



FOUR ELMS
PRIMARY SCHOOL

Four Elms Primary School

Behaviour Policy

At Four Elms we are committed to achieving the highest **aspirations** for ourselves, both personally and as learners. We empower ourselves by making choices that will create the future we desire. An enriched, inspirational curriculum gives us the opportunity to develop **courage** and **grit** from within, allowing us to overcome any obstacle in our way and tackle new situations with enthusiasm and determination.

Every day we grow in **independence** to become self-confident and resilient learners, enjoyed both in the classroom and beyond. A culture of **reflection** is promoted for all, enabling us to learn from our mistakes and celebrate our achievements. **Respect** is shown for ourselves, others and the world around us.

Introduction

This document is a statement of the aims, principles and strategies for Four Elms Primary School. It should be read in conjunction with the SEN Policy, Anti-Bullying Policy, PSHCE Policy, Equality Policy and Child Protection Policy.

We are working towards Level 1 Rights Respecting school (UNICEF). At Four Elms, we follow the Four Elms Tree of rights which encourage children to respect the rights of others'.

Principles and Aims

Every child has the right to learn but no child has the right to disrupt the learning of others, both inside and outside the classroom. Every teacher has the right to teach.

It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise effort in both learning and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour
- To ensure a safe, caring and happy school
- To promote good citizenship and Christian attitudes
- To develop the notion of right and wrong and the consequences of behaviour □ To encourage pupils to take responsibility for their own behaviour □ To prevent bullying.

Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”. Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.¹ Any incident of bullying will result in a meeting being held with the parents or carers and the child being taken through the restorative justice system and receiving a period of community service.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and governors work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within the outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other
- Acknowledging the Home – School Agreement

Four Elms Rights

Article 2 (Non-discrimination) All children have rights

Article 12 (Respect for the views of the child) The right to be heard

Article 14 (freedom of thought, belief and religion) The right to follow your own religion

Article 19 (Protection from violence, abuse and neglect) The right to be safe

Article 24 (health and health services) The right to be healthy

Article 28/29 (right to an education and goals of education) The right to learn and be the best that you can be

Article 31 (leisure, play and culture) The right to play and relax

Rules

All the rules have been devised over a period of time after various discussions with the children. Each class decides on their class rules at the beginning of the school year and displays them on the wall. The rules are versions of the following:

- Following directions
- Keep hands, feet and objects to yourself
- No swearing or teasing
- Walk around school
- Respect property
- Respect the beliefs and views of others
- To be the best I can be in my behaviour and my work

Rewards

There are many ways in which we reward good behaviour in and around the school. The most common reward received by a child will be a raffle ticket for the weekly celebration assembly. They will also receive certificates and trophies to celebrate good behaviour. Raffle tickets will be collated and a tally will be kept for every child throughout the year. If a child's name is drawn from the raffle, they will attend a tea party with the Head of School and/or Executive Headteacher. There will be a progression of rewards according to the number of raffle tickets received. This will be as follows:

Number of Raffle Tickets	Colour of Certificate/Reward
50	Red
100	Orange
150	Yellow
200	Green
250	Blue
300	Indigo
350	Violet
400	Gold medal and end of year reward

Raffle tickets will be collated into house teams and counted each term; the winning house will be rewarded with an own clothes day at the end of the term.

Parents will be notified of particularly good work and behaviour through the use of class postcards written by the child's class teacher. Teachers will send home at least two postcards a week.

Sanctions

DFES "Good Behaviour and Discipline".

"No school however positive or imaginative can eliminate disciplinary difficulties entirely".

Should children not conform to the agreed rules, the following sanctions will be applied in order: (in extreme cases or in cases of racism they may move immediately to 7).

Within the classrooms

1. Verbal warning(s)
2. Second verbal warning – child's name placed in the behaviour book

3. Third verbal warning – yellow card – child sent to work in another class (length of time at teacher’s discretion)
4. Fourth warning – red card – restorative justice (if appropriate) and/or community service.

Any physical violence or abuse will automatically result in an internal exclusion for up to three days and a meeting with the parents or carers.

If a child’s name is put in the behaviour book 3 times or more in one week, they will receive a lunch time detention.

If a child’s behaviour presents a threat to themselves or others we shall following the procedures in the Positive Handling Policy.

Restorative Justice

Restorative approaches are an understanding that we work best as part of a community and that to do so we need to understand how a community works, have self-awareness of our responsibilities towards our community and share communication.

At Four Elms restorative justice is a process that resolves conflict and fits well within our school ethos and values. It promotes telling the truth, taking responsibility acknowledging harm and accountability. This system was trialled in our partner school – Seal Primary and was found to be highly successful. The pupils engaged in the process well and repeat offences were reduced. Pupils said “it is a good change, it gives people a chance to think about what they’ve done and what they can do about it.”

If a child has not respected the rights of others in some way, they will be taken through the restorative justice process which is a series of questions that enables pupils to reflect on their behaviour (see appendix 1) alongside those they have affected. At the end of the process, the child will consider their actions and decide, alongside the member of staff, what the consequence of their actions should be. Younger children will be given more guidance if needed.

Fighting

Violence of any sort is not tolerated within school. Any act of intentional violence will result in the child being given community service for a length of time decided at the Executive Headteacher or Head of School’s discretion and a meeting will be held with parent/s or carer/s.

Physical interventions

We acknowledge that on occasion, staff may find themselves in unforeseen or emergency circumstances when they have no option but to use reasonable force to manage a crisis.

It is recommended that:

- Before using force -staff attempt to use diversion or diffusion to manage the situation
- When using force-staff must use techniques and methods they are familiar, confident and are permitted by the school.
- In exceptional circumstances-staff manage the situation as best they can to comply with Section 550A of the Education Act 1996.
- Staff must always report and record use of physical force that occurs in unforeseen or emergency situations.

“Guidance on the use of restrictive physical Interventions for pupils with severe Behavioural Difficulties”

Playtimes

1. Verbal warning(s)
 2. Sent to stand at the wall for a short time. The child will explain to their class teacher the reason for the sanction before being asked to run around the playground to let off steam.
- Mid-day meal supervisors will implement the same sanctions as above.

School Community Service and or Internal Exclusion

The following actions will result in a child being given a term of community service.

- Discrimination of any kind, including racism, sexism, disability, homophobia
- Bullying (repeated harassment – more than twice, of another person)
- Running away from school grounds
- Running away from an adult within the school grounds
- Physical violence of any kind towards another person purposely with their body or an object
- Repeated use of swearing and inappropriate language
- Destruction of school property
- Threatening behaviour or language used

If a child receives school community service 3 times over a 6 week period, they will receive an internal exclusion for up to 3 days. If a child then receives a 4th school community service, an external exclusion will take place, the length at which will be at the Headteacher's discretion.

Please see appendix 2 for possible community service tasks.

Fixed Term Exclusions

If a child displays extreme behaviours, the Headteacher may decide to give a fixed term exclusion without the child's name being given community service. The decision will be made after considering the extent of the behaviour, the safety and education of children and staff, and if it is considered that community service will have no impact.

Permanent Exclusion

The school is committed to a policy of inclusion. The Headteacher will normally only resort to a permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Headteacher will consider whether the behaviour is seriously in breach of the behaviour policy, therefore putting the safety of all others at risk; and/or the behaviour affects the learning of the other pupils. It may also be decided that a managed move to another school may be an appropriate course of action to prevent a permanent exclusion from taking place.

Liaison with parents

Parents will be kept informed about their child's behaviour, including repeated warnings. If there is a concern the class teacher will speak to the parents directly or write a comment in the home school book.

Children with SEND

Some children will not fit easily into this pattern of acceptable behaviour and will need to have specific personal behaviour plans written for them. These plans should be written with the support of the Inclusions Manager, Class Teacher and parents/carers where possible. If the personalised behaviour plan is not successful, the Inclusions Manager, Class Teacher and Parents/Carers will meet again to devise a pastoral support plan alongside an SEND advisor from the specialist teaching service. This will need to be revised every 6 weeks. If behaviour does not improve, the involvement of further outside agencies will be considered and in some circumstances, a managed move within the Sevenoaks Partnership of schools In-Year Fair Access agreement may be considered.

Outside agencies

Ongoing worries about any pupil should be discussed with the special needs co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion between the parent, class teacher, SENCO and head teacher. Any outside agency will need information and evidence of behaviour will be documented.

Monitoring

We shall continually monitor the behaviour throughout the school.

After twelve months the effects of this policy will be evaluated through consultation with all the parties involved, i.e. children, parents, staff and governors. Agreed changes to this policy will then be incorporated as necessary.

Written and agreed by the school staff, parents and pupils	February 2018
Reviewed by the Governors	February 2019
Next review date	January 2020

Four Elms Primary School
Restorative Justice

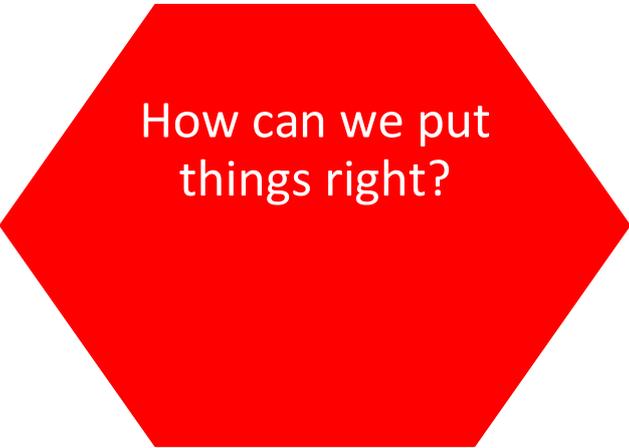
What
happened?

Thoughts and
feelings at the
time?

Thoughts and feelings
now?

**Does something
need to be done?**

Talk to the other person



How can we put things right?

Appendix 2

Four Elms Primary School Community Service

At Four Elms Primary School, we feel it is vital that children understand the importance of community and how it impacts on the well-being of everyone within.

When pupils have not respected the rights of others and not followed the school rules, pupils may be asked to take part in community service. This allows pupils to put back into the school community and make a difference to the school life of others.

Please see below for a list of possible community service tasks. We will encourage pupils to take responsibility for their own actions and therefore they will decide, along with the member of staff, the length of the service and the task. Younger pupils will need more support with this; we expect upper Key Stage 2 pupils to show greater independence.

- Litter picking (pupils will be provided with litter pickers and gloves)
- Leaf collection (autumn only)
- Plate scraping in lunch hall
- Supervising younger pupils with cutting food etc
- Sharpening pencils
- Any tasks required by a member of staff
- Running a lunchtime activity for other pupils
- Admin tasks in the office

This is not a definitive list and pupils will be invited to make suggestions.