



Elements Primary School Behaviour Policy

Elements Primary School is committed to providing an exciting, inclusive and engaging approach to learning, teaching and the curriculum for all children in order that they achieve their true potential. Elements Primary School is committed to working with the wider community, providing partnership working and a focus upon whole family engagement to secure high standards of behaviour and learning for their children. We recognise that high quality teaching, high quality mentoring, high expectations and a positive culture are necessary pre-conditions for securing outstanding behaviour in school. We are committed to achieving these conditions at Elements Primary School.

Elements Primary School operates a distinctive behavioural approach that emphasises positivity, unconditional positive regard, reward, validation, acknowledgement and the celebration of success. We believe that high self-esteem is key to positive behaviour and to harmonious relationships in life. Our Behaviour Policy is designed to:

- Foster a culture of unconditional positive regard
- Promote a positive climate and learning culture within our school
- Provide a safe environment for all
- Develop an understanding of what appropriate behaviours are
- Define a framework for rewarding success and de-escalating negative behaviours
- Promote self-esteem, self-regulation and positive relationships
- Model the attitudes and behaviours that will help children to enjoy positive experiences and relationships in school and in life
- Involve parents/carers, pupils and staff in the application of this policy and establish strong and effective communication

We expect children to follow The Elements Promise:

- Be Safe
- Be Honest
- Be Respectful
- Be Responsible
- Be the best that you can be

The Elements Promise will be prominently displayed in every classroom and throughout school. The Elements Promise will provide all staff with a framework to refer to in their conversations with children and will provide children with a simple and clear set of expectations.

The expectation of adults at Elements Primary School is that they will:



- Contribute positively to our culture of unconditional positive regard
- Consistently apply the Behaviour Policy fairly, without favour and actively model appropriate behaviours
- Encourage, praise and listen to children
- Establish a culture of positive rewards and maintain a consistent approach across school
- Celebrate positive behaviour and instil a sense of pride in pupils achieving this
- Have high expectations of children's attitudes to learning, play and transitions through school
- Collaborate with team members in order to uphold and maintain high standards of behaviour at all times
- Ensure that classroom practice fosters cooperation and collaboration (learning by doing, rather than learning by do not).
- Keep a record of all incidents of serious or severe behaviour and ensure that the Principal and parents/carers are informed of any such incidents within that same day
- Consistently implement the language of choice to de-escalate situations and incidents
- Develop and maintain Individual Behaviour Plans for pupils who present consistently unacceptable behaviours
- Communicate effectively with parents/carers

Behaviour Approach

Our Behaviour Policy is a positive approach to behaviour management. Wherever possible, we encourage, praise, celebrate, reward, build self-esteem and we positively reinforce. We believe that high self-esteem is key to good behaviour, good learning attitudes and to success in life. We expect all adults who work at Elements Primary School to embrace this approach and to proactively support it. We take a relentlessly positive approach and focus loudly on the positives wherever we can. Effective and consistent behaviour management is the responsibility of all staff throughout the school. High standards should be expected and required, always.

Our Behaviour Approach is deliberately simple to follow. It is based on 'Elements Golden Rules'.

ELEMENTS GOLDEN RULES:

We do as we are told by known adults in school and follow instructions.

We do not say or do anything which may hurt another person.

We look after equipment and take care of our school.

Adults in school will strive to recognise and reward positive behaviour, seeking to 'catch children being good' at every opportunity.

Positive Language



By verbally celebrating pupils' attitudes to learning, play and transition through school, we constantly and consistently reinforce our expectations. Staff at Elements Primary School will consistently use positive, supportive, celebratory and encouraging language towards children in order to model and reinforce praise, celebration and encouragement. Positive feedback is key to securing the behaviours and attitudes that will result in success in school and in life. All staff are therefore asked to be proactive and lavish in the giving of praise and be clear with children about the reason that they are receiving praise. Negative language or attitudes towards children will not be accepted at Elements Primary School.

Rewards:

Rewards must be accessible to all pupils. They will be given for effort and/or success in academic and non-academic areas.

Stamps or stickers

Individual House points awarded and counted weekly to establish which House has gained the most points. This success will be announced in Friday's assembly and recorded on a wall chart in the hall. The winning House team overall per half term will be rewarded with a non-uniform day.

"Star of the Week" one pupil chosen by the staff in each class and Dinnertime Delights chosen by the Lunchtime staff will also be celebrated in Friday assembly, photographed and the photographs will be displayed in the hall on our "Star of the Week" wall board for half a term. "Star of the week" certificates will be given out along with Dinner time Delight certificates. Each 'Star of the Week' winner is also awarded a 'Fast Pass' to Green Club which entitles them to one session in Green Club that week. (Green Club is open to all those with a pass during lunchtimes to engage in extra activities inside).

A 'Writer of the Week' or 'Mathematician of the Week' will be chosen from each class every other week respectively.

A 'Leader of the Week' is awarded in Celebration Assembly. The chosen child receives a certificate to take home and a fast pass to Green Club. This is anyone who has shown good independence or interaction with others, setting good examples and being a role model to others.

Individual children will have a score sheet to record the number of House points they have achieved each week. When they have achieved a specific number, a certificate will be awarded with further rewards possible. In Reception Staff will record children's house points with them.



Congratulatory Postcards

Any member of staff can nominate a child to receive a congratulatory postcard to be sent to their home address. The postcard will be written by a senior member of staff. Parents & Carers can be informed of their child's successes either through verbal communication, certificates home and through our text messaging service.

Consequences

It is important that children know their good behaviours will be met with positive reinforcement and reward. It is equally important that children understand that poor behaviours will result in consequences.

From time to time, pupils may display inappropriate behaviours. Such behaviours will be consistently challenged by all staff with the aim of de-escalating any situation and ensuring all children are safe and that learning can continue uninterrupted. Before any warnings are given, adults should use non-verbal signals e.g. eye contact, a shake of the head, a disapproving look and allow the child take up time. Following this, adults must clearly state which behaviour they expect to cease and present a calm, clear statement of expectations, which presents the consequences using the language of choice (Appendix 2).

These steps should be followed when managing behaviour in school:

Within a day if a child breaks one Golden rule.

Verbal warning to include the child's name recorded in the class behaviour book including the number of the rule broken.

Within a day if a child breaks a second Golden rule.

Second verbal warning and child has 5 minutes 'timeout' within their class.

Within a day if a child breaks a third Golden rule.

The child's name will be recorded in the class behaviour book and the child will be given "Time Out" from the classroom.

This will be in another classroom, their buddy classroom. Children in Years 1 and 2 are buddies, children in 3 and 4 are buddies, children in years 5 and 6 are buddies. The child should be accompanied to the buddy class by an adult and left for a set time.

The child will then be collected by an adult. For time longer than ten minutes children must be provided with work.



Within a day if a child breaks four Golden rules.

Child will be sent to the Principal or Assistant Principal to discuss their behaviour. A letter will be sent to the parents to inform them of the behaviour. Parents are, where possible telephoned to discuss the behaviour or they may be called into school for a meeting.

Severe Behaviour

On occasion it may arise that a pupil's behaviour is deemed to be severe. This is in agreement with the Principal or Assistant Principal. Severe behaviour includes;

- Open defiance or refusal to do as requested by a member of staff
- Use of bad language or swearing at an adult
- Fighting (aggressive rather than play fighting that got out of hand)
- Proven Theft or Vandalism
- Proven Racism or Homophobia
- Proven Bullying

(This is not an exhaustive list)

If a teacher considers a pupil's behaviour to be severe, the pupil will be taken to the Principal or Assistant Principal. If the pupil will not follow a verbal instruction the pupil should be isolated within the class and a message sent to the Principal or Assistant Principal to request them to come to class. The pupil will receive a letter home informing parents of the behaviour and be telephoned as soon as possible. Parents are requested to make an appointment to meet with the Principal or Assistant Principal to discuss the behaviour.

Where severe behaviour is occurring regularly Parents and the Principal/SENCO should meet to draw up a behaviour plan which all staff should receive a copy, and follow until further notice.

Children should at all times be encouraged to return to positive behaviours as quickly as possible in order that we can celebrate and reinforce the positives.

If however, a child's behaviour escalates to 'severe', the behaviour displayed by the child, the trigger that caused it and the action taken by staff MUST be recorded onto the school CPOMS system. This information is very important in providing evidence that can support the child, family and school with understanding and managing individual behavioural needs.



Playtimes and Lunchtimes

All staff will follow the Behaviour Policy in the playground and continue to observe and proactively reward positive behaviours through praise and house points. In order to maintain the safety and wellbeing of all pupils, ALL incidences of severe behaviour in the playground are treated with a 'zero tolerance' approach.

Pupils whose behaviour at playtimes and lunchtime consistently causes negative consequences for others may:

- Have their playtimes and lunchtime curtailed
- Be shadowed 1:1 by a member of staff

Consequences should:

- Not be used as a threat
- Be proportionate
- Be applied in a timely manner
- Be applied at the point of transgression e.g. a lunch time matter should be dealt with at lunch time
- Always offer a 'pathway back' for the child in question

Physical Intervention

A small minority of situations may require use of positive handling techniques in order to ensure children's safety or the safety of others. Physical intervention should be a last resort.

Individual Behaviour Plans

There may be a very small minority of children who present persistent inappropriate behaviours. Where other interventions have failed, an Individual Behaviour Plan (IBP) will be used in order to address behaviours causing concern.

The IBP will be determined on a case-by-case basis and will be focused on addressing unacceptable behaviours whilst providing a pathway forward for the child and the school community. An IBP may involve a risk assessment around the child if the behaviour the child is presenting with poses a significant risk to the safety and wellbeing of others.

In discussion with the child and staff, the IBP will identify where the child is not meeting behavioural expectations. From this, targets will be agreed with the child and adults, with clear success criteria. The IBP will be shared with parents/carers. Both school staff and parent/carers will state how they will support the child towards achieving their targets. Each child working with an IBP will have a 'Weekly Record', which is available for parents/carers to view at the end of each school day. The child's success against their targets will be verbally communicated to parents/carers regularly, at a minimum weekly.



Multi agency working

We recognise that persistent disruptive behaviour can be an indication of wider unmet needs in a child's life. Where we have wider concerns about a pupil's behaviour, we will work to identify whether there are any causal factors beyond school and will work with the appropriate para-professionals and agencies in order to support needs.

Exclusion and Internal exclusion

Good discipline is essential to ensure that all pupils can benefit from the opportunities provided at Elements Primary School. We will use our power to exclude as a consequence of a serious breach of discipline, where it is warranted. We recognise all children have a right to an education and we will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion. If a pupil is excluded for a sixth consecutive day, we will make the necessary arrangements for the pupil to be educated off-site.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A decision to exclude a pupil permanently will only be taken in response to persistent serious breaches of school discipline, where all other options for the pupil have been exhausted and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Internal isolation may be used in circumstances where a low stimulus environment is in the interests of the child and/or his/her peers. Any Internal isolations will be communicated to parents. Internal isolation will be time-limited and will be re-integration focussed. Internal isolation will be considered only as a result of:

- A very serious disciplinary breach;
- Persistent disciplinary breaches that affect either the Health & Safety or the potential for learning of peers.

Alternative Provision

Where appropriate, the school will consider the use of an Alternative Provision within the school day that provides learning for a pupil or pupils in a safe and secure environment. The Alternative Provision may be subject to different start and end times to the school day. Alternative Provision will be re-integration focussed, will address the learning and behavioural barriers, will set time-limited targets for improvement and pupils working within the setting will be supported by an Individual Behaviour Plan.

All provision at Elements Primary School is inclusive and is focussed on children operating independently and successfully within a mainstream school context.

Communication

Good communication is key to the effectiveness of any policy. Maintaining positive behaviour and good communications are responsibilities of everyone employed or contracted by Elements Primary School and are not those of any single individual. Maintaining good behaviour requires that all staff uphold consistent standards.



Elements Primary School

Creative • Unique • Innovative

Working with a high level of co-operation and open communication in partnership with parents/carers and partner agencies to support children will best enable consistently positive behaviour within the school and the community.

Enabling Success

The whole Behaviour Approach at Elements Primary School is designed to enable all children to experience success. Inclusive provision requires that modifications are made to support the Inclusion of some children. This may take the form of a visual behaviour/ reward/ achievement chart or other. The aim is to support all children to develop their ability to manage their own behaviour, and behaviour for learning, independently.

Ratio

A positive behaviour approach emphasises that the vast majority of interactions are positive ones. The ratio of positive:corrective should be a very high one, in the region of 90:10 or higher.

Praise, Praise, Praise. Celebrate, Celebrate, Celebrate. Reward, Reward, Reward. Staff should at all times focus on positive reinforcement and building self-esteem whilst maintaining control and the respect of pupils.