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Elmhurst Junior School

Elmhurst Etiquette

Relationship (behaviour) Policy and strategies

Date July 2025

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Here at Elmhurst Junior School, we believe in fostering strong **relationships** within our community.

Most of the time, pupils thrive and have positive experiences both in the classroom and during playtimes. However, sometimes a pupil's actions might not reflect our school values of:

Trust, Respect, Kindness and Forgiveness

We understand that actions are a form of communication, and we make every effort to understand why a child might act in a certain way. Often, a gentle **reminder** and a review of what positive relationships look like will help a child move forward in a positive manner.

Sometimes we will need to take things further, and to support us with this, we use an established school approach called "Good to be Green," which focuses on building positive relationships.

We hope the following information helps you to understand how this works and what this means for your child.

What does the Department for Education (DfE) state?

Maintaining a positive culture requires constant work, and schools should positively reinforce the **relationships** that reflect the values of the school and prepare pupils to engage in their learning. Sometimes a pupil's actions may cause hurt or distress, and pupils need to understand that there are consequences for their actions. Often, this will involve opportunities for **reflection** and repair.

Our Elmhurst Etiquette positive behaviour relationship policy focuses on how children are managing their emotions and interactions with others positively. By doing so our expectation is that pupils will always follow our school values.

We want to celebrate all pupils who are consistently showing positive relationships and we believe all children should have a chance to be seen to shine.

Each class has a wall chart and when a pupil is seen to be consistently showing positive values and relationships an adult will acknowledge this by placing their shining star card in the wall chart.

We understand that recognising positive behaviours helps to build the esteem of pupils and we want pupils to be focused on the positives of their day in school.

If behaviours or relationships are not following our school values these will be addressed through a supportive and constructive dialogue with the child.

The school day is divided into three sessions and two playtimes.

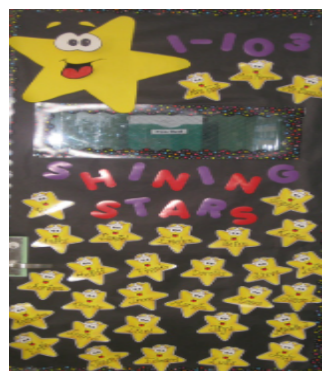
Every session is a new start, and all pupils start the session on green.

We have three classroom sessions:

- Before break
 - After break
 - After lunch.
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How do we respond to those who uphold the school values?

- Shining star cards in the class wallchart
- Celebration assembly with our Elmhurst Etiquette Stars
- Class celebrations: whoops, dance, play, shout out etc
- Verbal praise, contact with home



What does the Department for Education (DFE) say about relationships?

“Maintaining a positive culture requires constant work, and schools should positively reinforce the **behaviours** that reflect the values of the school and prepare pupils to engage in their learning. Sometimes a pupil’s actions will be unacceptable, and pupils need to understand that there are consequences for their actions. Often, this will involve the use of reasonable and proportionate opportunities for **reflection** and repair. These opportunities can often be effective in helping a specific pupil or all pupils at the school to develop stronger relationships.”



Reflect and Talk



At Elmhurst Junior School, we will always talk with pupils to identify why their actions might not reflect our values, to find out what might be impacting on them and hindering them from fostering positive **relationships**.

It is always important to understand how a child might respond or behave in a particular way and help them to communicate their feelings, so we can support them properly.

As with all aspects of school life, we are here to help children to learn and **reflect** when actions may have caused hurt or distress to others and/ or to themselves.

We all make mistakes, and we can all learn from these, but often we need support and guidance to help.

So, how does it work?

Clear Expectations and Consistent Responses

Our approach is built on two key pillars: **clear expectations for excellent behaviour** and a **consistent series of steps when poor choices are made**. All adults at Elmhurst Junior School are committed to following these principles, ensuring children know exactly what to expect from every adult in the school and can take responsibility for their actions. You'll find a detailed breakdown of a 4-step process, including our commitment to **reprimanding in private (RIP)** to preserve dignity, later in this booklet.

"When the Adults Change, Everything Changes" – this powerful message reminds us that our **consistent and unified approach**, demonstrating "visible consistency with visible kindness," is the most effective tool we have.

By focusing on relational practice, clear routines, authentic recognition, and a structured response to misbehaviour, we aim to cultivate an environment where children are motivated by a desire to learn, contribute, and engage positively with their school community.

Section I: Building Positive Relationships

The Meet and Greet: Setting the Tone for Learning

The start of the school day is a golden opportunity to build positive relationships and set a clear, calm, and respectful tone.

Action: Every morning, as children enter the classroom, be present at the door. Make eye contact, offer a warm smile, and greet each child individually. This simple act acknowledges their presence and signals that you're ready to welcome them into the learning environment.

Example: "Good morning, Maya! Welcome back." "Hello, Tom, great to see you."

The Handshake (or Chosen Alternative): Connecting with Every Child

This personal connection is a powerful way to reinforce positive relationships and provide a moment of individual attention, both at the start and end of the day.

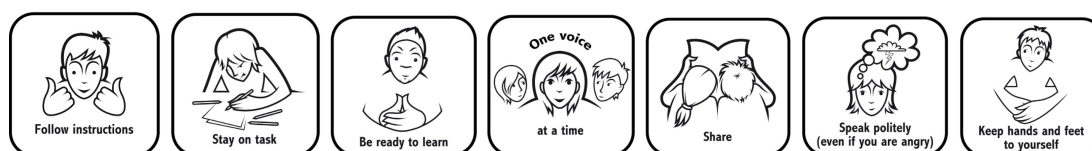
- **Morning Welcome & End of Day Farewell:** Consider incorporating a handshake (or a chosen alternative like a high-five, fist bump, or a verbal greeting/farewell if more appropriate) as part of your daily meet and greet and as children leave at the end of the day. This physical connection, when offered, reinforces the positive relationship.
- **Child-Led Choice:** It's crucial that this interaction is child-led. Some children may not be comfortable with physical touch, and that's perfectly okay. Always offer the choice and respect their decision. The goal is connection, not compliance.

Key Principle: This isn't about control; it's about connection. It's about demonstrating care and respect through every interaction.

Section 2: Defining Expectations: Learning Behaviour Icons

Our Learning Behaviour Icons: A Shared Language for Success

To help children understand and embody the behaviours essential for effective learning, we use a set of clear, visual *Learning Behaviour Icons*. These icons provide a shared language for staff and pupils alike, making our expectations explicit. They are displayed in each classroom and in shared areas around the school for total consistency and easy reference:



Noise Level Expectations: Alongside our other Learning Behaviour Icons, we explicitly teach and refer to our noise level expectations using a visual poster in classrooms and shared areas of the school.

Voice Levels		
5	outside	
4	front of class or presentation	
3	normal voice	
2	small group and partners	
1	whispering	
0	no talking	

How to Use Them:

Teach Them Explicitly: Dedicate time to teach what each icon looks like, sounds like, and feels like in the classroom, including the noise levels. Model and practice what each noise level sounds like.

Refer to Them Constantly: Integrate them into your daily language. “Voices on 0 - no talking”... “Voices no higher than a 2.”

Connect to Recognition: Link the icons and voice levels directly to our recognition chart system (see next section)

Visual Prompts: Display the icons and the noise level poster prominently in your classroom as visual reminders that you can refer to easily.

Section 3: Celebrating Success: The Power of Recognition and Rewards

The Recognition Chart & Elmhurst Etiquette Cards: Highlighting Positive Choices

We know that what gets recognised gets repeated. *Recognition Charts* are a highly visible, positive display designed to celebrate children who consistently demonstrate our expected learning behaviours and make excellent choices.

Shifting Focus to Positive Behaviour: recognition charts are designed to visibly celebrate desired behaviours and attitudes, rather than highlighting missteps. This aligns with the principle of "first attention for best conduct."

Team-Oriented: The recognition chart is not just about individual praise; it's a collaborative strategy. The aim is for everyone to eventually have their name on the chart, emphasising that "we are one team, focused on one learning behaviour and moving in one direction." This fosters a sense of collective responsibility and success.

Emphasis on Peer Responsibility and Collaboration: The process of getting everyone's name on the chart encourages students to support each other. If the chart is for "active listening," for example, students might prompt or remind their peers gently if they see them struggling. This fosters a sense of shared responsibility for the classroom climate and learning, rather than individual striving.

Collective Celebration: When all names have an Elmhurst Etiquette card, it signifies a collective achievement. It's a visual representation that the entire class, as "one team," has successfully demonstrated the targeted learning behaviour or attitude. A collective small, simple, shared celebration (see suggestions) is appropriate. This isn't a grand prize, but a shared moment of satisfaction and pride.

Regular Refreshment: To maintain their impact, recognition cards need to be refreshed regularly (daily or weekly, depending on the age of the children and context). This keeps the focus dynamic and ensures that a wide range of students are recognised for their efforts.

Recognising Effort Over Achievement: A key principle is to recognise students for their effort, not just their achievement. This promotes a growth mindset and encourages all students, regardless of their current attainment level, to strive for improvement.

Visible Consistency: Recognition charts contribute to "visible consistency" within the school. When all adults consistently use these boards to acknowledge positive behaviour, it creates a clear and predictable environment where students understand what is valued.

How to Use The Recognition Chart:

- Each child will have a name pocket on the Recognition Chart.
- When a child demonstrates outstanding positive behaviour, they earn a **GREEN Elmhurst Etiquette Card** which is added behind their name on the chart.
- Use specific praise when awarding Elmhurst Etiquette Cards. *"Well done, Ben, for showing such resilience with that tricky maths problem today. You kept trying!"*
- If a child's name pocket already has a green card and you spot them again, that pupil becomes a 'lookout' and can choose someone else who is demonstrating outstanding behaviour.
- Elmhurst Etiquette cards **cannot** be removed from the recognition chart e.g. if a pupil makes a poor behaviour choice, their previous achievement still stands and can serve as a positive reinforcement for that individual.

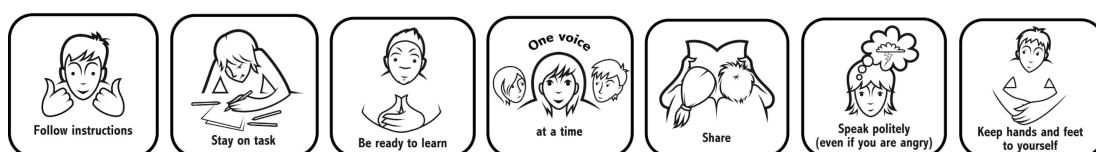
Impact: The Recognition Chart shifts the focus from what went wrong to what went right, creating a positive climate and motivating children to make good choices.

Choosing a Class Focus Area for Recognition

To support your class's specific needs, you can choose a particular **focus area** for recognition on your chart. This allows you to explicitly highlight and reward progress in areas where your class, or certain individuals, are working towards improvement.

How to Choose a Focus: Identify a key behaviour that your class is currently "working in progress" on. This could be identified through observations, discussions, or data.

Linking to Learning Behaviour Icons: Ensure your focus area directly links to one or more of our established Learning Behaviour Icons. This reinforces the shared language and expectations. E.g. *staying on task* if your class struggles with maintaining focus during independent work or *one voice at a time* if they regularly talk over each other.



Impact: By having a specific focus, you provide clear targets for children, making it easier for them to understand what positive behaviour looks like and how to earn recognition.

What happens when the recognition chart is 'full'?

A quick celebration (see suggestions below) and then the chart is reset for the next cycle. This provides a fresh start and new opportunities for every child to continue demonstrating Elmhurst Etiquette and earning cards, reinforcing the ongoing journey of positive behavior.

Recognition Chart Celebrations

These celebrations should be **simple, easy to implement consistently, and not involve tangible items**. The power comes from the collective acknowledgement, the positive feeling generated, and the strengthening of relationships within the classroom. e.g.

- **A Collective "Whoop" or Cheer:** A quick, enthusiastic, and unified cheer from the class and the adult. This is instant, inclusive, and reinforces the idea of "one team."
- **A "High Five" Tunnel:** Students form two lines and give each other high fives as they walk through, celebrating their collective achievement. The teacher can join in too.
- **A Class Dance or Song:** A short burst of a pre-agreed "celebration dance" or singing a favourite class song. This is fun, releases energy, and builds camaraderie.
- **"Teacher's Choice" Activity:** The class earns a short period (5-10 minutes) of a fun, teacher-led activity, such as:
 - A read-aloud of a favourite story.
 - A quick game (e.g., "Simon Says," "20 Questions" related to learning).
 - A short "brain break" video.
- **A "Favourite Subject" Bonus Time:** A few extra minutes dedicated to a subject the class particularly enjoys (e.g., an extra 5 minutes of art, music, or PE).
- **Choicetime/Free Play:** A few minutes of unstructured playtime or choice of activity.
- **"Move Your Seats" Moment:** A brief period where students can move their seats to work with a different partner or in a different configuration for a short task, simply for the novelty of it.
- **A Class "Wave" or "Mexican Wave":** A fun, quick, and inclusive physical celebration.

You may wish to put some of these celebrations into a box and draw one out each time your recognition chart is full!

Other Rewards

Non-material rewards are rooted in relational practice and genuine appreciation:

- **Positive notes home:** A brief, specific handwritten note to parents/carers highlighting a positive behaviour or effort. *'Just a note to say...'*
- **Positive phone calls:** A quick call home to share good news.
- **Public (but appropriate) praise:** Acknowledging positive behaviour in front of peers, not to embarrass, but to celebrate.
- **A meaningful conversation:** Taking a moment to have a brief, positive conversation with a student about something they did well.

Elmhurst Etiquette Certificates: Celebrating Role Models

Elmhurst Etiquette Certificates are our highest form of weekly recognition, celebrating children who consistently embody the very best of Elmhurst Junior School's values and behavioural expectations across all aspects of school life.



Criteria: These certificates are NOT awarded to every single child. They're specifically for individuals who consistently demonstrate Elmhurst Etiquette in everything they do. This means showing exemplary behaviour, kindness, respect, and a strong commitment to learning day in and day out.

There is NO expectation that a teacher nominates a child from their class every single week. Instead, these awards are given when a child's actions truly stand out, making them a fantastic role model for their peers and reflecting the very best of our school values. It's about recognising sustained effort and character over time, not just a single good deed.

Celebration Assembly: Certificates are awarded once a week in the Friday celebration assembly. Parents of the recipients are warmly invited to attend to share in this special moment of recognition.

Purpose: These certificates serve to acknowledge and celebrate our most consistent role models, inspiring all children to strive for excellence in their conduct and interactions. They are

distinct from the Recognition Chart, which celebrates individual positive moments for all children.

House Points: Fostering Collaboration & Teamwork

The Elmhurst House Point System is designed to nurture a strong sense of community and togetherness, fostering healthy competition that enriches our school environment and culture. It's all about cultivating a vibrant community where shared positive values and teamwork thrive.

House Team Competitions: Each half term, our houses go head-to-head in easy-to-organise, low-resource, school-wide competitions. These events are all about encouraging teams to collaborate, make a positive impact on our environment, and build lasting memories. Since they happen within school hours and don't rely on parental support at home, all pupils can participate on an even playing field.

Examples of House Team Competitions:

- **"Bookworm Battle" Reading Challenge:** Houses tally the number of books read over a term, promoting literacy and individual contribution to a team goal.
- **Christmas Carol Sing-Off:** Houses prepare and perform a carol, encouraging creativity and collaboration in a festive setting.
- **"Elmhurst Eco-Champions" Litter Challenge:** Houses compete to collect the most litter from designated school zones, directly enhancing our environment.
- **Elmhurst Egg-cellent Hunt (Easter):** A team-based scavenger hunt for hidden tokens/images, emphasising collaboration over individual prizes.
- **Sports Day:** Existing sports events are enhanced by emphasising house contributions for participation and performance, fostering resilience and team spirit.

Outcome: These initiatives reinforce that positive behaviour extends beyond the classroom and contributes directly to a vibrant, caring, and well-maintained school community, cultivating a deep sense of belonging among all pupils.

House Team Winner Recognition: At the end of each half-term, the house team with the most points receives a non-uniform day on the last day of term. Pupils are encouraged to wear their house colours on this day.

End of Term Class Celebrations

On the last day of each half term, every class receives a fun afternoon to celebrate the end of term. The specific activity for this afternoon can be decided by the class teacher in collaboration with their pupils. This is unrelated to other recognition and rewards and every child is entitled to it. This reward cannot be taken away from any pupil.

- **Class Cinema:** Turn the classroom into a cozy cinema with a chosen film, dim lights, and optional blankets/cushions. A small treat like popcorn can add to the fun.
- **Board Game Afternoon:** A relaxed session playing various board games, card games, or puzzles. Children can bring their own to share, encouraging turn-taking and friendly competition.
- **Art/Creative Afternoon:** An open-ended session for creative expression using a variety of art supplies like paints, collage materials, or play-doh. The focus is on exploration and enjoyment.
- **Outdoor Exploration Afternoon:** Make the most of the school grounds with activities like a nature walk, scavenger hunt, simple den building, or bug hunting. A chance for imaginative play and connecting with nature.
- **Building Challenge Afternoon:** Provide blocks, Lego, K'nex, or other construction materials for free building or specific challenges.
- **Classroom Disco/Dance Party:** A simple playlist, some cleared space, and free movement.
- **Relaxed Reading Time:** Children bring in their favourite books, grab blankets and cushions, and enjoy quiet reading (perhaps with a special treat like a biscuit or hot chocolate).
- **"Show and Tell" Celebration:** Pupils bring in a favourite toy, book, or object (non-precious) to share with their classmates in a relaxed, non-academic setting.

- **Outdoor Games/Free Play:** Supervised free play on the playground or field with access to various sports equipment (balls, skipping ropes, hoops).

Section 4: The 4-Step Process for Dealing with Poor Behaviour

When a child makes a poor behavioural choice, our aim is to guide them back to positive conduct with consistency, clarity, and care. This 4-step process provides a structured approach.

Key Principles:

- **Proximity Praise:** Before engaging in the 4-step process, always use proximity praise (praising a child nearby who *is* doing the right thing).
 - **Calm and Consistent:** Deliver each step calmly and consistently, without emotion.
 - **Private Not Public:** Where possible, address behaviour privately to avoid shaming the child.
 - **Parents are Informed:** For all Red Reflection Cards, parents will be informed to ensure home-school consistency and support.
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Step 1: The Check-In - "Thumbs Up, Are You Okay?"

- **When to Use:** For minor, initial off-task behaviour or low-level disruption.
- **Action:** Make eye contact. Use a calm, reassuring tone.

Script: "Are you okay?" (Offer a thumbs up gesture). Wait for a response.

- **Purpose:** This non-confrontational check-in demonstrates care and offers the child an immediate opportunity to self-correct without further escalation. It allows them to feel seen and supported, rather than immediately reprimanded. There may be a simple reason why they are not ok that is easily resolved e.g. they don't have a pencil!
 - **Expected Outcome:** The child gives a thumbs up, acknowledges the prompt, and returns to task.
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Step 2: The **Blue** Stop and Think Card – Reminder of Expectation

- **When to Use:** If Step 1 doesn't lead to a sustained change, or for slightly more deliberate off-task behaviour.
- **Action:** Discreetly place a **blue** "Stop and Think" card (with a simple low-volume 'you need to...' prompt like "You need to get back on task") on the child's desk/in their hand.

Verbal Prompt Example: "You need to remember our expectation for quiet working." or "You need to be working on volume 0 at the moment."

- **Purpose:** This provides a clear, visual reminder of the expected behaviour without public confrontation. It encourages the child to take responsibility for their actions.
 - **Expected Outcome:** The child acknowledges the card, remembers the expectation, and returns to task.
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Step 3: The **Yellow** Reminder Card & 30-Second Script

- **When to Use:** If Step 2 is ineffective, or for more persistent low-level disruption or a clear breach of a school rule. This is a more formal warning.
- **Action:** Approach the child calmly and privately (if possible). Place a Yellow Reminder card (a more formal warning card) on their desk. Deliver the 30-second script clearly and without emotion.

The 30-Second Script (Key Elements):

1. **State the observed behaviour clearly and non-judgmentally:** "I see you are..." (e.g., "I see you are talking at Noise Level 2 when we should be at Noise Level 0.")
2. **State the expected behaviour:** "Our expectation is..." (e.g., "Our expectation is quiet individual writing, at Noise Level 0.")
3. **State the consequence (reflection):** "If this continues, you will need to complete a reflection card at playtime/lunchtime."
4. **Give the choice:** "You have a choice now. You can choose to meet the expectation, or you can choose to complete a reflection card."
5. **Walk away:** Do not engage in further discussion at this point. Allow the child time to process.

Purpose: This step makes the child fully aware of the behaviour, the expectation, and the immediate consequence if they choose not to comply. It empowers them to make a choice.

Expected Outcome: The child chooses to meet the expectation and returns to task, avoiding the reflection card.

Step 4: The **Red** Reflection Card – Child Reflects with an Adult at Playtime or Lunchtime

When to Use: If Step 3 is ignored, or if the child immediately re-engages in the inappropriate behaviour after the 30-second script. Also, for more significant single incidents of poor behaviour.

Actions:

1. Issue the red Reflection Card: Place a red "Reflection Card" on the child's desk.

2. Explain the Process: Use this script: *"As you chose not to *(insert the expectation previously given the 30-second script), you will need to complete a reflection with an adult at playtime/lunchtime."*

3. During Playtime/Lunchtime: A designated adult sits with the child in a quiet space to complete the reflection.

Reflection Card Prompts (Examples):

- *What did I do?*
- *What was the impact of my behaviour on others/on my learning?*
- *What should I have done instead?*
- *What will I do next time if I am in a similar situation?*
- *What can I do to make things right?*

4. Restorative Conversation: The adult guides the child through the prompts, encouraging them to articulate their understanding and plan for future positive behaviour. The focus is on *learning* from the mistake, NOT punishment.

Purpose: This step provides a dedicated time for the child to reflect on their choices, understand the impact, and commit to making better decisions in the future. It's a restorative process, aimed at teaching and guiding.

Outcome: The child understands the impact of their behaviour and has a plan for moving forward. This process helps prevent recurrence and builds self-regulation skills.

Instant Red Reflection Card: Addressing Serious Behaviour

For specific, serious behavioural incidents, the 4-step process is bypassed, and an Instant Red Reflection Card is issued. These behaviours directly contravene our school's values of safety and respect.

When to Use:

1. Physical Aggression (including retaliation): Any physical harm or attempted harm towards another person.
2. Derogatory and/or Discriminatory Language: Any language that is offensive, insulting, or targets an individual or group based on protected characteristics (e.g., race, religion, gender, disability).

Actions:

- Immediately address the behaviour, ensuring the safety of all involved. When the child is ready, calmly explain the Process and what will happen next using the script: *"Because you _____, you're going to need to reflect on this with an adult at playtime/lunchtime"*
- **Important Note** - If it is *reported* that a child has breached one of the above values use this script: *"Because it has been reported that you _____, you're going to need to reflect on this with an adult at playtime/lunchtime."*

It may be in some instances, that once discussed in the reflection time, the adult deems there to be a misunderstanding and the pupil may return to their playtime.

- The reflection process, often involving a senior leader, will occur as soon as it is practicably safe and calm.
- The adult guides the child through the prompts (see above), encouraging them to articulate their understanding and plan for future positive behaviour. The focus is on *learning* from the mistake, NOT punishment.
- Parents will be informed of the incident and the issuance of the Red Reflection Card. Further consequences or support plans will be discussed with parents.

Purpose: This immediate response clearly communicates the unacceptability of these behaviours and prioritises the safety and well-being of our school community. It ensures serious incidents are dealt with swiftly and consistently.

Quick Reference: The 4 Step Process:

Check in 	"Are you ok?" (thumbs up)
Stop & Think	Simple prompt: "You need to..."
Reminder 30 second script	<i>"I see you are... Our expectation is... If this continues, you will need to complete a reflection card at playtime/lunchtime. You have a choice now. You can choose to meet the expectation, or you can choose a reflection card."</i> (Walk away)

Reflection	"As you chose not to meet the expectation, you will need to complete a reflection with an adult at playtime/lunchtime."
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Together, "When the Adults Change, Everything Changes."