



# ELSTON HALL

## Learning Trust

# Behaviour for Learning Policy

**Updated: June 2024**

**Approved by Trustees: 19 June 2024**

**Review Date: June 2025**

This policy has been written for the staff, pupils, Trustees, Governors and parents of Elston Hall Learning Trust and any other stakeholders who contribute to the Behaviour for Learning Policy. It is expected that staff and children will adhere to the expectations set out in order that the Behaviour for learning criteria is met.

### The aims:

- Promote good behaviour, self-discipline and respect.
- Provide a calm and caring ethos, where learning is valued by pupils, staff and parents.
- Apply all rules fairly for all and positively.
- Follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour restoratively.
- Encourage children to be more responsible for their behaviours.
- Prevent bullying (See Anti-bullying policy).
- Regulate the conduct of pupils.
- Ensure everyone is safe.

These are achieved in the framework of a relaxed, pleasant and organised atmosphere, in which children are encouraged to give their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

### Statutory Considerations

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is on the school premises or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school (in guidance with the DFE exclusion paperwork)
- Headteachers and Trustees must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

- Trust Boards / Local Governing Boards have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### **Staff are expected to:**

- Establish and maintain clear and consistent expectations and boundaries.
- Be consistent and fair for all based on needs.
- Show respect and promote positive behaviour.
- Use emotion coaching strategies to support children.
- Use a restorative approach to behaviours.
- Encourage self-motivation and independence.
- Promote self-esteem and self-respect in pupils.
- Celebrate their children's efforts and achievement.
- Maintain a well organised learning environment and appropriately challenging or supportive learning opportunities.
- Respect children and listen to their views without discrimination.
- Model high standards of presentation, respect and learning behaviours.
- Adhere to anti-bullying and behaviour/discipline procedures.
- In line with the Safeguarding Policy, ensure all children and staff are safe.
- Behaviour incidents should always be record onto Arbor and where appropriate parents should be informed and conversations documented.

### **Pupils are expected to:**

- Follow and maintain behaviour outlined in school rules and values statement.
- Be responsible for their own behaviours in and out of school including online.
- Show respect to staff, each other and their learning environment.
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site.
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member.

### **Parents are expected to:**

- Support the school's behaviour policy by talking regularly to their child/children. about behaviour in school and accepting the use of sanctions where appropriate.
- Encourage respect for their child's school, staff and their child's classmates.
- Show respect and support for the school's Anti Bullying policies.
- Keep the school informed about any issues that arise that might affect their child's work or behaviour.
- Follow the parent Code of Conduct including supporting, if necessary, the school's right to suspension.

## **What we believe about our Children's behaviour:**

Children need to feel valued. It is when a child has good self - esteem that he or she learns best. Our behaviour and discipline philosophy recognises this, and we aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children. We train all our staff in emotion coaching and use connect before correct when supporting children with behaviour. We also use a restorative approach when dealing with behaviours to teach our children ways to deal with emotions and recognise when they are making the right and wrong choices.

## **We believe:**

Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.

Most children are responsible for their own choice of behaviour. We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately, we reject children's behaviour, not the children themselves. When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

## **Children have the right to:**

- Be treated fairly and equally, involving them in creating their own classroom rules.
- A teacher who will provide them with consistent positive encouragement to motivate them to behave.
- Know what behaviours will help them to succeed in the school.
- Be safe.

## **Teachers have the right and responsibility to:**

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour.
- Teach the pupils to follow these rules in school.
- Ask for support from the parents concerning their child's behaviour.
- Ask for support from the Leadership team to help them deal with more challenging pupils.
- Ensure challenging behaviour does not place other children or adults in danger.

## How we ensure that these principles are met

The spine of our policy is our Code of Conduct. It outlines the behaviour we expect from the children and it defines the rewards and penalties that will be used. It is essential that this code be regularly discussed with children, children need to see the code being used consistently and fairly. Emotional and Behaviour support plans are written for pupils struggling with their behaviour. This plan is signed by all adults involved with the child. Parents are also involved through consultations, actions are developed regarding the support the school will offer to meet the child's emotional need.

It is expected that everyone in the school community will follow and adhere to the Trust behaviour policy. All adults are expected to model the behaviour we expect from the children.

## Our Values

Ready	<ul style="list-style-type: none"><li>• We will show pride in our school and the uniform we wear</li><li>• We will do what the adults, who care for us, ask....straight away</li></ul>
Respectful	<ul style="list-style-type: none"><li>• We will always use kind words and actions</li><li>• We will take care of our school and the things that belong to other people</li><li>• We will walk around school and we will be polite and kind to visitors and each other</li></ul>
Safe	<ul style="list-style-type: none"><li>• We will never hurt anyone with unkind words or actions</li></ul>

## Ensuring Consistency around our schools

All adults in school need to be consistent and take responsibility for implementing the code of conduct. As adults walk around our schools at lunch and play times, they will ensure the following:

- Always deal with inappropriate behaviour – never walk past.
- Discuss inappropriate behaviour with children – remind them of their obligations.
- If children are talking to others in a disrespectful way – always intervene.
- If children run – always send them back to try again.
- Check on reasons for children being inside the school at play/lunch times.
- Inform class teachers of any inappropriate behaviour you have had to deal with.

## The Environment in our Schools

In order to prevent poor behaviour, we understand that a well structured, tidy environment is paramount. Staff use a range of every-day strategies to manage behaviour and enable poor behaviour to be dealt with early. These include:

- Making reasonable adjustments to lessons to ensure that children are sufficiently supported and challenged.
- Motivating children positively to complete tasks and maintaining a strong pace in lessons.
- Ensuring that resources are easily accessible.
- Considering groupings and seating plans, as well as the layout of furniture and positioning of adults at key times.
- Ensuring that staff can move around the space so that behaviour can be monitored effectively.
- Designating a space where children can move to, in order to help them de-escalate a potential problem.
- Wherever possible, staff avoid standing with their backs to pupils and ensure they have full view of the room/playground space at all times.
- Before starting lessons, teachers ensure they have the full attention of all pupils, then model and explain the task clearly so all pupils understand what they are supposed to be doing.

## Guidance for the playground including lunchtime

- Pupils should receive a verbal warning for minor incidents, if this behaviour continues then the child should be given time out (walking around with an adult) If children need a break from the playground, they can go to the wellbeing room.
- If poor behaviour persists, then a teacher or dinner supervisor should remove the pupil(s) from the playground and the class teacher should be informed. Pupils should be sent to the time out room/designated room. Behaviour should be recorded on Arbor.
- School rules should be applied consistently, and children reminded of them regularly.
- If there has been an incident involving violence or verbal abuse towards another pupil or member of staff, then the child is immediately removed from the playground/ sent to the 'time out' room/designated room and a senior member of staff is to be informed. This incident will then be logged on the behaviour system.
- The Headteacher or a Senior Leader should be informed if the incident is severe, and parents should be informed.

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set, particularly in the way we manage conflict.

### Agreed procedures for the classroom

- Unacceptable behaviour will receive a non-verbal check.
- If it continues a verbal reminder will be given.
- If this continues a discussion with the child and a warning that the behaviour will be logged on our system – child may be moved in the classroom at this point or offered a sensory break depending on the needs of individual pupils.
- Continued poor behaviour will result in the child been withdrawn from class and sent to another teacher. Behaviour will then be recorded on the behaviour system.
- If pupils are recorded on the behaviour system on three occasions within a short time period, Class teacher to discuss with parents their concerns around behaviour.
- If there are still concerns around behaviours this will be escalated to a member of leadership who will support class teacher and parent further.
- Referral into internal support from the inclusion team.
- Outside agencies will be involved as and when staff feel this is appropriate.
- Severe incidents (violence, bullying, racial/verbal abuse) will automatically be referred to the Headteacher and a sanction will be given linked to the severity of the incident these could include; missing playtimes, internal or external suspensions -parents will be informed.

### Damage to property

Damage to school property through misbehaviour, whether it be, the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement alongside a school sanction.

### Bullying- Guidance to staff

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying (including cyber bullying, prejudice based and discriminatory bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'.

For Further information please refer to the Trust's Anti-Bullying Policy.

## Reasons for sending children to a Senior Leader

- A physical fight where children have hurt each other or put other children in danger
- Verbal abuse involving racism or discrimination of any kind
- Serious incidents of bullying
- Swearing and using abusive language towards an adult
- A serious incident of defiance towards an adult
- Significant vandalism
- Theft
- Malicious allegations against staff
- Peer on peer abuse (as defined in the safeguarding policy)

## Procedures for sending children to a Senior Leader

- If an incident is deemed serious enough for a child to be sent to a senior leader the triangle system should be used.
- In the case of a serious incident requiring immediate action, an appropriate member of the class should be sent with a blue triangle to a senior member of staff who will then come and remove the child from the classroom.
- Details of the incident will be recorded on the behaviour system.
- If a child is being removed from class on a regular basis during a short amount of time, the Behaviour and Emotional Learning Support Leader will then liaise with the class teacher and parents in order to put an emotional and behaviour support plan in place.

## Consequences for behaviour

We will always use restorative practice to support children in the first instance when behaviour has escalated. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

- Miss some of the break or lunch time
- Complete unfinished work in free time
- Sent to another member of staff
- Removal from clubs
- Responsibilities removed
- Unable to attend trips
- Internal exclusion
- Suspension



## Procedures for internal exclusion or suspension

- If an incident is deemed serious enough to involve suspension, the Headteacher will contact the parents on the day of the incident.
- An internal exclusion will be where a child is to spend their time working outside of their classroom, this may be in another classroom or in isolation. Work will be provided for them to complete.
- For a suspension a letter will be sent home within 24 hours outlining the reasons and the measures parents can take in relation to them.
- In all cases of a suspension parents will be contacted in order to collect their child from school immediately
- Work will be provided during the period of suspension.
- Parents must meet with the HT/DH on the day that the child returns to school for a reintegration meeting to ensure such events don't reoccur.
- Please see Suspension and Exclusion policy for further information.

## Searching and confiscation

- Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance).
- Only the headteacher and members of staff authorised by the headteacher (Senior leadership Team) have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance).
- We would only search children for prohibited item, including:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
    - Commit an offence
    - Cause personal injury (including the pupil) or damage to property
  - Other banned items including phones, smart watches
- We would only search for these items under reasonable grounds which include:
  - Hear the pupil or other pupils talking about an item
  - Be told directly of an item

- See an item
- Notice a pupil behaving in a way that causes you to suspect that they're concealing an item

Authorised staff can search lockers, desks and bags, Search the pupil in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes: Coats, Hats, Scarves, Shoes or boots. Staff cannot ask pupils to take off any further items of clothing.

If staff search a child, parents will be informed and will be recorded in line with our safeguarding procedure.

## Use of Positive Handling

The school acknowledges national and local guidelines on the use of positive handling by school staff.

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Our priority is to provide a safe environment for the children and positive handling may be used occasionally as deemed required. Positive handling is a process with the intention of protecting the child from harming themselves or others or seriously damaging property. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. When using positive handling staff will always make sure it is appropriate and proportionate, allowing the pupil to regain self-control.

Staff at EHLT recognise that the use of positive handling is the last, in a range of strategies available to secure pupil safety. All staff involved in positive handling have relevant training updated regularly.

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of positive handling we will contact parents to establish support for the child and complete a risk assessment if necessary.

Parents can be assured that positive handling is only used in extreme cases and all incidents are recorded.

## Rewarding good behaviour

Incentives used to reward good behaviour are at the discretion of the individual they may consist of:

- Quiet word
- Smile/acknowledgement
- Written comment on pupil's work
- Stickers
- Praise in front of class group
- Visit to another member of staff
- House points
- Written comment, card, letter or postcard from teacher to parent informing them of good work, positive attitudes or behaviour.
- Certificates
- Green points on Arbor

## Whole school rewards

Individual pupils are also identified weekly by the class teacher for a 'Praise assembly' which may include examples of 'outstanding behaviour' or 'improved behaviour'.

## Pastoral Care

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding and relationship with the child.

This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

*It is expected that everyone in the school community will follow and adhere to the Trust behaviour policy. All adults are expected to model the behaviour we expect from children.*