

# ELLESMERE PRIMARY SCHOOL



## Behaviour Policy

Next Review Date: June 2021

“Talk Don’t Shout”

### **Positive Praise and Discipline Policy**

#### **Aims and Objectives of Policy**

Our policy aims to promote outstanding behaviour and mutual respect. We believe that this is best achieved by promoting British values alongside our school values; kindness, respect, personal responsibility, confidence and resilience.

At Ellesmere Primary School we;

**PIP- Praise in public**

and

**RIP- Reprimand in private**

All staff will be responsible for delivering a consistent approach to dealing with and rewarding children’s behaviour in school. Children respond best to dignity and

respect and we must make sure that we uphold the overarching principle of this policy.

Volunteers, sports coaches or any peripatetic staff must share in our values and will enact our codes of conduct and report incidents of poor behaviour to the appropriate member of staff should the need arise. Volunteers, external coaches, supply teachers and anyone else working with our children will be informed of this policy upon induction and sign an agreement to adhere to the policy.

Relationships are everything. All relationships are built on mutually shared respect and it is our job as educators to ensure that children feel valued, special and happy within this school context. All staff need to have a firm understanding of all children's needs in their class and a global awareness of others within this school. We all must endeavour to understand that our relationships with the children extend beyond the classroom environment and into all aspects of school life. It is important we share, where appropriate, all key information relating to children through professional dialogue.

Respect is reciprocal. We will always tend to show respect to those who demonstrate respect towards us - and this is no different for children. A child who demonstrates limited respect for others may well have limited experience of respect towards them as well as low self-respect.

In this school a shared consistent approach to treating children as individuals whilst encouraging them to understand the importance of team values is at the heart of what we do.

Our behaviour system is underpinned by our agreed 'Golden Rules':

- *Treat others as we would like to be treated*
- *Be kind*
- *Be honest*
- *Work hard*
- *Look after our environment*
- *Listen to others*

These are inclusive statements by which we will expect all children and adults to behave in school. Rather than manage behaviour, we work on behaviour, making

sure we avoid shouting through a calm measured approach.

We must not lose our temper or put children down. We use a PIP and RIP system, which is our guiding principle in school life.

Verbal communication: At Ellesmere Primary School we do not shout at children. Children are told what behaviour we expect them to stop, and when given a warning told what action will occur if they continue their behaviour. This makes it clear to the children that they have a choice of changing their behaviour. Positive praise is also used as a behaviour management strategy within the classroom and around school. Whenever possible, praise should be specific and timely.

Staff will follow the pathway outlined below to deal with unwanted behaviour.

Extreme acts may result in an instant red. Staff use their own professional judgement as to what they deem an extreme action (e.g. swearing, intentionally hurting another child etc). Each teacher will share these steps with their class at the beginning of the year.

### Behaviour Pathway

Reminder

Warning

Time out	Yellow - 1-4 mins from next break
Traffic Lights	Orange - 5 - 10 mins from next break
	Red - Miss whole of next break

Follow-up / Reparative conversation

SLT called

Parents called

Parents invited to behaviour planning meeting - Behaviour Plan agreed

Seclusion

Exclusion (Fixed Term)

Exclusion (Permanent)

In cases of extreme behaviour, a child will be given time to calm down and will then

be expected to work for half a day away from their class with appropriate supervision as a consequence (seclusion).

In some cases it may be deemed necessary to exclude a pupil for a fixed term. Parents/carers will always be informed in writing if this happens and will be invited to 're-integration meeting' when the child returns to school. The location and duration of the exclusion will be determined on an individual basis by a member of the senior leadership team. The Trust and Shropshire Local Authority will always be notified of any fixed term exclusions.

The school has the right to permanently exclude a pupil if it is felt that the wellbeing of the child and of those around them cannot be effectively safeguarded. This is ALWAYS to be a last resort and the school will always seek advice and support from the Trust and Local Authority before reaching such a significant decision.

## In Classrooms

Step 1 - Non-verbal - adult lets child know that they need to change their behaviour without saying anything. E.g. a look, hand gesture or movement towards them

Step 2 - Verbal Warning (Remembering RIP) - should be specific and include what will happen if the behaviour continues

Step 3 - First Yellow - child's name is moved onto yellow - child to lose 3 minutes from next break

Step 4 - Second Yellow - lose 10 minutes from next break - parent informed by class teacher

Step 5 - Red - Child escorted to phase leader for the remainder of the session and misses next break - parent informed by phase leader - Recorded on CPOMS

Step 6 - Parent invited to talk with class teacher and phase leader.

More than one red in a half term - 2 red = Deputy Head, 3 red – Headteacher

Parents/Carers will be invited into school to discuss the child's behaviour and a behaviour plan will be agreed by all parties. This will follow the school's format (See Appendix A)

## On the Playground

Playtimes and lunchtimes are an opportunity for children to make choices about what they want to do and who they want to play with. However, lunchtime staff and trained play leaders should model positive play and be involved in play as much as possible. This will help reduce the number of incidents as well as encourage the type of play that we wish to see. If a child does break our golden rules, the following steps should be taken:

**N.B. Any child who deliberately causes physical harm to another child will proceed immediately to step 4.**

Step 1 - Non-verbal - adult lets child know that they need to change their behaviour without saying anything. E.g. a look, hand gesture or movement towards them

Step 2 - Verbal Warning (Remembering RIP) - should be specific and include what will happen if the behaviour continues

Step 3 - Yellow - Child to stand with member of staff for 3 minutes - this should be an opportunity for child to apologise and make the right choice.

Step 4 - Red - Child to be escorted to member of SLT on duty for the remainder of lunchtime. Parent and class teacher to be informed. Incident recorded on CPOMS

Our Golden Rules will cover the following areas:

1. The classrooms - these will be our agreed standards of acceptable behaviour.
2. Assemblies - agreed approach to behaviour in assembly.
3. Break and lunch times - how we play together and communicate with each other at lunchtimes.
4. Trips and visits within the community.

Golden Rules will be displayed around school. It is up to us as professionals to be consistent, making sure that the children learn to follow what we deem acceptable standards of behaviour.

All children will sign up to our Golden Rules and parents will be made aware of the rules. This establishes our boundaries and it is the agreed set of principles by which we deal with children's behaviour in school.

### **Positive Reward System**

As part of our behaviour policy, we believe that to enable effective teaching and

learning to take place, good behaviour in all aspects of school life is necessary. It is important that positive behaviour is rewarded and we have chosen a house point system linked to 'Class Dojo' in order to promote both individual reward and that of working within a community.

Pupils are awarded individual House/Dojo Points for a variety of achievements such as producing high quality work, showing exemplary behaviour models and for taking on extra responsibility.

Children are never rewarded house points if they ask for them.

**It is the responsibility of the class teacher to ensure consistency across the children in their class, and ensure **all** children are receiving a fair amount of house points each week.**

Children who go above and beyond expectations of kindness and consideration of others or who produce outstanding work should be sent to a member of SLT for an additional reward sticker.

Class teachers should contact at least 2 parents per week by phone to tell them something positive about their child. These calls should be recorded to ensure that all children receive at least 1 call per term.

Each week all House Points are accumulated to find a weekly winning house - this success is shared in a celebration assembly along with the additional reward of 'Star of the Week' for 1 child per class, and one 'Golden Ambassador' per week.

House Points are also totalled annually, with the winning House receiving a celebration trip or visit. Individual class winners are also celebrated.

In doing this, it is hoped that pupils will both feel pride in their own achievements and develop a feeling of community worth as they contribute positively to their House achievements.

Safeguarding - See School Safeguarding Policy. All staff have appropriate child protection and safeguarding training with Headteacher and Deputy Headteacher the designated leads responsible for monitoring safeguarding issues in school. We actively encourage our children to use modern technology to the fullest of its potential. In this school we believe that the best protection from the dangers that can exist around online safety is to develop pupil's awareness through our teaching and their learning. All staff have had PREVENT training and are aware of the dangers that can exist to

children's well-being in its many forms.

#### E- Safety

Whenever a child uses the internet it is important we are aware of this activity. E-Safety is a priority in all learning. Zip it, Block it, Flag it. SEE E-SAFETY POLICY.

#### Anti-Bullying

All incidents of bullying are dealt with fairly and consistently in accordance to our anti-bullying policy.

#### Monitoring and Review

It is recognised that the success of this policy is reliant on consistent application. This policy along with a home school agreement will be sent to new parents when they join the school. Parents and children will sign up to this and it is important we have 100% return.

#### **Positive Handling (Team Teach)**

In the following circumstances, it may be necessary to intervene physically with a pupil:

Risk to the safety of staff, children or visitors;

Where there is a risk of serious damage to property;

Where a child's behaviour is seriously prejudicial to good order and discipline;

Where a child is committing a criminal offence.

**Member of staff responsible: Mr Stuart Roberts**

**Date to be reviewed: June 2021**