



ELSTOW  
SCHOOL

## Behaviour Policy

**Approved by:** LGB

**Date:** 13<sup>th</sup> July 2023

**Last reviewed on:** September 2022

**Next review due by:** 1<sup>st</sup> September 2024

## **Aims**

- At Elstow School we want to encourage a calm, purposeful and safe atmosphere.
- We want to foster positive caring attitudes towards everyone and where achievements at all levels are acknowledged and valued.
- We will encourage increasing independence and self-discipline including listening closely to adult, including sitting on our carpet or in our desk spaces, so that each child learns to accept responsibility for their own behaviour and own equipment for learning.
- We aim to have a consistent approach to behaviour which keeps children and adults as safe as possible throughout the school with parental co-operation and involvement. Our boundaries for acceptable behaviour are clear.
- We make sure we praise appropriate behaviour and help pupils, staff and parents have a clear understanding of the expectations.
- We acknowledge that every member of our school has the right to as safe as possible working environment. Everyone has the responsibility to maintain this.

## **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 maintain both personal space and personal hygiene as instructed.
- To follow the instructions of the school staff.
- To be responsible for their own property, keep their own equipment safe and in good order if provided by the school.

### **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 a challenging, coherent and engaging curriculum.
- To help maintain a safe classroom and school environment through well managed routines and procedures. To monitor pupils during breaktimes and support positive choices, intervening swiftly where necessary to ensure pupils are physically and emotionally safe.
- To use rules and sanctions clearly and consistently using shared language which children understand.
- To foster good relationships and communicate with parents/carers 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.
- To have high expectations of all pupils in terms of achievement and behaviour.
- To praise positive behaviour choices.
- To comment on the behaviour displayed rather than the pupil themselves.
- To use private rather than public reprimands where possible.

## **Parental responsibilities are:**

- To drop off and collect children promptly within the notified time frames at the correct entrance/exit points.
- To encourage pupils to make positive behaviour choices and reflect on their behaviour.
- To foster good relationships and communicate with school staff so that children see key adults sharing a common goal.
- To contact the school to communicate any significant information that may affect the pupil and their behaviour choices.

## **Encouraging Good Behaviour**

### **Rationale**

All children should know the positive effects of good behaviour choices in school. These allow pupils to concentrate on learning, enjoy lessons and feel successful in class. Messaging from staff will be consistent leading to a predictable and safe learning environment.

Children are taught what positive behaviour choices look like. These are modelled and explained by all adults. All new staff follow an induction programme and regular staff training takes place ensuring we are consistent in our approach and evidence led.

At Elstow School we:

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

To encourage the children to make positive choices we use a reward system called ClassDojo. This allows us to award points for specific behaviours and attitudes to learning. Points will be removed as a sanction for yellow/red cards. This is also our primary platform for communication with parents/carers.

### **Privilege Time**

Children receive privilege time at the end of each week as a reward for good behaviour choices.

In Y1-Y4 a proportionate amount of time is lost for receiving yellow or red cards.

In Y5-Y6 time is lost for receiving less than 35 ticks on their behaviour cards and for any red cards received.

### **Disruption to learning**

All staff will spend a considerable amount of time explaining, in child friendly language, the reasons why we must listen to adults and follow the rules carefully.

Having a clear set of procedures helps us to respond effectively to any disruptions.

Positive framing

## **Responses are in the form of:**

### **Reminder**

In class – usually verbal and will be accompanied by encouragement to comply. Conversations in break or outside the classroom may happen so the pupil can find the words to explain how they are feeling if there is something that is impacting on their behaviour.

### **Warning**

If the behaviour does not alter then the teacher will issue a warning. This is a formal reminder that the pupil is not adhering to the school policy. The teacher will narrate the explicit behaviours they expect to see and remind them of the next step should they not change their behaviour.

### **Yellow Cards**

If the behaviour does not alter then the teacher will issue a Yellow Card

This is recorded on the Behaviour Tracking grid. Pupils will complete a period of reflection time in an area outside of their classroom. They will also lose two dojo points and two minutes of Privilege Time on a Friday afternoon. This will be timed to ensure that the sanction is proportionate but is consistently applied. Parents will be informed through Class Dojo.

### **Red Cards**

If the behaviour does not alter then the teacher will issue a Red Card

This is recorded on the Behaviour Tracking grid. Pupils will complete a longer period of reflection time in an area outside of their classroom. The pupil will be given work for a period of time appropriate to their age. They will also lose five dojo points and five minutes of Privilege Time on a Friday afternoon. This will be timed to ensure that the sanction is proportionate but is consistently applied. Parents will be informed through Class Dojo.

Some behaviours warrant immediate Red Cards. Some common examples are listed below:

- Leaving class without permission
- Deliberately throwing or breaking property
- Deliberate disruption of class teaching
- Direct refusal to follow instructions
- Direct refusal to complete work set
- Offensive abuse or challenges to authority
- Physically hurting another person (child or adult)
- Fighting and play fighting
- Swearing
- Deliberately using unkind words towards another person
- Deliberate spitting

### **Internal Exclusion**

If three red cards are issued within a half term, this will lead to an internal exclusion. This is an age-appropriate period of time spent working outside the SLT offices. Appropriate work will be arranged by the class teacher and pupils will have conversations with senior leaders to help them think about resetting their behaviour. Letters advising of Internal Exclusions are sent home and parents and carers are encouraged to discuss any concerns with senior leaders and the class teacher.

Some behaviours warrant an immediate Internal Exclusion; this is at the discretion of the principal.

### **Suspensions and Exclusions**

It is the responsibility of the principal to make decisions about suspension and exclusion. These decisions need to follow the school's suspensions and exclusions procedure, which can be found on the school's website.

Governors will monitor suspensions and exclusions, particularly for vulnerable groups to ensure they are not disproportionately excluded or suspended from school.

The school will monitor the use of internal removal and report to governors each half term.

### **Adaptations**

Some pupils have SEND or may have other circumstances affecting them in and out of school.

In such a situation, there will be clear dialogue between parents / carers and the class teacher. An Individual Behaviour Plan may be written and will include personalised rewards and sanctions.

In EYFS children are learning the expectations of behaviour at Elstow School. Age-appropriate language will be used to remind children of these expectations.

In Year 5 and Year 6 we are preparing children for their transition to secondary school. Every child has an individual behaviour card issued weekly. This tracks positive and negative behaviours.

### **Safeguarding**

The school recognises that changes in behaviour may indicate a safeguarding concern.

Staff in all schools will consider whether changes in pupil behaviour may be constitute a safeguarding risk.

Where this may be the case, staff will follow the school's safeguarding and child protection policy.

### **Related Policies, Procedures and Documents**

This policy should be applied in conjunction with:

- Home school agreement
- Rewards and Sanctions Procedure
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Suspension and Exclusion Policy
- Advantage Schools Behaviour policy