

Ewloe Green Primary School

Behaviour Policy

"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school that encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

The Aims of this policy are:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Intended Outcomes

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and an effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

We should therefore:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;

It follows that lessons should have clear objectives, be understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;

- promote the idea that every member of the school has responsibilities towards the whole.

To this end, pupils are taught about the Rights of a Child and regularly use the Four Purposes in class as a reminder of expectations in school.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during a half termly Gold book assembly:-

- Pupils who have achieved the most 'House Points' in their class (KS2)
- Class dojos for good work and behaviour in class and around school in Foundation Phase
- Pupils of the week (on average 2 per class) for recognition of good behaviour, manners, helpfulness or other such personal, social or citizenship type of behaviours (Foundation phase)
- Seren Yr Wythnos (KS2) in each class to reward pupils who worked exceptionally hard throughout the week. Pictures of the proud pupils are placed on Classroom/ website at the end of each week.

Throughout Key Stage 2 good behavior, work and attitude are rewarded with House Points. Pupils are placed within 'Houses' in their classes (decided upon by teacher). Each day pupils will strive to achieve HP's by completing tasks to a high standard consistently; by showing respect to adults and their peers; for making consistently good choices. This creates a team ethos and not only allows individuals to flourish but allows groups of pupils to bond and encourage each other to be the best they can. At the end of each half term the pupil with the most HP's in each class will become the teacher's helper for the next term. They are a role model to their peers.

At the start of the year pupils sign a contract accepting the means in which they can achieve points:

- **High quality work:** work has been completed to an extremely high standard
- **Spelling:** child has achieved above 1000 points over two consecutive weeks
- **Reading:** child has read three times a week at home over two consecutive weeks
- **Focused attitude:** excellent attitude towards learning over a prolonged period of time
- **Excellent choices:** consistently reliable and consistently making the right choices...staying away from distractions, showing maturity, acting appropriately when others choose not to, helping others independently

This contract is then displayed in the classroom all year round as a visual reference.

Points are collated electronically throughout the year to monitor progress. At the end of the year the winning House will receive a special treat as voted for by the pupils.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional consultation and support from the ALNCO, and /or specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

Dotty Discipline in Key Stage Two (and final term of Year two)

To allow for pupils to learn from mistakes and make the right choices in school the dot system has been implemented. This allows pupils to make a mistake but not be overly punished for this, it creates a fairer and more visual way to deal with problems and does not punish pupils for an anomaly.

Behaviour- pupils given initial warning, told why they are being given a warning and made aware of what they need to do to ensure they do not receive a dot. If not adhered to then a dot is given.

NB: Severe behaviour- violence, language, bullying to be dealt with by senior management.

Organisation- late homework; forgetfulness of kits and important classroom tools= dot.

Five dots result in a break time in the Reflection Room where pupils can reflect on the choices made- three visits to the Reflection Room in a half term result in loss of end of half term 'treat'- five visits a term result in a letter home to parents.

Each half term the 'dots' will be cleared and pupils can start afresh at the beginning of the next half term.

As with the reward system in place, pupils sign a contract to show they understand when they will receive a dot. This is signed and placed in the classroom as a visual reminder:

- **Unacceptable work:** child has been warned that work needs to be improved, and advised how to do so, but fails to follow the guidance given
- **Unfinished work:** if work is unfinished and needs to be completed during Genius Hour

- **Reading:** child has not read at all throughout the week at home
- **Spelling:** child has not achieved the agreed minimum amount of points per week (1000) on Readwriter
- **PE kit:** child has forgotten to wear kit to school so cannot participate in PE lesson
- **Disruptive behaviour:** child, after a warning, has continued to disrupt peers during the lesson...persistent chatting, silly and immature attitude, upsetting peers
- **Disrespectful behaviour:** child has shown a lack of respect towards adults in class and around the school

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

Expectations for all children

- Children will arrive at school in good time for the start of the day i.e. 8.40 am. School is open to children from 8.30am.
- Parents of Nursery and reception children will accompany their children to the gate of the early years unit and wait to be admitted.
- Children who arrive after the bell will walk to class as soon as they arrive. If a child arrives after registration (8.50am) they will go to class where they will receive their registration mark. All children who arrive after the register is closed (8.50am) will be marked late.

Behaviour in class

It is expected that children will work quietly and sensibly at all times. It should be made clear that abusive language is not acceptable at any time. Each class may have a set of rules and codes clearly on display, which have been developed and agreed on by the whole class. Any child who does not respect the standards of behaviour will be dealt with initially by the class teacher. The whole staff must ensure by consultation that these rules are consistent from class to class and that a clear set of rules is on

display in the corridor for the whole school. Any child causing further concern will be referred to a member of the Senior Management Team.

Lunchtime procedures

Reception children will have their lunches in the classroom.

At 11.50am infant children will be escorted to the dining hall by the DRAs and /or class teacher. Packed lunches will be eaten in classrooms while school lunches will be eaten in the hall. When they have finished lunch they will be escorted back to their cloakroom and then out to the playground.

At 12.10 the junior classes will be dismissed from class, and allowed to go out to play until they are reminded by the bell to come inside for lunch. Children on school lunches will walk to the hall and sit at a table until they are instructed to go to collect their meal. Children staying for packed lunches will be able to eat these in designated classrooms.

Behaviour at Lunchtime

Any child who does not behave as expected will be dealt with by the DRAs who may put their name in a book. At the end of lunch the DRA will inform the class teacher of the behaviour they feel has been unsatisfactorily resolved. (i.e. it is not necessary for the DRAs to report every incident if they feel it has been satisfactorily dealt with).

Where the DRAs are concerned the class teacher will deal with the child or children involved this may mean

- Withdrawal of lunchtime privileges the next day initially (the child will be supervised inside the school by a member of the senior management team for the next lunchtime session)
- Informing parents of unsatisfactory behaviour

Where there has been a serious breach of the behaviour code or a repetition of poor behaviour, a child may well be excluded from school for lunchtime sessions for a period of days. This is at the discretion of the Headteacher and the parents would be informed.

Home time procedure

Children will remain in class until the bell rings at 3.10 pm. Having ensured that the classroom is clean and tidy they will gather their belongings and any letters or correspondence and go to the cloakroom. All classes will be supervised by the class Teachers and /or Teaching Assistants until they have left the premises.

Behaviour on excursions

Children will be expected to be on their best behaviour at all times. Naturally it is to be expected that children may be excited on an educational day visit or residential visit. Children should be made aware of the expectations of acceptable behaviour and know any new or different routines needed to be in place. These may include ones relating to health and safety. Parents should also reinforce these expectations to their children prior to the visit.

Dyslexia Friendly Schools

We recognise that some pupils, despite often having average or above average intellectual ability and good oral skills, have difficulty learning to read or to spell and write fluently. These pupils may be described as having specific learning difficulties or dyslexia.

We recognise that these pupils have additional needs and that these needs have to be met to the best of our ability and resources: we recognise that these people have skills and talents which need to be nurtured and developed and that they have the same right of access to the curriculum and to all the activities of the school as all other pupils. Through all of our teaching and provision we intend to adhere to the Dyslexia Friendly Schools Policy.

Literacy and Numeracy Framework

Literacy and Numeracy skills are developed throughout the curriculum. In order to emphasise their learning, children are encouraged to apply their knowledge, understanding and skills through a wide range of learning experiences. Literacy and Numeracy skills are tracked and assessed against the framework. Progress is reported to parents regularly. Pupils in Years 2 to 6 will be tested annually in Reading and Numeracy as part of the National planned programme.

Equality Diversity

We recognise diversity and the protected characteristics of our school community and adhere to the practices within the Strategic Equality Strategy Plan

Policy Agreed Spring 2021

Policy Review 2023/2024

Signed Headteacher:

Date:

Signed Chair of Governors:

Date: