

EFFECTIVE BEHAVIOURS POLICY

Learning Academies Trust

Version: 4
Approved by: Local Governing Body
Last review date: 01 September 2024

Ratified date: 20 September 2024
Next review date: 01 September 2025



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CHANGES

Policy date	Summary of change	Author	Version	Review date
20/09/2024	Addition of 'STAR' learner displays in classrooms	Keith Smithers, Headteacher	4.0	16/09/2024

1. INTRODUCTION

This core policy serves as a comprehensive guide to behaviour at Elburton Primary School, encompassing the promotion of learning behaviours and linking to the Trust's Behaviour Values, as well as the suspension and exclusion policy. Examples of good practice are included within this policy and supporting appendices are included to facilitate implementation and ongoing effectiveness.

2. AIMS

At Elburton Primary School, we recognise the connection between behaviour and effective learning. A school with a rigorous, consistent, and fair behaviour policy ensures a safe environment where learning can take place optimally. Our aims are to foster an environment that enables all children to learn and play in a safe, nurturing, and respectful manner, allowing our staff to work effectively.

3. SHARED VALUES

Elburton Primary School is guided by shared values concerning behaviour.

Safe:

A school where everyone feels safe and secure.

Encouraging responsibility for one's actions and taking pride in personal conduct and presentation to others.

Pride:

Fostering pride in active participation and aspiring to be the best one can be.

Flourish:

Upholding high expectations for all members, promoting pride, self-respect, and valuing differences.

Empowering children to thrive and make positive choices.

Inspire:

Inspiring each other to become independent, self-motivated, and confident.

Defining clear and consistent behaviour guidelines while promoting positive and fair expectations.

Respect:

Emphasising a collaborative approach to problem-solving.

Maintaining open and effective communication, where consideration, listening, and respect for others' opinions are fundamental.

This policy is designed to create a supportive and conducive environment for both learning and personal development. It establishes a framework that aligns with our shared values, ensuring that Elburton Primary School remains a place where everyone can flourish, feel inspired, and contribute to a positive and respectful community.

4. RATIONALE

The foundation of our Effective Behaviours policy rests on a compassionate perspective.

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

"Behaviour is a form of communication"

5. OUR KEY PRINCIPLES

Our approach views children holistically, recognising that challenging behaviours may stem from underlying difficulties. This mindset guides us away from punitive measures and encourages a supportive response.

Strong relationships between staff, pupils, and parents are essential. Staff members must be fair, consistent, and in control, fostering a sense of safety. Staff must also be approachable, ready to offer help rather than just discipline.

When staff members meet challenges with individual or groups of pupils, seeking support is encouraged. The focus is on making positive changes, fostering an environment where everyone is supported in their growth.

The policy serves as a guide for the entire school community, promoting positive and effective behaviour. It sets up consistent procedures that help pupils, parents, and staff understand the school's approach to behaviour management.

Recognising the diversity of pupils, the policy allows for flexibility in procedures to meet specific social, emotional, learning, or other needs. Personalised approaches are discussed with the class teacher or senior leader.

Self-regulation is a key part in choosing effective behaviours for learning. The school actively supports pupils in developing self-regulation skills through the use of key words and characters, ensuring a consistent and embedded approach across the school.

The Effective Behaviours policy aims to create a nurturing and positive school environment where understanding, support, and collaboration is paramount. By fostering self-regulation and acknowledging the unique needs of each pupil, we strive to promote a culture of empathy, growth, and effective behaviour throughout the school community.

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

Images to support self-regulation:



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

Rights	Responsibilities
We have the right to: <ul style="list-style-type: none"> Learn. Be respected and treated fairly. 	We have the responsibility to: <ul style="list-style-type: none"> Allow others to learn. Respect others and treat them fairly.

<ul style="list-style-type: none"> • Be heard. • Feel safe. 	<ul style="list-style-type: none"> • Listen to others. • Keep others safe.
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Staff Entitlements and Expectations:

- Expect a safe and secure school environment conducive to effective and stimulating learning.
- Work and teach throughout the day without undue disruption caused by pupils' unacceptable behaviour.
- Insist on a mutually agreed 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
- Find the cause of a pupil's unacceptable behaviour, help change 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 pupils behave in unacceptable ways, including exclusion from school in extreme circumstances.

Parents are entitled to:

- The expectation that the school will keep 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.
- 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 concerns.

Rewards and Consequences

Rewards	Consequences
<ul style="list-style-type: none"> • Verbal praise. • Written feedback in books. • Class Dojo points linked to the school shared values. • 25 Dojo Points – certificate from class teacher. • 50 Dojo Points – Prize from the treasure chest. • 100 Dojo Points – Rewarded a book of their choice. • Headteacher learner of the week certificate. • Certificates for word reading challenge every 250,000 words. Book token for reading one million words. • Reward certificates for Reading Champions 	<ul style="list-style-type: none"> • Reference to the 'STAR' learning display reminding children to 1) Sit up straight, 2) Track the speaker, 3) Ask and answer questions like an expert, 4) Respect those around you (See appendix 7) • A 'discussion' between the child and member of staff-ensuring clarity of expectation and support for making the right choice. • Time out (Additional time will be given to make up for any missed learning). • Communicate to home via Dojo or phone call by teacher. • Involvement with senior leadership team • Repair time. <p>See Appendix 5</p>

Play and Lunchtimes

Rewards	Consequences
<ul style="list-style-type: none"> • Positive affirmations for the behaviours they are demonstrating. • Option to give Class Dojo points linked to the school shared values. 	<ul style="list-style-type: none"> • A 'look' to indicate the child is not following the school expectations. • A 'discussion' between the child and member of staff-ensuring clarity of expectation and support for making the right choice. • Time out with key person or member of SLT or TLT for set time. • Conversation between lunchtime supervisors and class teacher • Recorded on CPOMS if appropriate.

	<ul style="list-style-type: none"> • Communication with home- image of mobile device/Dojo • Involvement with senior leadership team- School logo image
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What is unacceptable?

- Standing out of seat without permission.
- Calling out during class.
- Not listening or paying attention.
- Talking at inappropriate times or asking disruptive questions.
- Pushing or shoving in line.
- Not engaging in assigned work.
- Not tidying up after activities.
- Distracting and encouraging others to misbehave.
- Throwing small objects to create distractions, not with the intent to hurt.
- Engaging in inappropriate physical contact (e.g., poking, flicking, pulling hair).
- Complaining or muttering disruptively and persistently.
- Mistreating school or other property.
- Distracting fellow students.
- Displaying disruptive behaviour around the school (e.g., running in the corridors, talking during assemblies).
- Not having the correct uniform, hindering the ability to learn (e.g., PE kit).
- Shouting out in isolation.
- Not completing sufficient learning tasks.
- Lack of cooperation with peers.
- Engaging in play fighting or rough play.
- Excluding peers from games with the intent to cause upset.

More serious incidents straight to time out

- Interfering with others' property.
- Leaving the room without permission.
- Attempting to get others into trouble.
- Engaging in rough play.
- Stealing property.
- Misusing online platforms.
- Refusing and defying adult instructions.
- Using inappropriate language or swearing.
- Committing minor deliberate damage (e.g. to pencils).
- Physically assaulting others, causing injury, or displaying persistent violent behaviour.
- Engaging in sexualised behaviour or assault.
- Committing considerable damage to property (e.g. vandalism).
- Carrying a weapon with the intention to wound (e.g. knife).
- Persistently bullying, including making homophobic, racist threats, and abuse.
- Carrying, supplying, or abusing drugs.
- Making prejudice-based comments (e.g. racist, homophobic, transphobic, religious, gender-related).
- Making verbal/written comments, swearing, or remarks intended or likely to cause upset or offense to others.
- Committing theft.
- Vandalising anybody's property.
- Causing physical harm to peers or adults.
- Defying authority after a reasonable request has been specifically directed at the individual by an adult.
- Bringing in inappropriate items.
- Engaging in aggressive fighting.
- Displaying ongoing and multiple behavioural issues in a day.

It is crucial to address these behaviours through the right interventions, counselling, and disciplinary measures, considering the severity and frequency of each case.

6. PASTORAL SUPPORT

Pastoral Support

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

There is a well-being club for any child who may wish to take time off the playground, to quickly visit to share worries, problem solve or just feel heard. This group also supports children that may require help from a more structured playtime. The Pastoral Lead has introduced 'I wish my teacher knew boxes' in key stage 2 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 pro-active 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 show 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 checked and reviewed at regular intervals.

Positive Handling

Key members of staff within the school are trained to support Positive Intervention and Prevention strategies and positive handling may be used to support escalating situations and keep the safety of the pupil and/or staff. These incidents are recorded and shared with parents. Please see appendix 6.

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 call for this.

If the Headteacher excludes a pupil, the parents are informed at once, 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 and Learning Academies Trust 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 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 follow 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 for them to target individualised support to children and families at the point of need. It is the responsibility of the governing body to check 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.

7. 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
<p>Rationale Dampens stress and fear, as playfulness can enable the child to become used to positive emotion. The part of the brain activated during laughter is different to the part activated when experiencing shame, therefore a sense of humour is protective. Encourages safe exploration.</p>	<p>Rationale Demonstrating that you are accepting them, including their challenges, needs and what stage they are at. Communicating acceptance and warmth by engaging rather than avoiding or rejecting of them: being physically and emotionally present. By feeling accepted, the child can stay regulated and avoid feeling shame- this means that they are able to learn from their experiences.</p>
<p>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.</p>	<p>In action Stay with their comfortable feelings. Supply commentaries. Opportunities for being quiet. When safety become a priority, increase structure, boundaries and direction as needed.</p>
<p>Playfulness Script ‘I like the way you’re building that tower... you seem to really enjoy using the different materials...’ “I am following you and you are showing me how to do this, thank you...” “This is so much fun, I am enjoying time with you...”</p>	<p>Acceptance Script “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.”</p>

C - CURIOSITY	E - EMPATHY
<p>Rationale This shows the child that you are interested, therefore helping to enhance their own curiosity about themselves. Less likely to make them defensive, gets through to the child in a way that anger cannot.</p>	<p>Rationale Showing the children that ‘you get it,’ you are sharing whatever emotion they might be experiencing. Showing them that you are not overwhelmed by that emotion and that you can manage it. Creating a new meaning and seeking repair, can help the child to move out of shame.</p>
<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. Supply validation. Saying aloud your best guesses for how they are feeling, without expecting a response.</p>
<p>Curiosity Script “You say you are fine, but it looks as you have been crying - I wonder what has happened,” “I notice when you...” “You are shivering but you don’t seem to realise you are cold!”</p>	<p>Empathy Script “You really wanted to see the play and you are 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 cannot 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.”</p>

Characteristics of Effective Learning for EYFS



9. APPENDIX 3

Setting up Positive Routines for a Supportive School Environment

Establishing and keeping strong relationships between staff and pupils is crucial for creating a safe and supportive school community. Consistency, fairness and clear communication are key elements in achieving this goal. The implementation of good routines further reinforces these expectations, ensuring a positive and structured learning environment.

Expectations for Strong Staff-Student Relationships and Routines

Consistency and Fairness:

Staff members should be fair and consistent, considering individual needs.

Pupils must recognize that staff members are always in control, fostering a sense of safety within the entire school community.

Classroom Routines:

Start of the Day: Staff should supply a warm welcome at the classroom door, acknowledging each child to make them feel valued and secure. This also allows staff to find any potential difficulties a child may have in settling to learn that day.

End of the Day:

Establish routines to ease the transition from school to home, allowing time for organisation and a definite farewell.

Transition Times:

Calm and ordered routines for entering and leaving the classroom, school, assemblies and changing lessons.

Specific Routines:

Lining Up: Clear guidance for lining up and moving around the school.

Getting Changed: Children are expected to change quickly and quietly with clear guidance on where to store clothes/kit.

Moving Around the School: Calmly walking to the left in corridors, opening doors for adults, using good manners, and waiting for people in front.

Break and Lunchtimes: Clear guidance on expectations, including not returning to class unsupervised, movement on the playground, entering/leaving the dining hall, and dining hall conduct.

10. APPENDIX 4

The Restorative/Repair Conversation

Use the following questions in restorative meetings:

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?

Additional Considerations for Restorative Meetings:

Encourage imagination about the situation.

May be needed to complete behaviour reflection sheet at staff discretion.

Scale emotions from 1-10 to assess the level of anger or other emotions.

Offer a postponement and support if a child is not ready to talk, setting a clear date for the conversation the next day.

These strategies and routines aim to foster a positive, respectful, and supportive school environment for both staff and students.

Visual reminders of consequences

RESPECT. SAFE. PRIDE. FLOURISH. INSPIRE



12. APPENDIX 6

INCIDENT REPORT

Pupil name:	DoB	Date	Time
Reported by.....			
Others involved (names and roles).....			
Others present (names).....			
Where in school?			
What led up to the incident?			
What steps did you take to de-escalate? (tick all that apply)			
Warning ... Reassurance ... Choice... Divert... Instruction... Ask to stop... Distract... Humour...			
Brief factual summary of what exactly happened			
Start time.../....			
Finish time.../....			
Reasons for intervention			
Actual injury to self... Potential injury to staff/pupil... Actual injury to staff/pupil...			
Potential damage to property... Actual damage to property... Attempting to leave the site... Potential injury to self...			
Other.....			
Why was it in the child's best interest to intervene?			
Positive handling strategies used:			
Lap over... Safe wrist hold... Safe wrist hand hold... Safe double wrist hold... Sitting... Kneeling... Standing...			
Length of contact:		Further Details:	
Adults involved:			
Pupil debrief... Staff debrief... Parents advised...			
Signed: Parent.....			
Headteacher.....			
Other Adults involved.....			
Date:..... Time.....			

ARE YOU SHOWING YOUR 'STAR' LEARNING?

- 1 Sit up straight** 
- 2 Track the speaker** 
- 3 Ask and answer questions like an expert** 
- 4 Respect those around you** 

