • aggressive behaviour of any sort • theft • damaging furniture or school property • walking out of the classroom • refusing to follow instruction or direction of a member of staff • racist remarks/ comments • bullying • etc. 	<p>Moved straight to Red and recorded in the Behaviour Book by member of staff.</p>	<p>The child will miss the following break and lunchtime. If a child goes on Red they will also miss their Golden Time reward.</p> <p>If a child is already on Red and is still displaying poor behaviour then the child is sent to Team Leader who may decide to internally exclude the child or given them an afterschool detention.</p>

5	These can be stand-alone incidents for example, severe name calling; fighting; inappropriate behaviour; continuous disruption or a series of behaviours that calls for concern.	Complete behaviour form, inform Team Leader and invite parents in to discuss child's behaviour drawing on the completed behaviour reports.	Explain that more than 3 report forms will result in senior management becoming involved with the teacher and parents to discuss how rectify issues.
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