



Elements Primary School

Creative • Unique • Innovative

Elements Primary School Personal Leadership Policy

Elements Primary School is committed to providing an exciting, inclusive and engaging approach to learning, teaching and the curriculum for all children in order that they achieve their true potential. Elements Primary School is committed to working with the wider community, providing partnership working and a focus upon whole family engagement to secure high standards of behaviour and learning for their children. We recognise that high quality teaching, high quality mentoring, high expectations and a positive culture are necessary pre-conditions for securing outstanding behaviour in school. We are committed to achieving these conditions at Elements Primary School.

Elements Primary School operates a distinctive behavioural approach that emphasises positivity, unconditional positive regard, reward, validation, acknowledgement and the celebration of success. We believe that high self-esteem is key to positive behaviour and to harmonious relationships in life. Our Personal Leadership Policy is designed to:

- Foster a culture of unconditional positive regard
- Promote a positive climate and learning culture within our school
- Provide a safe environment for all
- Develop an understanding of what appropriate behaviours are
- Define a framework for rewarding success and de-escalating negative behaviours
- Promote self-esteem, self-regulation and positive relationships
- Model the attitudes and behaviours that will help children to enjoy positive experiences and relationships in school and in life
- Involve parents/carers, pupils and staff in the application of this policy and establish strong and effective communication

We expect children to follow The Elements Promise:

- Be Ready
- Be Respectful
- Be Safe

The Elements Promise will provide all staff with a framework to refer to in their conversations with children and will provide children with a simple and clear set of expectations.

The expectation of adults at Elements Primary School is that they will:

- Contribute positively to our culture of unconditional positive regard
- Consistently apply the Personal Leadership Policy fairly, without favour and actively model appropriate behaviours



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- Encourage, praise and listen to children
- Establish a culture of positive rewards and maintain a consistent approach across school
- Celebrate positive behaviour and instil a sense of pride in pupils achieving this
- Have high expectations of children's attitudes to learning, play and transitions through school
- Recognise and reward the five learning behaviours within Power Teaching
- Collaborate with team members in order to uphold and maintain high standards of behaviour at all times
- Ensure that classroom practice fosters cooperation and collaboration (learning by doing, rather than learning by do not).
- Keep a record of all incidents of serious or severe behaviour and ensure that the Principal and parents/carers are informed of any such incidents within that same day
- Consistently implement the language of choice to de-escalate situations and incidents
- Develop and maintain Individual Behaviour Plans for pupils who present consistently unacceptable behaviours
- Communicate effectively with parents/carers

Behaviour Approach

Our Personal Leadership Policy is a positive approach to behaviour management. Wherever possible, we encourage, praise, celebrate, reward, build self-esteem and we positively reinforce. We believe that high self-esteem is key to good behaviour, good learning attitudes and to success in life. We expect all adults who work at Elements Primary School to embrace this approach and to proactively support it. We take a relentlessly positive approach and focus loudly on the positives wherever we can. Effective and consistent behaviour management is the responsibility of all staff throughout the school. High standards should be expected and required, always.

Our Behaviour Approach is deliberately simple to follow. It is based on the 'Elements Promise'.

Positive Language

By verbally celebrating pupils' attitudes to learning, play and transition through school, we constantly and consistently reinforce our expectations. Staff at Elements Primary School will consistently use positive, supportive, celebratory and encouraging language towards children in order to model and reinforce praise, celebration and encouragement. Positive feedback is key to securing the behaviours and attitudes that will result in success in school and in life. All staff are therefore asked to be proactive and lavish in the giving of praise and be clear with children about the reason that they are receiving praise. Negative language or attitudes towards children will not be accepted at Elements Primary School.

Meet & Greet

As the children enter the building the adults greet them with a handshake. A handshake greeting is a good old-fashioned formal greeting that imbues a relationship of respect. We do this to make our pupils feel welcome and formally mark the start of the day.



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Rewards:

Rewards must be accessible to all pupils. They will be given for effort and/or success in academic and non-academic areas.

'Star of the Week' one pupil chosen by the staff in each class will be celebrated in the Celebration Assembly, photographed and the photographs will be displayed in the hall on our "Star of the Week" wall board for half a term.

A 'Leader of the Week' is awarded in the Celebration Assembly. The chosen child receives a certificate to take home. This is anyone who has shown good independence or interaction with others, setting good examples and being a role model to others.

Magic Moments

During learning time, our teachers often witness magical moments of learning. A magical moment is a magical thing to experience. It's when a child is recognised for doing something so wonderful it deserves to be publicly recognised. Children are recognised by a 'honk of the horn' as a celebration. These children will be posted on the wall of recognition and mentioned in the Celebration Assembly.

Children who have demonstrated behaviour that is 'over and above' will be awarded a special certificate in Celebration assembly as an 'Elements Hero'. They will be added to the wall of recognition.

Learning Behaviour

Many children arrive at school with a host of experiences of life at home. Many children need to be taught to work cooperatively. This is done through 5 learning behaviours which are the foundation of our teaching and learning approach 'Power Teaching'. The children work in teams to receive points for different learning behaviours. Different behaviours are rewarded in celebration assembly. There is a progression of expectation of these behaviours throughout EYFS, KS1 & KS2. The five learning behaviours are:





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Praise in Public

Teachers give regular praise to pupils. Regular praise helps our pupils understand that they are doing well and make great choices. Praise should always be as specific, targeted, public and sincere as you can make it. This is what gives it power.

Consequences

It is important that children know their good behaviours will be met with positive reinforcement and reward. It is equally important that children understand that poor behaviours will result in consequences.

Reprimand in Private

Reprimand should be calm, private conversations or re-directions that only the child who it is intended for can hear. Adults always speak to children calmly, with the greatest respect and with positivity. Adults at Elements Primary School never speak in raised voices or shout, express negativity, sarcasm or use derogatory tones

From time to time, pupils may display inappropriate behaviours. Such behaviours will be consistently challenged by all staff with the aim of de-escalating any situation and ensuring all children are safe and that learning can continue uninterrupted. Before any warnings are given, adults should use non-verbal signals e.g. eye contact, a shake of the head, a disapproving look and allow the child take up time. Following this, adults must clearly state which behaviour they expect to cease and present a calm, clear statement of expectations, which presents the consequences using the language of choice. this is done through the use of the following script:

- Name..... I can see you are..... (e.g. talking, running round the classroom...)
- You are breaking our promise to be..... (ready/respectful/safe)
- If you continue to you are choosing to/You are choosing to (e.g. Have your name in the sad book....)
- Do you remember... (this morning/yesterday.....) when you (describe positive behaviours) That is what/who I need to see today.
- Thank you for listening.

If the behaviour continues, repeat the script then follow these steps

Within a day if a child breaks the Elements promise.

Verbal warning to include the child's name recorded in the class behaviour book (sad book).



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Within a day if a child breaks the Elements promise a second time.

Second verbal warning and the child has 5 minutes “Time Out” within their class.

Within a day if a child breaks the Elements promise a third time.

The child’s name will be recorded in the class behaviour book and the child will be given “Time Out” from the classroom.

This will be in another classroom. The child should be accompanied to the buddy class by an adult.

Within a day if a child breaks the Elements promise a fourth time.

Child will be sent to the Principal or senior staff to discuss their behaviour. Parents are telephoned to discuss the behaviour or they may be called into school for a meeting. An entry will be recorded on CPOMS.

Severe Behaviour

On occasion it may arise that a pupil’s behaviour is deemed to be severe. This is in agreement with the Principal or senior staff. Severe behaviour includes;

- Open defiance or refusal to do as requested by a member of staff
- Use of bad language or swearing at an adult
- Fighting (aggressive rather than play fighting that got out of hand)
- Proven Theft or Vandalism
- Proven Racism or Homophobia
- Proven Bullying

(This is not an exhaustive list)

If a teacher considers a pupil’s behaviour to be severe, the pupil will be taken to the Principal or senior staff. Parents will be telephoned as soon as possible to discuss the behaviour. Parents are requested to make an appointment to meet with the Principal or Assistant Principal to discuss the behaviour.

Where severe behaviour is occurring regularly Parents and the Principal/SENCO should meet to draw up a behaviour plan which all staff should receive a copy, and follow until further notice.

Children should at all times be encouraged to return to positive behaviours as quickly as possible in order that we can celebrate and reinforce the positives.

If however, a child’s behaviour escalates to ‘severe’, the behaviour displayed by the child, the trigger that caused it and the action taken by staff MUST be recorded onto the school CPOMS system. This information is very important in



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providing evidence that can support the child, family and school with understanding and managing individual behavioural needs.

Enabling Success

The whole Behaviour Approach at Elements Primary School is designed to enable all children to experience success. Inclusive provision requires that modifications are made to support the Inclusion of some children. This may take the form of a visual behaviour/ reward/ achievement chart or other. The aim is to support all children to develop their ability to manage their own behaviour, and behaviour for learning, independently.

Praise, Praise, Praise. Celebrate, Celebrate, Celebrate. Reward, Reward, Reward. Staff should at all times focus on positive reinforcement and building self-esteem whilst maintaining control and the respect of pupils.

Date last reviewed: December 2020

Date of next review: December 2021