



Elburton Primary School

Effective Behaviours Policy

	July 20021	Policy Review Date
	July 2020	Adopted
1	September 2019	Policy Agreed
Version	Date	Description

COVID-19 Amendment to Effective Behaviour Policy:

In light of children returning to school, this amendment will sit with the school policy that supports behaviours of the children in school. The policy fully aligns with the agreed risk assessment that has been developed in each of the schools within the Horizon MAT and has been approved by the Trust Board.

Within the school the priority during this period of COVID-19 is to protect the welfare of the staff and children in all the schools. All children will be expected to follow the expectations around hygiene, hand-washing, following one-way systems and remaining in their Year group bubble. Where a child does not follow the expectations within the policy and this puts vulnerability on another child or member of staff, alternative arrangements may have to be made. Discussions between parents and the school will be held where there is an issue.

In the drafting of the risk assessment for each school, the schools have also developed a risk assessment identifying individuals who have difficulties in following the policy. The individual risk assessments for children presenting with SEND or as vulnerable, further provision is identified.

The safety and welfare of the staff and children at all schools during this period is priority.

Expectations:

- Follow amended covid-safe class charters – rules, rights and responsibilities.
- Follow hygiene expectations: regular handwashing, not sharing equipment or food, using named equipment as instructed.
- Remain in own Year group bubble/zones at all times.
- To follow one way systems as instructed or to follow markings.

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 school's 'Anti-Bullying' Policy, examples of good practice are contained within this policy. There are several 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 learners/pupils 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 - 'Our School Charter'](#)

- **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:

Instead of thinking of a child as behaving badly which disposes you to think of punishment, thinking of a child as struggling to handle something difficult so that it then 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 (considering individual needs) and pupils need to understand that the staff member is always in control 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 difficulties 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 specific social, emotional, learning or other needs which will require a personalised approach which can be discussed in the first instance with the class teacher and then the appropriate senior leader.

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. The school supports the pupils in self-regulating their behaviours.

We have identified that self-regulation is key in choosing effective behaviours for learning, therefore key words and characters are used to support and embed this across the school.

Foundation stage	Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Sammy Stop• Charlie Choice• Dani Driver• Robyn Repair	<ul style="list-style-type: none">• Sammy Stop• Charlie Choice• Dani Driver• Freddie Focus• Robyn Repair	<ul style="list-style-type: none">• STOP• CHOOSE• REFLECT• FOCUS• REPAIR

(See Appendix 1 - 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• Be heard• Feel safe	We have the responsibility to: <ul style="list-style-type: none">• Allow others to learn• Respect others and treat them fairly• Listen to others• Keep others safe

Children are entitled and expected to:

- Expect and provide a safe and secure environment to learn.
- To respect and be respected.
- To treat others fairly and to be fairly treated.
- To be heard and to listen to others within the school community.
- To demonstrate the positive characteristics of a good learner such as concentrating, be willing to have a go, being involved, to keep on trying and to work towards creating positive relationships with others.

Staff are entitled and expected to:

- Expect and provide a safe and secure school environment conducive to effective and stimulating learning using the Characteristics of Effective Learning as a guide (See Appendix 2 - Characteristics of Effective Learning).
- Establish consistent and clear routines so that expectations are clear. (See Appendix 3 – Establishing good Routines).
- 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 using PACE conversation (Playfulness, Acceptance, Curiosity and Empathy) to help modify or support behavioural choices seeking help and support from others in so doing. (See Appendix 4 - PACE conversation tool)
- Help pupils to repair and restore rather than simply saying sorry (See Appendix 5 – The Restorative and Repair conversation)
- 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/consequences when pupils behave in unacceptable ways, including creating a ‘Safe, Happy and Learning’ behaviour contract or exclusion from school in extreme circumstances. (See Appendix 6 for ‘Safe, Happy and Learning’ behaviour contract)

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.
- Early notification from the school of any issues arising 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"> • Verbal praise • Written praise in books • Class jar • Heads certificates and leaf to go on the ‘Leaf for learning tree’ • Star learning to be celebrated on learning walls or achievement boards. • F/KS1- daily star learners with an overall weekly star- certificate to be given out. • KS2- weekly star learners. • Star attitudes to be celebrated- linked to termly focus on a learning behaviour/attitude. 	<ul style="list-style-type: none"> • A ‘look’ to indicate the child is not following the class, school expectations. • A ‘discussion’ between the child and member of staff- ensuring clarity of expectation and support for making the right choice using PACE and self-regulation characters. • Freddie Focus time- in class, in safe space or in buddy class. (picture of Freddie focus). • Communication with home- image of telephone. Recorded on CPOMS. • Involvement with senior leadership team (SLT) - picture of them. • Repair time

	<p>If the behaviour is ongoing- refer to the 'Ongoing Behaviour Chart' - See Appendix 7.)</p> <p>At any point, staff may record incident on CPOMs but must record once it is at the point of contacting parents, persistent or involving SLT.</p>
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Play and lunch times

Rewards	Consequences
<ul style="list-style-type: none"> Stickers- specific reason given to the children for the sticker. Children who receive a sticker put something in the class jar. Positive affirmations for the behaviours they are demonstrating. 	<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 using PACE and self-regulation characters. Time out with key person, senior teacher on lunch duty or member of SLT for set time. Communication with home - by senior teacher on lunch duty. Recorded on CPOMS. Involvement with senior leadership team.

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, swimming kit and so on
- 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

Persistent ongoing issues

In all cases where the behaviour is a significant cause for concern a Behaviour Plan ('Safe, happy and learning' contract) is completed. This is circulated among leadership team, teaching teams and

lunchtime support ensuring all are aware of the expectations as well as being shared with parents. This will be monitored and reviewed at regular intervals (refer to the flow chart below in Appendix 7)

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 Headteachers 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 a member of the SLT monitors the effectiveness of this policy on a regular basis. This is reported to the governing body at regular intervals, and if necessary, makes recommendations for further improvements.

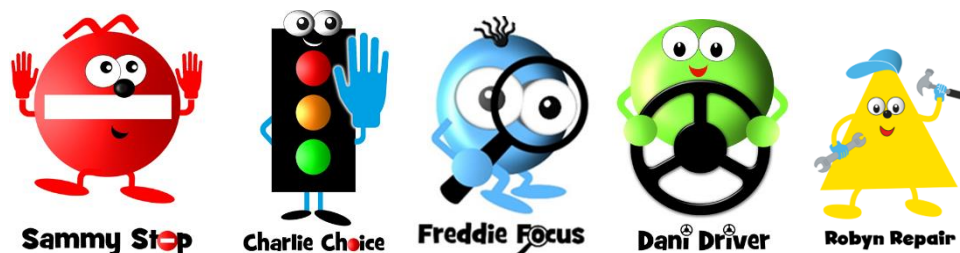
The school keeps a record of incidences of misbehaviour on CPOMS- the class teacher records minor classroom incidences. Incidences at lunchtime are closely communicated by the MTAs to the class teacher and senior teacher on lunch duty that day in the first instance and then to SLT member for that day.

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.

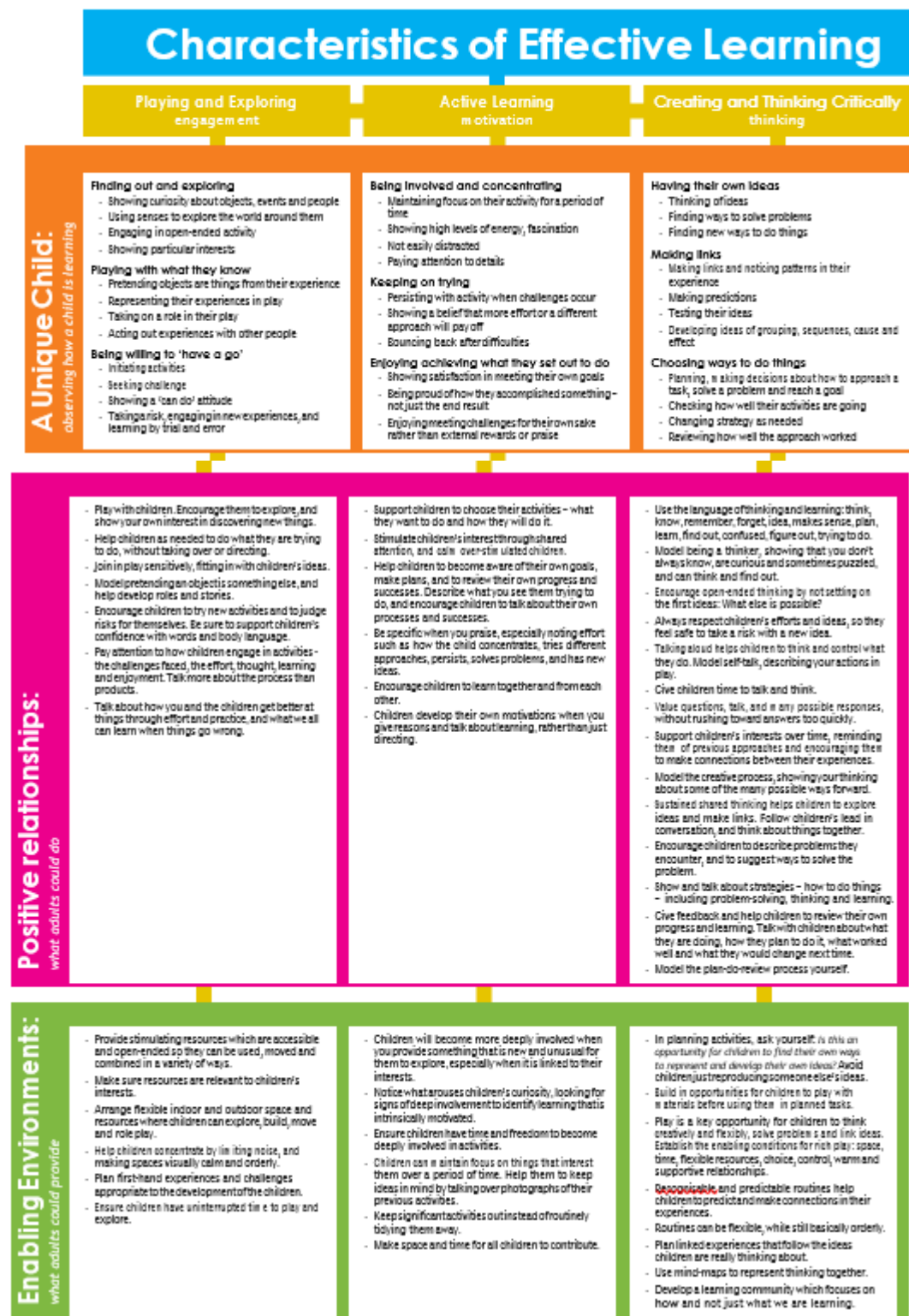
Review

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 Images to support self-regulation



Appendix 2 Characteristics of Effective Learning



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 (emotional register)** – 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 PACE conversation tool

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"> • 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 	<ul style="list-style-type: none"> • 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're able to learn from their experiences.
<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; Provide commentaries; Opportunities for being quiet; When safety become a priority, increase structure, boundaries and direction as needed.</p>

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"> • This shows the child that you’re 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. 	<ul style="list-style-type: none"> • Showing the children that ‘you get it’, you’re sharing whatever emotion they might be experiencing. • Showing them that you’re 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>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 5 - The Restorative/Repair Conversation

You will find a selection of questions below to use in your restorative meeting. These can be written on an ID card so they are there for easy reference or could be part of the ‘Happy, Safe and Learning contract.’ Five questions are 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? (who else was there?)
6. How have they been affected? (how does.... feel?)
7. What should we do to put things right? (How can we Robyn Repair this?)
8. How can we do things differently in the future? (What Charlie Choice could be made next time? What would Danni Driver say?)

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/other emotion 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.

Appendix 6 – Behaviour Log - 'Safe, Happy and Learning' Contract.



Safe, Happy and Learning Contract

Elburton Primary School



TO: _____

Childs Name will begin this contract on this date _____ to help in Childs Name and those around him/her to be 'safe, happy and learning.'

GOALS FOR Childs Name:

1. Goal 1
2. Goal 2
3. Goal 3
4. Goal 4

REWARDS IF GOALS ARE MET: *example*

1. I will be safe, happy and learning.
2. I will be outside for break and lunch time with my friends.

CONSEQUENCES IF GOALS ARE NOT MET:

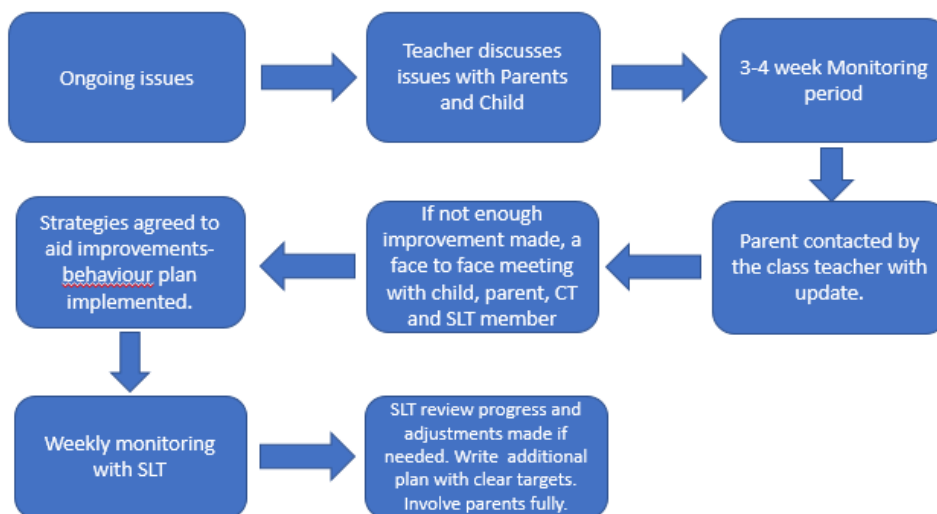
1. Consequence 1
2. Consequence 2
3. Consequence 3

Signed by Child:

*Signed by Member of Senior Leadership
Team:*

Appendix 7 – On-going Behaviour Chart

For ongoing issues, the flow chart below needs to be followed, as a clear guide. In all cases where the behaviour is a significant cause for concern, and it is ongoing, it will be logged on CPOMS and a behaviour plan set in place. The template for a behaviour plan is in the appendices - a record of this should be developed and agreed in partnership with the child, parent, class teacher and member of SLT.



NB. CT (Class Teacher) and SLT (Senior Leadership Team)

This policy was presented to the Governing Body and agreed on 16th July 2020

Head teacher: *K. Smith* Date: 16/07/2020

Chair of Governors: *A. Locke* Date: 16/07/2020