



Policy for Positive Management of Behaviour

(Amended for CV-19)

Completed and approved RH/DS. To be reviewed April 2022.

Our Behaviour Plan to Encourage Positive Behaviour

'Be the best you can be'

At The Ellis C of E Primary School, we celebrate good behaviour and a positive approach to learning.

As a Church school we aim to create a learning environment that reflects Christian values in a caring and forgiving environment.

As a Thrive accredited school we believe that every member of the school community has an individual responsibility to ensure that our school environment is a safe, happy and carefree one.

Aims and values

Our school aims to provide a happy and secure environment for children, staff and all those who work in or visit it based on three main rights.

- The right **to learn**
- The right **to be safe**
- The right **to be treated with respect**

Our aims are:

- For all to feel happy, safe, needed and valued so that they can reach their full potential, developing skills, practical abilities, knowledge and the will to use them.
- To encourage a calm, purposeful and happy atmosphere within school.
- To create a positive environment within which the individual can learn, the group can learn and within which the teacher can be most effective.
- To foster a positive caring attitude towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear to ensure safety.
- To raise awareness about appropriate behaviour.

We recognise the need for shared codes of conduct and high expectations at whole school and classroom level. At The Ellis we adopt a set of Golden Rules which are displayed around school.

Golden Rules

- **We are gentle.**
- **We are honest.**
- **We are kind and respect others.**
- **We are ready to learn and do our best.**
- **We look after our school environment.**

Responsibilities of Children

- To treat others with respect.
- To co-operate with other children and staff.
- To co-operate with and respect the instructions of all adults in school.
- To work to the best of their abilities and allow others to do the same.
- To respect and care for property and our environment, both in and out of school.
- To listen attentively
- To sit on their seats or on the floor when asked
- To walk quietly through school
- To enter and leave the hall silently
- To walk in from the playground
- To stop when asked
- To arrive for lessons on time
- To wear their school uniform with pride (including PE kits)
- To remember their book bags, reading records, water bottles, PE kits.

Responsibilities of Parents and Carers

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To be a good role model when talking to adults in school.
- To support the school in the implementation of the policy.
- To be aware of the school rules and expectations.
- To get their children to school on time
- To support children to remember their book bags, reading records, water bottles, PE kits

Responsibilities of Staff and Adults

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To promote and praise our 'Learning Behaviour's' and tweak of the week
- To promote a 'growth mindset' and the 'I can' learning environment
- To regularly remind children 'The Golden Rules'
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To support children when it has gone wrong and guide to make the right choices
- To be a good role model
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- To offer Bubble time (this enables children opportunity to talk to an adult when it is not learning time)
- To recognise that each child and their needs are individual

- To offer a framework for social education.

Adults are further expected to:

- Make clear they are dealing with the behaviour, rather than stigmatising the person
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off)
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (make the right choice)
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- Take account of individual circumstances.

'The best apology is changed behaviour'

Reward System

At The Ellis, alongside the Golden Rules each class decides on their own classroom rules. In order to encourage good behaviour, we have established a positive reward system. As well as stickers, stamps, stars, and praise- both written and verbal- weekly certificates of achievement are given out celebrating children's achievements at our '*Going For Gold*' Friday assembly.

All adults are encouraged to reward positive behaviour through:

- Oral praise statements
- Dojos – individual and class linked to learning behaviours and 'Tweak of the week' (Y1 to Y6)
- Displaying of work to build self esteem
- Sharing learning on Twitter regularly – at least twice a week
- Contact with parents/carers
- Referral to Head teacher for praise (***invite into pods***)
- Sending pupils to visit another class to show their work (***not into different pods***)
- VIP tea is linked to the learning behaviour of the week
- Certificates awarded in Gold Award Assembly (***heads visit to pods on Fridays***)
- Individual attendance awards- PSA termly – film club reward (***not during CV-19***)
- Head teachers stickers and prizes, every 50 dojos (***invite into pods***)
- Y1 to Y6 are encouraged to 'reach for the stars', silver and gold stars are above the traffic lights to affirm the right choices. F2 reach for the rainbow and the pot of gold
- 'Good to be Green' afternoon half termly for children that have not been on red. (***within pods***)

Sanctions

Sanctions are necessary for pupils who choose from time to time not to follow the School Code of Conduct and behave inappropriately. At The Ellis we accept that it is our responsibility to support those pupils so that they can make better behavioural choices in the future. As such, the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils. All staff are expected to interact with pupils in a way that allows for pupils to address their behaviour and understand how to deal with barriers and difficulties differently in the future. To enable this, staff understand the need for calm and constructive conversations with pupils with clear and consistent expectations across the school.

Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

Restorative conversation – if a child has made a wrong choice which has resulted in red, they will be supported to fill in a 'reflective practice think sheet'.

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 unless they are disrupting others learning

A child may be taken for 'think-out' outside their classroom if an adult is available or to another class, **within the pod** or to the library. With the aim to get the child back to learning as soon as possible.

Lunchtimes

At lunchtime, children are expected to behave to the same standard as during class time. If a child needs to be reminded of the expected behaviour and they continue to ignore this, they will be required to stand (**safe distance**) with the SMSA for 5 minutes (amber). If a child breaks the hands and feet rule or uses bad language they come inside for 15 minutes. This will need recording by the teacher on duty in the Y6 room. ***(Whilst in pods – lunchtime supervisor will need to send for help by the pod leader/SLT/PSA to enable the child to be inside)***

Children who have been helpful and follow the Golden Rules or are making good choices, are awarded cubes for the class collection that is shared during the Gold Awards. ***(if the class counts the tubes Friday before their Gold Award in class, Mrs Hurding can announce the winner at the end of the day)***

Every week the SMSA's choose children that have followed the Golden Rules or are making good choices at lunch to join the Friday Golden Banquet and award a Star Award. ***(During CV-19 we encourage lunchtime staff to give dojos, inform teacher at the end of lunch)***

For serious incidents, SMSA or other duty staff will send a child, supervised, into the Y6 classroom to the PSA/ SLT/Teacher to deal with accordingly. ***(During CV-19 adult to send for SLT/PSA to support as Y6 classroom not available)***

We need to make sure the teacher is aware of the incident (PSA to record on CPOMS)

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 straight away.

(CV-19 – where possible loss of playtime needs to be organised in the pod)

Swearing/Offensive language

The use of bad language will not be tolerated in our school. Any child heard using what we consider to be bad language or offensive will be referred to a senior member of staff and their name will move immediately to the red. This may result in a class exclusion.

Exclusion

SLT can make the decision to ***internally exclude*** (children are no longer in class) and the children will continue learning out of the class, parents need to be informed.

- Disruptive behaviour that has continued regardless of implementation of behaviour strategies.
- Threatening behaviour against an adult or pupil- intentional directed swearing/abuse which continues regardless of de-escalation strategies used. Some cases of unintentional hurting of others however this is as a result of a conversation around the situation.
- Bullying.

External exclusion

A child may be excluded from school for one or more fixed periods, for up to 45 days in one school year. It is up to the Head teachers discretion (Deputy if the head is not present), some reasons may be

- Persistent disruptive behaviour
- Physical assault against an adult- intentional hitting, kicking, spitting, biting etc.
- Physical assault against a pupil- intentional hitting, kicking, spitting, biting etc.
- Verbal abuse or threatening behaviour against an adult- intentional directed swearing/abuse which continues regardless of de-escalation strategies used.
- Verbal abuse of threatening behaviour against a pupil- intentional directed swearing/abuse which continues regardless of de-escalation strategies used.
- Damage- to significant school property.
- Bullying.

If the Head teacher excludes a child s/he will inform parents immediately giving a clear reason. The head teacher will then inform the Local Education Authority and the governing body of the decision.

The Head teacher may also exclude a child permanently.

When a serious incident has not resulted in exclusion a conversation will occur between key members of staff to ensure the decision made is fully understood.

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, or to support regulation. '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. All positive handling incidents must be recorded on CPOMS.

Any such approach will follow guidance from Barnsley Metropolitan Borough Council Inclusion Services. ***(During CV-19 Mrs Hurding, Mrs Trotter and Mrs Gay to Teamteach)***

Behaviour Logs

Behaviour Logs are maintained through CPOMS (Child Protection Online Monitoring System). Adults in school record incidents of inappropriate behaviour and record the sanctions. This log is monitored on a daily basis by the PSA/SLT who will work alongside the class teacher/teaching assistant put in place sanctions and strategies to improve behaviour which may include:

- Loss of social time
- Phone Call to parents/carer
- Meeting with parents
- Behaviour contract
- Setting up a Behaviour Support Plan

The Ellis Behaviour system

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'.

Stage 1: MISSING SOCIALTIME

In each class, from Y1 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 15 minutes of social time the same day or the next day if happens at the end of the day. This will happen in the Year 6 classroom. **(POD)** Class teachers will keep a record of the children who go on red and parents should be informed. A similar system operates in F1 and F2. In F1 there is sad and smiley face and in F2 and Y1 there is a sunshine, cloud and storm cloud – see appendix 1.

Anyone who goes on red will miss the 'Good to be Green' award at the end of half term.

Stage 2: BEHAVIOUR CONTRACT

Should a child's behaviour continue to be of concern, and they have more than three reds in a half term, they will go on a behaviour contract.

The teacher and/or SLT will have a restorative conversation re making the right choices next time. If a Behaviour Contract is needed, parents/carers will be invited into school to meet with the Teacher, Headteacher/SLT or Mrs Gay.

KS2

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 a member of staff and the parent /carer will look at the contract. The child will be given daily reminders to make the right choice and praise when this happens.

Further action is discussed at the end of the two week period. Further behaviour contracts may be used.

FS/KS1

Will use a smiley chart linked to key targets.

Stage 3: BEHAVIOUR SUPPORT PLAN

A Behaviour Support Plan (BSP) is set to focus the child on specific behaviour targets. This requires the child's parents to be consulted and agreement made regarding the targets. Key children will need a support plan before they move through previous stages.

Stage 4: OUTSIDE SUPPORT

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 may 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.

KS1 and KS2 Behaviour System

All pupils will start the day on green

**Children will be reminded of expectations in the class
GOOD TO BE GREEN**

**Warnings
Non-verbal**

Use of a name and explain what they need to improve

**Children will move their name to amber and a member of staff will explain to the children why they are moving to amber
ACT ON AMBER**

If the child is then seen demonstrating the expected behaviour and sustaining this (during at least the next session), the child will move their name back to green and be told why they are moving back

**If a child is given warnings and moves to amber twice they will then move red and be given a sanction
REGRET BEING RED**

The sanction will be a loss of social time- Stage 1

If the incident is more serious, or if occurring frequently (3 reds) there will be a behaviour contract

For actions of a more serious nature, children will move straight to red and a sanction will be put in place- such as class exclusion or external exclusion.

Examples of this are: verbal or physical abuse towards a pupil, verbal or physical abuse towards a member of staff, fighting.

**A log of children continually moving to amber and red needs
recording within the classroom**

The Traffic Light System/Language of Choice.

STAGE 1

In each class, from Y1 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.

e.g. 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

Step 2. Give the consequence of the undesired behaviour.

e.g. 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.

e.g. 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 15 minutes of Social Time that day or the following day.

Teacher to keep a record of all reds and the reasons.

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

If a child has three reds they will be put on a behaviour contract.

A similar system operates in F1 and F2; there is a sunshine, cloud and storm cloud.

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

EYFS/Y1 Behaviour System

FS2 and Y1 both have a sunshine and a cloud in a visible area in the classroom with either children's names, photographs on



If a child is disruptive or not following Foundation Stage Rules, then they are given a verbal warning and consequences are explained

If a child has been given the warning above and continues to not follow rules and be disruptive then their name/photo is put onto the cloud and where necessary an adult joins them in reflection area to discuss their actions, feelings and choices.



If a child improves after being on the cloud, they can then be moved back onto the sunshine

If a child continues to not follow rules after being on the cloud and time in reflection with an adult, their name is put on the rain cloud and parents/carers are spoken to at the end session



All names/photos are returned to the sunshine ready for the next session/day

Children can also go above the sunshine and 'climb up' the rainbow if their behaviour and disposition continues to be positive in school. Reaching the top earns a reward.



Re: attitude and behaviour in school

We would like to invite you to a meeting on to discuss growing concerns about the recent behaviour of your child in school. Unfortunately your child has been involved in a number of low level disruptive incidents, which are preventing them and others learning. This behaviour needs to immediately improve so that your child can make the progress in their learning to be successful at school. We would like to discuss if you have noticed any changes to your child's behaviour at home and ways in which we can work in partnership to ensure your child follows the school rules and learns to the best of their ability.

I hope you appreciate us informing you of these concerns and that we can work together swiftly to support follow school's rules.

Yours sincerely
R Hurding
Head Teacher

Completed and approved RH/DS. To be reviewed April 2022.

