



Good Behaviour and Discipline Policy

Rationale:

A clear policy on behaviour supports every child's right to learn. A consistent approach to behaviour management by all the adults in school gives children confidence in the fairness of the system and promotes a co-operative attitude.

Purposes:

The goal is to educate children to choose to behave appropriately and take responsibility for their actions.

- To foster an ethos that reflects the aims and values of Elmlea Trust.
- To promote equal opportunities and inclusion for all members of the whole school community.
- For adults to understand that behaviour can be a manifestation of an individual's emotional state.
- For children to fully understand that it is behaviour that is unacceptable – not the individual person.
- To provide rules that are consistent both inside and outside the classroom that are shared and understood by all children, parents/carers and adults within school.
- To maintain a consistent approach to managing behaviour through a system of positive rewards and consequences if not followed.
- To develop an environment with a relaxed, positive atmosphere in which the emphasis is on praise and encouragement, so children are ready to learn.

Guidelines:

The Golden Rules are moral values that underpin all the choices and decisions made by the school community and its pupils. These are:

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to people
- We are honest

The Golden Rules are displayed throughout the school. Moral values are taught through a relevant and appropriate curriculum, such as PSHE, Circle Time and Collective Worship.

Golden Rules are known and actively supported by all members of the school community and fairly and consistently applied.

Adults model exemplary behaviour based on high expectations of children and create a safe and secure environment that enables children to reach their full potential.

Class teachers ensure that the Golden Rules are explained to new children. All children are regularly reminded of the Golden Rules through assemblies, PSHE and Circle Time. Due regard is paid to the special educational needs of each individual and individual behaviour plans are developed when appropriate.

Incidents of unacceptable behaviour choices are recorded using cpoms. This enables the school to monitor behaviour and put in place steps to support an individual and improve behaviour.

Positive consequences:

All children are rewarded each week on Friday afternoon for 30 minutes of **Golden Time**.

All children aim to 'earn' 6 minutes of Golden Time each day of the week.

Golden Time is a well-structured and planned activity organised by the class teacher with an aim to achieve purposeful enjoyment. This time is not used as 'free time'.

All class teachers will produce a display to record earned golden time must record those children who have failed to earn golden time on cpoms.



Commendations, Headteacher and Governor Awards

A range of positive rewards are used across the school including verbal praise, stickers or dojos, individual or class points.

Dojos are awarded to children as a reward for good behaviour, effort and achievement in school.

5 dojos earn a commendation which is awarded by a class teacher.

Children can earn Headteacher Awards if they earn 5 commendations.

Governor Awards are earned if children earn 5 Headteacher awards.

Each class teacher may develop their own form of class rewards which result in a class treat, roughly one per long term e.g. a one hour class treat agreed by the class teacher and children.

Negative consequences:

Each time a child chooses to break a rule during one day the following negative consequences are applied:

1st incident:

Child receives **verbal or visual warning**.

2nd incident:

Name is written down on **board**. This is a formal warning

3rd incident:

Tick by the name

Adult will inform the child they have **failed to earn six minutes Golden Time** for that day. Pupils who do not earn part of their Golden Time, remain with the class for that period of time during Friday's Golden Time but are removed from the activity. This will be recorded on cpoms for internal tracking. Teachers will monitor behaviour and seek to reduce triggers in order to promote positive behaviour.

4th incident:

Two ticks means that parents are asked by **email** to support the school's good behaviour plan appropriately at home. Children will be sent to a partner class for a specified period for up to half an hour. Children will be expected to complete a reflection task which is then returned to the class teacher and discussed. Teacher and child can then discuss strategies to encourage good behaviour.

4th/5th incident:

Teacher **calls home** or speaks to parents at the end of the school day to discuss strategies for improving behaviour. A member of the Senior Leadership Team will be involved with any discussion with parents or carers at this point.

Strategies to Improve behaviour

- Regular contact with parents to develop positive supportive relationships where a review of behaviour is shared.
- Internal monitoring – this can take the form of a daily record that is split into timed sessions. Patterns in behaviour can be identified and support can then be given to improve behaviour.
- Regular discussions with the child – reviewing and reflecting on behaviour, discussing possible triggers and strategies to help develop positive behaviours.
- Allocating an adult mentor to support a child's wellbeing.
- Emotional support in the form of play therapy.
- Discussions within class in PSHE lessons where strategies are shared children discuss solutions to problems.
- School Golden Rules are shared consistently across the school and by all adults within the school.
- All adults showing an understanding that behaviour reflects emotion and behaviour therefore needs to be understood and can be a call for help.
- Adopting a restorative approach to managing behaviour where a calm and understanding approach is adopted when managing behaviour.