



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

We also recognise that some children require additional support with managing their behaviour and individual plans are used where necessary. These are shared with all members of staff.

### 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.
8. All adults follow the behaviour policy in its entirety to ensure fairness for ALL children.

## **PARTNERSHIPS WITH PARENTS AND CARERS**

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 **Golden 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:

- Achievement assemblies take place weekly to recognise good behaviour and achievement (Star and Kind Heart)
- 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 and carers.
  - Afternoon tea with SLT is held every half term.
  - Punch cards are used in class and rewards given for completion.
  - Praise cards are sent home with children to share with parents and carers.

## **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.' 'Forgiveness' is at the heart of this policy.

### **Our approach: (Years 3-6)**

- Incidents of low-level behaviour in class are initially discussed with the child; reasons for misbehaviour are established and expectations are reinforced. A member of support staff may be deployed for a limited amount of time to support the child to get them back on track
- If the child's behaviour continues, they will receive a verbal warning from the teacher/class lead and their name placed on the whiteboard.
- If the child's behaviour persists, they will be asked to remain in class at the end of the lesson.
- 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 at an appropriate time and place
- If a child is required to stay in during break time to complete work, discuss their behaviour etc this is for a maximum of 5 minutes. Children must have time outside to 'reset' prior to the next lesson starting.
- 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. The class teacher should also be informed at the end of lunchtime by the SMSA who dealt with the incident.

- The class teacher may choose to speak to a parent or carer if they have concerns about a child's behaviour in class, either in person or over the telephone.

## **EXCLUSIONS**

Very serious incidents including violence, racial abuse, inappropriate behaviour, 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. Key members of staff receive specific training around the use of physical intervention and all interventions are recorded on CPOMS. The parents or carer of the child will be contacted by a member of the SLT to inform them of the incident and give them the opportunity to explore the incident further.



## **Behaviour Management in Foundation Stage & KS1**

In our Reception Class and key stage 1 we use positive praise and clear explanations in order to teach the children how to behave well. Age-appropriate language is used to help the children build an understanding about the behaviours that are expected in our school.

We use a rainbow chart to visually explain praise and consequences of behaviour. All the children begin each day with their name on the sunshine image. Children who follow the school golden rules and show excellent behaviours have their names placed on the rainbow. If children do not follow instructions, they are reminded of the golden rule and given a chance to make the right choice. If they continue to ignore the rule, their names are placed on the white cloud.

If a child displays violent, aggressive behaviours their names are placed on the grey thunder cloud; they are then taken to the head teacher or assistant head teacher. Parents and carers are also informed at this stage.

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