

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.

All schools in the Ely Partnership have a common set of values and principles that underpin the approach to behaviour management in each individual school. These values and principles are laid out in schools' individual positive behaviour policies and The Partnership discuss policies and procedures on a regular basis.



Ely St John's POSITIVE BEHAVIOUR POLICY

INTRODUCTION

This policy outlines the purpose, nature and management of good behaviour in the school. It outlines the practices we follow to outwork the principles in our Governor Statement of Behaviour Principles.

Every institution depends 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. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts this process. Behaviour is linked to social and emotional development and the key is to create an ethos of care, guidance and relationship within which behaviour management can operate. It is a key to moral development and self esteem. It is the building block for life. For the majority of children behaviour is both appropriate and good. However there are a small minority for whom good and appropriate behaviour is more of a challenge. This policy has at its heart the belief that children inherently want to be good and only need a system of routine and consistency to work within. It also has at its heart the belief that rights and responsibilities have to be present in equal measure. However it also tackles the ways in which those more challenging behaviours can be adapted and those children supported towards helping them to function more successfully as social beings.

Behaviour is essentially a form of communication and we work hard here to understand the why of behaviour as well as to provide the support and strategies to enable children to have self control. A distinction is made between low level behaviour which can easily be rectified and adapted and high level behaviour where individuals may require more support, guidance and at times outside involvement from other relevant professionals.

THE SCHOOL'S APPROACH

At Ely St John's we pursue a positive approach to behaviour management and have high expectations of everyone. **We use the consistent rule approach to managing behaviour and when this is ineffective we use supplementary strategies such as the solution-focused approach.**

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 all others in the school community. We believe that children respond to a caring system that appreciates their needs and strengths. Discipline is fair and unobtrusive.

Our Home School Agreement upholds these principles and sets out the expectations and responsibilities of parents, pupils and the school. Our Behaviour Policy is called The EJ Way and is a system that everyone knows and signs up to. It is a system that works. The school policy is made available to parents on request, is available on our website, on posters and leaflets and commented upon by the Headteacher at all Induction evenings. Positive encouragement and praise is more powerful than extrinsic reward. However the school does have reward systems as reinforcement.

The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Head teacher. The Leadership Team work together to monitor behaviour, to respond to individual needs and to encourage that collective sense of responsibility and the consistent approach required to enable the policy to work in practice.

All staff have day-to-day responsibility for the behaviour of the children in classes and in and around school. Teaching Assistants and Midday Play Leaders communicate with class teachers to ensure the system works for all children.

A happy caring environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Everyone in the school community refers to our policy as the EJ Way.

Good behaviour has high priority and is insisted upon at all times. Politeness, good manners and care for both people and property are encouraged and rewarded. Class charters (ks2) and the Home School Agreement provide the forum for discussion and collective responsibility.

Self - confidence and self-esteem are important. Praise is given for politeness and for good and improved behaviour. All staff should be informed about problems facing particular children and of the methods being employed to overcome these, so that the children can benefit from a consistency of approach. Children are encouraged to help each other to behave correctly and to support those who have difficulties in so doing (see Anti-Bullying Policy). Restorative approaches and times of reflection are encouraged through discussion and self evaluation.

The children are given opportunities within the curriculum to use problem - solving methods suitable to explore social and behavioural situations of increasing complexity. The SEAL and PHSE programme supports such strategies.

Staff are firm, fair and consistent in their actions with children and always endeavour to discipline children using positive responses or instructions.

Parents are encouraged to promote attitudes in their children compatible with those being sought in school (as agreed in the Home/School Agreement.)

The EJ Extra Way exists as a more formal stage of recording if behaviour becomes extreme and the school always adopts IBPs/Pastoral Support Programmes and Risk Reduction Plans where necessary. The exclusion guidance is followed where necessary. This policy works alongside the Policy for Positive Handling. The school policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

CLASS CHARTERS

Class Charters (ks2) are drawn up by each class at the start of the year and revisited regularly. Class charters are agreed by all the children at the beginning of the new school year. They are displayed around the school and are regularly referred to. The EJ Way posters up around the school and the matching leaflets are a visual reminder of our policy and accessible to all members of the community.

EJ TERMLY TARGET

Each term the staff and sometimes the children, discuss areas which may be appropriate to focus on for the whole school – this is developed into a whole school target which is displayed in assembly and around the school. It is referred to regularly by staff and often forms the theme for assemblies at the start of a term.

RECORDING AND MONITORING

Each class teacher records behaviour in the same way following the stages of the EJ Way. The Deputy Head monitors behaviour termly to gauge if necessary to give any individuals further support or guidance or to pick up any low level patterns of behaviour. The staff discuss patterns and decide on a termly target for behaviour for the whole school to focus on. This is displayed in assemblies and referred to regularly by staff members. If children move onto the EJ Extra Way, IBP's, Pastoral Support Programmes and Risk Reduction Plans will be in place.

ANTI BULLYING

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 include the support group method. Bullying incidents are recorded in class Behaviour Files but also logged by the Anti Bullying Leader, David Aston. This helps the school to notice if any patterns are developing.

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 will 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 bad 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 any school organised or school related activity the usual in 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 from our school, 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 head 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 misbehaviour 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 the staff will review this policy annually. Any suggested amendments will be presented to the Governors for ratification. This policy was last reviewed September 2016 by staff and ratified by governors on 11.10.16.

CONCLUSION

By following this policy we at Ely St John's, aim to create a secure, happy and caring environment that promotes good behaviour. We also aim to contribute toward a positive and healthy society.

The EJ Way

The children of Ely St. John's have written and illustrated five statements by which we all agree to conduct ourselves.

This is the EJ Way!



The EJ Way has been well established within our school for many years now.

We look after each other:

- ❖ Listen to others.
- ❖ Choose your words carefully.
- ❖ Take turns and share.

We are proud to work together:

- ❖ Listen to other people's ideas.
- ❖ Work with a variety of people, not just friends.

We are excited to learn new things:

- ❖ Want to share new things.
- ❖ Have good body language and attitude to our learning.

We know how to share our thoughts and feelings:

- ❖ Know when to get help from others.
- ❖ Find the correct way to respond.

We are kind to ourselves:

- ❖ Don't put yourself down.
- ❖ Recognise that we can't be good at everything.

When children follow the EJ Way and achieve good work and behaviour they are rewarded in many ways, for example:-

Praise
Headteachers' Award
In Sharing Assembly
Stickers
Stamp Cards
Class Treats
Achievements Board
Class points
Certificates
Marbles in a jar
"Well Done!"

Stage 1: Reminder

If children forget to follow the EJ Way they are first given a reminder to help guide them to making better choices.

Stages 2-5

If they continue to choose not to follow the EJ Way then they move through Stages 2-5.

Stage 2: Warning.

Stage 3: Moved away from working group for a short time.

Stage 4: Moved to work in another classroom, complete 'Face Up to It' sheet, SMT & parents/carers informed.

Stage 5: Sent to Headteacher, lunchtime detention, internal exclusion and possible further consequences if appropriate.

- As soon as a pattern develops there will be a meeting between parents and staff.
- If behaviour is serious, e.g. intentional physical harm to others, there may be a 'drop down' through the stages.

The EJ Extra Way

We recognise that some children need additional support to help them consistently follow the EJ Way. If staff feel this is the case, then we will involve parents/carers to create a personalised plan for the child with individual strategies, targets, rewards and sanctions. This is the EJ Extra Way.

Regular meetings between staff and parents will be set up to review progress. Sanctions in the EJ Extra Way may include internal exclusion, lunchtime detention and temporary school exclusion.

For the safety of all, pupils who are on this phase of our behaviour plan at the time of an out-of-school visit may not be included.



Ely St John's Primary School
St John's Road,
Ely
CB6 3BW

Phone: 01353 612780

Fax: 01353 612726

Email: office@elystjohns.cambs.sch.uk

Website: www.esjweb.org.uk

The EJ Way



**Our School Mascots are
EJ and Bamboo.**

APPENDIX B

The E J Way

Class Charters are agreed at the beginning of the school year. The children are also reminded of the E J Way. These are displayed and regularly referred to.

The key is for all staff to be consistent and to respond the same way.

The key is not to move through the levels too quickly so the consequences become progressively more serious.

The stages are recorded on weekly sheets – see Appendix C

As soon as a 'pattern' develops there is a meeting between parents and staff.

If behaviour is serious there may be a 'drop down' through the stages

	BEHAVIOUR <i>Examples</i>	STAFF RESPONSE /PROCEDURES
STAGE 1 Reminder	<u>AGGRAVATIONS</u> <ul style="list-style-type: none"> Not following instructions / class charters / the EJ Way Eg interrupting the teacher when talking to the whole class, disturbing other pupils or teaching, silly attention seeking behaviours Not keeping hands and feet to yourself eg annoying others by prodding, poking pushing against someone else in a queue 	<ul style="list-style-type: none"> Eye contact Talks quietly, slowly and calmly Facial expressions Reminder given Give child choices <p>Reminders are recorded in the behaviour file. The sanctions in this stage are progressive and containable within the classroom or playground at teacher / play leader level.</p> <ol style="list-style-type: none"> Staff try to deal in a positive way with eye contact; gentle reminder of the EJ Way. This is often enough. The children are then given a second reminder which becomes a warning and made aware of the consequence if negative behaviour continues.
STAGE 2 2nd reminder	<u>CONSEQUENTIAL/Should know better!</u> <ul style="list-style-type: none"> Not following instructions / class charters / the EJ Way continued eg Behaviour in stage 1 has not been modified Not keeping hands and feet to yourself continued eg Hurting someone where the trigger is understandable and the hurt is not major 	<p>Stage 2 reminder given if the 2nd reminder within the same day or if the second bullet point has occurred KS1 measured in ½ days pm starts again.</p>
STAGE 3 3rd reminder	<u>MORE SERIOUS (PERSISTENT BEHAVIOUR)</u> <ul style="list-style-type: none"> Not following instructions / class charters / the EJ Way continued eg Repeated refusal to do set tasks, serious challenges to authority, harmful name calling, bullying, intimidating behaviour Not keeping hands and feet to yourself continued eg Deliberately throwing objects with intention of breaking them or causing harm, fighting or hurting someone where the trigger is understandable and the hurt is <u>not major, damaging property</u> 	<p>The third reminder constitutes a consequence and is a result of three reminders in the same day or a repeat of the harm explained in stage 2. The consequence is to be moved away from the working group or separated from others out at play</p> <ul style="list-style-type: none"> Separation from rest of the class/group within classroom or movement from current seat or at playtime. Time out (agreed, short length of time) Child need to consider what can be done to put things right Can be a drop down if there is a deliberate intention to choose the 'wrong' behaviour within the same day Persistent behaviours would lead to possible contact with parents at this stage and possible detention

	BEHAVIOUR <i>Examples</i>	STAFF RESPONSE /PROCEDURES
STAGE 4 4th reminder	<u>VERY SERIOUS/INTENTIONAL</u> <ul style="list-style-type: none"> Not following instructions / classcharters / the EJ Way continued eg serious challenge to authority, verbal abuse, persistent swearing Not keeping hands and feet to self cont. eg fighting and intentional physical harm to others, throwing large dangerous objects, stealing, persistent bullying 	<ul style="list-style-type: none"> Immediate withdrawal from class – sent to another class or to SMT/stood by wall or sent into SMT if break/lunchtime SMT involvement + alert head teacher (in first incidence) Parents/carers involved asap Possible lunchtime detention or exclusion for persistent bad behaviour at lunchtime (can lead to drop down through stage 5 Persistent behaviour, a cumulative build up of deliberate behaviours within a day or a week eg rough play repeatedly during breaks over several days <p>These behaviours are more serious or more persistent. If you feel the child has reached this stage you need to report it to a member of the SMT (Senior Management Team). Occasionally a TA or SMT member may have to come and remove the child if the child does not go to another classroom willingly.</p>
STAGE 5 5th reminder Lunchtime Detention	<ul style="list-style-type: none"> Not following instructions / class charters / the EJ Way continued within same day eg Continually challenging authority Not keeping hands and feet to yourself continued eg Dangerous or violent behaviour towards other children or adults 	<ul style="list-style-type: none"> Head teacher involvement Pupil to be removed from class Parents telephoned and if possible seen at the end of the school day Internal exclusion Possible fixed term exclusion of 1 or 2 days The Primary Support Service will be involved Involvement of parents/carers on school premises, meetings weekly Involvement of outside agencies, behaviour, social services, EWO, School Nurse <p>The child is sent straight to the Head (or SMT if Head not present.) A more lengthy log is filled out by the SMT and the consequences are immediate withdrawal from break and lunchtimes and from working in own class for the rest of the day.</p> <p>The SMT will contact parents immediately and see them in person where possible. Parents will be informed of any decision to carry out internal exclusion from a number of playtimes or lessons and will warn parents and child of the possibility of any fixed term exclusion.</p> <ul style="list-style-type: none"> Following any exclusion a reintegration meeting will occur and an IBP or pastoral support programme drawn up.Fixed term exclusion EJ Extra Way may be considered Involvement of outside agencies, e.g. social Care, EWO, Sch. Nurse Refer to Exclusion Advice <p>If a result of persistent stage 1 behaviour for the same persistent behaviour pattern that is not improving/repetitious or escalating the parents and child should already have been warned that next time it will result in a more serious consequence, moving into the EJ Extra Way below</p>
EJ Extra Way	<u>EXTREMELY SERIOUS</u> <ul style="list-style-type: none"> Pupils who persistently refuse to follow the EJ Way as laid out in each of the stages above <p>Eg Ongoing stage 4 / 5 behaviours, Extreme danger or violence, Very serious challenge to authority, Verbal/physical abuse to any staff, Running out of school</p>	<p>Head teacher involvement</p> <ol style="list-style-type: none"> Warnings On Report Internal Exclusion / Lunchtime Detentions Temporary Exclusion <p>At this second phase of discipline each of the four phases are explained to the parents and / or carers of the child</p> <p>For the safety of all the pupils, any pupil at this phase at the time of a planned visit may not be included</p> <p>These consequences are more serious. After three such incidents or clear logging of a persistent behaviour pattern, the SMT will talk to the child and contact parents to discuss the possibility of a further more serious consequence if the matter is not corrected. This may be internal exclusion from the classroom or playground for a series of sessions; a lunchtime exclusion where the child has to go home for lunch with collection and return by parents; an IBP drawn up which is put in the logging file and may involve a different form of logging sheet and perhaps a reward chart. The incidents logged will of course continue to entail consequences.</p> <p>Exclusion – lunchtime or fixed term/permanent as appropriate – Head to deal with this asap and child to be immediately removed from contact with other children while / until matter is dealt with.</p> <p>Following exclusion a reintegration meeting will occur and an IBP or pastoral support programme drawn up.</p> <p>For even more extreme behaviours being demonstrated it is necessary to refer to Appendix K of the Cambridgeshire Policy for behaviour (Draft) for procedure to follow.</p>

APPENDIX C

Reminder sheet Class _____ Term 1 2 3 Please circle as appropriate

WB date Name	Monday reason(s)	Tuesday reason(s)	Wednesday reason(s)	Thursday reason(s)	Friday reason(s)
Eg 3.9.12 A.Nother	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5
	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5	R 2 3 4 5

Reminder sheet Class _____ Term 1 2 3 Please circle as appropriate
 Sheet 2 Extra sheet for own codes - back up to sheet 1 if needed

WB Date: Name	Monday reason	Tuesday reason	Wednesday reason	Thursday reason	Friday reason

WB date Name	Monday reason(s)	Tuesday reason(s)	Wednesday reason(s)	Thursday reason(s)	Friday reason(s)
Eg 3.9.12 A.Nother	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5
	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5
	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5
	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5
	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5
	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5
	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5
	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5	R 2 3 4 5 R 2 3 4 5

APPENDIX D
Ely St John's School
FACE UP TO IT
Thinking sheet

Name:	Date:
<div style="margin-bottom: 20px;">1. What did I do? (Remember you have had 4 reminders / warnings to get to Stage 4)</div> <div>2. Why was my behaviour wrong?</div>	
<div style="margin-bottom: 20px;">3. When did it happen?</div> <div style="text-align: center; margin-bottom: 20px;">Lesson time playtime lunch time</div> <div style="margin-bottom: 20px;">4. Where did it happen?</div> <div style="text-align: center; margin-bottom: 20px;">Classroom corridor hall playground /field</div>	
<div style="margin-bottom: 20px;">5. Who was made unhappy as a result of my behaviour?</div> <div>6. What should I do to put things right?</div>	
7. How will I change my behaviour?	

MEETINGS WITH PARENTS

Name of child:

Parent's name:

Name of teacher:

Date of meeting:

Meeting requested by: Parent / teacher

Others present:

Summary of meeting:

Action to be taken:

MEETINGS WITH PARENTS

Name of child:

Parent's name:

Name of teacher:

Date of meeting:

Meeting requested by: Parent / teacher

Others present:

Summary of meeting:

Action to be taken:

MEETINGS WITH PARENTS

Name of child:

Parent's name:

Name of teacher:

Date of meeting:

Meeting requested by: Parent / teacher

Others present:

Summary of meeting:

Action to be taken:

MEETINGS WITH PARENTS

Name of child:

Parent's name:

Name of teacher:

Date of meeting:

Meeting requested by: Parent / teacher

Others present:

Summary of meeting:

Action to be taken:

