



ELMHURST

Behaviour Policy

This Policy Applies to Elmhurst School and Early Years Setting

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Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2025, as well as Keeping Children Safe in Education 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2025, 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.

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/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions (for example, the class teacher checks ClassDojo regularly)

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, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment 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 any 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 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:

- Character education and development
- good behaviour choices
- self-discipline
- respect and kindness
- Fundamental British Values

Well-being Check-ins

It is important for children to talk about their emotions regularly. We use a number of strategies to regularly engage with children about their well-being, encouraging them to name their feelings, become more self-aware and to work on ways to deal with challenges. This includes a daily emotions check-in, led by the form teacher.

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 character, 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)
- giving a child a character reward sticker (KS1) or badge (KS2) to be celebrated in assembly
- 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 (community rewards)

These can be given to pupils to reinforce verbal praise and are focussed on when a pupil supports their community (their class, the school, adults, other children). House points are physical tokens given to pupils and collected in each classroom. These are then gathered by the house captains and celebrated in house meetings.

House points can be awarded for any desirable behaviours that support others.

Non-teaching staff should also give house points for any good behaviour around the school.

ClassDojo (behaviours for learning on the Brilliant Behaviour Checklist)

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

At Elmhurst we encourage our community to choose to behave according to our school values: Determined, Kind, Brave, Curious and Respectful.

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

Merits

Where a piece of work, learning or an activity 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, academic or community. Community merits are directly linked to our school values. This will be recorded on iSAMs and a certificate will be sent home.

Staff will award up to 3 Merits per week.

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

Distinctions - exceptional achievement/behaviour

Exceptional work and behaviour will be celebrated through a Distinction Award. This is awarded in one of the curriculum strands: sports and outdoor, arts, academic or community. Community distinctions are directly linked to our school values.

This will be recorded on iSAMs and a certificate will be presented to the pupil in a half termly distinction assembly.

Staff award around 3 Distinctions per half term. Additional recognition must be agreed with the pastoral team.

Promoting our Values

Our values are at the heart of everything we do. We use a variety of additional strategies to embed them. For example, individuals whose behaviour exemplifies a value may be awarded a character sticker or badge. We display our values around school and refer to them in our assemblies, form times and have organised our School Parliament with them in mind.

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

Sanctions

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. The focus will always be on promoting and celebrating good behaviour choices.

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.

Children 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. At the end of every lesson, the traffic lights are reset to green.

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 ClassDojo where the correct behaviour choice is once again highlighted to the child at this point which will in turn inform parents.

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- a Red Mark

A Red Mark can be issued following the Amber Warning for not following one of the six areas of the Elmhurst Brilliant Behaviour Checklist.

If a Red Mark is issued (logged as a red 'Needs Work' point on ClassDojo), 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 to zero in ClassDojo.

Whilst all pupils 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 against the same area of the Behaviour Checklist being issued in a half term, the pupil will move to Level 2.

Level 2- 3 Red Marks in one area

At 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 log).

If the poor behaviour choice continues and further red marks are given then the pupil will move to Level 3. Any positive change in behaviour will be seen through ClassDojo and celebrated accordingly.

Level 3 (on Behaviour Support Plan)- 6 Red Marks (in same area)

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 will be put on a Behaviour Support Plan. They will also have up to 30 minutes of reflection time after school.

The class teacher will monitor ClassDojo and discuss with the pupil daily to ensure the behaviours are improving. If there isn't an improvement in behaviour after a week or the pupil reaches 9 Red Marks, the pupil moves up to Level 4.

Staff briefings each week will ensure all staff are aware of pupils on support plan (Level 3 or above).

Level 4- More than 9 Red Marks (in same area)

Persistent poor behaviour choices will result in a move to formal behaviour monitoring report 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 a member of the pastoral team to review the behaviour support plan 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- no change in behaviour after 4 weeks monitoring

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.

For a 'Quick Reference Guide' on the levels and actions to be taken, see Appendix A.

School Rules

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

1. Using your hands and feet respectfully.
2. Looking after everything in our school.
3. Always using kind words and supporting each other.

Rule Breaking and Serious Incidents

In cases where the school rules have been broken, three red marks will be issued.

Six red marks will be issued when a child is in serious breach of a school rule or if a pupil does any of the following serious actions:

- 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

Organisational Rules

We also expect pupils to develop their organisational skills at school. Therefore, we ask everyone to follow these organisational rules:

1. Wear your school uniform smartly: shirt tucked in, tie done up properly, blazer on.
2. Be prepared for learning by bringing the correct equipment to school each day.
3. Move around the school in a safe and sensible way, silently indoors.

Organisational Negatives (Year 5&6 only)

As preparation for transition to Senior School, an organisational negative will be issued on iSAMS for our Year 5 & Year 6 pupils if they break any of the organisational rules. No warning is given before issuing an organisational negative. An organisational negative does not move a pupil into level 2. It should still be monitored by the class teacher and used to inform discussion and their PLPs.

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.

Reflection Time

In order to allow pupils a chance to step away and reflect on their actions, they may be asked to take up to ten minutes of reflection time. For example, they may be asked to stop participating in a football match at lunchtime due to an incident and reflect on what has happened with a teacher on duty. This is aimed to be a supportive measure to ensure everyone's wellbeing and safety, particularly in situations where a teacher has noticed a potential escalation of behaviour.

The school aims to support successful transition to Senior school. As part of this, when a child moves onto a behaviour support plan (at 6 red marks) a member of SLT will authorise thirty minutes of reflection time after school as part of improving self-discipline and accountability for one's actions. At 9 red marks and until an improvement in behaviour is seen, another thirty minute reflection time will take place each week with a member of SLT.

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
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

Appendix A- a Quick Reference Guide

Level 1	One Red Mark	● Parents are automatically informed through ClassDojo.
Level 2	Three Red Marks (in one behaviour area)	● Logged onto iSams as a Behaviour log. ● Parents will be informed by the class teacher. ● The pupil and class teacher will meet to discuss behaviour choices. ● The class teacher will keep parents informed of child's progress.
Level 3 (Behaviour Support Plan)	Six Red Marks (in one behaviour area)	● The pupil and parents will have a meeting with the class teacher. ● The pupil is put onto a Behaviour Support Plan, all staff are informed and behaviour is monitored by the class teacher for one week. ● A 30 minute reflection time after school takes place with the class teacher.
Level 4	Nine Red Marks (in one behaviour area)	● The pupil and parents will have a meeting with the Pastoral Manager or Assistant Head (Pastoral). ● Formal report monitored by member of the pastoral team for up to four weeks. ● This will involve a 30 minute reflection time after school with a member of SLT.