

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 **perseverance** 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. **Compassion** and **respect** is shown for ourselves, others and the world around us and concern is shown for the whole school **community**. Through the dedication of the children, parents, staff and governors, we make a difference.

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, AntiBullying Policy, PSHE Policy, Equality Policy and Child Protection Policy.

We are a Gold Rights Respecting school (UNICEF) and therefore 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 support children in taking pride in their behaviour
 - 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 reward systems and 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 values
 - 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
- Children’s behaviour is to reflect this policy both in and out of school

Definition of bullying

Bullying is “Bullying is the repetitive, intentional hurting of one person or group by another person or group (physically or emotionally), where the relationship involves an imbalance of power. It can happen face to face or online”.

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through websites,

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 internal suspension.

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
- Zero tolerance to all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in both our behaviour and physical environment of the school
- Working as a team, supporting and encouraging each other

Four Elms Rights

As a school, we have decided on eight key rights that are central to all that we do:

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. After discussions with the children at the beginning of the year, each class decides on their class rules which are displayed within the classroom and the playground. These rules form the classroom and playground charters. 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 in 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 house points. They can also receive certificates and trophies to celebrate good behaviour. House points will be collated and a tally will be kept for every child throughout the year. There will be a progression of rewards according to the number of points received. This can be recorded using dojo or a tally in the classroom. This will be as follows:

Number of house points	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

House points will be collated into house teams and counted throughout the year. Each week in celebration assembly, the points for that week will be read out for each house. The points will then go towards Sports Day scores at the end of the year.

Each class can work towards achieving class marbles. Once they collaboratively earn 20 marbles, the class are rewarded with a marble party of their choice.

Parents will be notified of particularly good work and behaviour through the use of certificates/postcards written by the child's class teacher.

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).

See appendix for the flowchart detailing low, moderate and serious behaviours and the related consequences.

1. Verbal warning(s)
2. Official warning
3. Work in another class (if this will break the cycle) or miss playtime for 20 minutes. Pupil to complete reflection sheet.
4. Sent to SLT and behaviour with consequence identified on flowchart. Pupil to complete reflection sheet and given School-based Community Service.
5. If a child receives School-based Community Service 3 times in 6 weeks, a behaviour support plan is put together alongside parents and the child.
6. Any further poor behaviour – child will then have an internal suspension of up to 3 days along with community service during break times and a meeting with the parent/s or carer/s will be held. If a child receives an internal suspension, more than twice in an academic year any further misbehaviour will result in an external suspension. A pastoral support plan will be created alongside the parents and the child.
7. Any extreme physical violence or abuse will automatically result in an external suspension for up to three days and a meeting with the parents or carers.

If a child's behaviour presents a threat to themselves or others' we shall follow the procedures in the Physical Intervention section below.

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 Seal restorative justice is a process that resolves conflict and fits well within our Christian ethos and values. It promotes telling the truth, taking responsibility acknowledging harm and accountability.

If a child has not respected the rights of others in some way, they will be taken through the restorative justice process that 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. The consequences will involve making amends to the other child/ren if appropriate.

Within our behaviour policy, restorative justice is referred to as a reflection sheet.

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 with our values. It promotes telling the truth, taking responsibility acknowledging harm and accountability.

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. The consequences will involve making amends to the other child/ren if appropriate.

Within our behaviour policy, restorative justice is referred to as a reflection sheet.

Fighting

Violence of any sort is not tolerated within school. Any act of intentional violence will result in the child being given community service or internal exclusion for a length of time decided at the Executive Headteacher's 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 to use. Ideally physical intervention should only be carried out by those staff members that are trained, however, we appreciate that this may not always be possible.
- 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"

Vaping

The school adheres to the National guidance for schools set out by ASH. Vaping is not for children. Smoking and the use of e-cigarettes or "vaping" is not permitted on school premises. Children found using or in possession of e-cigarettes will be given internal suspension for a length of time decided at the Headteacher/Head of School's discretion and a meeting will be held with parent/s or carer/s.

Mobile phones

Pupils in year 5 and 6 are permitted to bring phones to school, however all mobile phones must be handed in to a member of staff on arrival at their classroom. Mobile phones will be kept locked in a secure place for the duration of the school day and return to the child prior to leaving the classroom at the end of the school day. In the case where a child attends and after school club, the mobile phone will be returned to the child at the end of the session and not at the end of the school day.

Mobile phones are not permitted to be taken on daytime or residential school trips.

Sanctions will be applied for non-compliance of the above expectations according to circumstances. Please see the behaviour flowchart (appendix 3) for more information.

School-based Community Service and or Internal Suspension

Please see flow chart (appendix 3) for details on decisions regarding community service or internal suspension.

Please see appendix 2 for possible school based community service tasks.

Fixed Term Suspensions

If a child displays extreme behaviours, the Head of School may decide to give a fixed term suspension without the child 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 or internal suspension will have no impact. Four internal suspensions will automatically lead to an external fixed term suspension.

Permanent Suspension

The school is committed to a policy of inclusion. The Head of School will normally only resort to a permanent suspension when all other methods of support and sanction have failed or are deemed inappropriate. The Head of School 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 suspension from taking place.

Liaison with parents

Parents are a key factor in the behavioural development of their children and the Home School Agreement sets out how the parents and school can work together in this process. As a general rule parents should not be informed of behavioural problems which would arise as part of normal life in the school. However when a child persists with misbehaviour then the class teacher will inform parents. Reasonable steps will be made to inform parents of behaviour consequences where necessary. If pupils receive an internal or fixed term suspension, an attempt will be made to inform parents prior to the sanction being issued.

Children with SEND

While pupils with SEND may find adhering to some expectations, the same sanctions will apply, however they will receive additional support in adhering to them.

Some children will not fit easily into this pattern of acceptable behaviour and will need to have specific personal 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 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 Inclusions Manager. There are times when the advice of outside agencies will be required. This will be the result of discussion between the parent, class teacher, Inclusions Manager and Head of School. 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, governors and directors. Agreed changes to this policy will then be incorporated as necessary.

Review Body: Board of Directors

Approved on: 14 March 2024

Next review date: March 2025

Review period: 1 year

Appendix 1


Four Elms Primary School Restorative Justice/ Reflection Sheet



What
happened?

Thoughts
and feelings
at the
time?

Does something
need to be done?



Talk to the
other person



How can we put
things right?

Appendix 2

Appendix 2

Four Elms Primary School School Based Community Service

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

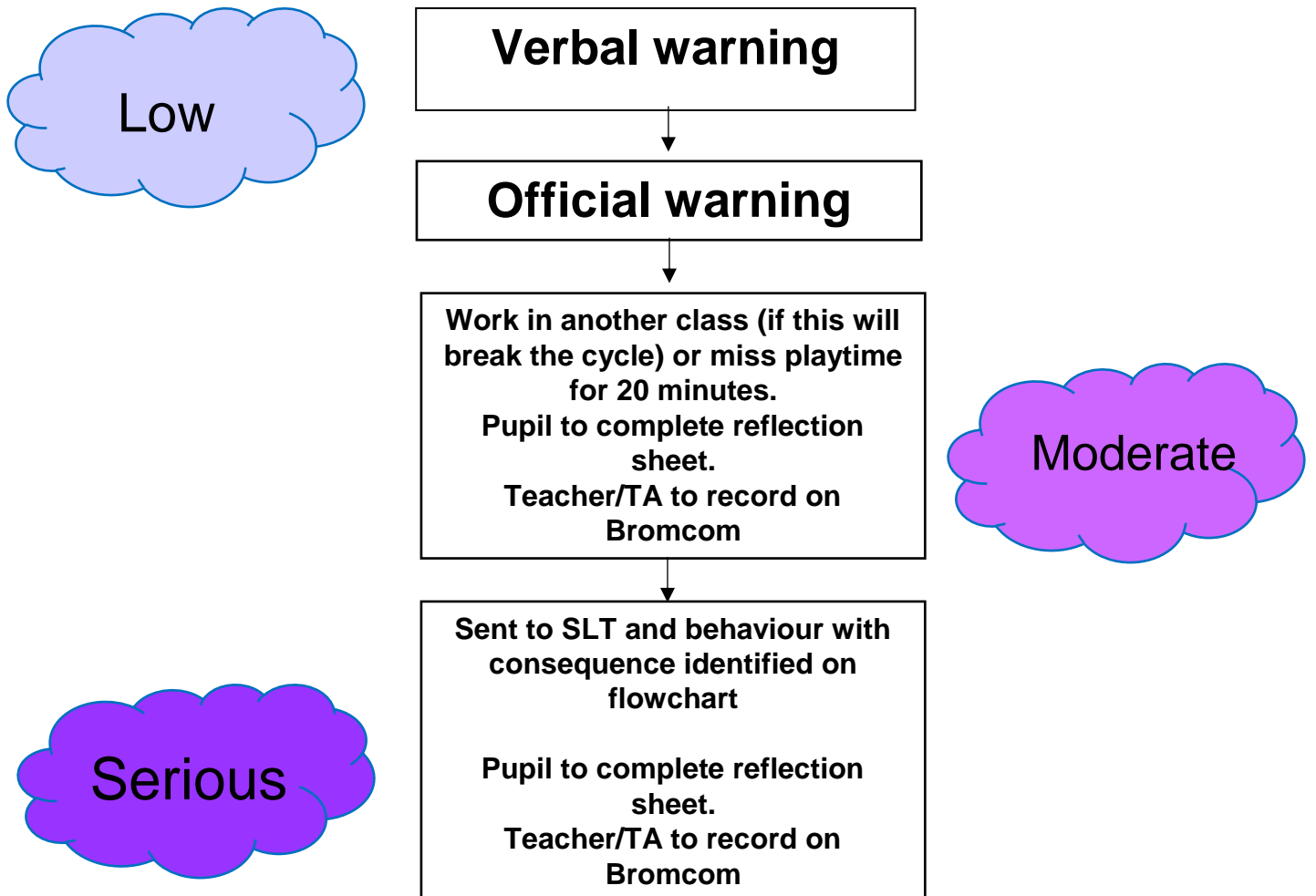
When pupils have not respected the rights of others and not followed the school rules, pupils may be asked to take part in community service. This allows pupils to put back into the school community and make a difference to the school life of others.

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.

Behaviour flowchart



Low-

- careless physical behaviour which causes accidents (rocking on chair, not looking where they are walking, rolling on the floor, pushing other children),
- refusal to work or to listen,
- wandering around the classroom,
- distracting others whilst working
- writing/ talking/ fiddling whilst the teacher is speaking
- talking whilst working
- calling out
- not treating the classroom equipment with respect
- flicking paper/objects

Moderate-

- Continued behaviour from official warning
- younger children hitting out
- Pushing
- refusing to leave the classroom when asked
- saying unkind things to others (name calling/teasing)
- entering building without permission at breaktime and lunchtime
- throwing things in anger
- spoiling own work and others'

Serious – See SLT flowchart

- physical violence
- swearing
- spitting
- threatening behaviour or language
- running away from an adult or off site
- damaging school property
- stealing
- Discrimination
- Bullying

Serious Behaviour Consequence Flowchart – S.L.T.

