



Behaviour Policy

May 2018

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Elliott Park School Behaviour Policy

Introduction

We believe all children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

The behaviour policy is designed to support the way in which **all** members of the school community can work together in a consistent and supportive way.

Underpinning this policy are the ethos and aims of the school and the principles of restorative practice.

Rationale

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. We believe that the most effective way of achieving this is to encourage and praise positive behaviour. The school recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

The agreed aims which are crucial to the success of this policy are:

- To promote a consistent approach to behaviour management.
- To treat children fairly, but not the same, considering individual needs and challenges.
- To promote a culture of mutual respect and tolerance.
- To provide a positive, safe, stimulating environment which is happy and caring through effective classroom management.
- To promote the principles of restorative practice.
- To communicate well as professionals to support the children in our school.
- To build strong relationships between all members of the school community.
- To have high and attainable expectations.
- To promote self-esteem and emotional well-being.
- To ensure our approaches to behaviour and relationships are meaningful and positive.

Responsibilities

Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationship and behaviour at Elliott Park School.

The Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently, (see policy for Anti-bullying)

Pupils are expected to:

- Follow school and classroom rules.
- Accept responsibility and the consequences of their actions.
- Listen to and respond appropriately to what adults say.
- Show respect and consideration of others and their property.
- Be kind, helpful and honest.
- Work hard and not waste their own or other people's time.

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- Behave well when travelling to and from school and on school trips, recognising that the school is part of the wider community.

The Role of School Staff

All members of staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. Adults in the school have an important responsibility to model high standards of behaviour.

Adults are expected to:

- Provide a caring and effective learning environment.
- Treat pupils as individuals, getting to know and respect them.
- Praise children's positive behaviour.
- Encourage positive relationships with all children, based on mutual respect.
- Encourage all pupils, whatever their ability, to achieve their full potential.
- Create a calm, purposeful and positive atmosphere with realistic expectations.
- Liaise well with other staff regarding behavioural characteristics of pupils.
- Engage with parents in order to share positive information about behaviour and to elicit support in improving behaviour.
- Show good active listening, ensuring all parties have the opportunity to express themselves.
- Be reflective practitioners, adapting strategies where necessary.

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

The Role of Parents

Parents are crucial in shaping attitudes, which produce good behaviour. It is important for parent to be models of good behaviour, especially on and around the school premises, because all children will learn from the examples set by adults, (see Code of Conduct for Parents).

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour.
- Ensure that their child fully understands the school rules and the consequences of not adhering to them.
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour.
- Discuss any concern with the class teacher promptly.
- Refrain from using social media to air their views.
- Collaborate with the school so all children receive consistent messages about how to behave at home and at school.
- Support their child's learning and cooperate with the school as set out in the home school agreement.
- Attend any scheduled meeting regarding their child e.g. parent consultations, individual meetings.

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Our Approach to Relationships and Behaviour

At Elliott Park School, we aim to reward positive behaviour in many different ways ranging from non-verbal and verbal praise, to the use of house points, other behaviour management strategies adopted in the classroom, and weekly praise from the Headteacher. We do however also believe that the reward should be in the behaviour itself. The more we notice good behaviour, the less we will need to extrinsically reward it. This means it becomes a more natural aspect of daily routine and simply the way we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.

On occasions we do have to deal with behaviour that does not meet our agreed expectations and we do this using a restorative approach. This allows us to deal with conflict sensitively in order to find meaningful, positive solutions for all involved.

The Restorative Approach

Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others. This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused. This is like applying a sticking plaster to the problem. When third parties i.e. teachers deal with conflict the outcomes are superficial punishments whilst underlying issues remain unaddressed. Like a plaster on a dirty wound seals the infection, punitive approaches - to conflict- seal in the harm within the relationship, which will reoccur in subsequent behaviour.

Shifting responsibility to the pupil

By placing the responsibility for conflict resolution back onto the child they will be in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all students must tell the truth and own up to what they have done. Then the approach differs in the following respects:

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Restorative approaches

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full class room conference.

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A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care
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The implementation of restorative approaches is based on the use of **The Five Gateway Questions**

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Forms of Restorative Interventions

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles
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Where any mediation is to take place adults should ensure the following structure:

- Ask all parties if they wish to participate
- Thank all parties for participating
- Explain rules / format
 - Only one person talks at a time
 - No interrupting
 - Be respectful to each other
 - Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)
- Be aware of any matters re Child Protection
- If young people do not follow rules or are still / become angry, stop mediation!

Intervention Details

Children should be given fair warning that their behaviour is not acceptable to the school's standards. The warnings should be consistent throughout the school but allow for age differentiation, i.e., Early Years and Year 1 and Year 2 and Key Stage 2 should have a version of the same methods that are demonstrated in an age-appropriate way. For example, Early Years may use a chart with photos to indicate that 'up' is good behaviour and 'down' is not acceptable, whilst Key Stage 2 will receive ticks or crosses against their name on the class board.

- Fair warnings
At the beginning of the lesson children's names are written on the class board, (or photos grouped at the 'acceptable behaviour' position). Children receive a tick against their name or move their photo up, for acceptable behaviour. A consistent positive behaviour record will be rewarded with an extra 5 minutes play time or other reward deemed appropriate by the teacher. Children whose behaviour is not acceptable will receive a cross or move their photo down. 3 crosses will receive a sanction of 5 minutes missed play time. Children can earn back the play time if their behaviour improves before the end of the lesson or day. Parents of children receiving a sanction will be notified by the class teacher through the child's contact book or school email, that a sanction was given.

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Teachers should keep a record of the children's behaviour for future reference in case a pattern develops.

If there are 3 consecutive days of fair warnings and sanctions given the child will move on to the next stage and receive a behaviour card. Children should not receive a Behaviour Card as the first step but only after the previously mentioned strategies have been followed. Each week the process will begin again but a record will be kept. Warnings and sanctions can include incomplete uniform and missing equipment that is required for learning including P.E.

- Behaviour Card
 - The 4 sections on the card will be completed if the child's behaviour is deemed not acceptable, inappropriate or the child has been asked not to behave in such a way. Once the card has been completed (4 chances exhausted) an after-school detention will be issued with the Headteacher or Deputy.
- Restorative Conversations:
 - This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves. The 'Gateway questions' can be used to guide the dialogue, however sometimes a less formal approach can have success. In this type of conversation, as with others e.g. mediation, it is important for the adults to demonstrate good listening and body language.
- Peer and Adult Mediation:
 - This intervention is used when 2 or more people believe the other person may be the cause of the problem or has caused harm. The mediator should remain impartial; help both sides to consider the problem as a shared one that needs a joint solution. 'The Five Gateway Questions' will be used as a script to guide the process.
- Classroom Restorative Conferences:
 - These occur in response to issues in a whole class. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator to resolve conflict, repair relationships and move forward. The conference follows 'The Five Gateway Questions'.
- Problem Solving Circles
 - These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.

Exclusions

If, at this stage the child's behaviour is extremely difficult to manage once all other restorative options have been exhausted, an internal or external exclusion may be a possibility.

Internal exclusion is at the discretion of the Headteacher, an agreement can be made for an internal exclusion under special circumstances. Children may be internally excluded to another class in the school if they are deemed unlikely to disrupt the learning of others.

Lunchtime exclusions for pupils whose behaviour at lunchtime is disruptive may be excluded from the class for the duration of the lunchtime period to spend break with a member of staff.

Fixed term or permanent exclusion is always the last resort, should behaviour from any child cause a threat to the welfare or safety of others or cause persistent disruption to teaching and learning, the child may be at risk of this type of exclusion.

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With the parents support, exclusions will occur involving the child being sent home for an agreed period. This will be confirmed in writing by the Headteacher. Should the behaviour continue to deteriorate on return, with no positive improvement despite all the support strategies and approaches, exclusion has to take place. This will be properly and thoroughly carried out; A child who is excluded, temporarily or permanently, does not have to go through all the school's restorative approaches. Sudden extremes of behaviour, such as totally unacceptable violence, can lead to exclusion without going through the various options. Should parents feel that the School's handling and application of this policy falls short of their expectations, they should be referred to the School's Complaints Procedure, available from the School office and School website.

Exclusions of this type have never been instigated to date.

Summary

Our ultimate aim is that every member of our school community feels safe, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.