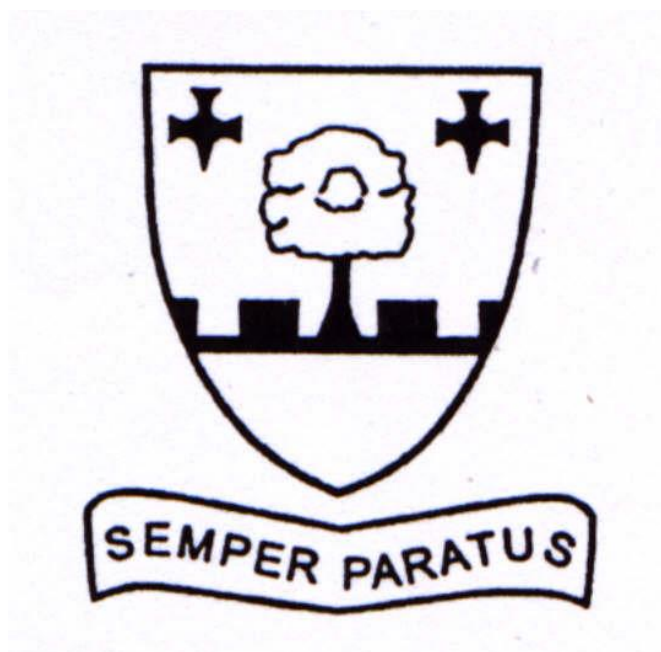

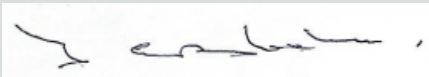


ELMWOOD JUNIOR SCHOOL



BEHAVIOUR POLICY

Issue 12

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| Approved by: | Curriculum Committee | Date: 09/03/2022 |
| Signed on behalf of Curriculum Committee: |  | Date: 09/03/2022 |
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Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online

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 section '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 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.

-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 verbal reminder or 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 session, 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 class behaviour spreadsheet.

-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 with a senior member of staff or in their buddy 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 (Time Out) 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 class 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 SMT behaviour log. The action taken is dependent upon the behaviour concern but may include one or more of the following:

- Parents may be informed
- Spoken to by SLT
- Internal exclusion
- Fixed Term exclusion
- Break / lunch detention

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

Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

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.

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

At the end of every half term, children are grouped into Gold, Silver or Reflection group – the group they are in is dependent upon the number of yellow cards and passport losses they have received that half term e.g. a child who has had no yellow cards or passport losses will be in Gold group. Boundaries for each half term are decided by SMT and will be determined by the number of school weeks in that half term. For children in the Gold group, a termly reward is organised by the Senior Management Team. Children in the Silver group will watch a film during the time the Gold group are having their reward. Children who are in Reflection group will spend the time completing a reflection sheet which will allow them to reflect on their behaviour and look at ways to change/adapt/improve during the next half term.

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 and display persistently challenging behaviour may be put onto a pastoral support plan.

To set a child on a pastoral support plan, 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.

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

When on a pastoral support plan, the child continues to work within the passport system.

It is hoped that being on a pastoral support plan 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 pastoral support plan 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 pupil or LSA 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 or a pastoral support plan).
2. Involvement of outside agencies.
3. Internal exclusion.
4. Reduced timetable
5. Fixed term exclusion.
6. Permanent exclusion.

Exclusions

There are fixed term and permanent exclusions. The Head teacher will carefully follow the procedure set out in the exclusions policy, 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 Board is also informed.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the rights and responsibilities charter
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

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 accordingly 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 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.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

-Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Roles and responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (see appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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.

Data Protection

Elmwood Junior School will collect and process all personal data and sensitive personal data in accordance with the legal obligations as set out in the General Data Protection Regulations 2018. Please see the school's GDPR Data Protection Policy for further information.

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

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, we follow Croydon exclusions guidance and this document outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

APPENDIX 2
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 3

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 4

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 Board 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 Board 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.