

## 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 choices
- 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

### **Rewards**

In promoting positive behaviour, praise can be given in a number of ways.

#### **Praise**

Pupils respond well when they are being praised and encouraged. Teachers try to identify and praise good behaviour, avoiding drawing attention to negative or undesirable behaviour unless a sanction needs to be issued.

Recognising good behaviour, effort or achievement can be done in several ways:

- through verbal or written praise
- contacting a pupil's parents (emails/phone calls/postcard home)
- a subject teacher informing the pupil's class teacher who can offer praise too
- a visit to a member of SLT following noteworthy behaviour
- nominating a pupil for 'Hot Chocolate with the Head' to discuss how well they are doing
- public acknowledgement of good behaviours
- making positive comments about a pupil's behaviour in the School report
- displaying a pupil's work in a public affirmation of praise and recognition

### **House Points**

These can be given to pupils to reinforce verbal praise. House points are physical tokens given to pupils and collected in each classroom. These are brought together weekly for weighing and monitoring of house success which is celebrated in the whole school assembly.

House points can be awarded for any desirable behaviours. Non-teaching staff can give white house points for any good behaviour around the school.

### **ClassDojo - behaviours for learning**

As part of our commitment to working in partnership with parents, we use ClassDojo to record praise worthy learning behaviours. We will award Dojo points to individual children linked to specific behaviour areas and skills for learning. Parents will be notified when these are awarded.

At Elmhurst we encourage our community to choose to behave according to our school values: Determination, Kindness, Bravery, Curiosity and Respect.

To reinforce this, we praise children using the Elmhurst Brilliant Behaviour Checklist to support the development of character and citizenship.

#### *Elmhurst Brilliant Behaviour Checklist*

- ☐ Listening to others
- ☐ Following instructions
- ☐ Engaging in the lesson
- ☐ Working together
- ☐ Using kind words and actions
- ☐ Taking pride in my work

Class teachers monitor pupils' Dojo points to identify strengths and weaknesses in learning behaviours, supporting pupils to make good behaviour choices through target setting in PLPs and class behaviour targets. If a pupil is not adopting good learning behaviours wider support from pastoral staff will be sought.

### **Merits - attainment awards**

Where a piece of work or learning is deemed to be of a high standard a pupil can be awarded a Merit and this will be awarded in one of the curriculum strands: sports and outdoor, arts or academic. This will be recorded on iSAMs and parents will be informed by the classteacher.

Staff are expected to award up to 3 Merits per week.

Merits are awarded weekly in the whole-school assembly (Friday).

### **Distinctions - exceptional achievement**

Exceptional work and behaviour will be celebrated through a Distinction Award. This is awarded in one of the six Elmhurst Superhero categories: Super Communicator, Super Collaborator, Super Critical Thinker, Super Creative Thinker, Super Citizen and Super Character. This will be recorded on iSAMs and a certificate will be presented to the pupil in a half termly distinction assembly. Pupils achieving all six superheroes will be awarded the Elmhurst All Rounder badge.

Staff are expected to award no more than 3 Distinctions per half term. Additional recognition must be agreed with the pastoral team.

The Assistant Head (Pastoral) will oversee the rewards and sanctions programme as described.

## **Sanctions**

To support the development of good learning choices, we are introducing a more detailed behaviour management system. As this is being implemented in Autumn 2022, we recognise that it will take time to work towards the high standards that we outline below. Therefore, we will work with parents and pupils to closely monitor how things are progressing and can adapt accordingly.

The sanction system outlined aims to reinforce good behaviour choices and encourage responsibility and self management in school, building positive relationships with peers and teachers.

### **Traffic light system: managing behaviour**

In every learning space a 'Traffic Light' is displayed or referenced.

#### Green: great choices

At the start of each lesson it is assumed that all children begin on green and are 'Good to Go' for learning and will choose to follow the Elmhurst Brilliant Behaviour Checklist.

#### Amber warning: risk of red

If an undesirable behaviour choice is made then the child moves to an amber warning. This is made clear to the child both verbally and visually. The correct behaviour choice is highlighted to the child at this point - referencing the Elmhurst Brilliant Behaviour Checklist - and the pupil is expected to make a better behaviour choice. If the poor choice continues the pupil will be given a red mark.

Boys in KS1 will be given 2 warnings before progressing to red and teachers in EYFS will apply a consistent age appropriate judgement.

Once an amber warning is issued the pupil cannot return to green for the remainder of the lesson when the traffic lights will be reset.

#### Red Mark: poor behaviour choice

Where the warning is not responded to a red mark is issued. This is made clear to the child both verbally and visually via class dojo where the correct behaviour choice is once again highlighted to the child at this point which will in turn inform parents.

Red mark(s) will also be issued without warning for any child failing to follow the school rules or posing a risk to themselves or others through their choices. Serious breaches of school rules will attract a 'behaviour negative' (3 red marks) and move the child to a Level 2 consequence.

## **Consequences**

Poor behaviour choices have a consequence in that they impact on others either in learning or around the school in some way. As a result, it is appropriate that there is a clear consequence with a community or restorative focus.

### Level 1

If a Red Mark is issued, class teachers and parents are made aware of the behaviour choice via ClassDojo and the behaviour will be discussed.

For all pupils, at the end of each half term the red marks are reset in class dojo.

Whilst all boys may, at times, make the wrong behaviour choice, it is expected that pupils will meet expectations of behaviour for the majority of the time. Where this is not the case and poor behaviour choices continue, ClassDojo will be monitored by the class teacher. In the event of three red marks on

the same behaviour choice being issued in a half term, the pupil will receive a 'behaviour negative' and move to Level 2.

### Level 2

When a child is moved to Level 2 on the behaviour scale the parents will be informed and the pupil will meet with the form teacher to reflect on behaviour choices and identify positive behaviour choices to make moving forwards which will become the child's behaviour target (recorded on iSAMs as a behaviour negative).

Staff briefings each week will ensure all staff are aware of pupils on Level 2.

If the poor behaviour choice continues and a further red mark(s) is given then the pupil will move to Level 3 and a second behaviour negative will be logged on iSAMs. Any positive change in behaviour will be seen through ClassDojo and celebrated accordingly.

### Level 3

When a child is moved to Level 3 on the behaviour scale the parents will be invited to meet with the class teacher and the pupil to reflect on behaviour choices and identify positive behaviour choices to make moving forwards. ClassDojo will be monitored daily and overseen by the pastoral team to ensure the behaviours are improving and the pupil will meet with the pastoral team during the week. Any further red mark in the same behaviour area will result in another behaviour negative being logged and a move to Level 4.

### Level 4

Persistent poor behaviour choices will result in a move to formal behaviour monitoring by the pastoral team and may mean a meeting with the SENCo is necessary. At this stage, parents will be called in to meet with the Assistant Head (Pastoral) to review the behaviour monitoring and underline the importance of a change in line with an agreed action plan.

If no improvement is seen within 4 weeks of the action plan being in place, the pupil will progress to Level 5.

### Level 5

Where the behaviour remains unchanged, the parents and pupil will be invited to meet with the Head to discuss how best to support the child to meet the expectations of the school. The Head is responsible for ensuring all pupils benefit from an excellent learning environment and where that is not deemed to be happening alternative provision may need to be sought.

## **School Rules**

In order to keep yourself and others safe and look after our community we ask everyone to be a brilliant Elmhurst boy by:

1. Wearing your school uniform smartly: shirt tucked in, tie done up properly, blazer on.
2. Being prepared for learning by bringing the correct equipment to school each day.
3. Moving around the school in a safe and sensible way, silently indoors.
4. Keeping your hands and feet to yourself.
5. Looking after everything in our school.

**What is a 'behaviour negative'?**

A behaviour negative will be issued on iSAMS when a pupil receives 3 red marks in ClassDojo for a single 'Needs Work' behaviour, breaks a school rule or it can be issued immediately if a pupil does any of the following:

- Serious misuse of IT
- Vandalism
- Bullying (see Anti-bullying policy)
- Dangerous behaviour to self or others
- Dangerous or unsuitable items being brought into school
- Bringing the school into disrepute

### **Additional Strategies**

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

Each case will be individualised and the steps to be taken will be communicated to parents. This will be decided by the pastoral team in consultation with the SENCo.

### **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