

BEHAVIOUR POLICY

Relationship to school aims

The delivery of our school aims is fundamental to the success of The Elms. The following policy supports those aims.

Achieving our aims

All members of our school community are expected to work hard to make The Elms a secure and happy place for learning to take place. We should try to be courteous and polite at all times and careful and thoughtful of others in everything we do.

We feel that the ethos of doing our best and the positive atmosphere of The Elms makes our children happy to be a part of the school, motivates them to learn and make them want to behave.

Our whole approach to discipline and building a well-behaved school is based on this positive attitude. It is about what we give to children and not what we take away from them. This positive attitude is central to the 'spirit' of The Elms and is based on:-

- Not patronising children
- Being interested in the whole child
- Setting the parameters for discipline very clearly, thus creating a secure environment that children can feel safe in
- The positive views and support of parents and the whole school community

We value with a positive regard others whose race, gender, religion, creed, age and stage of ability or disability is different from our own and we work hard to understand what this means.

The school rules are displayed around the school and in each classroom. Teachers and the Head discuss the school rules with children at suitable times in assemblies and in PSHE/Citizenship lessons. Some classes have agreed rules in addition to the school rules, but these are founded on the same principles.

Our School Rules

1. We always work hard and do our best
2. We are polite and we listen when other people are talking
3. We are kind and helpful to everyone
4. We look after our School and other people's property
5. We walk around our School sensibly and quietly
6. We think about how our actions affect other people

Outside Rules

1. We will play in areas where we can be seen by adults on duty
2. We will play in such a way that others are not hurt or frightened by the games that are played. There will be no fighting or pretend fighting of any kind.
3. We will play well and be friendly and not bother children who do not want to play with us
4. We will share and look after equipment and put it away after we have used it
5. Out on visits we should remember that we are representing our School to the general public and we should show that we are a courteous, polite and caring community.

Rewards

Good behaviour is expected at The Elms and should be treated as the norm. Children are encouraged to think carefully about their actions and be responsible for the choices that they make.

We feel that a high priority should be given at all times to the recognition and praise of high standards.

These include the following:-

- Praise and thanks from adults and peers
 - (i) In class
 - (ii) In assemblies
- Stickers and badges
- Send to a member of the Leadership Team for praise
- Goods and Team Stars (these lead onto certificates from the Head), 10 goods will equal one Team Star
- No more than 5 goods will be issued by any teacher in one lesson.
 - ✓ 5 - Should be for really outstanding behavior / work.
 - ✓ 4 - Excellent
 - ✓ 3 - Very good
 - ✓ 2 - Good
 - ✓ 1 - Better than you would expect from the individual child.

These will be recorded by the child's class teacher.

- Verbal or written comments should be recorded for parents to see in homework diaries about the number of goods awarded, behaviour or excellent work.

Teachers who teach children that are not in their form may use reward cards – Green = 3 goods, Blue = 2 goods, White = 1 good, record their own goods for each class and report back to class teacher regularly or verbally award them to the individual child for the child to report the awards to the class teacher.

Reward cards (Green, Blue, and White) will also be used by lunchtime supervisors who will reward exceptional behaviour. Lining up quietly and following simple instruction will be expected as normal behaviour and not something that will be rewarded.

In classes we will operate a card system (Green, Yellow, and Red) for individual pupils. These will be good, warning and consequence cards respectively.

On a daily basis each child will start with a green card and their aim will be to maintain this all day. If a teacher verbally warns a child about something and then again has to speak to the child about an issue their card will be turned from green to yellow. After their card is on yellow they will receive a further warning if necessary. If the child persists with behaving badly the yellow card then in turn can be turned to red.

In simple terms:

1. Verbal warning
2. Yellow Card
3. Verbal warning
4. Red Card

Children cannot miss any of these steps and teachers should not jump any steps

Children will be rewarded with Golden Time on a weekly basis for 30 minutes on a Friday afternoon. This will be where class teachers offer the children, who have maintained their green/yellow cards all week, a range of activities of their classes' choice.

Golden Time will only take place on a Friday pm in the timetabled slot and will not be open to teacher's discretion. Golden Time will be the whole school approach to positive behaviour enforcement and no other systems will operate at The Elms

If a child receives their Golden Time this will be recorded through the use of a gold stamp/sticker in the child's homework diary for the parent to sign – showing that their child is following the school rules and behaving appropriately in school.

Goods awarded to children will lead to Commendation Certificates (given by the Head in assembly), 10 Goods = 1 Team Star.

25	Team Stars	-	Bronze Award Certificate
50	Team Stars	-	Silver Award Certificate
75	Team Stars	-	Gold Award Certificate

At the end of year a boy and a girl for each class will be nominated by their class teacher to receive the Head Teacher's Award Certificate

As a rule of thumb, the 'average' child should be able to achieve a Bronze Award towards the end of the Michaelmas Term, Silver towards the end of the Lent Term and a Gold Award in Trinity Term. Head Teacher's awards will be awarded by The Head through the advice of class teachers at the end of the academic year once and can only be awarded if a Gold Commendation Certificate has been achieved.

As staff, we feel that more time and effort should be spent on praising and rewarding positive behavior than on negative behaviour. We feel that generally those children who have a need to gain attention soon learn that positive behaviour gains more recognition than unacceptable behaviour. We aim to make our school a place where high standards are expected at all times.

Sanctions

There are of course times when children do misbehave and this is taken very seriously and may be dealt with in the following ways:-

In the classroom...

Non-verbal disapproval
Verbal disapproval
Miss break time to catch up on work supervised by the class teacher
Behaviour Sanction Cards

If a child's card is turned to red throughout a day they will miss their next playtime reporting to the Head or Deputy Head in the upper or lower school respectively. If a second red card is received in the same week then the whole 30 minute Golden Time on a Friday will be missed. When a child receives a red card it will be the responsibility of the class teacher to fill in the Red Card Register on L Drive – This will be a record of who has receives red cards in The Elms.

Non class teachers using sanctions will need to report back to class teachers if sanctions have been used on a child in their class.

During Golden Time the children who receive red cards will be sent to the Head (Upper School) and Deputy Head (Lower School) to spend their time reflecting on their actions of the week.

A consequence sheet will be filled in by the child which then will be filed on the child's record and their name will be recorded in the behaviour book..

Children receiving single red cards during the week will be reported to Key Stage leaders and these individuals will be discussed at leadership meeting to see if a pattern is arising

If a child misses their Golden Time this will be recorded in the child's homework diary by the class teacher for the parent to sign informing parents of the reason why.

If a child misses Golden Time twice in a half term their parents will be contacted and asked to see the Key Stage leader with their class teacher to determine the cause of the bad behaviour.

If this continues to happen in another half term parents will be spoken to by the Head or Deputy Head and further sanctions will be used. These could include:

- Loss of representation
- Loss of club privilege
- Suspension

At lunchtime if a child is not following the instructions given by a lunchtime supervisor the member of staff will follow the use the following guidelines.

1. Give initial instructions
2. Repeat the request
3. Consequence warning – (If you do not line up as I have asked I will have to ask you to sit in the time out area!).
4. Sit the child in the time out area.

If a child is sitting in the time out area then the Lunchtime Supervisor will report the child to the class teacher at 1315 and the child's sanction card will be turned to the next level.

If a serious incident occurs at lunchtime a member of the Leadership Team must be contacted immediately.

Persistent Misbehaviour

Where there is a more serious incident of misbehaviour, the Teacher completes an Incident Report Form (on the L drive) and informs the Head and Deputy Head that there has been an incident that has required teacher intervention. The Head and Deputy Head are then in a position to decide whether to take the matter further, or whether the incident has been adequately dealt with and requires no further action or investigation. The incident form also allows the Head/Deputy Head to be informed of an incident in the events of parents telephoning the School to find out more details.

Serious incidents will result in a loss of golden time – This will be determined by the Head or Deputy Head.

If a child has three incident reports that occur in a term, then the Head/Deputy Head will contact the child's parents about his/her persistent misbehaviour and agree a strategy for addressing the persistent misbehaviour. This may include devising an Individual Behaviour Plan for the child with clear targets for improvement and success criteria.

In the event of serious misbehaviour, e.g. fighting, unacceptable behaviour towards staff, theft or bullying, the Head/Deputy Head will speak with the child as soon as possible after the event and the child's parents will be invited into school to discuss the incident.

Bullying

We acknowledge that on occasions bullying may happen at The Elms. This is totally unacceptable and is taken very seriously. Children, friends or parents are encouraged to report any incident, fear or feelings in this area to the Class Teacher or Head immediately.

Physical Intervention

Whilst at all times we will focus on strategies to avoid, defuse or de-escalate confrontational situations with pupils there may be rare times when we have to physically intervene to ensure that pupils do not inflict injury to themselves or others, or do serious damage to property. All members of staff are aware of the regulations regarding the use of force by Teachers, as set out in DfES Circular 10/98, relating to Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Exclusion

In the event of unacceptable behaviour, the Head of The Elms may ask a parent to remove their child from school for the day following any serious incidents. In the event of any such occurrence, the parents will be required to meet with the Head the following morning before re-admission to the School is granted.

In rare circumstances, the Head may decide that a child should be permanently excluded from The Elms. In this event, the Head will discuss the issues involved in details with the Head of Trent College (or the Bursar in the Head's absence) and exclusion will only take place if there is agreement that this is the appropriate course of action. The parents will have the right of appeal to the Board of Governors of Trent College and will be advised of the correct procedure for this.