



Elm Grove Primary School

Behaviour Policy

2024

1 Introduction

Our Vision Statement:

‘Everyone Included, Everyone Valued, Learning and Thriving Together’

‘We have a culture of care and respect where ‘fair’ means that everyone gets what they need, not that everyone gets the same.’

1.1 At Elm Grove, we are strongly committed to ensuring every member of the school community feels valued and respected and that each person is treated fairly. Elm Grove School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing negative behaviours and dynamic interventions that support staff and learners. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school’s Behaviour Policy outlines the systems and procedures which will enable all members of the school to live and work together in a supportive and positive way. The school recognises good behaviour, as it believes that this will develop an ethos of kindness, co-operation and good citizenship. This policy is designed to promote the behaviour outlined by our school rules, as well as deterring anti-social behaviours.

2 The Personal, Social and Health education (PSHE) curriculum

2.1 The Personal, Social and Health education (PSHE) curriculum is designed to enable all pupils to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. In addition to this comprehensive programme of universal PSHE and a range of targeted individual and nurture group support, we work closely with outside organisations such as Health, Speech and Language, Social services, etc.

3 Aims of this policy

To create a culture of exceptionally good behaviour: for learning, for community and for life.

To ensure that all learners are treated fairly, shown respect and helped to promote good relationships.

To ensure the positive behaviours and attitudes of learners are recognised.

To help learners to take control of their behaviour and be responsible for the consequences of it.

To build a community which values kindness, care, good humour, good temper, co-operation and empathy for others.

To promote community cohesion through positive relationships.

To ensure that excellent behaviour is a minimum expectation for all.

To provide parents and carers with a clear understanding of the behaviour expectations of the school.

To ensure that negative behaviours are challenged and followed up consistently.

4 Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem, self-discipline and self-regulation.
- Teach appropriate behaviour through positive interventions
- Hold children accountable for their behaviour

5 Our Code of Conduct - 3 rules

Ready, Respectful, Safe

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Our staff understand that a quiet word of praise can be as effective as more public recognition.

Recognition for behaviour which follows our rules:

- 1. Non-verbal - smile, thumbs up**
- 2. Specific verbal praise**
- 3. Name or tick on 'recognition board' (note: names are removed at the end of each school day)**

We recognise learners who go 'over and above' our standards.

Recognition for consistent good behaviour or that which goes over and above:

- 1. Invitation to 'Hot Chocolate Friday' with the Headteacher**
- 2. Post card home**
- 3. Phone call or email home**

All staff will:

- 1. Meet and greet the children at the door each morning.**
- 2. Refer to our school rules of 'Ready, Respectful, Safe'.**
- 3. Model positive behaviours and build relationships.**
- 4. Use a visible recognition system throughout each lesson.**
- 5. Be calm and give 'take up' time when going through the steps.**
- 6. Follow up every time, retain ownership and engage in reflective dialogue with learners.**
- 7. Never ignore or walk past learners who are behaving inappropriately.**
- 8. Give first attention to best conduct.**

Senior Leaders will:

- 1. Meet and greet learners at the beginning of the day.**
- 2. Be a visible presence around the school and especially at times of mass movement.**
- 3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.**
- 4. Regularly share good practice.**

5. **Support teachers in managing learners with more complex or social and emotional needs.**
6. **Use behaviour data to target and assess school-wide behaviour policy and practice.**
7. **Regularly review provision for learners who fall beyond the range of written policies.**

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or prompt in the right direction is all that they need. Reasonable adjustments will always be made to ensure that all children, irrespective of need or ability, are supported to make the right choices in their behaviour and that the correct approach is applied to ensure they understand the consequences of their actions and the impact it has on others.

Learners will be held responsible for their behaviour and staff will deal with negative behaviours/actions by using the steps below:

A) A warning:

A clear verbal warning, delivered where possible in private to the learner, making them aware of their behaviour and the need to be 'Ready, Respectful, Safe', and clearly outlining the consequences if they continue. The learner has the opportunity to do the right thing.

B) A conversation:

A 30-second intervention is followed by a conversation at a time which is convenient to the staff member involved (eg at playtime). Note that the 'conversation' MUST happen, but that it is likely to be brief if the child has responded positively to the '30-second intervention', whereas if there has been no improvement and a 'timeout' has been required, the 'conversation' will take the form of a 'restorative meeting'.

For the 30-second intervention, scripted approaches are encouraged, using a non-threatening, side-on, eye-level or lower stance. The learner is given 'take up' time to decide what they want to do next. If there are any comments, they will be noted and followed up later.

For example: 'I have noticed that you are.....That is breaking our rule of..... See me atan agreed time If you continue, you will need to have a timeout. Remember when youreally well. That is theI need to see now. Thank you for listening.'

C) Timeout (eg buddy class):

A learner will be asked to leave the classroom and go to an agreed space (eg buddy class) for an agreed amount of time or the remainder of the lesson. Buddy classes are used across Reception, as well as within Y1/2, Y3/4 and Y5/6. If the 'timeout' step is reached, the child will need to have a restorative meeting with the adult who sent them and may also be inconvenienced by completing missed work or another related task during playtime or at home that evening.

If appropriate, a member of the Senior Leadership or Inclusion teams will escort the learner to the agreed space.

Restorative meetings:

Restorative meetings at Elm Grove are a core part of repairing and fixing things to restore trust between those involved in any significant incident. Our restorative meetings are structured in 5 steps:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- What should we do to put things right?
- How could we do things differently in the future?

Staff will take responsibility for leading restorative meetings, as well as for leading 'conversations' (step 'B'); senior leaders will support when deemed appropriate.

6 Serious breaches

A serious breach is an incident that is more serious in nature and may require an additional consequence, in conjunction with a restorative meeting. Serious breaches may include the following behaviours/actions:

- Fighting
- Racist and prejudice-based incidents
- Abusive language
- Violence or aggression towards others or themselves
- Spitting
- Deliberate abuse of equipment or damage to the school
- Persistent high level disruptive behaviour
- Repeated refusal to follow a reasonable request
- Absconding from class and/or school premises
- Bullying
- Inappropriate sexualised language

Staff will always aim to de-escalate the situation by maintaining a calm and consistent approach. A member of the Senior Leadership or Inclusion teams will be alerted to the incident and will ensure parents/carers are contacted. In such cases, consequences will be put in place and ways in which the behaviour can be managed and improved upon will be discussed.

Our school's incident log, CPOMs, is used to record all serious breaches, as well as all timeouts.

In addition to internal exclusions, the school does have recourse to suspend learners for fixed periods, or in extreme cases, permanently. However, permanent exclusion will only be considered in exceptional circumstances.

Each serious breach will be dealt with individually, but sometimes the nature of the language or behaviour requires us to take more serious action.

Graded consequences for serious breaches:

1. Removal from playtimes or from class for an agreed time.
2. Internal exclusion at school for a set period – removal from class and alternative timetable for playtimes.
3. External exclusion (ie 'suspension') for a set period at home or in an alternative educational setting
4. Permanent exclusion.

Learners with more complex behavioural needs will have a behaviour plan and Just Right profile written in collaboration with their class teacher and a member of the Senior Leadership and/or Inclusion teams. The documents set out known triggers for

behaviours, additional support and helpful strategies, as well as clear consequences if the learner makes the wrong choices.
Both documents are shared with parents/carers.

Staff will always model positive behaviours and deliver any consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.
Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Elm Grove we make sure that this is done discreetly. We do not advertise inappropriate behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.