

Elmhurst School for Boys



Behaviour Policy

This Policy Applies to Elmhurst School for Boys and Early Years Setting

bellevue

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021)

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Coronavirus (COVID-19)

Pupils and parents should be made aware that this policy and its sanctions apply if and when pupils are working in a virtual environment outside of the normal school setting.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy recognises the need for a behavioural approach to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline;
- Fundamental British Values;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child’s behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.

- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies:

- good behaviour
- self-discipline
- respect
- Fundamental British Values

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows:

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Children move up and down the traffic light system when house points are awarded or behaviour falls short of our expectations. If a child ends up in the red, they will receive a lunchtime detention. Please see Appendix 1 for more information.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

The staff charter for behaviour (See Appendix 1), outlines the procedure where the normal behaviour policy is not working. Each case will be individualised and the steps to be taken should be communicated to parents.

These sessions take place in the 'OurSpace' room and acts as an intervention space with our Mental Health and Pastoral team will work with children who are finding school or home life difficult. There are also a variety of 'wellbeing' clubs that these children can attend.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues.

These include:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with malicious allegations against staff in the safeguarding policy

Appendix 1

ELMHURST STAFF CHARTER: BEHAVIOUR

My class has clear and consistent understanding of behaviour

I will:

1. **Be positive:** Praise using pupils displaying positive behaviour as role models. Talk respectfully to the boys, using positive language and the words trust and respect.
2. **Ensure the following are clearly visible to my pupils and referred to consistently:** Elmhurst Rules, the 6CS, Traffic lights/ Elmhurst Behaviour Choices. Refer and use these in every lesson.
3. **Encourage class ownership** of the Elmhurst Rules by signing them and/ or creating 'Class Charter'.
4. **Use school wide strategies consistently:**
 - a. 'quality lines' and 'quality sitting' with visual reminders
 - b. Non-verbal gestures of rules
5. **Find opportunities to praise EVERY pupil and award house points/ stickers for the following:**
 - a. demonstrating the rules, the 6Cs



ELMHURST BEHAVIOUR CHOICES



| | |
|--|--|
| Exceptional Choices (+3 hsp) | |
| Excellent choices (+2 hsp) | |
| Great choices (+1 hsp) | |
| Ready to learn Quality Line and Quality Sitting | |
| Think about it (1+ minute) | |
| Make better choices (5+ minutes) | |

(behaviour house points): bronze, silver and gold on traffic lights

b. for LOs and SC (academic house points)

6. Follow the next steps, if positive behaviour is on GOLD:

- a. Telephone call/ note home (postcards in staffroom) to parents
- b. Send to SLT or other teacher
- c. Award Golden Certificate

7. Sanction when necessary and with immediate effect with time off next break time according to traffic lights. Supervised by teacher giving sanction

- Lower School: . 3 mins orange/ 5+ red in silence looking at sand timer. Brief verbal reflection with teacher. (next breaktime, if specialist at the end of the day report to class teacher).
- Upper School: As above but with written reflection sheet **

8. Encourage pupils to take responsibility for their behaviour: at the end of sanction tell them to reflect on rule and what they will do differently next time.

9. Follow the next steps, if negative behaviour continues (continues on orange/ up to 3 reds):

- a. Classteacher analyses behaviour and put in strategies
- b. Telephone call to parents

If more than 3 reds in a week:

- c. Escalate to SLT
- d. SLT and classteacher meet with parent and pupil
- e. Strategies/ referrals put in place may include behaviour chart**:
 - Targets agreed and specified between all parties
 - Behaviour chart signed by teacher and commented for each session
 - Pupil reports to classteacher at the end of each day.
 - Pupil reports to SLT at end of week: SLT decides if chart needs to be continued; calls parents with update

10. **Record all house points and red marks** on ISAMS at end of lesson. Ensure that all up-to-date by Thursday lunchtime.

11. **Celebrate your class' achievement at the end of the week:**
Let them **all** know how many house points they have received. Award the most house point certificate in class and put their Golden Ticket in your class box. Send postcards home to those who have consistently shown positive behaviour.

I ensure that behaviour is consistent around the school

I will

1. Address positive and negative behaviour (as above) with all pupils in the school.
2. Record house points and red marks for behaviour around the school that I have observed.
3. Inform the class teacher verbally/ by email if the behaviour is significant.
4. Ensure my class is and monitor all pupils moving around the school in a 'safe and sensible way', adhering to the silent zones.
5. Accompany my class to the playground
6. Be on time for lessons and duties