

# **Elstow School**



## **Behaviour Policy**

**2019**

## **Aims**

- At Elstow School we want to encourage a calm, purposeful and happy atmosphere.
- We want to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- We will encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.
- We aim to have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To do this we need to make boundaries of acceptable behaviour clear and to ensure that everyone has the right to feel safe at all times within the schools.
- We also need to raise awareness of and praise appropriate behaviour and help pupils, staff and parents have a sense of direction and feeling of common purpose.

## **Responsibilities**

### **Children's responsibilities are:**

To work to the best of their abilities, and allow others to do the same.  
To treat others with respect and tolerance.  
To follow the instructions of the school staff.  
To take care of property and the environment in and out of school.  
To co-operate with other children and adults.

### **Staff responsibilities are:**

To treat all children fairly and with respect.  
To raise self-esteem and help children to develop their full potential.  
To provide an appropriate, relevant and interesting curriculum.  
To help maintain a safe and pleasant environment, physically and emotionally.  
To use rules and sanctions clearly and consistently and provide a good role model.  
To foster good relationships with parents so that children see key adults sharing a common goal.  
To recognise that all children are individuals and be aware of each child's needs.

### **Parental responsibilities are:**

To make children aware of appropriate behaviour in all situations.  
To encourage independence and self-discipline.  
To show an interest in their child's school life.  
To support the school in the implementation of this policy.

## **Encouraging Good Behaviour.**

At Elstow School we:-

- Make clear our expectations.
- Promote mutual respect and tolerance.
- Encourage children to take responsibility for their own actions and behaviour.
- Set standards through good examples of behaviour.
- Praise good behaviour both privately and publicly.

To help encourage the children to make the right choices we use Class dojo [www.classdojo.com] as a positive reward system to encourage and reward good behaviour.

Children can earn dojo points for:-

Dojo	Points
Fantastic test results	1
Homework	1
Outstanding homework	5
Walking to school	1
Amazing answer	1
Helping others	1
Sitting nicely	1
Neat presentation	1
Tidying up	1

Dojo	Points
Excellent attitude	1
Planner signed	1
Letters returned	1
Working hard	1
On task	1
Walking sensibly	1
Lining up award	1
Listening	1
Amazing award	5

All staff in school can award a child a dojo point and at the end of each term the top 5 dojo point earners in each class will be invited to the 'dojo disco' as a reward.

### Good to be Green



In addition to this children up to year 5 use the **Good to be Green Behaviour system**

1. All children start on green every day.
2. If the child's behaviour deteriorates and this is low level i.e. talking, or not listening then they will be asked to change their card to yellow this will be changed back to green when the child demonstrates the required behaviour for a period of time. If the poor behaviour continues the child will be asked to change their card to red.
3. If a child hits or hurts or destroys property they will change their card straight to red. Red cards cannot be earned back and stay in place until the next day.
4. Consequences for a red card include those set out below in 'sanctions for repeated misbehaviour.'

### **Golden time.**

All classes will have golden time on a Friday afternoon. Children who have not been given a red card in the week will spend the last 30 minutes on a 'golden' activity i.e. choosing time or outside play. Children will lose 5 minutes of this time for each red card they receive during the week.

### **Good to be Gold!**

In addition to the weekly rewards for Good to be Green, those children who have remained on green and not changed their card to yellow or red, at any point in the week, receive a Good to be Gold raffle ticket. These tickets are then put in to a half termly raffle and three tickets are drawn. The three children whose tickets have been picked will receive a £10 Book voucher as a reward.



### **Behaviour Cards**

Children in years 5&6 have behaviour card where they can earn a tick for each lesson, break and lunch time and another for arriving at school on time in the correct uniform. Children who earn 35 ticks or more have the full amount of golden time [as above] for each tick lost 2 minutes of golden time is also lost [so if they have 34 ticks they will get 28 minutes of golden time.] If a child displays behaviour that would be seen as serious [see below] they automatically lose 5 minutes of their golden time.

Wherever possible we will endeavour to meet the needs of pupils in order to prevent misdemeanours.

This is achieved through the use of positive approaches including:-

- Provision of a meaningful curriculum.
- Provision of a safe, secure environment.
- Provision of extrinsic motivators.

- Recognition of pupils as unique and valued individuals to raise self-esteem.

## **Aggravations**

Through experience we have found that it is the aggravations that are most difficult to respond to effectively. Having a clear set of procedures helps this process.

Behaviour patterns may include:

Wandering, inappropriate calling out, interrupting others, ignoring instructions.

### **1<sup>st</sup> Responses**

May include gestures, looks, pointing out a class rule, encouragement, focusing away from the behaviour.

### **2<sup>nd</sup> Responses**

May include a humorous de-escalating, reminder of rules, repeating instruction, clear indications of desired behaviour, and warning of consequences.

### **3<sup>rd</sup> Responses**

May include sanctions such as keeping in at playtime, being moved, using time out, using a partner teacher, completing unfinished tasks in pupils own time.

All sanctions and rewards need to be agreed by each class and their teacher.

Persistent offenders will have an individual behaviour plan drawn up by the class teacher which is then shared with the parents and all staff to ensure a consistent approach to their behaviour.

All sanctions must be balanced by an equal measure of rewards.

## **Sanctions for repeated or persistent misbehaviour include :-**

1. Working with a partner teacher.
2. Withdrawal of privileges e.g. playtimes.
3. Informal contact with parents.
4. Involvement of Head / Assistant HTs.
5. Formal contact with parents.
6. Community Service.
7. Report cards.
8. Behaviour Plans.
9. Exclusion - Fixed Term/Permanent.
10. For children who have consistent difficulty maintaining acceptable behaviour we will involve external agencies.

## **Serious behaviour**

### **Serious behaviour may include:**

### **Sanctions may include:**

Deliberately throwing or breaking property	Exclusion from class. Informal contact with parents. Weekly 'encouragement' sheets. Head teacher involvement.
Harming another person	
Leaving class without permission.	
Repeated refusing	
Offensive abuse or challenges to authority.	
Bullying.	

### **Very serious behaviour**

### **Sanctions include:**

Repeatedly leaving classroom.	Immediate involvement of head teacher. Telephone contact or meeting with parents & letter. Formal warning entry in racist or bullying log if appropriate. Community service i.e. litter picking, other cleaning
Fighting and intentional physical harm to others.	
Serious challenges to authority.	
Verbal abuse to staff.	

Stealing and vandalism.		duties.
Persistent bullying.		Would probably include fixed term exclusion from school.
<b>Extreme behaviour</b>		<b>Sanctions</b>
Verbal/Physical abuse to any member of staff		Would probably include fixed term/permanent exclusion from school.
Extreme danger or violence.		
Running out of school.		

We recognise the need for constant reward and praise systems within the school. We also acknowledge that every member of our school has the right to a safe and happy working environment and the responsibility to maintain this.

### **To achieve positive discipline Staff should:**

- Treat all pupils as individuals and respect every person.
- Make the rules and procedures for classroom behaviour clear to pupils from their first lesson and explain why they are necessary - be specific about what is expected and what is acceptable.
- Plan and organise the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This requires attention to furniture layout, grouping of pupils, pacing of lessons, being enthusiastic and using humour to create a positive classroom feeling.
- Ensure the curriculum is effective by appropriately differentiated work for all pupils.
- Ensure all explanations are clear, that clear goals are set for each work activity and all pupils understand them before work begins.
- Have high expectations of all pupils in terms of achievement and behaviour.
- Encourage pupils to positively involve themselves in their own learning goals - to improve self-worth.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or scan the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and control of voice, implement discipline procedures calmly.
- Model the standards of courtesy and behaviour they expect from pupils.
- Emphasise the positive, including praise for good behaviour they expect from pupils.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent.
- Make sparing and consistent use of punishments - do all they can to avoid:
  - Humiliating
  - Shouting
  - Over reacting
  - Blanket punishments
  - Over punishment
  - Sarcasm
- Never leave pupils outside rooms
- Seek help if needed. Analyse classroom management performance and learn from it.

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**Date: January 2019**

**Review Date: January 2021**