

Elm Academy

Behaviour for Learning Policy - DRAFT

Elm Academy has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately. We give children choices and make it clear as to the consequences of the choices they make.

We believe that children have rights and responsibilities. Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Positive Reinforcement and Rewards:

Class rules

Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, house captains and sports leaders as well as through the school council.

Curriculum

At Elm Academy, we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. At Elm Academy we encourage systems and routines to keep well-ordered classrooms.

Stickers - given out by staff for effort with work and behaviour and achievement in work.

Marble Jar (or equivalent) - the class work towards a negotiated 'treat' by earning marbles for times when the whole class has behaved or worked appropriately. The number of marbles needed is agreed with the class.

Stars - Given out by adults for achievement in work or behaviour.

Certificates and Awards - Writer, Mathematician and Star of the Week certificates are given out in our Celebration Assembly on a Friday.

Time out spot

Some classes have a Time Out Spot. This is a place where children can go to take 'time out' in a positive way. Time Out Spots are also used to encourage children to reflect upon their actions. Timers may be used if appropriate or necessary to limit the time spent in Time Out. These should not be used as an option by children to avoid work or an awkward situation - in these cases a timer **must** be used.

Inappropriate Behaviour:

At Elm Academy, we will not tolerate behaviour which impacts on other peoples learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

In each class the classroom teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs.

When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands or behaviours. An example of this maybe:

1. A reminder given on what is expected, what rule they are breaking and what choices they have.
2. Miss part of break and/or lunchtime
3. Miss a larger part of or all of break and/or lunchtime
4. Removal to a buddy class (as agreed between teachers) for a set amount of time with work to complete
5. Sent to Headteacher/Deputy Headteacher/Assistant Headteacher
6. Parents invited to meet with Headteacher/Deputy Headteacher/Assistant Headteacher

If within the agreed system, the sanction is to lose break time, it is the class teacher's/TA's responsibility to supervise children in their classroom or arrange with a member of SLT to supervise them.

The above model may not be suitable in all occasions; for instance where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher/Deputy Headteacher immediately.

Incidents are to be recorded on ePortal by the member of staff dealing with the incident. This will help keep track on how often children are displaying inappropriate behaviour and therefore whether or not more intervention needs to take place.

If inappropriate behaviour occurs at break times, the staff on duty need to deal with it immediately. Incidents should be reported to class teachers or SLT if they have not be resolved or need further investigation.

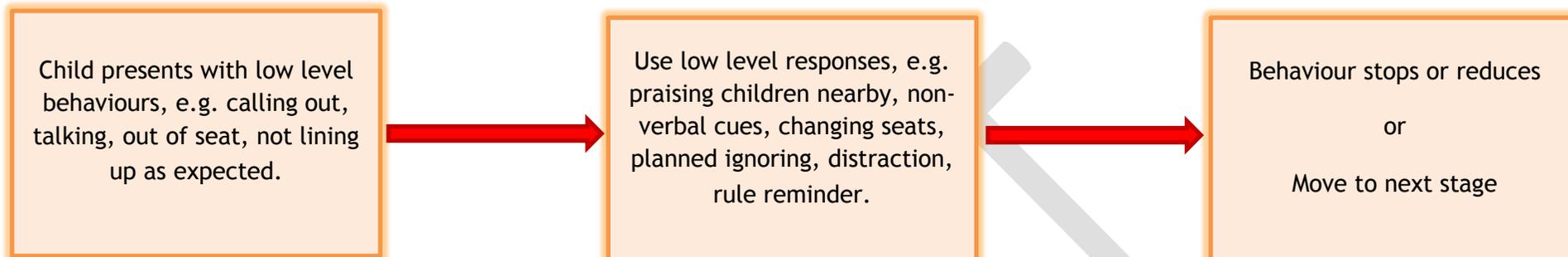
If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then a Behaviour Management Plan may be drawn up and the following actions may occur:

- Discussion between teacher/child/parent , agreeing on targets for behaviour
- Internal exclusion in school
- Child excluded from lunchtimes (if lunchtime related)
- Fixed term exclusion
- Placement in another school
- Child reduced to a part time timetable
- Permanent exclusion

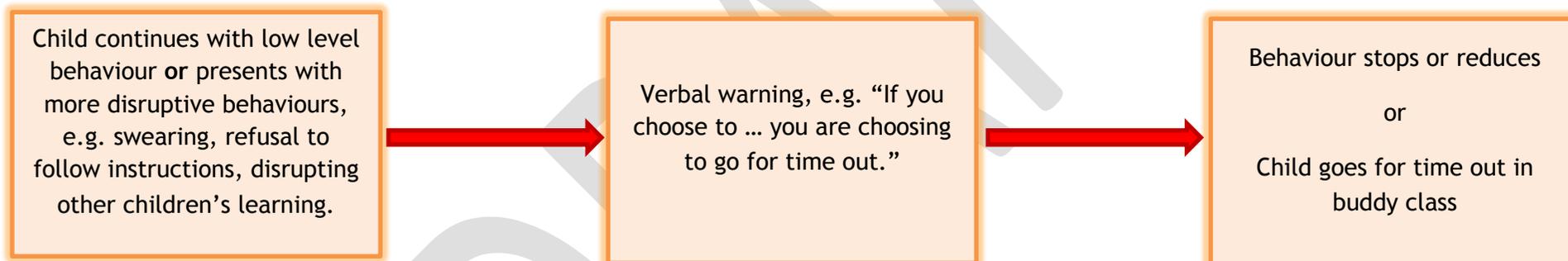
It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Paediatrician, Learning Support Service, Child and Adolescent Mental Health Service or other agencies throughout the above process. Children who display significant and/or persistent behavioural difficulties will be placed on the Special Needs Register and supported and monitored as appropriate.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to Positive Handling Policy.) If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Headteacher or Deputy Headteacher so they can take necessary action.

Stage 1



Stage 2



Stage 3

