

Emmaville Primary School

# Choices Policy

(Management of  
Behaviour)

2024 - 2025





## Choices Policy (Management of Behaviour)

This policy is called **Choices** because the pupils make the choices. At Emmaville School we aim to encourage the children to remember:

*"There is always a choice about what I am going to do; everyone is responsible for the choices they make."*

The Staff and Governors recognise the crucial role that an effective Behaviour Policy can have on all aspects of school life.

An effective Behaviour Policy will:

- Identify the boundaries for 'what is' and 'what isn't' acceptable behaviour.
- Give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their academic potential.
- Help children's moral and social awareness, including that of citizenship.
- Outline roles and responsibilities for pupils, parents & staff

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values as reflected in the Every Child Matters agenda. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools' aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

We want to help children to develop as good citizens and to live in harmony with other people. The purpose of this policy is to reward acceptable behaviour and to turn unacceptable behaviour into behaviour that is acceptable.

At Emmaville Primary School we want to create a pleasant, caring, responsible atmosphere where children and adults are treated with respect, kindness and understanding. We are committed to providing an inclusive school. When dealing with behaviour staff should respond appropriately to children's diverse needs. Teachers are aware of the need to overcome the potential barriers to learning and the importance of behaviour management as an aspect of this.

All persons are expected to manifest behaviour which reflects and supports the following school rules that are displayed throughout the school.

At Emmaville Primary School we expect all children and adults to be:

Respectful  
Careful  
Honest  
Attentive  
Polite  
Hardworking

For this policy to be effective:

Pupils need to:

- Feel safe and secure.
- Be valued and appreciated.
- Know that they will be listened to.
- Have ownership of the school.
- Be aware of the boundaries and know what the consequences will be if they go beyond the boundaries,
- Understand the difference between right and wrong.
- Have good male and female role models.
- Be offered an appropriate curriculum that meets the needs of all children.

Staff need to:

- Be able to teach without disruption.
- Be valued, listened to, consulted and informed.
- Be supported by an effective behaviour policy and guidelines.
- Be supported by the Senior Leadership Team, school colleagues, Governors and outside agencies.
- Be able to work in partnership with parents in the best interests of the child/children.

Parents need to:

- Know that their child is safe and is going to be treated fairly and consistently.
- Know that their child is receiving high quality teaching.
- Receive regular updates about their child's behaviour and performance.
- Be welcomed into school as partners in their child's education.
- Be aware that they will be expected to share the responsibility for the behaviour of their child.

The overriding aim of our school is to help children operate with self-discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing. However, education cannot proceed without an atmosphere of good order and discipline necessary to the effective learning of all pupils and the successful functioning of the entire school community.

*Good order and discipline are best thought of as being POSITIVE and for helping the pupils to SUCCEED.*

## REWARDING CHILDREN'S WORK & BEHAVIOUR

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class attitudes and behaviour.

These strategies include:

### ON-GOING INDIVIDUAL PUPIL AWARDS

- Verbal praise.
- Non - verbal praise (smiles, thumbs up)
- Stickers for good work or excellent effort.
- Teachers will identify their class 'Star of the Week,' and pupils will be asked to comment upon what makes that child special. The children will receive a Marvellous Me/Tapestry certificate home which acknowledges their achievements and the names of 'Stars of the Week' will appear in the weekly news bulletin.

- The Headteacher, School Cook and Lunchtime Supervisors will also name their 'Star of the Week.'
- Teachers will celebrate pupil success in Celebration Assembly; this may be individual pupils or a group of pupils.
- Parents will be contacted and informed of their children's positive attitude within school; this may be done in the following ways - in the yard at the beginning or end of the school day, by telephone or Marvellous Me/Tapestry.
- On a daily basis tokens will be given to pupils to reward positive attitudes, politeness, good manners and for showing consideration and respect for one another. The tokens will be entered into a weekly draw and those children whose tokens are selected in class, will be rewarded with a small gift.
- On display in each class will be a reward sheet. The purpose of this is to remind children of acceptable behaviour in school and to also reward children for good work and attitude. If a child's name is written on the sheet once the child is praised by the class teacher.
- If their name appears on the sheet a second time, they will go to see one of the Assistant Headteachers for praise and to receive a sticker.
- If their name is placed on the sheet a third time, they will go to see the Headteacher. She will reward them with a certificate to take home and a sticker; the child's photograph will then be displayed on the **Headteacher's Rewards** display board for the whole school community to see.
- At the beginning of each academic year, class teachers and their pupils discuss and agree class rules. A class charter is then displayed in the classroom.

## WHOLE CLASS REWARDS

- Special achievements by the whole class can be rewarded by staff with a marble. When the class marble jar is full, the children discuss and agree with their teacher a whole class treat.

## MAKING THE RIGHT CHOICES

In order to encourage the children to make the right choices, displayed in all classrooms is a Recognition Board, where there will be a weekly focus on an element of our 6 expectations which will help children to prepare for their adulthood:

- Respectful
- Careful
- Honest
- Attentive
- Polite
- Hardworking

This board is a visual reminder of expectations of behaviour during lessons and aids the teacher to promote a positive classroom culture for learning.

In addition to this, all of our children are taught how to recognise their emotions through the ['Zones of Regulation'](#) this is a complete social-emotional learning curriculum created to teach children self-regulation and emotional control.

## AWARDING SANCTIONS FOR MISCONDUCT

### Behaviour that is never acceptable:

- Bullying (this can be verbal abuse or violence.)
- Violence of any kind (hitting, nipping, kicking, biting, pushing, spitting.)
- Racial or verbal abuse (name calling, swearing, teasing, threatening.)
- Leaving the classroom or premises without permission.
- Deliberately destroying or damaging school equipment.
- Stealing.
- Telling lies or blaming others.
- Stopping other children learning and persistent disruptions.
- Refusing to learn or ignoring instructions.

### Responding to poor behaviour:

- Consideration is given to Special Educational Needs (SEND) & other identified children who require an individual approach (please refer to our Positive Handling/Communication Policy).
- Explain 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable not the child.

- Reprimand in private and praise in public wherever possible.
- All staff are empowered to give sanctions.
- Sanctions are monitored and reported to Governors if deemed necessary.
- Incidents of misconduct (other than minor) are logged on our CPOMS platform where the SLT & relevant staff are notified.

#### Procedure:

- 1<sup>st</sup> warning - a quiet reminder of expectations of behaviour delivered one-to-one to the child.
- 2<sup>nd</sup> warning - asked to have five minutes away from others within the group to reflect.
- 3<sup>rd</sup> warning - time out in either another classroom or in the Head Teacher's office.
- The procedure should be concluded with a restorative behaviour conversation that is appropriate to the child's age/stage.
- Teachers and children are supported with the use of consistent language for a consistent approach. (See appendix 1)

SEVERE MISBEHAVIOUR - SEND TO THE HEADTEACHER OR ANOTHER MEMBER OF THE SENIOR LEADERSHIP TEAM so that they can deal with the behaviour. The behaviour will be recorded on CPOMS. The parents of the child may at this point be contacted depending upon the severity of the behaviour.

#### Set rules that should be adhered to throughout the school:

Throughout school the following is expected

Ready  
Respectful  
Safe

- Coming in procedure - whistle - playground equipment put away - second whistle - quietly line up - then enter school class by class. This is done at the end of playtime and

lunchtime. Teachers will collect the children from the yard and lead them into their classrooms.

- There should be no running throughout the school building.
- As children move around the school building, they should walk in an orderly manner and be mindful of the teaching and learning that is going on within the school.
- There should be no shouting along the corridors.
- At all times children should listen and follow instructions.
- As pupils enter the hall for assembly, they should remember that this is a time for reflection.
- Respect to one another should be given at all times.
- Manners and politeness will always be expected.
- Children should keep their hands and feet to themselves.
- Pupils should not say anything that would be hurtful to others.
- We should treat others in the way that we like to be treated.

### Exclusion:

- Exclusion will only be used for serious breaches of school policy.
- Only the Headteacher has the authority to exclude and will notify the parents within one school day by telephone and letter.
- Exclusions are available as a sanction but at Emmaville we would only use them where all other strategies are inappropriate.
- Exclusions will not be used if there are alternative solutions available.
- Exclusion guidance is based upon current Local Authority and Department for Education (DfE) guidance and current legislation which sets out the responsibility of the Headteacher, Governing Body and Local Authority.
- Provision is in place via the Thorp Academy Cluster for first day cover for all primary school exclusions. This will take place at a nominated primary school for children up to Year 4 and at Thorp Academy School for pupils in Years 4 to 6.



- Should a child be excluded from school, then parents would be expected to attend a re-integration meeting upon the child's return to school.

### Permanent Exclusion:

- Permanent exclusion is an extremely serious step, only used as a last resort for serious or persistent misdemeanours.
- This can arise from an accumulation of fixed term exclusions or as a result of a very serious one-off offence.

### Appendix 1

Scripted response for consistent language to use with children:

- I have noticed you are having trouble with...
- It was the rule about...that you broke/you have chosen to ...
- Remember our school rules (**respectful, careful, honest, attentive, polite, hardworking so we are ready to learn and be safe**) ...
- You seem to have forgotten. Try to remember to... (refer to rules/expectations) ...
- Do you remember last week when you... (positive behaviour) ...That's what I need to see today
- Thank you for listening.

Redirecting strategies are used to promote improved behaviour and reinforcement of school rules and expectations:

- I understand that...makes you feel angry or upset...
- I need you to...so we can...

#### Child

'It wasn't me'

But they were doing the same thing'

'I was only...

'You are not being fair'

#### Adult

'I hear what you are saying but...'

Maybe you are right, I need to speak to them too'

'Maybe you were...and yet...'

'Yes, sometimes I may appear unfair...'

Person responsible for reviewing this policy: Avril E. Armstrong

This policy is reviewed annually. It was reviewed and updated in November 2024