

'It's Good to be Green' – Parent/Carers Guide

It is a fundamental aim of Elvington Church of England Primary School that every member of the school community feels equal, valued, respected and is treated fairly. We are a caring community, whose Christian values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our school has a number of expectations, but Elvington's behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that we can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Elvington Church of England Primary School expects every member of the school community to behave in a considerate and respectful way towards others. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter negative behavioural choices.

How do we promote expected behaviour?

At the start of each academic year, children in all five of our classes create their own class contracts. These behaviour charters allow the children to discuss and describe the behaviours they see as key within their classrooms - consequently giving them ownership of positive behaviours for learning.

Once agreed, each child and member of staff within that class sign the contract. Behaviour contracts help children become more accountable for their actions within the classroom; this is one of the main reasons for choosing to have pupils sign them.

At the start of each day, all children will enter their classroom with a green card displayed in their name holder.



If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a class rule, then a warning card will be displayed over the top of the green card. If the child amends their behaviour, it is possible for the warning card to be removed (restorative practice).

If necessary, the child's warning card will be removed and the red consequence card will be displayed. If a child receives a red consequence card he/she will be asked to see Mr. Buttery. A child who has received three red cards in a half term would be a cause for concern, and parents/carers would be notified. The child would work away from their class and miss some or potentially all of their playtime.

If behaviour is extreme or dangerous, some steps may be missed out. Please note that if a child physically hurts or bullies another child, then both sets of parents/carers will be contacted as soon as possible.



Resolving Problems

Being fair is of upmost importance. Following an incident, staff will ensure they have listened to both sides and sought witness accounts where possible. All incidents will be dealt with in line with 'restorative approaches' which we use at Elvington Church of England Primary School.

The principle is that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused
- Agreeing a range of actions in-conjunction with all those involved – which will be monitored over an agreed period of time

There are a varied range of restorative approaches available to the staff team; it is important to note that they are used in conjunction with, and not in place of, sanctions.

Rewards

- Praise is given generously but discriminately. This may be on an individual or group basis and may occur within class or in Collective Worship
- Children are sent to the Headteacher, or Key Stage Leads, to reinforce praise already given. "Head Teacher's Award" stickers are placed on good work and given to children
- Outstanding pieces of work, including teacher comments, may be photocopied and sent home to parents/carers

- Individual Dojo points are awarded for good work, effort, behaviour and helpfulness
- Individual class teachers have their own reward systems to motivate the children and encourage positive behaviour
- Children who have remained on their green card all week will receive an 'it's Good to be Green' sticker. This will allow parents/carers to know that their child has behaved exceptionally well all week – we want to actively praise and celebrate those children who make correct choices and display appropriate behaviours for learning.
- Additional rewards will be available to those children who sustain positive behaviour over a longer period of time.

Unacceptable Behaviour

Whilst we aim to encourage positive behaviour in all children, we acknowledge that there will be times that we have deal with behaviour which is unacceptable. These issues include:

- Physical violence
- Disruptive behaviour (that prevents others from learning)
- Discrimination of any kind e.g. racial, gender, religion etc.
- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour, including bullying and cyber bullying
- Disregard for the school environment & property
- Rudeness, including inappropriate language.

As with recognising positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident.

Most problems are dealt with on the spot, with the child being reminded about our expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to.

Staff advise lunchtime supervisors about any pertinent issues regarding individual children prior to lunch break.

The aforementioned approach is intrinsically linked to our core Christian Values:

Respect: We listen to all adults and respond the first time. We always treat others and property with care and respect.

Hope: We have a positive attitude and approach each challenge with energy and optimism.

Perseverance: We always try our best and keep going even when things seem hard.

Friendship: We look after one another. We care for others and always use kind words.

Thankfulness: We are thankful and appreciate all that we have. We are polite at all times.

Trust: We look after our school environment. We move around school safely and quietly.

