



# Eastern Green Junior School

## Behaviour Policy

Approved: July 2023

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**'Kindness is always the best response...'**

### Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at EGJS to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success.

EGJS is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct to accept responsibility for their behaviours and encourage others to do the same. Our behaviour policy guides staff to teach self-motivated discipline and supports children to understand the benefits of managing their own behaviour. It echoes the school's core values of being respectful, ready and safe and outlines how staff are supported to manage more challenging behaviours. Consistency and calm adult behaviour underpins this.

### Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all

At EGJS we have high expectations for all pupils; we expect children to demonstrate our school values. This is recognised through Headteacher's Values Certificates in a weekly assembly, positive reinforcement strategies, recognition boards in classrooms, the 'above and beyond' recognition board in the school hall and Star Assemblies at the end of each half term. We want all of the children to follow the core VALUES: Ready- Respect- Safe. In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values and having a positive impact on the wider EGJS community.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' Paul Dix

### Expectations of Adults

We expect every adult to:

1. Meet and greet every child every morning as they arrive in the classroom.
2. Uses the consistent vocabulary 'Ready, Respect, Safe.'
3. Model positive behaviours and build relationships.

4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use 'Recognition Boards' as a visible recognition mechanism throughout every lesson.
6. Have a calm approach to managing behaviour, following consistent procedures, and focused on prevention rather than sanction.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly
9. Establish clear and robust classroom routines which are well established and shared with year team colleagues who teach your class

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **Positive Strategies**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning by meeting and greeting at either the classroom door or at each child's classroom seat. This may be a simple, enthusiastic 'Good morning' or welcome to every child.

All adults will be looking out for children who show EGJS core values and go over and above. Ways that children will be recognised for doing so:

**Recognition Board-** A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'everyone helping' or 'Ready to listen' may be written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board by the end of the day. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. round of applause, three cheers, celebration dance.

**Headteacher's Assembly Values certificate-** two children are selected each week by the class teacher. One of them must be selected due to demonstrating the school values. The children are selected at the beginning of the assembly and receive a certificate from the Head. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly.

**Hot Chocolate Fridays** - Children consistently going 'over and above' will have their name displayed on the Above and Beyond recognition board in the hall. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued. Children identified will be invited to have hot chocolate with the Head Teacher on Friday afternoons and a postcard sent home.

**A Positive Note/ Phone call Home-** The Positive note or phone call home is also a high-level recognition for consistently representing the core values. It can be given to any child by any adult in the school or staff members. There is no set amount each week- again it must be sincere to keep its value.

**Star Assemblies-** A Star Assembly will be held each half term to recognise those children who consistently behave impeccably and in line with the school values. This must be sincere high-level recognition to ensure that the award is not devalued. Children selected will be given a special treat, organised by the Assistant Headteachers. Letters will be sent home from the head teacher to recognise outstanding children rewarded in the Star Assembly.

### **Restorative Practice**

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place on the playground, this will normally be responded to by the member of staff on duty; all staff will use the same

strategies. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required.

Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, support staff or the senior management team may become involved, e.g. releasing the class teacher for a few minutes to have a restorative meeting with a child.

### **Practical steps in managing and modifying poor behaviour**

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

### **Restorative Conversations**

At EGJS, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

### **Restorative Questions (See Appendix)**

These restorative questions will be used to support restorative conversations.

Up to 5 questions will be used; it will be down to the member of staff to choose.

### **Consequences (see Appendix)**

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

At EGJS, we encourage positive behaviour. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on a personalised plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results, in lost learning time which then needs to be paid back.

- **2 minutes owed**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **Pay it Back time**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, the expectation will be that the child must make up the lost learning time. This would never be for more than 5 minutes.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

## Appendix: Managing Behaviour at Eastern Green Junior School

EGJS is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct to accept responsibility for their behaviours and encourage others to do the same.

Visible adult consistencies	Our values	Strategies
<ol style="list-style-type: none"> <li>1. Meet and greet</li> <li>2. First attention to best conduct</li> <li>3. Model values</li> <li>4. Listen</li> <li>5. Calm, kind and caring</li> </ol>	<p style="text-align: center;"><b>Respect</b></p> <p style="text-align: center;"><b>Ready</b></p> <p style="text-align: center;"><b>Safe</b></p>	<ul style="list-style-type: none"> <li>• Recognition Boards in classrooms</li> <li>• Over and Above display in hall and hot chocolate</li> <li>• Weekly Values HT certificate x 1 pupil</li> <li>• Half termly Star Assembly and treat</li> </ul>

Below are some examples of our expectations around our core values:

Respect	Ready	Safe
<ul style="list-style-type: none"> <li>• Taking turns and sharing</li> <li>• One voice at a time</li> <li>• Letting others learn</li> <li>• Working quietly</li> <li>• Calling people by their correct name</li> <li>• Following instructions</li> <li>• Responding to all adults positively</li> <li>• Tolerance of differences</li> <li>• Looking after equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the teacher</li> <li>• Organised with correct equipment</li> <li>• Sitting properly</li> <li>• Tidying up</li> <li>• Responding when need to stop</li> <li>• Following instructions</li> <li>• Doing things on time</li> </ul>	<ul style="list-style-type: none"> <li>• Playing calmly</li> <li>• Moving around school calmly</li> <li>• Kind hands and feet</li> <li>• Using equipment properly</li> <li>• Following rules of a game</li> <li>• Being in the right places</li> <li>• Being aware of others</li> </ul>

Stepped Sanctions	Thirty second scripted intervention	Restorative conversation questions
<ol style="list-style-type: none"> <li>1. Reminder</li> <li>2. Caution (outlining the behaviour and the consequence quietly to the child)</li> <li>3. Last chance (where you use the scripted conversation and you attach the 2 minutes to stay after class)</li> <li>4. Time out (in the SMT room).</li> <li>5. Restorative conversation</li> </ol> <p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed.</p> <p>On the playground where immediate sanctions might be required, staff can request an instant time out, sending a child into the SMT room and a member of the SMT will carry out step 5.</p> <p>In the classroom, support may be requested from another member of staff.</p>	<p><b>I noticed that you are...</b> (having trouble getting started, struggling to get going, finding it hard to play fairly)</p> <p><b>It is the value of safe/ ready/ respect that you are struggling with</b></p> <p><b>You have chosen to...</b> (throw your equipment on the floor, get out of your seat, refuse to do your work)</p> <p><b>Do you remember last week when you...</b> (got all of your work completed, played nicely with XXX, were really kind to...)</p> <p><b>That is the child I need to see today...</b></p> <p><b>Thank you for listening... I am going to walk away and trust that you will make a good choice to stop doing what we have talked about</b> (walk away, give the child a minute to respond, if they don't respond and behaviour worsens then seek support)</p>	<ol style="list-style-type: none"> <li>1 What happened?</li> <li>2. What were you feeling or thinking at the time?</li> <li>3. What have you thought since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected and how?</li> <li>6. What should we do to put things right?</li> <li>7. How can we do things differently in the future?</li> </ol> <p>After the restorative conversation, the member of staff will consider an appropriate consequence for the child.</p>

## **School Leaders**

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. They will help staff where necessary, offering advice and practical solutions as well as supporting them to deal with specific incidents effectively. Regular monitoring of behaviour will allow school leaders to support staff to manage the children in their class successfully. Pupil voice should also be carried out by school leaders; pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture.

## **Staff Training and Induction**

Schools Leaders should make sure that all staff understand the expectations and importance of the behaviour policy. All new staff should be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff should be provided with training to help them to meet their duties and functions within the behaviour policy. Staff will be given adequate training on how to manage children with SEND or mental health needs which may affect a pupil's behaviour; engagement with experts will be sought (EP, Counsellors, CCT) and it is essential that staff follow the specialist advice given to support individual children who struggle to maintain a high standard of behaviour. Monitoring of behaviour in school by the Senior Management Team may prompt training opportunities and needs for all staff or individuals where tailored support is required.

## **Pupil support- Behaviour expectations for pupils with SEND**

Our culture promotes high standards in behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole school approach meets the needs of all pupils, including those with SEND, so that everyone can feel that they belong in the school community and high expectations are maintained for all pupils. Our positive behaviour culture creates a calm environment which will benefit most children with SEND, enabling them to learn.

Some behaviours are associated with a particular type of SEND and there are some children who may need a different, personalised approach in order to succeed in school. Personalised plans are usually created alongside specialist support services and staff are expected to attempt the suggested solutions to find the right support for the child. The graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

## **Suspension and Permanent Exclusion**

All pupils are entitled to an education where they are protected from disruption and can learn in a safe, calm and supportive environment. Suspension and permanent exclusion may be used in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions.

## **Child on Child abuse**

The school will work to prevent child on child abuse by ensuring this behaviour policy is in place and adhered to by all staff, encouraging positive relationships between children and staff and ensuring that all allegations are followed up thoroughly and that children are aware of this. If an allegation of child-on-child abuse is made, the school will investigate this thoroughly. SMT will lead this investigation and parents will be involved where appropriate. See 'Child Protection and Safeguarding Policy' for further detail.

## **Banned Items**

School staff can confiscate, retain or dispose of pupil's property if they are considered to be harmful or illegal. The following items are not allowed in school: knives and other weapons, alcohol, illegal drugs, tobacco, vapes, stolen items, fireworks, pornographic images or articles that may be used to cause offence or harm.

## **Mobile Phones**

Children are not allowed a mobile phone in school. Where a child needs a phone for their journey to and from school, they are requested to leave them in the school office. Children are also not permitted to wear a watch or similar device with wifi access.