

Behaviour Policy

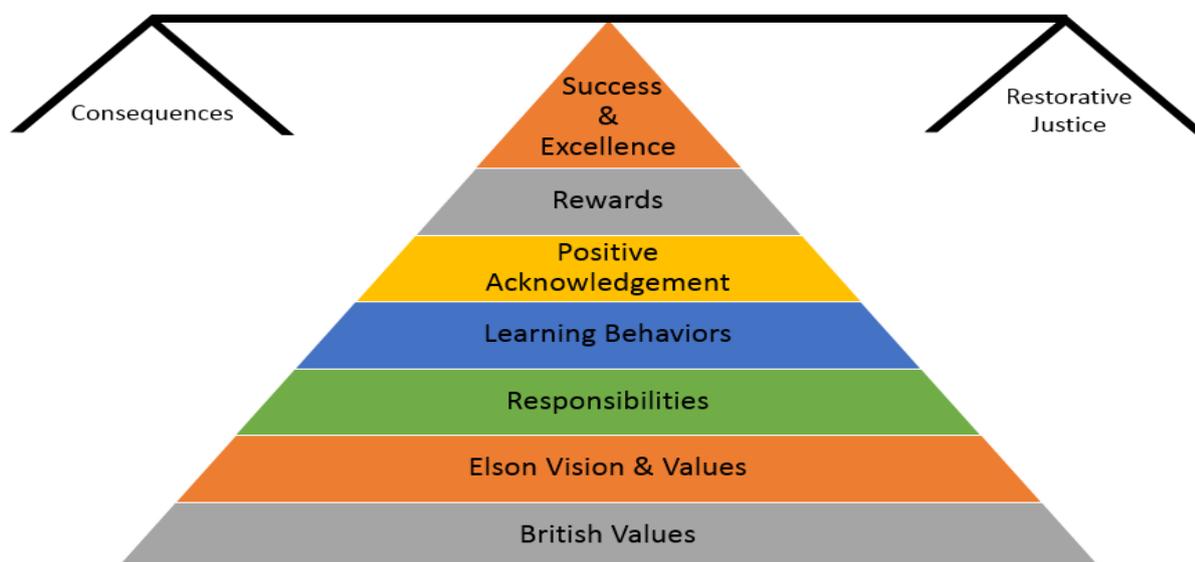
Date written:	1st September 2018
Date Policy approved and adopted:	10th September 2018
Review date:	September 2019

Elson Junior School's Behaviour Policy has been developed in consultation with staff, students, parents, Governors and cluster schools. It reflects our school values and Teacher Standards.

Introduction

Our core values drive the actions that we take at Elson Junior School to prepare everyone in our community for the future. We want everyone in our school to be equipped with the skills, knowledge and understanding to participate as successful members of our community today and in the future. When we refer to learners, we are using that term to include both adults and children.

At Elson Junior School, we believe that all children have the right to learn and adults have the right to teach. Our Behaviour Policy is a system in our school that aims to be fair, consistent and clear in order to support learning in our classrooms. It is underpinned by the principles of British Values outlined in the National Curriculum.



Aims of the Behaviour Policy

At Elson Junior School we aim to:

- Ensure our school values of aspiration, compassion, adaptability, integrity and creativity are underpinned by high standards of behaviour from all stakeholders;
- Develop learners' understanding of personal responsibility;
- Have a clear and shared understanding of what good behaviour looks like;
- Have a clear and shared understanding of what unacceptable behaviour is and that there are consequences for our choices;
- Fully involve parents and carers;
- Ensure that rewards and sanctions are clear, understood and applied consistently and fairly by all stakeholders;
- Regularly monitor, review and act upon patterns and trends in the school to support individuals and improve outcomes for all.

Principles

We believe in the power of education to broaden all learners' horizons and raise expectations. At Elson Junior School, we work with all learners in order to develop positive learning behaviours that will enable them to have the skills, knowledge and understanding to plot a safe and hopeful map to the future.

Learners are encouraged to be responsible for their learning and choices in and out of school, by recognition of their good behaviour and attitude, through praise and a system of rewards. Pupil voice and responsibility is encouraged through School Ambassadors, School Council, School Monitors, Team Captains, Head Girl and Head Boy and the Eco Council.

We recognise the importance of positive partnership with parents and caregivers. Parents and carers are encouraged to take an interest in their child's progress. Children will be recognised for their hard work, effort and positive attitude in a variety of ways: post card home, Headteacher and Assistant Headteacher Awards, Golder Time, raffle tickets, team points and the Appreciation Station. Teachers and parents will work together at an early stage to support the child. Our Family Support Worker is available to offer support to families in our Elson Community.

Adults in school will model good behaviour themselves and remind children of the behaviour that is expected from them. They will endeavour to investigate and evaluate any incidents in line with this policy. In the first instance, the class teacher will manage behaviour effectively to ensure a good and safe learning environment in line with this policy. Therefore, any questions parents have regarding their child's behaviour should be directed to the class teacher. The Senior Leadership Team is available should you wish to discuss your child further.

We have high expectations at Elson Junior School, including the behaviour of all our stakeholders. Our policy and expected learning behaviours is developed around the Elson Junior School core values.

ELSON LEARNING WALL	
Behaviour for Learning	Core Value
Resilience	<i>Adaptability</i>
Focus	<i>Aspiration</i>
Independence	<i>Integrity</i>
Self-regulation	<i>Compassion</i>
Respect	<i>Compassion</i>
Boundaries	<i>Integrity</i>
<i>Creativity will run through the learning behaviours</i>	

We recognise the importance of a learning environment to support learning behaviours and aim to provide a safe, well organised space for children to learn in.

In order to keep our school community safe, dangerous items (weapons, alcohol, tobacco, drugs, solvent based products, cigarette lighters, matches and aerosols) should not be brought on to the school site by pupils. Offensive weapons, or items used as offensive weapons, will be immediately confiscated and their origin investigated. Unless the parents are thought to have condoned the child bringing the weapon into school, they will be immediately informed. The weapon will be retained and the police informed. In all circumstances, the first priority will be to ensure the safety and well-being of the children. Any such incident will be dealt with directly by the Headteacher.

We recognise the importance of acknowledging the causes of poor behaviour, especially where these are linked to special educational needs and/or emotional difficulties. In these cases, strong home/school links and partnership with other agencies are vital. Our aim is to ensure that pupils in difficulty are enabled to control their behaviour through appropriate support and education. However, where the health and safety of pupils and/or staff is compromised, or wider school discipline undermined, these pupils are not considered exempt from exclusion due to their special needs or emotional difficulties.

Bullying (see separate policy)

Bullying is not tolerated in our school. The Headteacher and Assistant Headteachers deal directly with bullying incidents in line with the policy.

Recognition

Using the Elson Learning Wall, children will be recognised for demonstrating good learning behaviours in the following ways:

- Verbal and written praise;
- Receipt of raffle tickets, which link to team points and the appreciation station;
- Headteacher and Assistant Headteacher awards;
- Respect badges as part of the Lord Mayor's Gosport Respect Scheme;
- Sharing work;
- Displaying work;
- Golden Time;
- End of term trophies for good manners, sport, effort, music and contribution;
- Team points;
- Postcard home;
- School librarians;
- Membership of the School Council or Eco Council
- School Ambassadors;

Class teachers may also develop class incentives in line with the Elson Values e.g Integrity Bear or class marbles

Consequences

Developed using the DFE guidance "Behaviour and discipline in schools - Advice for headteachers and school staff January 2016"

Talk A brief investigation into the incident and clarification that the pupil is aware of the expectation. Coping/calming strategies should be discussed with the pupil. Ensure all communication is clear, positive and concise with appropriate language and visual prompts where possible.
1st Reminder If the pupil still does not make the correct choices, a 1st reminder should be issued. Encourage pupil to make the correct choices, reiterate expectations and notify pupil of consequences should the correct behaviour not be modelled within set boundaries (e.g 5 second de-escalation period or 1 minute use of calm down area).
2nd Reminder Should the pupil still not make the correct choices, a 2nd and FINAL reminder should be given with clear expectations and pending consequences.
Consequence If the pupil has still not been able to correct their behaviour, then a consequence will be issued. (see Actions and Consequence chart in appendix 1) Should the issued consequence not rectify the pupil's behaviour a senior teacher or Phase Leader will be asked to assist. Once the situation is de-escalated, they will return the pupil to their class at the earliest opportunity so not to impact learning. If a pupil is refusing to work, a timer will be started. Children will be expected to 'make up' the work at break or lunch time.
In some instances, consequences will be delivered after school. Parents will be notified of this, by no later than 14:30 where possible, on the day of the consequence.

If a child's behaviour has been unsafe, violent or disruptive to learning, parents or carers will be asked to come in to school and support their child in the classroom or as part of an inclusion.

Strategies and Support

At Elson Junior School we make use of a range of strategies to challenge and support the children where change in behaviour is needed. These are continually reviewed and developed to meet the needs of the individual children.

These strategies include:

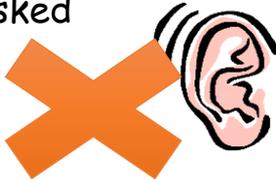
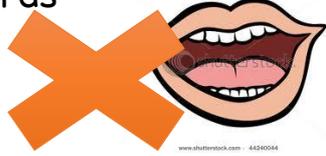
- Expectations and consequences for poor choices to be clear and displayed in classrooms;
- Structured lunch time / playtime support;
- Cool down area or time out in another class;
- Additional adult support;
- Removal from class to work with a senior teacher;
- Parental attendance - both to deal with a crisis or support in a classroom;

- Visual timetables;
- Part-time timetable;
- Fixed term exclusions;
- Permanent exclusion;
- Re-integration meeting to establish a plan to meet the needs of the child so they can be successful and move forward;
- Some children with IBMP's will have individualised targets and recognition sheets, personalised visual timetables and prompt cards.

We provide a wide range of focussed support to help children and families overcome difficulties, including:

- Individual classroom support and group support;
- Dedicated adult support/supervision at playtime/lunchtime;
- Breakfast club, lunchtime club and after school activities to help develop friendships, empathy and social skills;
- Support within the classroom;
- Emotional Learning Support Assistant (ELSA) time;
- Family Link Worker support;
- Links with Local Authority expertise and support through the Behaviour Support Team and Educational Psychology Service;
- Links with other schools who have expertise upon which we can draw, including special schools;
- Links with Primary behaviour Support Service;
- Advice and support from the Local Authority Inclusion Officer;
- Referral to the Child and Adolescent Mental Health Service (CAMHS), with school staff available to attend consultations with children and parents;
- Links with the School Nurse;
- Links with the Police, and in particular our local Crime Prevention Support Officers;
- Locality/Early Help Hub.



Consequences Chart	
Behaviour	Consequence (Minutes to be taken from Golden Time on Friday)
Not trying my best 	5 minutes
Provoking others 	5 minutes
Not doing as I am asked 	5 minutes
Not using kind words 	10 minutes
Avoiding work 	Minutes wasted
Not respecting property 	10 minutes
Swearing or inappropriate words Hurting others (Provoked or unprovoked) 	Time out in another room and 10 minutes

After school detentions may be given for serious incidents

Steps Towards Positive Behaviour



Keep going!



Talk

1

1st reminder

2

2nd reminder



Consequence