

# Elburton Primary School

## Effective Behaviours Policy



March 2019	Policy Agreed
March 2020	Reviewed and updated
September 2022	Reviewed and updated
September 2024	Review
<b>Date</b>	<b>Description</b>

## Introduction

The purpose of this core policy is to bring together all aspects of behaviour at Elburton Primary School, this includes the promotion of our learning behaviours across the school. It also links directly to the Trust's 'Anti-Bullying and Harassment' Policy, examples of good practice are contained within this policy. There are appendices with this policy that support the implementation and ongoing effectiveness of the policy.

## Aims

At Elburton Primary School we know that behaviour is closely linked to effective learning- a school with a rigorous, consistent and fair behaviour policy ensures that pupils are safe and that learning can take place effectively. We encourage an environment that enables all of our children to learn and play in a safe, nurturing, respectful manner, and for our staff to be able to work in this way.

## Elburton School has shared values regarding behaviour-

- **Safe:** A school where all feel safe and secure. A school where all take responsibility for their own actions and pride in all they do and how they present themselves to others.
- **Pride:** A school where we take pride in our active participation, aspiring to be the best we can be.
- **Flourish:** A school with high expectations for all its members who are encouraged to feel pride, self-respect and value differences. A school that empowers our children to thrive and make the right choices.
- **Inspire:** A school where we will inspire each other to become independent, self-motivated and confident. A school that defines clear and consistent guidelines of behaviour while promoting positive and fair expectations.
- **Respect:** A school which emphasises a collaborative approach to problem solving and communications are open and good, where all are considerate to one another listening, valuing and respecting the opinions of others.

## Rationale

### The premise behind our Effective Behaviours policy:

*'Thinking of a child as behaving badly which disposes you to think of punishment. Thinking of a child as struggling to manage something difficult encourages you to help them through their distress.'*

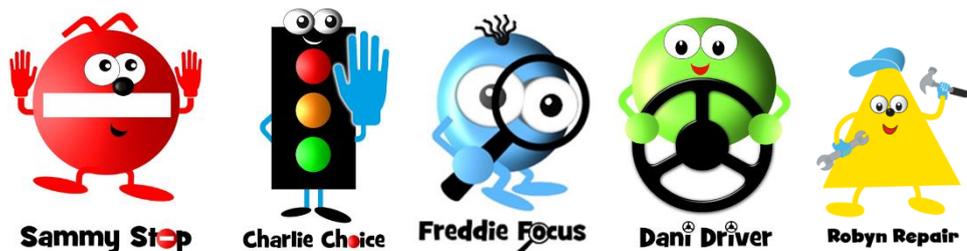
Strong relationships between staff, pupils and parents are vital. Staff must be fair and consistent with pupils (taking into account individual needs) and pupils need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally, staff must be approachable and there to help (not only there to discipline) and pupils must understand this. If a member of staff is having challenges with an individual or group of pupils, they are to seek support in order to make a positive change.

This policy is developed to ensure guidance for the school community in order to promote positive and effective behaviour in the school. The procedures and guidance in this document provide a consistent approach across the whole school and enables pupils, parents and staff to understand the approaches to the management of behaviour in the school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet and specific social, emotional, learning or other needs which will require a personalised approach which can be discussed with the class teacher or appropriate senior leader.

We have identified that self-regulation is key in choosing effective behaviours for learning. The school supports the pupils in self-regulating their behaviours, through the use of key words and characters to support and embed this across the school.

Foundation stage	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Sammy Stop</li><li>• Charlie Choice</li><li>• Dani Driver</li><li>• Robyn Repair</li></ul>	<ul style="list-style-type: none"><li>• Sammy Stop</li><li>• Charlie Choice</li><li>• Dani Driver</li><li>• Freddie Focus</li><li>• Robyn Repair</li></ul>	<ul style="list-style-type: none"><li>• Stop</li><li>• Choose</li><li>• Reflect</li><li>• Focus</li><li>• Repair</li></ul>

Images to support self-regulation:



We believe that each pupil and adult at Elburton has rights and responsibilities:

Rights	Responsibilities
<p>We have the right to:</p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Be respected and treated fairly</li> <li>• Be heard</li> <li>• Feel safe</li> </ul>	<p>We have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Allow others to learn</li> <li>• Respect others and treat them fairly</li> <li>• Listen to others</li> <li>• Keep others safe</li> </ul>

**Staff are entitled and expected to:**

- Expect a safe and secure school environment conducive to effective and stimulating learning
- Work and teach throughout the day without undue disruption caused by pupil’s unacceptable behaviour
- Insist on high standard of acceptable behaviour from the pupils
- Encourage respect between pupils and proper respect for authority
- Prevent physical and verbal abuse between pupils in school
- Give priority to the needs of the majority of pupils, whilst at the same time recognising the needs of the individual child
- Identify the cause of a pupil’s unacceptable behaviour, help modify it and seek help and support from others in so doing
- Expect parents to help prepare their children to meet the school’s expectations and behave in ways acceptable to the school community
- Expect parents and staff to treat each other with mutual respect in all forms of communication
- Implement agreed sanctions when pupil’s behave in unacceptable ways, including exclusion from school in extreme circumstances

**Parents are entitled to:**

- The expectation that the school will maintain a safe and secure school environment conducive to effective and stimulating learning
- The school’s highest expectation of their potential for achievement in all areas of school life
- Regular information from and consultation with the school about their child’s progress and behaviour
- A clear set of guidelines and expectation about pupil’s behaviour in school
- A clear set of guidelines and expectation about pupil’s behaviour within school
- Early notification from the school of any problem with their child’s behaviour
- Expect parents and staff to treat each other with mutual respect in all forms of communication
- Opportunities to help the school address their child’s behaviour problems

## Rewards and Consequences

Rewards	Consequences
<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Written feedback in books</li> <li>• Class Dojo points linked to the school shared values</li> <li>• 25 Dojo Points – certificate from class teacher</li> <li>• 50 Dojo Points – Prize from the treasure chest</li> <li>• 100 Dojo Points – Rewarded a book of their choice</li> <li>• Headteacher learner of the week certificate</li> <li>• Certificates for word reading challenge every 250,000 words. Book token for reading 1 million words</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>'look'</b> to indicate the child is not following the class, school expectations.</li> <li>• A <b>'discussion'</b> between the child and member of staff- ensuring clarity of expectation and support for making the right choice.</li> <li>• Freddie Focus time- in class, in safe space or in buddy class. (<b>picture of Freddie focus</b>).</li> <li>• Communication with home- <b>image of telephone</b>. Recorded on CPOMS.</li> <li>• Involvement with senior leadership team- <b>picture of them</b>.</li> <li>• <b>Repair time</b></li> </ul> <p><b>If the behaviour is ongoing- refer to the 'Ongoing Behaviour Section' in the appendices.</b></p>

## Play and lunch times

Rewards	Consequences
<ul style="list-style-type: none"> <li>• Stickers- specific reason given to the children for the sticker.</li> <li>• Positive affirmations for the behaviours they are demonstrating.</li> <li>• Class Dojo points linked to the school shared values</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>'look'</b> to indicate the child is not following the school expectations.</li> <li>• A <b>'discussion'</b> between the child and member of staff- ensuring clarity of expectation and support for making the right choice.</li> <li>• Time out with key person or member of SLT for set time</li> <li>• Communication with home- <b>image of telephone</b>. Recorded on CPOMS.</li> <li>• Involvement with senior leadership team- <b>picture of them</b>.</li> </ul>

## Minor and Major Incidences

Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property
- Distracting other pupils
- General behaviour around the school, eg running in the corridors, talking in assemblies
- Not having the correct uniform to enable them to learn, eg PE kit
- Isolated shouting out
- Not completing sufficient learning
- Lack of co-operation with peers

Major incidents might include:

- Any prejudice-based comments eg racist/homophobic/transphobic/religious/gender
- Verbal/written comments, swearing, making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property

- Physical
- Play fighting/rough play
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items
- Ongoing multiple issues in a day

### **Pastoral Support**

The school has 2 trained ELSAs (Emotional Literacy Support Assistants), who work with individuals or groups of children to support emotional well-being. This support is invaluable in raising self-esteem and self-worth, through many different scenarios that arise through the year. This in turn supports positive learning behaviours and effective learning.

A well-being club runs every lunchtime for any child who may wish to take time off the playground, to drop in to share worries, problem solve or just feel heard. This group also supports some children that may benefit from a more structured playtime.

The Pastoral Lead has introduced 'I wish my teacher knew boxes' as a further outlet for children to share and express any worries, or simply to feel connected to their teacher. These are checked regularly to ensure any safeguarding concerns are followed up swiftly.

By being proactive in our approach to raising self-esteem, self-worth and offering a nurturing, safe space for children to express themselves, we strongly believe that we can support the behaviours our pupils may demonstrate through challenging times.

### **Persistent ongoing issues**

In all cases where the behaviour is a significant cause for concern a discussion will take place with parents, the child and SENCO. Through a collaborative approach, a plan will be made to either adapt practice within school, seek pastoral support from trained ELSAs or make outside agency referrals if needed. This will be communicated among leadership team, teaching teams and lunchtime support ensuring all are aware of the expectations. This will be monitored and reviewed at regular intervals.

### **Internal Exclusion**

Due to behaviour of a child it might be necessary to have an internal exclusion, parents will be informed of this before it happens. The child will complete the same learning as those in class and will be supervised by a member of staff.

### **Fixed Term and Permanent Exclusions**

Only the Headteacher (or the acting Headteacher) has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parent is informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parent how to make such an appeal.

The Headteacher informs the LA/CEO of Horizon and the governing body about any exclusions. The governing body cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee that is made up of three members- the committee considers any appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Headteacher, must comply with this ruling.

## Monitoring

The Headteacher and the SLT monitor the effectiveness of this policy on a regular basis. This is reported to the governing body at least once a term, and if necessary, make recommendations for further improvements.

The school keeps a record of incidences of behaviour and communication on CPOMS- the class teacher records minor classroom incidences. Incidences at lunchtime are closely communicated by the MTAs to the class teacher or to SLT. ELSA TAs and the Pastoral Support Lead add all relevant information from their support. The pastoral team also have access to CPOMS in order for them to target individualised support to children and families at the point of need.

It is the responsibility of the governing body to monitor the rate of internal exclusions and fixed term exclusions, and to ensure the policy is implemented fairly and consistently.

## Review

The governing body reviews this policy every year, however it can be reviewed earlier if needed, due to government regulations or recommendations to the policy.

## Appendix 1

### PACE in Action

“An attitude of stance of Playfulness, Acceptance, Curiosity and Empathy: qualities that are helpful when creating emotional safety and when trying to stay open and engaged with another person. This, in turn, helps the other person stay open and engaged with you. These traits are similar to the attitude that parents routinely show when communicating with infants.”

*Dan Hughes 2017*

P - PLAYFULNESS	A - ACCEPTANCE
<ul style="list-style-type: none"><li>• Dampens stress and fear, as playfulness can enable the child to become used to positive emotion.</li><li>• The part of the brain activated during laughter is different to the part activated when experiencing shame, therefore a sense of humour is protective.</li><li>• Encourages safe exploration</li></ul>	<ul style="list-style-type: none"><li>• Demonstrating that you are accepting them, including their challenges, needs and what stage they are at.</li><li>• Communicating acceptance and warmth by engaging rather than avoiding or rejecting of them: being physically and emotionally present.</li><li>• By feeling accepted, the child can stay regulated and avoid feeling shame- this means that they're able to learn from their experiences.</li></ul>
In action: Be involved with the child's interests; Show delight and enjoyment; Follow-lead-follow; Keep interactions light and avoid questions; Use humour carefully.	In action: Stay with their comfortable feelings; Provide commentaries; Opportunities for being quiet; When safety become a priority, increase structure, boundaries and direction as needed.

#### Examples:

##### Playfulness:

‘I like the way you’re building that tower... you seem to really enjoy using the different materials...’

“I am following you and you’re showing me how to do this, thank you...”

“This is so much fun, I am enjoying time with you...”

##### Acceptance:

“I can see you’re not feeling so good right now and that it’s really hard for you to feel calm...”

“I will keep you and the other children safe.”

C - CURIOSITY	E - EMPATHY
<ul style="list-style-type: none"> <li>• This shows the child that you're interested, therefore helping to enhance their own curiosity about themselves.</li> <li>• Less likely to make them defensive, gets through to the child in a way that anger cannot.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing the children that 'you get it', you're sharing whatever emotion they might be experiencing.</li> <li>• Showing them that you're not overwhelmed by that emotion and that you can manage it.</li> <li>• Creating a new meaning and seeking repair, can help the child to move out of shame.</li> </ul>
<p>In action: Wonder aloud and notice feelings; Recognise positive qualities; Model thinking, noticing, making sense of cause and effect; Stress scaling when arousal levels are low; Create a narrative for the child.</p>	<p>In action: Be patient, remain calm and attuned; Name and explore feelings; Provide validation; Saying aloud your best guesses for how they are feeling, without expecting a response.</p>

**Examples:**

**Curiosity:**

**Wondering:** "You say you are fine but it looks as you have been crying - I wonder what has happened", "I notice when you..."

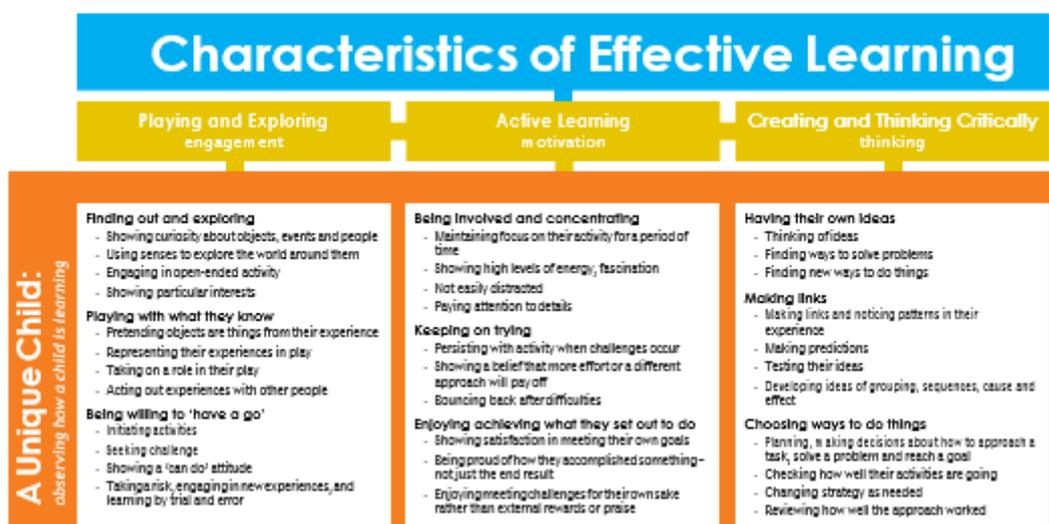
**Describe what you are seeing,** "You are shivering but you don't seem to realise you are cold!"

**Empathy:**

"You really wanted to see the play and you're angry with me because I said you could not go. I understand your anger since you want to see the play so badly! It must be so disappointing that you can't go with your class."

"I can see that it's tough because you don't trust grown-ups, but we'll work on that together."

**Appendix 2**



<p><b>Positive relationships:</b> what adults could do</p> <ul style="list-style-type: none"> <li>- Play with children. Encourage them to explore, and show your own interest in discovering new things.</li> <li>- Help children as needed to do what they are trying to do, without taking over or directing.</li> <li>- Join in play sensibly, fitting in with children's ideas.</li> <li>- Model pretending an object is something else, and help develop roles and stories.</li> <li>- Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language.</li> <li>- Pay attention to how children engage in activities - the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.</li> <li>- Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.</li> </ul>	<ul style="list-style-type: none"> <li>- Support children to choose their activities - what they want to do and how they will do it.</li> <li>- Stimulate children's interest through shared attention, and calm over-stimulated children.</li> <li>- Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes.</li> <li>- Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas.</li> <li>- Encourage children to learn together and from each other.</li> <li>- Children develop their own motivations when you give reasons and talk about learning, rather than just directing.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</li> <li>- Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.</li> <li>- Encourage open-ended thinking by not settling on the first ideas: 'What else is possible?'</li> <li>- Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.</li> <li>- Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.</li> <li>- Give children time to talk and think.</li> <li>- Value questions, talk, and any possible responses, without rushing toward answers too quickly.</li> <li>- Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> <li>- Model the creative process, showing your thinking about some of the many possible ways forward.</li> <li>- Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversation, and think about things together.</li> <li>- Encourage children to describe problems they encounter, and to suggest ways to solve the problem.</li> <li>- Show and talk about strategies - how to do things - including problem-solving, thinking and learning.</li> <li>- Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.</li> <li>- Model the plan-do-review process yourself.</li> </ul>
<p><b>Enabling Environments:</b> what adults could provide</p> <ul style="list-style-type: none"> <li>- Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.</li> <li>- Make sure resources are relevant to children's interests.</li> <li>- Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.</li> <li>- Help children concentrate by limiting noise, and making spaces visually calm and orderly.</li> <li>- Plan first-hand experiences and challenges appropriate to the development of the children.</li> <li>- Ensure children have uninterrupted time to play and explore.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests.</li> <li>- Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated.</li> <li>- Ensure children have time and freedom to become deeply involved in activities.</li> <li>- Children can sustain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities.</li> <li>- Keep significant activities out instead of routinely doing them away.</li> <li>- Make space and time for all children to contribute.</li> </ul>	<ul style="list-style-type: none"> <li>- In planning activities, ask yourself: is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else's ideas.</li> <li>- Build in opportunities for children to play with materials before using them in planned tasks.</li> <li>- Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.</li> <li>- Replicable and predictable routines help children to predict and make connections in their experiences.</li> <li>- Routines can be flexible, while still basically orderly.</li> <li>- Plan linked experiences that follow the ideas children are really thinking about.</li> <li>- Use mind-maps to represent thinking together.</li> <li>- Develop a learning community which focuses on how and not just what we are learning.</li> </ul>

### Appendix 3 Establishing Good Routines

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and pupils must also understand that the staff member is in control at all times enabling the whole school community to feel safe. These expectations are reinforced through good routines in the classroom and for when the children are around the school.

Good routines should be in place for:

- **Start of the day** – a warm welcome from staff at the classroom door every day which also provides an opportunity for each child to feel valued, safe and secure in the sense of connection with the member of staff. For most children, this can be achieved by the simple acknowledgement of the child and the child having the knowledge that they are in mind. It will also allow staff to notice any potential difficulties a child may have in settling to learn that day.
- **End of the day** – to accommodate transition from school/home, allow for time organising things to go home and a definite farewell through a class saying, song or goodbye wish.
- **Transition times** – calm and ordered routines for coming in and out of the classroom, school, assemblies, change of lessons and so on.
- **Lining up** – clear guidance given for lining up and moving around the school.
- **Getting changed for PE** – children expected to change quickly and quietly with clear guidance on where to store clothes/kit.
- **Moving around the school** – calmly walking to the left around corridors, opening doors for adults, using good manners, waiting for people in front of you and so on.
- **Break and lunchtimes** – clear guidance on expectation of not coming back into class unsupervised, how to move around/on/off the playground, how to enter/leave the dining hall and expectations of dining hall conduct.

#### **Appendix 4- The Restorative/Repair Conversation**

You will find a selection of questions below to use in your restorative meeting. These can be written on ID card so they are there for easy reference. Five questions is enough, foundation children will only manage two or three questions- you know our children, so go with their need and what they can manage.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Take your time with these meetings, allow up to 15 minutes, to give it the value you need.

1. Try to get them to imagine it differently.
2. Scaling with them- on a scale of 1-10 how angry were you?
3. Offer a postponement and some support if the child is not ready to talk at that point, be clear to set a date with them the next day though.