



# Behaviour in Schools Policy

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	September 2023
Signature of Chair of Governors:	
Date for renewal:	September 2024





# Elvington Church of England Primary School



## Rationale

The primary aim of the behaviour policy is a means of promoting good relationships, so that people 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. Good pupil behaviour is essential for effective teaching and learning. It is also necessary to support the Christian aims of the school. Promotion of good pupil behaviour enhances the self-esteem of everyone in school and a framework is effective in ensuring this.

## 1. Aims and expectations

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

1.2 The primary aim of the behaviour policy is a means of promoting good relationships, so that people 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.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2. School rules

2.1 Our school rules are developed in discussion with staff and pupils and set out our expectations of pupils' behaviour throughout the school.

**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.



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**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.

## 2.2 Reward system - 'It's Good to be Green'

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.





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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.

### **2.3 Rewards:**

#### **What happens when I follow our school rules?**

- 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



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- 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.
- Dojos will be used to give individual recognition
- Class Dojos will be used to give whole class recognition. This can lead to golden time at the end of the week
- Golden time is used by all class teachers, but may be adapted according to the age and needs of the individual class
- Stickers are used to recognise excellent behaviour during lunchtimes and are added as dojos back in class
- Headteacher stickers are given for pupils who are sent in recognition of exemplary behaviour or work
- Golden book certificates are presented weekly in sharing assembly
- Mathlete of the week is presented weekly in sharing assembly

### 2.4 Sanctions:

#### **What happens when I don't follow our school rules?**

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.



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

### **3 The role of the class teacher**

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in Elvington CE Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Where a pattern of persistent poor behaviour is observed, the class teacher will contact the pupil's parent and if appropriate discuss with the SENCO. An Individual Behaviour Plan may be used to set targets and strategies for improved behaviour.

### **4 The role of the headteacher**

4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.



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### **5 The role of parents/carers**

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher then the headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5.4 Parents should support teachers in the application of this policy, being aware that judgements on achievements or behaviour are often a subjective decision of every individual staff member.

### **6 The role of governors**

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **7 Fixed-term and permanent exclusions**

7.1 The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.





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7.5 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

7.6 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **8 Monitoring**

8.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. If a pupil has persistent behaviour problems they will be placed on the Special Needs Register and an Individual Behaviour Plan used to set targets and strategies for improved behaviour. The City of York Pupil Support Service provides support where appropriate.

8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **9 Review**

9.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.