



Elmlea Schools' Trust

Behaviour Policy

Document History Record of recent Policy changes

Date	Author/Owner	Change	Origin of
June 2022	Jo Sloper		New policy for Elmlea Schools Trust, replacing Elmlea Infant and Elmlea Junior School policies.

Trustees 'Committee	Local Governing Body Joint Committee
Policy Adopted	June 2022
Review cycle	Annual
Review date	June 2023

Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We will consider our duties under the Equalities Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Safeguarding Statement

Elmlea Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, in accordance with the school's Safeguarding Policy.

Rationale and Aims

At Elmlea Schools Trust we recognise and value our role in enabling children to become responsible and empowered members of their community. We strive to treat all members of our school community with unconditional positive regard and we aim to support everyone to understand and regulate their emotions, develop relationship skills and make positive behaviour choices.

At Elmlea Schools Trust we aim to foster a 'safe to tell' culture where worries are quickly shared with each other and members of staff, in order to prevent bullying of any kind from occurring.

In conjunction with our whole curriculum, British values and our core values of kindness respect and community, developing good relationships is at the heart of all we do.

At Elmlea Schools Trust, we believe that:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communicating an emotional need (whether conscious or unconscious), therefore to understand behaviour we must also recognise the underlying emotional need.
- A non-judgemental, curious and empathic attitude towards behaviour is essential. All adults are expected to respond in a way that focuses on the feelings and emotions that might drive certain behaviour as well as the behaviour itself.
- Children and young people with Social, Emotional, and Mental Health (SEMH) difficulties are especially in need of our understanding and staff team reflection. We all have a duty to explore emotional vulnerability and provide appropriate support.
- Relationships must always come first. Our ethos promotes strong relationships between staff, children and their parents/ carers. We work together to create a positive culture that fosters connection, inclusion, respect and value for all members of the Elmlea community.
- Clear boundaries and expectations around behaviour must be maintained at all times. Children need predictable routines, expectations and responses to behaviour. These are modelled appropriately within the context of a safe and caring school. Rewards and consequences are consistently and fairly awarded.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control.

Rules and Responsibilities

Children:

We support all children in their emotional development; we understand that recognising and regulating emotional responses is a developmental process. We support all children to make positive behaviour choices in line with the school's values and rules.

- Follow the Golden Rules, including when in the playground.
- Use the Traffic Lights tool to help recognise and verbalise emotions and solve problems with friends (see Appendix 1)
- Ask an adult for help if they have been emotionally or physically hurt or if they think they are being bullied.
- Inform an adult if they hear any discriminatory language being used at any time in school.

The 'Golden Rules'

- We are gentle– we treat others with respect and take care to look out for other people when we are working and playing.
- We are kind and helpful – we are supportive and caring.
- We listen to people – we take it in turns to speak and show respect when people are talking
- We work hard – we always try our best and have a growth mindset.
- We are honest – we always tell the truth.
- We look after property – we take care of our community and are mindful to reduce waste.

Staff:

It is the responsibility of all staff to embody the school's rules and values and to:

- model emotional regulation skills, including social coaching, and promote positive behaviour choices at every opportunity, and in doing so help build self-esteem and empathy in pupils.
- Model empathetic listening (see Appendix 6) and be aware and connect with a child's emotional needs when understanding and responding to challenging behaviour
- Respond to both positive and negative behaviour consistently.
- Encourage and model using the Traffic Lights tool to help children to recognise and verbalise their emotions and solve problems with friends (see Appendix 1).
- Respond swiftly to bullying and accusations of bullying of any kind by applying the school's anti-bullying policy.
- Share any discriminatory behaviour, such as racist, gender bias and homophobic behaviour, and any behaviour which may raise safeguarding concerns with SLT promptly.
- To create a safe and engaging physical and emotional environment.
- Keep parents/carers informed of significant behaviour concerns and use the school's secure online application (CPOMS) to record serious and/or repeated behaviour incidents.

Parents/Carers:

Parents and carers play a crucial role in instilling values that help children make positive behaviour choices, and pupils thrive where professionals and families work collaboratively to address their needs.

It is the responsibility of parents/carers to:

- Co-operate with staff in applying the school's behaviour policy and support the school in applying any consequences to deal with specific incidents.
- Keep the school informed of events at home that could significantly affect their child's emotional state and behaviour and communicate any concerns.

Celebrations, Rewards and Consequences

- Constructive praise that reinforces positive behaviour and attitudes.
- Age appropriate in class/school reward systems – e.g. sun, rainbow, star, stickers, dojos, commendations, smiley face on board, class point reward system, house points, golden time (not EYFS).
- A house system in KS2 with house captains.
- House points - results announced weekly (KS2 only).
- Weekly celebration assemblies.
- Each class can operate an additional internal class reward system to supplement giving out house points, which may result in a group or class reward.
- Feedback to parents.
- Positive praise in home-school communication books.

EYFS and KS1

In Reception the children are assessed at the end of the year against an **Early Learning Goal** named '**self-regulation**' to understand their own and others' feelings in order for them to be able to self-regulate their behaviour. The processes below enable children to develop the skills to recognise and regulate their emotions and therefore have greater control over their behaviour as they progress through the school.

Negative consequences

Each time a child fails to follow the golden rules during one day the following negative consequences are applied:

1st incident:

- Eye contact and a **verbal explanation** will be issued to the child, making very clear what is causing concern and what they need to do to improve (i.e. make explicit the expectations).

2nd incident:

- A child's **name is put on the thought cloud out of view, the child is** reminded that their behaviour needs to change and is unacceptable. An adult will review the child's behaviour with them using **Rethinking and Building Bridges** sheet as a prompt for a talking frame (see Appendix 2)

3rd incident:

- If a child does not respond appropriately and their behaviour does not improve, then a member of **SLT will be informed**. A decision will be made between class teacher and SLT if any golden time is lost. Parents/carers will be contacted to discuss triggers to challenging behaviour and strategies to support their child's behaviour in school. These may include regular check-ins, home/school communication book, Individual Behaviour

Plan/Pupil Passport, mentoring or other emotional support if necessary. A review date will be set to update parents/carers on behaviour and positive changes that may have been made. SLT/class teacher will update CPOMS.

KS2

Negative consequences

Each time a child fails to follow the golden rules during one day the following negative consequences are applied:

1st incident:

- Eye contact and a **verbal explanation** will be issued to the child, making very clear what is causing concern and what they need to do to improve (i.e. make explicit the expectations).

2nd incident:

- A child's **name is recorded**, out of view, to remind them that their behaviour needs to change and is unacceptable. An adult will review the child's behaviour with them.

3rd incident:

- If a child does not respond appropriately and their behaviour does not improve, then they will receive a **tick by their name** on the board. This signifies a **failure to earn the day's golden time** (6 minutes). Class teacher will make a note on CPOMS of the behaviour and loss of golden time.

4th incident:

- If a child continues to fail to follow the golden rules then they will receive a **second tick** by their name on the board. This signifies that the child will spend **15 minutes completing a 'Rethinking and Building Bridges sheet'** (Appendix 2) which encourages the child to reflect and learn on how to improve their behaviour and identify an adult who could help them. Class teacher will **contact parents/carers** to inform them of their child's behaviour and request support in reinforcing the golden rules. Class teacher will update CPOMS.

5th incident:

- If a child continues to fail to follow the golden rules or there is a serious incident (e.g. deliberate physical harm to a child or adult or inappropriate behaviour towards a child or adult that causes a strong emotional response) then the child will spend **time out of class with a member of the Senior Leadership Team (SLT)**(See Appendix 3 Time Out and Repair) **Parents/carers will be asked to come to school** to discuss triggers to challenging behaviour and strategies to support their child's behaviour in school. These may include regular check-ins, home/school communication book, Individual Behaviour Plan/Pupil Passport, mentoring or other emotional support if necessary. A review date will be set to update parents/carers on behaviour and positive changes that may have been made. SLT/class teacher will update CPOMS.

At the end of the day all names are cleared. With each day comes a fresh start.

Strategies to support positive behaviour

- Curriculum planning – weekly PSHE lessons using the Jigsaw scheme to develop knowledge on how to manage relationships and to help to build children's confidence and resilience.
- Weekly 'Circle Time' in classes to promote a powerful sense of belonging to a class and school community, and to explore and support challenging issues as they arise.
- Provide opportunities for children to share concerns and worries via the class bubble and the class worry box.
- Teaching and supporting children to overcome difficulties with peers by using the 'Traffic lights' tool for conflict resolution. (see Appendix 1)

- Social coaching to reinforce positive behaviours e.g. Learning talk, 'I'm really impressed with how hard you're working today'; Social talk 'I like the way you were sharing the equipment during your investigation' and Emotional talk 'I can see that you're upset, would it help if ...'
- Support from SLT for reflection and calming time, using My Work Your Work model (see Appendix 3 Time Out and Repair)

Strategies to support negative to positive Behaviour

We believe children should be supported to understand triggers that may upset them, to recognise a wide range of emotions, how they feel and ways to regulate their emotions and therefore their behaviour.

The steps to helping children make good choices when a child or group of children are struggling with regulating their emotions:

1. Approach **calmly** "I can see something is wrong. I'm here to help".
2. Ask the child how they are **feeling** (use emotions chart if they are unsure. (see Appendix 4 Emotions Chart) or Acknowledge feelings "I wonder if you're feeling..."
3. Help the children to regain **calm** if necessary by reassuring them, using calming techniques e.g. 4 breathing technique (see Appendix 5 Ways to stay Calm, Appendix 5B Square Breathing), social coaching, etc.
3. Use **empathetic listening** and listen to all involved (see Appendix 6 Empathetic Listening)
4. Ask for and/or offer ideas for **solutions/more appropriate behaviour**.
5. Summarise **positive next steps and celebrate good choices**.
6. Check in with how the child is feeling when the situation is resolved.
7. It may be necessary to seek additional **support from SLT** for reflection and calming time using My Work Your Work model (see Appendix 3 Time Out and Repair) or to investigate and resolve a situation further.

When more support is required **Individual Behaviour Plans/Special Needs**

Some children may find it more difficult to manage their emotions and reactions and may need additional support to enable them to develop self-regulation skills over time. When this is the case, the Inclusion Team will become involved and an Individual Behaviour Plan (IBP)/Pupil Passport can be co-constructed with the child and their family. It is important for staff and parents/carers to reflect on what the child may be communicating through their behaviour. Children may have had Adverse Childhood Experiences and/or learning challenges that affect emotional regulation and therefore have a hidden disability. These children may require additional support, such as mentoring or play therapy, as well as a personalised programme of rewards and consequences. Reasonable adjustments may be made to the Behaviour Policy to help develop and support positive behaviour and a key adult may also be allocated to support learning and the child's emotional wellbeing. Any IBPs or adaptations will be discussed with the Inclusion Team, appropriate members of the Senior Leadership Team, the class teacher, child and parents/carers. On occasions it may be necessary to use external agencies, such as North Star Outreach, to provide resources to understand a child's specific emotional needs

We recognise that individual children respond differently to different strategies and that it may be necessary to explore a variety of interventions before finding successful ones. Individual Behaviour Plans are reviewed on a regular basis to ensure that they continue to be specific and responsive to the emotional needs behind a child's behaviour.

Positive Handling

There may be times when a child puts themselves or others at risk of harm and staff need to intervene physically to keep children safe. Minimum force will be used by trained staff using Positive Handling techniques taught during Team Teach training. Any form of restraint is used as a last resort following the use of other de-escalation methods e.g. social coaching, time-out, finding a safe space and distraction.

Positive handling is proportionate, reasonable, appropriate and in the child's best interests. A child will be taken to a safe place where staff will use defusion/distraction strategies to help the child de-escalate, including using approved scripts: "I can see something is wrong", "I'm here to help", "You talk, I'll listen," or distracting the child with a game or a sensory object.

When supporting children who are in a state of emotional dysregulation:

- First, we must help the child regulate their emotional state,
- Then we help them reflect on their behaviour and the triggers that may have caused the behaviour,
- Finally, repair occurs by making things better (see Appendix 3, Time Out and Repair).

Positive handling is recorded and reviewed including reflections that have occurred with the child regarding what might be going on for them and how they can be supported.

All incidents of positive handling are recorded on CPOMS by the person(s) involved in the incident, including details of:

- What led up to incident
- What de-escalation measures were attempted
- A clear description of the handling required including how long, who was involved, any witnesses (each writing their own separate accounts)
- What happened after the incident
- Follow up actions and reflections on the incident...including the voice of the child
- Confirmation that parents were informed

Parents/carers are asked to attend a meeting to discuss the triggers, contribute to reflections on the child's emotional state and responses to the incident. We work together to plan future support for the child.

If the need for positive handling is ongoing then:

- an IBP is written to support the child
- a risk assessment is written and shared with key staff.

Exclusion

This trauma informed Behaviour policy is underpinned by a clear recognition that we need to recognise and respond to children's emotional needs, thereby significantly reducing the need for exclusions. Elmlea Schools Trust follow Bristol City's Guidance on how to minimise exclusions and every effort is made to identify children at risk of exclusion and to put in place strategies to avoid this (see Appendix 7).

However, there may occasion when the Executive Headteacher may issue a fixed term exclusion for serious incidences of unacceptable behaviour and may permanently exclude a child, in accordance with the statutory guidance. Government guidance states that, "The Government supports headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school."

In the event of an exclusion, parents will attend a meeting with the Executive Headteacher or Deputy Headteacher to discuss the events that led up to the exclusion and ensure that both parents and child understand fully why an exclusion has been needed. If there is a fixed term exclusion then the period of exclusion will be discussed and the return to school procedure. The school provides support for the child and family to help prevent any future exclusions and to understand as much as possible about any issue that is contributing to a child's behaviour.

A pupil may be excluded for one or more fixed periods up to 45 school days in an academic year. The school will work closely with the local education authority and other agencies, including the Fair Access Panel, to identify alternative school placements.

Links with other Policies

EST Safeguarding and Child Protection Policy May 2020

EST Anti-Bullying Policy March 2021

EST Code of Contact for all Adults June 2021

EST Equity Statement Information and Objectives 2021-24

EST SEND Policy 2021-22

Appendix

Appendix 1: Traffic Lights Tool

Appendix 2: Rethinking and Building Bridges

Appendix 3: Time Out and Repair

Appendix 4: Identifying Emotions Chart

Appendix 5: Ways to Stay Calm

Appendix 5B: Square Breathing

Appendix 6: Empathetic listening

Appendix 7: Strategies to Avoid Exclusion

Appendix 1: Traffic Light Tool to Manage Conflict

<p style="text-align: center;">Stop</p> <p style="text-align: center;">Explain what has upset you and how you feel.</p> 	 Put your hand facing forward and say loudly and clearly STOP .  Think about how you're feeling? Angry? Let down? Disappointed? Sad?  When you said or did ... it made me feel ... Use the script and say... When you said or did ... it made me feel ...
<p style="text-align: center;">Get Ready</p> <p style="text-align: center;">Listen and think about each other's point of view and feelings.</p> 	 Listen to each other's point of view.  Listen to each other's feelings .  I understand that ... I would like ... Use the script and say... I understand that ... I would like ... Ask an adult to help if you get stuck here.
<p style="text-align: center;">Go</p> <p style="text-align: center;">Time to make things better.</p> 	 Say sorry if you need to.  Agree how to put things right.  Do something fun together.  Find another game to play. 

Behaviour POLICY

Appendix 2: Rethinking and Building Bridges



Rethinking and Building Bridges

Name: Class: Date:.....
Teacher: Lesson: Time:

Why am I out of my classroom?

Which Golden Rule has been broken?

What would I do differently next time?

How can adults help me?

Appendix 3: Time Out and Repair

My Work / Your Work Time



- * **Timer set by my teacher (5mins or longer if needed)**
- * **Slow down and calm my body and thinking**
- * **Have a go at a simple task set by my teacher**
- * **My teacher will also do their own work**
- * **I can use my sensory objects box if this helps me to feel settled**

Getting on Together Activity/Game



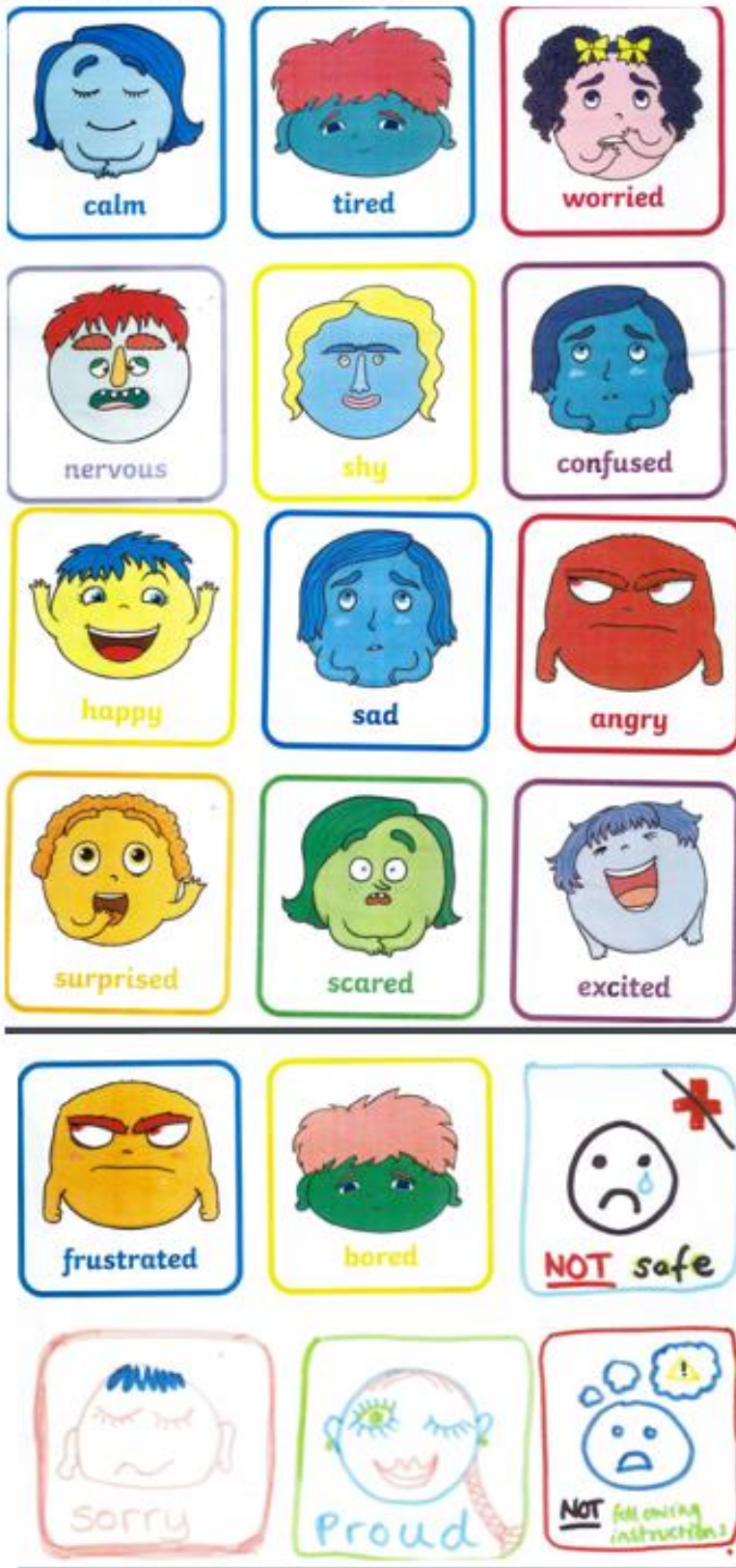
- * **Timer set by my teacher**
- * **Play a simple game or activity together**
- * **Agree on the rules / task and play fairly**
- * **In this game it's playing together, not winning that counts**

Making things Better Again



- * **Think together to work out what was tricky and what could make things different/better next time**
- * **You can choose a card or make card to make things ok again**
- * **This will be given from you to your the person who may have been upset or confused by what happened (teacher/child)**
- * **If you like you can write a short message or draw something on the card.**

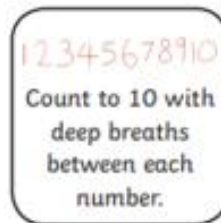
Appendix 4: Identifying Emotions Chart



Appendix 5: Ways to Stay Calm

Good Ways to Stay Calm

Cut out the cards that you think are good ways to stay calm. Stick them in the box on the next page.



In EYFS and KS1 the children will use *Calm Me Time* to calm their minds and bodies.

Appendix 6: Empathetic Listening

Empathetic listening is a **structured listening and questioning technique** that allows you to develop and enhance relationships with a stronger understanding of what is being conveyed, both intellectually and emotionally.

1. Be non-judgmental.

This isn't always easy, but letting go of your own opinions frees you to focus on the other person's perspective. Acknowledging a person's views and emotions helps you to help them. This doesn't mean you need to agree with everything the person says; it's about letting them know you care, that they matter.

2. Give the person your undivided attention.

Remove distractions. Ensure that you have the time to spend with the person, and make sure no computers or other devices are between you and them. Giving them your full focus displays respect, and a person is more likely to stay calm when they feel respected.

3. Listen carefully (to feelings and facts).

Soak in the words as well as the larger view of that individual in that specific situation. Notice tone of voice, body language, and other clues to go beyond the words and gain insight into emotions. Listen with your ears, eyes, and heart.

4. Show that you are listening carefully.

Think about your posture and nonverbal messages. Pepper in supportive body language like eye contact, nodding, and other signals as appropriate to advertise your attentiveness without interrupting.

5. Don't be afraid of silence.

Sometimes all a person needs is to be heard or know you're there. Pay attention to the context and quality of the silence before responding. The individual might be thinking about what to say next or may need a few silent moments to rein in emotions.

6. Restate and paraphrase.





If you speak, refer to the person's words, ask questions, and clarify comments as needed. Keep that non-judgmental and respectful spirit, and give the person time to respond. Remember, there's no script for Empathetic Listening. Respond based on that person, situation, and moment.

7. Follow up.

Check with the person to see if they have further questions or comments. Set up another time to meet if needed.

Appendix 7: Strategies to Avoid Exclusion

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	<p style="text-align: center;">Checklist following an incident:</p> <ul style="list-style-type: none"> • Ensure the pupil is safe and with an adult they trust • Use a trauma informed approach and language to review incident/s, taking into account any SEND needs • Ensure pupil's point of view has been fully understood, allow time for them to re-regulate • Ensure risk and vulnerability assessment is followed by all adults involved • Contact parent/carer and relevant professionals to understand current context/mitigating circumstances • Ensure pupil has a 'safe place/person' they can access e.g. 'phone parent/carer where appropriate • Consideration should be given as to whether it is safe, and in the pupil's best interests, to exclude offsite. • Consult the Designated Safeguarding Lead
	<p style="text-align: center;">Alternatives to Fixed Term Exclusion:</p> <ul style="list-style-type: none"> • Allow time for staff to be supported to reflect on the incident before a decision is made regarding next course of action • Use a Restorative Approach • 1:1 reflection time for the pupil with a trusted member of staff (avoid use of the word "isolation") • Consider an 'on site sanction' - a safe and trauma informed space for the pupil to be supported to reflect • Seek advice from relevant Local Authority teams e.g. Social Care, The HOPE, Education Welfare, FIF and the Education Inclusion Managers (Safer Options) for pupil at risk of youth violence and/or exploitation • Use of resources with partner schools where appropriate and bespoke local options • If this pupil has experienced a previous fixed term exclusion; consider arranging a Team Around the School meeting
	<p style="text-align: center;">If, after following all of the above, a Fixed Term Exclusion is unavoidable:</p> <ul style="list-style-type: none"> • Inform parents/carers and relevant professionals • Ensure exclusion is as short as possible e.g. half a day and the safeguarding needs of the pupil are met • Ensure this is not on a sliding scale, but is in relation to the current incident only and recorded in line with government guidance • Ensure work is provided from day one and the pupil has the means to complete and return this for marking • Book 'return to school' meeting for day of return (this should not cause any delay to the pupil re-starting or exclusion arrangements extended) and book additional follow-up multi-agency meeting if needed. • Use 'Signs of Safety' Action Plan to record interventions agreed in 'return to school' meeting. • Ensure Pastoral Support Plan is in place and shared with all relevant staff. Amend as necessary.
	<p style="text-align: center;">In addition, if the pupil is a Child in Care please:</p> <ul style="list-style-type: none"> • Seek in all cases to avoid excluding a child in care • Contact The HOPE advocate as soon as possible for advice and guidance if an incident has taken place including support for staff • Invite HOPE advocate to relevant multi-professional meeting/s • Ensure HOPE advocate is copied in to all relevant correspondence <p>Still concerned? Please call The HOPE on 0117 903 6282 for further advice</p>