

Elmhurst Junior School Behaviour Policy 2020 (POST COVID amended policy)

“READY, RESPECTFUL, SAFE.”

Elmhurst is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly and shown respect
- To promote trusted and trusting relationships which facilitate open and honest communication.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions.

All staff

1. **Meet and greet** at the door, as often as possible.
2. Use the **check in, check up and the checkout** process as part of a positive system of support. During the initial settling in period post Covid, it is expected that staff will use the check in process with children at least twice daily.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson. These mechanisms are personal to the teacher and meet the needs of the individual child, without giving public recognition to poor behaviour.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions. Be generous with second chances during post Covid.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the learners.

Managing behaviour at Elmhurst

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, eg. the pebble system, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The visual aspect of the Recognition Board means that spoken names aren't always necessary. Staff will also message/ call parents of

children who have gone “over and above” in terms of both their work and their behaviour. The headteachers operate a “Friday 5” policy and call the parents of children who go “over and above”.

‘It is not what you give but the way that you give it that counts.’

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

Practical steps in managing and modifying poor behaviour

It is not possible to leap or accelerate steps for repeated low-level disruption.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

STEP 1: The reminder

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. Repeat reminders if necessary. Be generous with second chances as children settle back into school routines. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

STEP 2: The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. At Elmhurst, we use the scripted intervention below:

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is.
- d. Refer to previous good behaviour/learning as a model for the desired behaviour.
- e. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

STEP 3: Last chance and an imposition

At this point, the learner will be referred, with work, to another room. A short restorative conversation should take place as soon as possible afterwards in the child's own time (breaktime/end of the school day).

If the work is not completed during this time period, it will be sent home for completion.

If the step above is unsuccessful, or if a learner refuses to take a time out a senior leader will be sent for.

Children who have a specific behaviour need, may need a more tailored approach in line with their existing plans.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

STEP 4: Restore

Reparation meetings at Elmhurst are a core part of repairing damage to trust between staff and learners.

Our Reparation meetings are structured in the following ways:

We use the Restorative Five:

Five questions from the following choices should be asked, depending on the situation:

What happened? What were you thinking at the time? What have you thought since?

How did this make people feel? Who has been affected?

How have they been affected? What should we

do to put things right? How can we do things

differently in the future?

In order to make reparation meetings successful, we will adopt the following:

We will sit at the same level as the child, with no physical barriers

We will focus on the issue in hand; we won't pick up on side concerns (eg uniform/ nail varnish)

We will reserve enough time for the meeting.

We will resist the urge to make notes

We will have a glass of water available for the pupil.

We will leave the door open.

We will not answer the questions yourself (not on behalf of the child but with your own reflections)

We will use non judgemental language

We will resist/ignore any interruptions

We will end the meeting well/positively/conclusively.

Staff will take responsibility for leading Reparation meetings. Middle Leaders/ Senior Leaders will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Elmhurst we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

A serious breach in behaviour

If the behaviour shown is: repeated aggressive swearing, verbally or physically abusive, homophobic or racial abuse or repeated name calling about someone's appearance, a senior leader will be involved and the steps will be by passed.

A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, will always be investigated and could include community service and payback.

The only behaviour that we have absolute control over is the behaviour of the adults in school.

Policy agreed by all staff and Governors: July 2020

Review date: September 2021