



Elton Primary School & Nursery

# Behaviour for Learning Policy

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

Full Governors	Spring 2025
Review	Spring 2026

**Behaviour Lead: Samantha Higginson**

## **RATIONALE**

Elton Primary School and Nursery works very hard to ensure good behaviour and mutual respect. We want to create an environment that is safe, where everyone feels respected and where everyone is ready to engage in learning. We aim to promote and support self-discipline within the school and to develop peer support strategies to interface with traditional consequences 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.

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.

## **AIMS**

- To create a culture of exceptionally good behaviour
- To promote a calm and positive climate for learning
- To ensure that trusting relationships are promoted and all members of the community are treated fairly and shown respect
- To support pupils to self-regulate their behaviour
- To strive for excellent behaviour for all
- To establish a framework for staff that focuses on understanding behaviour not on implementing consequences

## **RULES**

Our 3 rules for all members of Elton Primary School and Nursery are that we are always:

- Ready
- Respectful
- Safe

Our rules 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 remind pupils of the whole school rules. This is reinforced during assemblies on a regular basis. These rules were arrived at by consultation with the children and staff at Elton Primary School and Nursery and therefore reflect their views.

The key is to develop a consistency that ripples through every interaction.

- Consistent language and approach
- Consistent positive reinforcement
- Consistent, simple rules
- Consistent modelling of the rules
- Consistently reinforced and modelled routines around the site

## **REWARDING AND MANAGING BEHAVIOUR**

Within Elton Primary School and Nursery, 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. When managing negative behaviour, the steps should always be worked through with care and consideration, taking individual needs into account where necessary, thus trying to understand the cause of such behaviours. 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.

## **RECOGNITION AND REWARDS FOR BEHAVIOUR**

**We recognise positive behaviour and achievement in the following ways:**

### ***1. Verbal Praise & Instant Reward***

To be used to encourage all children when positive behaviour and or 'good work' is demonstrated. This can also be given with stickers, praise pads, certificates, and through other individual class-based systems. When verbally praising the child, adults are to praise the specific behaviour which has warranted the praise/reward, linking it back to our rules.

### ***2. Team Approach & Home Clothes Day***

All children are placed into one of 4 teams: Dee, Manley, Beeston and Delamere.

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 using the golden pen within the child's classroom and collected/collated on Friday. 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. Alongside this, we also recognise individuals by rewarding an individual class winner for each year group who can also wear their 'home clothes'.

The team with the most Team Points is shared on the Friday newsletter, and on the school Twitter. All team members and the winning class individual are able to come to school in 'home clothes' on one day of the following week (usually Friday) as a reward.

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

### ***3. Class Reward System***

Each class has an individual reward system to reward the class for good behaviour and to earn the class some 'Golden Time'. The systems are individualised to each class, to allow them to be modified to the needs and ages of the children and to ensure the children continue to be engaged with the reward system as they move through the school. The outline of the system is that the class work towards achieving points for a chart which then equates to time they can have off timetable for a reward. The reward is to be chosen by the class and the aim is that a reward would happen roughly once a half term however for our younger children these rewards may need to be more regular for them to understand the concept as they begin school.

### ***4. Proud Cloud***

If it is felt by an adult that a child has worked particularly hard or has demonstrated exceptional behaviour in line with our rules, then a child can also be rewarded by being put on the Proud Cloud. All classrooms display a Proud Cloud area, where children's photographs can be moved to. The Headteacher, or a member of the SLT, complete Proud Cloud walks on a daily basis to reward these children with a Headteacher's award.

### ***5. Star of the Week Award***

Each week, we dedicate time during a weekly assembly to come together as a school community to celebrate the successes of our children who have been awarded Star of the Week.

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. Star of the Week certificates will be issued at the end of the week and time will be spent in classrooms to share the reason for the child being chosen to receive the award and this will be recorded on the newsletter and shared on Twitter.

## **MANAGING NEGATIVE BEHAVIOUR**

Staff will use the following steps for dealing with negative behaviour and will use a calm approach which is personal, non-threatening, side on and eye level or lower:

1. **Reminder-** A reminder of the school's expectations will be given to the learner using 'Ready, Respectful, Safe'. This will be delivered privately and considerately to the individual.
2. **Caution-** The member of staff makes them aware of their behaviour then walks away to give them time to modify their behaviour.

*'You are not being (rule stated), as you are (state what they are doing).'*

3. **Final Warning-** The member of staff takes the child to one side and explains what they have noticed and explain consequences to their actions, giving them time to decide what to do next.

*'I've noticed that ....'* State the behaviour that was observed and which rule it contravenes.

*'This means you ...'* Tell the learner what the consequences of their action is and what the next step will be. Refer to previous good behaviour as a model for the desired behaviour.

*'I know you can do this.'* Walk away from the learner; allow them time to decide what to do next.

4. **Cool off** - If the step above is unsuccessful then they should have cool off time. This should be a space in the room away from others or in another designated classroom until the child, with the agreement of the adult in the classroom, feels that they are ready to re-engage. If this does not improve the situation then a senior leader will be called for.

**5. Restorative Conversation** -Where a child has had cool off time, a restorative conversation needs to take place. It should take place at the earliest opportunity.

Staff will use the following script:

- *What happened?*
- *Why did you choose to behave like that?*
- *Who do you think was affected by your behaviour?*
- *What could you have done differently?*
- *Could I have done anything differently?*
- *Confirm strategy that both child and teacher will do next time.*

## **Recording Behaviour**

If a member of staff has to regularly implement a consequence at stage 3 of the 'final warning' then this pattern of behaviour will be recorded on CPOMs and the relevant staff will be informed. If a child's behaviour is becoming a concern, then Senior Management and the SENDCo will look at this on an individual basis and look at the action and support which needs to be implemented.

## **Consequences**

First and foremost, our approach to managing behaviour is about understanding the behaviour that is being displayed and working alongside the pupil and their parents/carers to get the root of the cause but at times Consequences applied to children will depend upon the individual circumstances and the case history. The sanction should take into account the behaviour for example if a child has behaved in an unsafe manner during break, then missing the following break may be fitting.

Examples of sanctions:

- sitting on a bench during break (15 minutes)
- sitting on a bench during lunch (30 minutes)
- moving to another classroom to complete the given work
- phone call home
- speaking to their parents/carers at the end of the day
- loss of privilege in a non-uniform day

- internal exclusion
- after school detention

Further sanctions would be considered for more serious and repeated concerns, such as goading and provocation. These include the following, as per guidelines issued Jan 16 by the Government;

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines 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 (sometimes referred to as ‘mufti’ days).
- Detention including during lunch-time, after school and at weekends.
- 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 more extreme cases schools may use temporary or permanent exclusion.

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

### **RECORDING AND MONITORING OF CONTINUING POOR BEHAVIOUR.**

When children are displaying high levels of challenging or poor behaviour that surpasses the use of the above steps, children will have their incidents recorded using the school’s behaviour record system of CPOMs. These records will be kept ensuring that the key members of staff involved with supporting the pupil are made aware of any incidents, plans, meetings, etc. The school SENDCo holds termly review meetings for both behaviour and SEND which allows teachers to review individuals within their classes and highlight any children they feel may need potential support. 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.

### **FIXED PERIOD EXCLUSIONS**

The Education Act 1997 amended the law on fixed period exclusions as from 1<sup>st</sup> 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.

### **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.

## **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.



Our rules...

**Ready, Respectful, Safe**

**Recognition and Rewards:**

Verbal Praise & Instant Reward

Team Points & Home Clothes Day

Class Reward System

Proud Cloud

Star of the Week Award

**Managing Negative Behaviour:**

Staff will use the following steps for dealing with negative behaviour and will use a calm approach which is personal, non-threatening, side on and eye level or lower:

- **Reminder-** using 'Ready, Respectful, Safe'- delivered privately and considerately to the individual.
- **Caution-** *'You are not being (rule stated), as you are (state what they are doing).'*
- **Final Warning-** 30 second intervention to explain what has been noticed and consequence.
- **Cool off** – time away from other learners
- **Restorative Conversation**

**Final Warning- Scripted intervention**

*'I've noticed that ....'* State the behaviour that was observed and which rule it contravenes.

*'This means you ...'* Tell the learner what the consequences of their action is and what the next step will be. Refer to previous good behaviour as a model for the desired behaviour.

*'I know you can do this.'* Walk away from the learner; allow them time to decide what to do next.

**Restorative Conversation**

Where a child has had cool off time, a restorative conversation needs to take place. It should take place at the earliest opportunity.

Staff will use the following script:

- *What happened?*
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