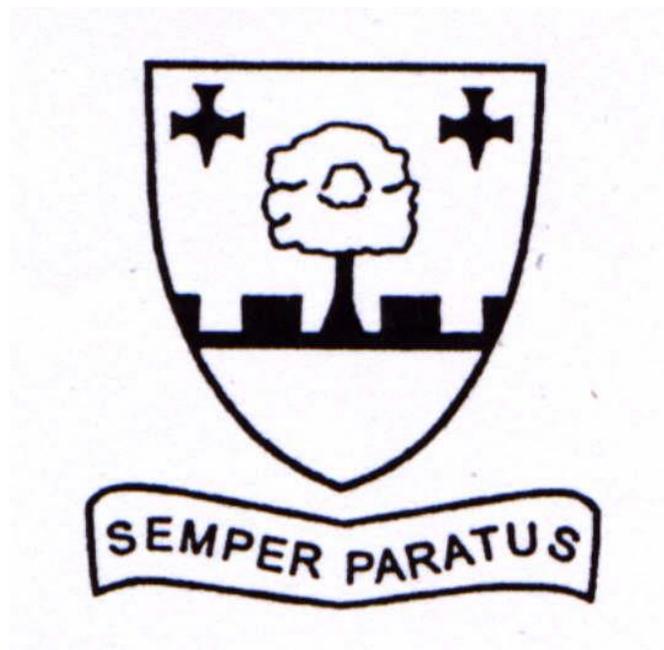


ELMWOOD JUNIOR SCHOOL



BEHAVIOUR POLICY

Issue 7

INTRODUCTION

It is our aim to have a calm, purposeful and happy atmosphere in the school where pupils are safe and respect and support each other, where they are free to learn without fear of discrimination, supported by adults who act in their best interests. We hope pupils will show respect for the environment and thrive, make a positive contribution and display respectful behaviour at all times.

To support our aims Elmwood Junior School is a UNICEF Rights Respecting school with the values of the Convention on the Rights of the Child (CRC) at its heart and these are embedded into the ethos and curriculum of the school. All members of the school community learn to use the language of rights and respect. It is our aim that, through the Rights Respecting agenda, pupils are empowered to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights, pupils also learn about the importance of respecting the rights of others.

The school community has chosen 5 Rights from the Convention which have particular relevance.

These are:

1. THE RIGHT TO A CHILDHOOD
2. THE RIGHT TO BE EDUCATED
3. THE RIGHT TO BE HEALTHY
4. THE RIGHT TO BE TREATED FAIRLY
5. THE RIGHT TO BE HEARD

These 5 Rights are displayed throughout the school and enshrine many of the 54 Articles included in UNCRC (United Nations Convention on the Rights of the Child) Knowledge of these Rights empower pupils to develop positive relationships founded on dignity and a mutual respect for rights and pupils are included and valued as individuals.

Whole School Charter

The Whole School Charter is an agreement between all adults and pupils with regard to acceptable behaviour based on respect which contributes toward a positive learning environment.

Restorative Approach

In dealing with conflict situations we adopt a restorative approach to encourage children to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community which surrounds them.

This approach is a way of resolving conflict and promoting reconciliation. It focuses on enabling young people to take responsibility for their actions by making them aware of the harm that has been caused and empowering them to repair damaged relationships. This approach involves listening to children and helping them to identify the feelings and thoughts that lay behind their actions. The children are then supported in identifying the impact that their choice had on others. Together with a trained mediator the children identify how they can repair the damage caused.

The Restorative Approach does not rule out punishment. It simply looks at the problem from a different perspective. Its focus is on the harm that has been done and how it can be repaired. This approach has been proven to be more effective for ensuring sustained improvements in children's behaviour than the traditional punitive method which assigns blame and distributes punishment.

The use of specific and scripted questions encourages a child to take responsibility for their actions and to raise awareness of how their behaviour has affected others. All staff can use restorative questions in order to structure a discussion with a pupil about an incident.

Restorative Questions:

1. What happened?
2. Who has been affected?

3. How can we involve everyone who has been affected in finding a way forward?
4. How can we do things differently in future?

The question 'Why did you.....' Is to be avoided

Role of Adults

All adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other; their example has a significant impact on children.

We believe that an appropriately structured curriculum, a well-managed class and effective teaching methods contribute to good behaviour.

We have due regard to Articles 43-54 UNCRC which stipulate how adults and governments should work together to ensure that all children can enjoy all their rights.

Working with Parents

We believe that it is essential to keep parents well informed about their child's behaviour in school. A positive partnership with parents is crucial to building trust and developing a common approach to high expectations and strategies for dealing with unacceptable or unwanted behaviour.

Parents/carers will be informed at an early stage if any member of staff has concerns about a child's behaviour.

It is principally the responsibility of the class teacher to make contact with parents. Class teachers will monitor and collate records that show when children have been spoken to regarding their behaviour. If the concerns about behaviour continue the children concerned will be discussed with the Year Leader and an appropriate support strategy put in place. The Deputy Head Teacher (Lead for Behaviour) will deal with serious incidents (see paragraphs 'Dealing with serious misbehaviour' and 'On-going concerns'). Parents must be made aware, at all times that it is unacceptable to approach someone else's child to deal with a behaviour issue. All incidents must be dealt with through the school and in accordance with the behaviour policy.

Passport Behaviour System

The Passport System is used to ensure that children who continually make the right choices do not go unnoticed. Sanctions are put in place for those who do not make the right choices, including the opportunity to reflect.

How does it work?

- A visual display in each classroom.
- A Reflection table / area is available in each classroom.
- At the start of the academic year, each child is issued with a passport.
- At the beginning of each day, every child's name is listed under the happy face on the board.
- During a session, if a child misbehaves, they are given a Reminder and their name is moved on the board to the Reminder column.
- During the same session, if the behaviour does not improve, their name is moved to the Yellow card column and this is recorded.
- If the child's behaviour continues within the same sessions, they lose their passport for the day and their name is moved to the Passport Loss column. This is noted with a PL on the passport for the corresponding day and the reason for the loss of passport written on the back of the passport. It is also recorded by the class teacher on the SIMs database.
- The next session begins with a fresh start, except for those who have already lost their passports.

-If a child has lost their passport and their behaviour continues to be unacceptable, they will be given Reflection time where they will be sent to sit on their own at the Reflection table / in the designated Reflection area. This is noted with RF on their passport.

-If after Reflection time the behaviour continues to be unacceptable, they will be sent with an LSA / a sensible child to another class, with their work, to have a 'Time out' in another class. They will complete a reflection sheet to reflect on their behaviour and complete their work for the rest of the session. This is noted with TO on their passport. The class teacher will inform the parents/carers about their child's behaviour and discuss the behaviour with the child using the restorative approach if appropriate.

-If a child receives a specified number of Yellow cards within a 24 hour period, they are sent to break time detention in a buddy class. They must be walked to and from by an adult

-A child's passport is lost immediately for the following:

- Racist Language
- Homophobic Language
- Violent Swearing
- Fighting
- Rude gestures
- Sexual behaviour
- Threatening behaviour
- Bullying
- Absconding

The incident is recorded on the SIMs database and parents may be informed. The child will lose their break time and lunch time that day.

-At the end of each day or week, passports are completed with ticks for each day when a child has kept their passport.

-Weekly monitoring is completed for every half term to keep a record of who has kept or lost their passport.

Attitudes to learning

At the beginning of the academic year, each child will set an individual 'behaviour for learning' target with support from the Class Teacher (and ELSA if appropriate). Children consider their learning styles and the effect their behaviour has on their own learning and the learning of others. The targets set may be linked to their concentration in class, whether they contribute to class discussions, manage their distractions etc. All children are expected to support their peers and encourage them to meet their targets. The targets are set and reviewed at the beginning of each term and then adjusted termly.

Children with SEN

As Elmwood has some children with an EHCP or an SEN support plan, these children may be given a behaviour chart to support the Passport system, with 1 target at the top (e.g. I can follow instructions first time) and the sheet split into sections for sessions that can be ticked to indicate that they have kept their passport. They may also have access to visual timetables and LSA support.. This support and any changes will be discussed with the SENco and any other staff involved.

Lunch Time Detention

An LSA will supervise lunch time detentions in a designated room. Class teachers or LSAs are expected to walk the child(ren) to the room and explain to the LSA who is supervising why the child(ren) is/are there. Children who are in detention will eat their lunch there and discuss with the LSA why they are in detention and the other behaviour choices they could have made to avoid the detention using the restorative approach if appropriate. The LSA completes the Lunch Time Detention record sheet to show what has been discussed and any outcomes. If a child has been brought to LTD for an immediate loss of passport incident on the playground, an incident form will be completed and the class teacher will be informed so they can record it on the SIMs database and inform Parents/ Carers.

Rewards

How are children recognised for their achievement and excellent behaviour?

During Year group Star of the Week assemblies on a Friday, teachers choose two children who deserve to be recognised for their academic or behaviour choices (please note: they do not need to be children who have a full passport). The children are awarded with a certificate and stand in front of their year group. Also the class' LSA chooses one child who has shown excellent behaviour choices on the playground and they are rewarded with a behaviour badge.

Passport Reward

For children in the Gold group, a termly reward is organised by the Senior Management Team. Children in the Silver group will watch a DVD during the time the Gold group are having their reward. Children who have lost their passport a specified number of times will be in the Reflection group. This will be a time to reflect on their behaviour and look at ways to change/ adapt/ improve.

Parents/ Carers of children who do not achieve the passport reward may be contacted by the class teacher or a member of the Senior Management Team to come in and discuss the child's behavioural issues/ concerns.

Support and Report

At the end of every term, the Deputy Head Teacher records the amount of times children have lost their passports and produces an analysis for the children who have been in the 'Reflection group'. This is shared with the Senior Management Team and referrals to in house support or outside agencies is discussed (e.g. ELSA).

Children who lose their passport consistently may be put on report.

To put a child on report, a discussion with the class teacher, children's parents, Year Leader, DHT or AHT and any other adults working with the child at the time must take place. This will include the reasons for being on report and the way the report will be conducted and monitored. This can be in the form of a book or a sheet.

When put on report, the child will:

- Be given a book or sheet with a behaviour target (decided at the discussion meeting) and the behaviour in each session will be recorded by the class teacher or LSA.
- Be accompanied to bring the book or sheet to a designated member of staff to have it looked at and signed at agreed parts of the day (e.g. the end of morning and afternoon sessions).

The report will be regularly reviewed with the relevant staff and children's Parents/ Carers.

When on report, the child continues to work within the passport system.

It is hoped that being on report will help a child to reflect upon and manage their own behaviour. Once the child is able to make good decisions and regulate their behaviour the Report will no longer be necessary.

Dealing with more serious misbehaviour and on-going concerns

In the event that misbehaviour continues despite a passport loss, the child should be sent with an adult to the Head Teacher, Deputy Head Teacher or a senior member of staff. Alternatively, a 'red card' should be sent to the office where an available member of the SMT will collect the child from class/ the playground. An incident sheet should be completed in these instances and then the Class Teacher or member of SMT will inform the Parents/ Carers.

When a child's behaviour is causing on-going concern, the Class Teacher will:

- Meet with the HT/DHT/SENco to discuss further strategies. These may include:
 1. In school support (e.g. ELSA).
 2. Involvement of outside agencies.
 3. Internal exclusion.
 4. Fixed term exclusion.
 5. Permanent exclusion.

Exclusions

There are fixed term and permanent exclusions. The Head teacher will carefully follow the procedure set out in the statutory guidance, which is designed to ensure fairness and consistency in the handling of exclusions.

Whenever the Head teacher excludes a child, the Parent/ Carer will be notified immediately, ideally by telephone and followed up by the official paperwork. This will state the dates of the exclusion, the reason for the exclusion, the parents' rights to make representations about the exclusion, the person whom the parents should contact if they want to make such representations, the school days the parent is required to make sure the child is not in school and the arrangements to meet the parents and child to discuss and agree the return to school.

The Head teacher must report all exclusions to the local authority. The Governing Body is also informed.

Playground Behaviour

When an incident occurs in the playground at lunch time or break time, the staff member supervising that area, is responsible for informing the class teacher of the situation so the class teacher can move the child's name according along the class display board and record anything, if necessary, on the child's passport. If a serious incident occurs, the procedures explained in the 'How does it work?' (see page 3) and 'Lunch time detention' (see page 4) should be followed.

The SMT should be made aware if serious incidents of unacceptable behaviour occur on the playground. This allows us to see if there are patterns emerging e.g. if certain children are repeatedly having incidents on the playground. The SMT team will decide on appropriate support/intervention needed for the child/ren.

Monitoring

The Deputy Head Teacher will monitor behaviour on a regular basis and follow up on-going concerns about the behaviour of particular children. The DHT and SENco will offer support and advice when requested and will attend meetings with parents/carers when necessary.

We have carefully considered the impact of this policy on all particular characteristics as part of our ongoing process to ensure it is fair and does not prioritise or disadvantage any pupil. This is in line with the Equality Act 2010.

APPENDIX 1

RESTORATIVE APPROACH

What do you need when you've been harmed?

- An apology and amends made
- An empathetic listener
- A chance to talk
- Have my voice heard
- The other person to understand
- To be respected
- To be allowed to have emotion
- Support and positive reinforcement
- To be able to problem solve
- To draw a line underneath it

What do I need when I've harmed someone else?

- A chance to explain and apologise
- Time to put things right
- To feel better about it
- To be forgiven
- To get back on friendly terms
- To reassure them/myself it won't happen again
- To make it up to them

APPENDIX 2

HOW WE WILL SUPPORT OUR BEHAVIOUR POLICY

- All adults will praise positive behaviour
- Use of 'Restorative Approach' questions to ensure that child takes responsibility for their actions and to raise awareness of how their behaviour has affected others
- House points – awarded for good work, attitudes and behaviour in the classroom and around the school by all staff. Total points collected weekly by house captains and shared in assembly
- Circle time – to encourage everyone's views and ideas, to promote a more caring and supportive environment
- Be positive e.g. 'Tell a good tale.' This may be particularly useful after lunchtimes
- School Council - children will take an active part in supporting the Behaviour Policy. They will have opportunities to discuss the policy and offer suggestions on how to implement and improve the policy.

APPENDIX 3

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

- **Be positive**
Positive reinforcement of desired behaviours is more effective than naming of undesirable behaviours
e.g. *'Thank you for walking'* is more effective than *'Don't run'*
- **Catch them being good**
Be vigilant and spot the positives. Verbal praise that is specific to the behaviour gives the pupil valuable feedback
e.g. *'I like the way that you are sitting. Well done.'*
- **Be fair**
Be consistent with any rewards and sanctions that are applied. Once the sanction is completed reinforce the fresh start that the pupil is making.
- **Be equitable**
Some children demonstrate behaviours that are 'unacceptable' as a result of SEN or disability. They will need specific support and teaching in order to understand what others of their age already comprehend. In order to be equitable these children may need more time than other pupils. Some children display different behaviours as a result of different cultural values.
- **Take time**
If an incident occurs, take time to find out what happened, to think and assess. This avoids 'jumping to conclusions'. Listen to all sides and ensure that all children have an opportunity to speak. – RESTORATIVE APPROACHES
- **Be calm**
At all times, maintain calm, positive body language and tone of voice.
- **Be proactive**
Support all children in the school by celebrating positive behaviours and challenging negative choices.
- **Use the language of choice**
This empowers children and avoids a confrontation where the pupil has no control.
e.g. *'You can complete your work at this table or this table. Where would you like to work?'*
- **Repeat instructions**
Repeat the requested behaviour calmly but assertively using open body language.
- **Give a time frame**
Use the 'When you.....then you.' phrase to ensure that the pupil understands what the expectations are.
e.g. *'When you complete three sentences then you may go out to play.'*
- **Differentiate**
Know how each pupil is progressing with their learning and match the teaching content to their needs.
- **Planned ignoring**
This would be used for low-level misbehaviour and might involve:
 - Praising adjacent children whilst ignoring those children behaving inappropriately.
 - Avoiding eye contact, seeking answers from those children putting their hand up.
 - Discussing with the child why they are being ignored.
 - Discussing with the class why a particular child is being ignored.
- **Non – verbal signals**
This might include:
 - looking in the direction of the noise
 - clicking fingers
 - eye – to – eye contact
 - shaking head
 - facial expressions
- **Proximity control**
This might be used to de-escalate conflict or inappropriate behaviour
 - teacher moves nearer the pupil
 - pupil is moved nearer the teacher

- **Effective Reprimands**

Staff should be aware of the way any reprimand is delivered. Shouting should be regarded as an exception. The occasional raised voice when the child / class are normally quiet is more effective.

When reprimanding a child, it is expected the teacher will:

- Know the child. Reprimands should be appropriate to the age, character and understanding of the individual child.
- Be reasonably close to the 'target' child. Where possible avoid blanket, whole class reprimands. Encourage the child to be 'self-critical'. This might be done orally or in written form.
- Deliver the reprimand calmly, firmly and with confidence. With older children in particular, it might be better to speak to the child away from their peers.
- Be clear and specific about the facts and the points you wish to make. Give the child the opportunity to explain their point of view. Don't get involved in argument. Don't let the child talk while you are talking.
- Make sure the children are clear that it is the inappropriate behaviour that is unacceptable not the child. We should be aware of what is said when reprimanding a child. The reprimand should be related to their behaviour. We should encourage the child to take responsibility for their actions. Explain carefully why the child is in trouble and the behaviour that would have been appropriate.
- We should be aware of the situation where the reprimand is given. Reprimands should not intentionally humiliate a child.
- We should avoid the use of emotive language e.g. idiot, stupid.
- Be clear and specific when discussing with the child their inappropriate behaviour, giving them clear ideas on alternative types of behaviour.
- Insist on eye contact with the child.