



Elsecar Holy Trinity Primary Academy

# Behaviour Policy

## RATIONALE

At Elsecar Holy Trinity Primary School, we believe that positive behaviour and a positive climate for learning are essential foundations for a creative and effective learning environment in which all members of the school community can succeed.

We show all children unconditional positive regard at all times and ensure that children are treated 'fairly'. We have a consistent approach to the management of behaviour across school which is understood by all staff members.

We also recognise that some children require additional support with managing their behaviour and individual plans are used where necessary.

### **OUR BEHAVIOUR POLICY IS DESIGNED TO:**

1. Provide an agreed framework for good practice and a consistent approach.
2. Help everyone to understand that following school rules is a basic expectation of all pupils.
3. Promote positive attitudes and value good behaviour.
4. Encourage respect for others and the school environment.
5. Create a co-operative and secure environment.
6. Encourage a restorative approach to behaviour management.

### **GUIDELINES**

There is an expectation that:

1. All adults connected with the school are positive role models.
2. Expectations for behaviour are clear.
3. Respect is shown by adults for pupils and each other.
4. Respect is shown by pupils for adults and each other.

5. Adults exercise calmness of approach in dealing with unacceptable behaviour.
6. A clear set of rules, rewards and sanctions is consistently applied by all school personnel.
7. Preventative approaches such as differentiated learning (to ensure that children are motivated and challenged) are in place to reduce the risk of poor behaviour.

## **PARTNERSHIP WITH PARENTS**

We value very highly the strong relationships we have with parents. When parents and school support each other, children experience a more consistent approach to their learning and general development, giving them the best opportunity to develop their full potential.

This policy is monitored and regularly reviewed to ensure that it is effective and consistent.

## **RULES, REWARDS AND SANCTIONS**

### **RULES**

Children are clear on the expectations for behaviour and follow the rules:

- We value honesty
- We make the right choices
- We are kind to everyone
- We look after and respect our community
- We respect ourselves and each other
- We always do our best

### **REWARDS**

Positive behaviours are rewarded in several different ways:

- A child's name is added to the positive regard chart in each class.
- Achievement assemblies take place weekly to recognise good behaviour and achievement.
- Children are sent to other staff for praise, recognition and achievement.
- Stickers, smiley faces and stamps reward good work and behaviour.

- Positive feedback is given to parents.

## **SANCTIONS**

Where sanctions are appropriate, we explore the negative behaviour with each child and ensure that the behaviour is discussed and remedied using a restorative approach. We encourage children to take responsibility for their own behaviour and give them the chance to 'correct their mistakes.

### **Our approach:**

- Incidents of misbehaviour are initially discussed with the child; reasons for misbehaviour are established and expectations are reinforced.
- Restorative behaviours such as reflecting upon misbehaviour, considering what they should have done, and making amends in appropriate ways are encouraged and facilitated by staff.
- If misbehaviour persists, the child may be spoken to by a member of the senior leadership team to further reinforce expectations and promote restorative behaviours.
- Where appropriate, parents are contacted and informed about incidences of misbehaviour.
  - If children are required to stay in during break time to complete work etc this is for a maximum of 5 minutes. Children must have time outside to 'reset' prior to the next lesson.
  - Negative behaviour at breaktimes such as play fighting and rough play may result in a child standing with the class teacher/SMSA for 5 minutes. Prior to this happening the child will receive a warning for their behaviour.

## **EXCLUSIONS**

Very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion.

## **PHYSICAL INTERVENTION**

The use of physical intervention is very rare and is, wherever possible, avoided. There may be occasions where the use of physical restraint is appropriate; for example, if a child is in danger of hurting his/her self and/or others or making a

threat to injure. Any intervention used is minimal and in proportion to the circumstances of the incident. All physical intervention is recorded.

## **COVID-19**

The emergence of COVID-19 has necessitated many changes in the way the school day is structured. Our priority at this time is to ensure the safety and wellbeing of all children. Our updated behaviour policy reflects some of these changes, including:

- The expectation that children stay within their social 'bubbles'.
- Changes in playtime routines whereby 'bubbles' are allocated a specific area and time in which they can play.
- Clear rules and strict expectations around hygiene, including handwashing, sanitising and coughing (in line with 'catch it, bin it, kill it' advice).
- Ensuring that staff and children adhere to social distancing advice as much as possible.
- Following altered routines for arrival and departure.
- Ensuring that all who are present in school follow a designated one-way system.
- Ensuring that children are provided with their own resources and that resources are not shared.
- Ensuring that toilets and confined spaces are restricted to one person at a time.

Updated 06.09.21