



Ely Schools Partnership – Behaviour Matters

The Ely Schools' Partnership works with young people, families and appropriate agencies to promote good behaviour because everyone has the right to be in an environment which is safe, conducive to learning and free from disruption, bullying, violence, discrimination or harassment.



Ely St John's

BEHAVIOUR POLICY - A Therapeutic Approach to Behaviour

***"You can't teach children to behave better by making them feel worse.
When children feel better, they behave better."***

Pam Leo

Introduction

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Cambridgeshire Steps in the academic year 2017-2018. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Steps.

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. Pro-social behaviour makes effective teaching and learning possible. Anti-social behaviour disrupts this process. Behaviour is linked to social and emotional development and the key is to create a caring and nurturing ethos within which behaviour management takes place and we call this the EJ Way - the statements are...



We look after each other
We are proud to work together
We are excited to learn new things
We are kind to ourselves (and others)
We know how to share our thoughts and feelings

The majority of our children follow the EJ Way. However, there are children who need help to develop pro-social behaviours. We recognise that there needs to be support for those children who exhibit anti-social behaviours which may be difficult and dangerous and this policy outlines how we strive to support these children. We know that behaviour is essentially a form of communication and we work hard to understand what a child's behaviour is telling us. We endeavour to provide the support and strategies necessary to enable children to learn self-control and develop pro-social responses.

The School's Therapeutic Approach

At Ely St John's we have a therapeutic approach to behaviour management and we have high expectations of everyone. We believe that our school should be a happy and secure place for all. We aim for children to be self-motivated from a desire to behave well rather than from the hope of reward. We encourage every child to behave in a responsible and self-disciplined manner and to care about the needs and the rights of everyone in the school community. We believe that children respond to a caring system that appreciates their needs and strengths. Our Home School Agreement upholds these principles and sets out the expectations and responsibilities of parents, pupils and the school. The EJ Way is a 'code of conduct' that is embedded within the life of the school. Positive encouragement and praise are more powerful than extrinsic reward and our aim is for children to become intrinsically motivated learners.

We all work together to promote pro-social behaviour, to respond to individual needs and to encourage a collective sense of responsibility. All staff have day-to-day responsibility for the behaviour of the children both in classes and around school. A happy, caring environment is important to all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Politeness, good manners and care for both people and property are expected. Class charters and the Home School Agreement provide a forum for discussion and collective responsibility. Self-confidence and self-esteem are important so praise is at the heart of the EJ Way and both staff and pupils are encouraged to find the positive in everyone. Children are encouraged to help each other to behave pro-socially and to support those who are experiencing difficulties. Restorative approaches and times of reflection are encouraged through discussion and self-evaluation. Our PHSE programme supports such strategies. Staff are firm, fair and consistent in their actions with children and endeavour to respond therapeutically in line with Step On training. In meeting the needs of all children, we strive to be inclusive.

First Steps

We recognise that a number of children need further support to follow the EJ Way. These are often children who display repetitive, low level behaviours which regularly disrupt the day-to-day learning in class. We have a wide range of strategies to enable these children to make positive changes to their behaviour. We may/will...

- ❖ Talk to the child respectfully and calmly
- ❖ Listen
- ❖ Arrange a meeting to talk to parents about our concerns
- ❖ Create a behaviour plan tailored to meet an individual's needs
- ❖ Enlist the support of colleagues
- ❖ Use positive phrasing
- ❖ Offer limited choice
- ❖ Disempower the behaviour
- ❖ Move the child away from the group (in their own classroom)
- ❖ Ask the child to work in another classroom
- ❖ Ask a pupil to catch up on missed learning at playtime or lunchtime
- ❖ Offer sensory breaks
- ❖ Keep a log of behaviours
- ❖ Ensure there are consequences

Key Stage leaders will support these children and talk to them about their behaviour and the effect it is having on both their learning and that of others.

Next Steps

A small number of children need bespoke provision (beyond First Steps) and have Risk Management Plans. These children may display more extreme behaviours that are difficult and dangerous. Where appropriate, staff will know how these children are being supported so that there is a whole school team approach. We may/will...

- ❖ Speak respectfully and calmly
- ❖ Listen
- ❖ Attempt to reduce anxiety
- ❖ Do everything we can to avoid escalation
- ❖ Use scripts
- ❖ Allow recovery time
- ❖ Act to ensure the safety of all pupils and staff
- ❖ Ensure there is a safe place to calm down and/or work
- ❖ Follow our Positive Handling Policy
- ❖ Allow time to reflect, repair and restore
- ❖ Make provision for a pupil to work outside the classroom (internal exclusion)
- ❖ Ensure there are consequences

The exclusion guidance is followed where necessary but our primary aim is to keep children in school if it is safe to do so.

Definition of 'consequences'

A consequence is a conclusion derived through logic; it is something that logically or naturally follows from an action. There are two kinds of consequences

- ❖ Protective consequences - removal of a freedom to manage harm
- ❖ Educational consequences - the learning, rehearsing or teaching so the freedom can be returned.

It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances.

All staff know how children with greater needs are being supported so that there is a whole school team around a child.

Recording and Monitoring

Class teachers record their concerns about a pupil's behaviour in a class folder. Key Stage Leaders monitor pupils' behaviour and concerns are shared in team meetings. The Deputy Headteacher, the Headteacher and SEND Leader also monitor behaviour and offer further support and guidance.

Anti-Bullying Policy

The school has a separate poster and policy for anti-bullying, and where behaviour is linked to bullying the child is side stepped onto the procedures outlined in the anti-bullying policy, which includes the support group method. Bullying incidents are recorded in class folders but also logged by the Anti-Bullying Leader, Helen Pitt.

Screening, Searching and Confiscation

Members of staff have the right to confiscate, retain or dispose of a pupil's property as long as it is reasonable to do so. Confiscated items will be returned to parents unless likely to put a child or staff/family member at significant risk of harm (these may be handed to the police). Staff have the power to search without consent for prohibited items to ensure the safety of all. These prohibited items are: knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that is likely to be used to commit an offence or to cause personal injury or damage to property, any item banned by the school rules.

Behaviour Beyond the School Gates

If a member of staff witnesses or is made aware of criminal , anti-social behaviour or bullying off the school premises, or such behaviour is reported to the school, the school will seek to support in addressing the behaviour. Where a child is taking part in a school organised or school related activity, the usual school rules and sanctions will apply. Where the child is travelling to or from school, wearing a school uniform or is in some way identifiable as a pupil, the school may become involved in the management of such behaviour where it could have repercussions for the orderly running of the school or where it may pose a threat to another pupil or member of the public, or where it might adversely affect the reputation of the school. The headteacher will consider whether it is appropriate to notify the police (if it is criminal or poses a serious threat to another child or member of the public) or liaise with and support parents. If the behaviour is linked to child suffering or where a child is likely to suffer significant harm, the school will follow its safeguarding policy.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom. This also includes instances where a staff member has to conduct a search without consent as referred to above, where those items could be used to commit a serious offence or to cause harm. Separate advice on the use of reasonable force is contained in the school's physical Intervention policy.

Review

The Headteacher and all staff will review this policy as necessary. Any suggested amendments will be presented to the Governors for ratification.

This policy was last reviewed in November 2018 by staff and ratified by the Full Governing Body on 13-2-19