



The Ellis CE (VA) Primary School

# Policy for Positive Management of Behaviour

Approved by HT	September 2016
Renewal Frequency	2 Yearly
Renewal Due	September 2018

# THE ELLIS CE PRIMARY SCHOOL POLICY FOR THE POSITIVE MANAGEMENT OF BEHAVIOUR

This policy is the statement of principles, aims and strategies for the positive management of behaviour at The Ellis CE Primary School.

The Headteacher must determine measures taken with a view to complying with Section 89 of the Education & Inspections Act 2006.

## OUR MISSION STATEMENT

As a Church of England Primary School, as well as the school for the village of Hemingfield, our mission is to create a successful learning environment which will clearly reflect the Christian values of our foundation. We can do this by:

1. Recognising that the education of the children involves partnership
2. Recognising that each member of our community has a unique potential to fulfil
3. Creating an environment where the confidence and self esteem of each individual is nurtured
4. Meeting the requirements of the National Curriculum through careful planning and resourcing
5. Monitoring and improving the quality of the service we provide

### **Principles**

“As a teacher you have the right to teach and your students have the right to learn in a classroom free from disruptive behaviour – a classroom that both reflects your own behavioural expectations and creates an atmosphere in which student self-esteem can flourish.”

(Assertive discipline – Lee Cantor 1994)

Good behaviour is an essential condition for effective teaching and learning to take place. At ‘The Ellis’ we believe that children and staff have a right to learn and teach in an atmosphere of safety, peace, justice and mutual respect. High self-esteem promotes good behaviour, positive relationships and consequently, effective learning. Emphasising the positive, rewarding success and praising effort and achievement rather than focusing on shortcomings and failure gives the best results in terms of behaviour.

At ‘The Ellis’ learning will take place through well planned, stimulating and challenging teaching designed to maximise the children’s learning opportunities and delivered by adults who truly care for the children. It is the responsibility of parents and carers to share with the school in helping to foster good behaviour in their children.

‘Good’ or ‘Acceptable’ behaviour means that everyone will be

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

### **Aims**

Our aims are:

- To recognise the value and dignity of each one of us in accordance with our church school heritage.
- To work consistently and fairly in the positive management of behaviour
- To develop in our children, a caring, thoughtful attitude, respect for others’ feelings, opinions, beliefs, property and culture.

## **Procedures**

At the beginning of each school year, the head teacher and class teachers will discuss and reinforce expectations regarding behaviour and work.

All staff at The Ellis School reward good behaviour by using

- Non-verbal signals
- Positive verbal comments
- Positive comments written in books
- Giving children responsibility
- Awarding certificates and stickers
- Informing parents
- Recognition at awards assembly

## **Whole school**

The Golden Rules will be displayed in all classrooms.

Gold award and lunchtime certificates will be awarded each week for good behaviour, hard work and good attitudes. These will be given out at the weekly 'Awards Assembly'

## **Class**

The Golden Rules will be displayed and frequently referred to.

Reward systems will operate in each class.

## **Stage 1: The Traffic Light System**

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently.

The following system will operate throughout school:

In each class, from Y2 to Y6, three coloured cards (red, amber, green) will be displayed.

At the beginning of each day, all children's names will be on the green.

A child is given a reminder of expected behaviour, if they continue to ignore this, their name will be moved to amber.

If their behaviour deteriorates, their name will move to the red. At this point, the child loses 5 minutes of Choice Time. Any further unacceptable behaviour will result in more Choice Time being lost.

At the start of the next day, the child's name starts back on green.

If a child loses all their Choice Time in one week, they will be referred to the Headteacher or a member of the Senior Leadership Team and a letter will be sent home, informing their parents/carers and requesting that school expectations are reinforced.

A similar system operates in F1, F2 and Y1. In F1 there are sad and smiley faces and in F2 and Y1 there are sunshine, clouds and storms.

This system operates fully both in and out of school and by supply staff and visiting teachers/coaches.

A Behaviour Support Plan (BSP) may be deemed necessary at this stage, to focus the child on specific behaviour targets. This requires the child's parents to be consulted and agreement made regarding the targets.

**Stage 2:** Should a child's behaviour continue to be of concern and all of their Choice Time is lost more than once in the course of a half term, another letter will be sent home to advise parents/carers that the next stage will be the introduction of a BSP and a Behaviour Contract.

**Stage 3:** If a Behaviour Contract is needed, parents/carers will be invited into school to meet with the Headteacher and Mrs Gay and the contract will be put into place. It involves a two-week close monitoring of the child's behaviour. The child will receive a score, between 1 and 5, for their behaviour in each session of the school day. At the end of each day, the parent /carer will be asked to come into school to discuss how their child has

behaved and the reasons for the scores, be they high or low. Further action is discussed at the end of the two week period.

**Stage 4:** If the above procedures fail to secure a change in the unacceptable behaviour, a meeting may be called and an Early Help Assessment (EHA) form will be completed. This will involve the class teacher, the Head, child and parents. It may also involve others such as the Special Educational Needs Co-ordinator (SENCO), Education Welfare Officer (EWO), Educational Psychologist, and Behaviour Support Service (BSS). The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

It is possible for the sanctions to start at any stage, depending on the nature of the unacceptable behaviour.

At any stage, consideration will be made as to whether the child loses privileges such as representing the school in sports events, theatre visits and other 'treats'.

**Every child and every child's situation is specific to that child and the above procedures may be customised to support a child's or a class's needs.**

### **Day to day procedures**

It is our duty to teach the children and to that end, no child should be sent out of the classroom.

If the teacher feels that a child must lose some or all of their playtime, either the teacher or TA must supervise the child in the classroom during playtime. The child should be given a low-level task to do such as tidying the classroom etc. If the teacher is on duty and the TA is not available, the child must go out onto the playground but must walk round with the teacher or go to a member of the Senior Leadership Team (SLT).

As a last resort, a child may be taken for 'time-out' to another classroom.

### **Lunchtimes**

At lunchtime, children are expected to behave to the same standard as during class time. If a child uses bad language or needs to be reminded of the expected behaviour and they continue to ignore this, they will be required to stand with the SMSA for 2 minutes. If the child still behaves inappropriately, they will be brought inside by the SMSA to see Mrs Gay.

### **The Hands and Feet Rule**

To discourage violent behaviour we operate a 'Hands and Feet Rule'. If a child uses their hands or feet in an aggressive way they lose the next playtime and their name moves to red.

### **Swearing**

The use of bad language will not be tolerated in our school. Any child heard using what we consider to be bad language will be referred to a senior member of staff and their name will move immediately to the red. Parents will be informed and expected to reinforce school expectations. Parents will be advised that a continuation of this behaviour may result in Exclusion.

### **Exclusion**

In rare cases it may be necessary to exclude a child. Exclusion is only ever considered after all avenues have been explored. At all times, the Local Authority Exclusion Protocol will be followed. Any child returning to school after exclusion will embark on a Behaviour Contract.

### **Positive Handling**

If a child's behaviour presents a serious danger to themselves, to others or to property, or there is a major threat to good order, 'Team Teach' trained staff may need to manage the

child using positive handling approaches until such time as the child is able to take back control for themselves. Any such approach will follow guidance from Barnsley Metropolitan Borough Council Inclusion Services.

### **The Traffic Light System/Language of Choice.**

The following system will operate throughout school:

- In each class, from Y2 to Y6, three coloured cards (red, amber, green) will be displayed.
- At the beginning of each day all names will be on green.
- If a child ignores 2 non-verbal warnings, a verbal warning will be given using the 'Language of Choice'
- When a child is given a verbal warning the adult **must follow it up by praising someone else for demonstrating the expected behaviour.**

### **The Language of Choice script.**

Step 1. Say what you see and what you want to see.

eg. X you are swinging on your chair. (This is often enough to make a child change their behaviour) You need to put all 4 legs on the floor. Thank you (never 'Please')

Step 2. Give the consequence of the undesired behaviour.

eg. X if you choose not to put all 4 legs of your chair on the floor you are choosing to go onto amber.

Step 3. Give the consequences of the desired behaviour.

eg. X if you choose to put all 4 legs of your chair on the floor you will be choosing to stay on green. I know you will make the right choice. Thank you.

**Praise if they do it. If they don't, carry out the consequence.**

- If their behaviour does not improve and/or deteriorates, their name will move to the red. At this point, the child loses 5 minutes of Choice Time which will be logged on the board. Any further unacceptable behaviour will result in more Choice Time being lost.
- The teacher may, at their discretion, give back some Choice Time, but not all of it.
- At the start of the next day, the child's name starts back on green.
- If a child loses all their Choice Time (25 minutes) in one week, they will be referred to the Headteacher or a member of the Senior Leadership Team and a letter will be sent home, informing their parents/carers and requesting that school expectations are reinforced.

**Choice Time can only be lost if the procedure is followed. Children cannot lose all their Choice Time for one incident, or on a 'whim'.**

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This system operates fully both in and out of school and by supply staff and visiting teachers/coaches.