



BEHAVIOUR MANAGEMENT POLICY

1. Philosophy

1.1. The great majority of our pupils enjoy school, work hard and behave well. We have a strong sense of community and engage well with our parents. Collectively, we create a positive school ethos and promote effective learning. We have clearly stated expectations of what constitutes acceptable behaviour and all staff work to recognise, teach, reward and celebrate good behaviour. We care for our children and aim to support and nurture them as they learn to manage their behaviour, encouraging them to develop an understanding of their rights and their responsibilities.

2. Aims

2.1. We create an atmosphere of mutual respect, trust and corporate responsibility, promoting the school ethos of aim high, be kind, be brave through positive behaviour strategies and celebrations of success.

2.2. We encourage pupils to manage their own behaviour effectively, while respecting the rights of others.

2.3. We develop social and citizenship skills through the PSHE curriculum and seek opportunities for continual reinforcement.

3. Managing Behaviour

3.1. We are consistent in implementing good practice in teaching, learning and behaviour management. We know that parental support is essential for the maintenance of good behaviour and we have a variety of reward systems to promote positive behaviour. There is a clearly defined route for staff to follow once behaviour has been deemed 'unacceptable'.

4. Responsibilities

4.1. All members of the school are expected to respect themselves and each other

4.2. All school staff (teaching and non-teaching) share corporate responsibility for consistently implementing school policy on positive behaviour.



4.3. Parents have responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

4.4. Elizabeth College recognises that, staff are well placed to identify any changes in behaviour regardless of level which may indicate an underlying mental health or safeguarding concern, which must be reported to the DSL.

4.5. Pupils have a responsibility to develop positive behaviour. They are expected to take care of and value the school environment and equipment. They are not permitted to bring any potentially dangerous objects to school that could harm themselves or others.

5. Positive behaviour strategies

5.1. The school employs a variety of positive behaviour strategies. The following list is not exhaustive but provides a good picture of the strategies in use on a regular basis.

- Staff using praise as a sincere and prompt response to positive behaviour or achievement.
- There are regular whole school Assemblies on moral and social issues.
- A sound and varied PSHE curriculum with weekly timetabled lessons
- The allocation of time for an activity as a reward for positive behaviour and achievement.
- A Celebration (AH) or Fuzzy Bug (BW) Assembly is held once a week which celebrates growth minded qualities.
- All children have the opportunity to gain points / credits for their house team through their behaviour and growth mindset.
- In Year 1 and 2, a star of the week is identified on Friday and given certain privileges during the following week. In Reception, 'L'Ettelle' is identified for the same reason.
- On the Beechwood site, gaining 20 credits completes a credit card which can then be taken to their House Meeting. The cards are celebrated and entered on ISAMS by a member of the House staff. These are added into our house system.

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- 'Catch me being good' slips accumulate to lead to the award of Holographic smiley face stickers. These are used to reward desired behaviours, good manners and emotional maturity and can be collected cumulatively, from year to year to acquire bronze, silver, gold and a Tudor Rose award on the Beechwood site.
- Beechwood may also set personal and / or collective targets for improving aspects of behaviour as appropriate.

6. Sanctions used for negative behaviour

6.1. It is our intention that, any incidents which occur, are dealt with in a manner that ensures a positive learning experience for the pupil concerned. It is hoped that they will, on reflection, learn to manage their future behaviour in such a way that there is long term benefit from a short-term action. The whole school employs the use of Decider Skills to aid pupils in managing their own behaviour and response to difficult situations. We take proactive action to minimise the risk of peer-on-peer abuse, and create a supportive environment where victims feel confident in reporting incidents. (see section 2.4 Safeguarding Policy and Anti Bullying Policy)

6.2. When intervention is required in managing behaviour, actions taken by staff may include: (see appendix 1)

- Management of 'Gateway' behaviours
- Verbal warning and reinforcement of correct course of action by member of staff.
- Visual warning by means of a 'Golden Rules' card.
- Completing a class-based reflection activity, linking unwanted behaviours to the golden rules.
- If incorrect choices for behaviour persist despite staff intervention or, if a course of action taken by a child has serious consequences, a referral is made to the Deputy Head (Pastoral).
- Writing letter of apology / completing a pastoral 'reflection' sheet'.
- For minor break time infringement, Time Out may be employed, although the child is still outside, they are not permitted to play for part of the time.



- The child may be sent to the Deputy Head or Head Teacher who will ask the pupil to reflect on their behaviour
- If deemed necessary / relevant, the Deputy Head (Pastoral) will contact the child's parents.
- The Head Teacher may intervene in more serious cases, if required.
- Individual targeted programme using various 'On Report' strategies devised by the school.
- Advice sought from outside agencies, if necessary.
- Internal and external exclusion from school for a fixed period.
- Permanent expulsion in line with Terms and Conditions.

6.3 Corporal punishment forms no part of our Behaviour Management Policy and is not accepted for any reason at Elizabeth College Junior School.

7. Pastoral Log

7.1. This is held and maintained on an informal basis by the Deputy Head (Pastoral). The log is dated, indicates people involved, relevant information and action taken. It is used to record aspects of bullying or racism and incidents involving injury or upset caused by other children's actions.

7.2. Significant incidents are entered on to ISAMS.

Use of Physical Restraint

Please refer to the Child Protection and Safeguarding Policy.

8.1. If a pupil becomes physically aggressive toward another pupil and will not refrain from their actions following a verbal warning, or if the pupil is likely to cause physical injury to himself/ herself or others, staff may need to use an acceptable level of restraint. It should

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be stressed that this is only to be used in exceptional circumstances and in such instances, only the minimum necessary force must be used.

- 8.2. The incident should always be reported to one of the Deputy Heads or the Head Teacher of ECJS immediately. The SLT are responsible for contacting parents and informing them of the incident. A written report of the incident, together with names of witnesses, must be given to the Principal.



Managing Behaviour at ECJS

It is our intention that, any incidents which occur, are dealt with in a manner that ensures a positive learning experience for the pupil concerned.
 It is hoped that they will, on reflection, learn to manage their future behaviour in such a way that there is long term benefit from a short-term action.

The whole school employs the use of Decider Skills to aid pupils in managing their own behaviour and response to difficult situations.

Gateway behaviours –

"socially inappropriate behaviours use to convey contempt and dominance, such as whispering about people in front of them, laughing at other openly, eye rolling, ignoring, name calling, encouraging peers to drop friends "

The Nine-Second Response to Addressing Gateway Behaviours

Step One: Consistently notice gateway behaviours

– this may seem overwhelming but the goal is to change the students' behaviour so that those violations no longer occur. If you notice and respond consistently, you won't have to do this for long.

Step Two: Own the impact – tell the offending individual that you-not the target-are offended and bothered by the behaviour and that they must stop. The critical element here is not to empathize the damage being done to the target. Instead, emphasize the damage to yourself and to the entire school community. If needed you can talk to the child who was being targeted later. By not, addressing the target, you're emphasizing that it is not the target's job to bear the responsibility for that damage.

Pupil Exhibits Good Behaviour

Aim High Be Kind Be Brave

Direct Praise

AH All Stickers build up House points for good behaviour and academic effort.

BW Catch Me Being Good Stickers – holographic sticker

BW Site – 20 credits = Credit card completion – iSams

House System

Class based rewards – Golden time , Marble Jar

Fair Play Fox

Celebration Assembly, Fuzzy Bug Assembly

Pupil Exhibits Poor Behaviour

Verbal Reference to Golden Rules and Decider Skills.



Visual Reference Reflection Time

Golden Rules and Decider Skills visuals from class displays or Incident Book or Class based cards



Class Based Reflection Time

PSHE, Form time



Repeated breach of the Golden Rules, harming others or damaging property warrants a Reflection entry with Pastoral Deputy. Log kept.

Parents Informed

OR

Serious breach of rules.

Reflection entry Pastoral Deputy. Log Kept

Parents Informed

Monitoring

Monitored by The Phase Leader once a week with Staff and RAG Rating system put in place.

Actions from Class Teacher/ Pastoral Deputy / SEN Lead going forward



Reported to SLT.

Interventions and actions reviewed.



Individual targeted programme put in place.

Outside Agencies involved