

ELLINGTON PRIMARY SCHOOL



BEHAVIOUR POLICY

This policy has been developed, taking into account the guidance from the Department for Education January 2016, to aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

Teachers' Powers

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff, therefore teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity, or
 - travelling to and from school, or
 - wearing school uniform, or
 - in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

The School values close co-operation between home and school and views parents and staff as equal partners with equal concern. It will seek to include parents fully, and external agencies if necessary, if a pupil's behaviour is giving cause for concern.

Through the fostering of each child's self esteem and feeling of worth within the school community we encourage the development of good behaviour, self-discipline, tolerance and respect for others, thus enabling them to become responsible members of society. They are also encouraged to extend that responsible attitude to their work and to the order within the school environment and the community.

Aims

1. To develop self-esteem as a means of fostering self-discipline.
2. To have a consistency of approach by all adults working in the school.
3. To promote understanding and appreciation of others' viewpoints.
4. To involve pupils in the development and understanding of the school rules.
5. To encourage pupils to make informed choices and take part in constructive play.
6. To promote pupils' respect for their own, and other people's property.

Broad Guidelines

1. Adults in school must provide a good role model in their behaviour.
2. Good behaviour and social awareness e.g. being polite and helpful to be rewarded positively and celebrated.
3. School rules to be applied consistently.
4. Direct confrontation to be avoided whenever possible.
5. Self-esteem to be fostered through a variety of approaches.
6. Every class teacher, and teaching assistants who work regularly in school, to have responsibility in the first instance for disciplining pupils, withdrawing the pupil from some activity which they particularly enjoy, but in the case of serious incidents, the headteacher to be involved.
7. In the case of recurring misbehaviour, parents will be informed with a view to working together to support pupils.
8. Pupils to be given responsibility within the school wherever possible to encourage self-discipline and Buddies and Prefects to work with younger pupils at playtimes and lunchtimes.
9. Every adult in school will reprimand pupils in such a way that will not destroy self-esteem, but leaves them with a goal for which to aim.
10. Every adult will follow the 'Good to be Green' principles in promoting a positive approach to behaviour and sanctions.

Rewards for good behaviour

1. Verbal praise.
2. Stickers.
3. Reinforced praise from Headteacher.
4. Headteacher's stickers.
5. Celebration of success in achievement assembly.
6. Certificates in exceptional circumstances.
7. Golden Time (Good to be Green positive behaviour programme)
8. House Points

Rewards and Sanctions for year 5 and 6 pupils

Rewards for Good Behaviour

- This year, there will be a wider range of activities in the Studio each playtime, including sports tournaments, computer games, art activities and board games. All of the pupils will automatically have the right to go to the Studio at playtime if they wish (assuming they aren't in detention – see below).
- At the end of each term, there will be a special reward for anyone who has managed to stay detention free all term (or who has only had one or two detentions over the term), so that we can recognise children who consistently try hard and have excellent behaviour.
- We will continue to award house points for achievement and good behaviour, and this year these will also be translated into School360 points each week, as well as contributing to the whole school house points system.

Detentions

- For mild offences, there will be a three warning system. If a child is warned 3 times about the same thing, they will get a detention. The children start each lesson with a clean slate. If they get a detention during the first lesson, they will miss morning playtime. If they get a detention during the second lesson, they will miss 15 minutes of dinnertime play. If they get a detention during the afternoon, they will miss their playtime the following day.
- The 'mild offences' are as follows:
 - Low level disruptive behaviour
 - Poor attitude
 - Insufficient work
- For serious offences, there will be an immediate half hour detention given, to take place after school the following day. A slip will then be sent home that night, and the parents required to sign and return the following day.
- The 'serious offences' are as follows:
 - Aggressive/threatening behaviour
 - Inappropriate language
 - Lack of respect for staff and/or other pupils
- Failure to hand in homework, and failure to bring in P.E. kit will both result in an immediate dinnertime detention on that day. Children failing to hand in homework will complete their homework during the detention.
- If a child is late or forgets their planner three times, they will receive a dinnertime detention. The children will start each half term with a clean slate.

Good to be Green Positive Behaviour Scheme

All children have three cards: **Green** **Amber** **Red**

The aim of the scheme is to stay on green by behaving well.

The rationale behind the scheme is to keep low level disruptive behaviour to a minimum.

It is used against expected behaviour, although class teachers will use their professional judgement about whether this is appropriate for pupils with additional needs and make all staff aware of this.

After 3 warnings for low level behaviour a child will move to an amber card. The class teacher has the jurisdiction over this although TA's who work regularly with the child/children are able to administer cards. Lunchtime Supervisors can discuss the possibility of this happening and will inform the class teacher. Lunchtime Supervisors will not, however, allot or change the cards themselves.

A red card is given in exceptional circumstances e.g. fighting or being sent to the Headteacher's office for a serious offence or after 2 more warnings following an amber card. Again, Lunchtime Supervisors will inform the class teacher who will in turn allot the card.

Children can work back from amber to green and should be encouraged to do this. A red card can be worked back to amber but sanctions, including missing their next after-school club and/or playtime will be applied if the child remains on red.

Professional judgement must always be exercised as there may be extenuating circumstances to be taken into account on a particular day/week. If a child is already on an amber card and is trying to work back to green the class teacher/Teaching Assistant will inform staff so every effort can be made to praise good behaviour or steer any potential issues away to diffuse a situation.

The Good to be Green scheme is linked to the House Point system and is a very positive way to both manage inappropriate behaviour and celebrate good behaviour and all Lunchtime staff are invited to achievement assemblies to consolidate the role of the Kitchen/Lunchtime Staff in maintaining the school ethos and celebrating the success of the children.

Related Policies

- Anti-bullying
- Equalities

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