



Ely St John's

## **BEHAVIOUR POLICY 2024/25 - A Therapeutic Approach to Behaviour**

"You can't teach children to behave better by making them feel worse.  
When children feel better, they behave better."

*Pam Leo*

### Introduction

Our therapeutic approach to behaviour management has been inspired by Cambridgeshire Therapeutic Thinking.

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. Valued behaviour makes effective teaching and learning possible. Detrimental behaviour can disrupt this process. Behaviour is linked to social and emotional development and the key is to create a caring and nurturing ethos within which behaviour management takes place.

### Valued behaviour definitions

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society
- Creates helpful feelings in self and others.

### Detrimental behaviour definitions

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.
- Creates unhelpful feelings in self and others.

At Ely St Johns, the EJ Way encapsulates this and underpins everything we do.

### The EJ Way

We look after each other  
 We are proud to work together  
 We are excited to learn new things  
 We are kind to ourselves (and others)  
 We know how to share our thoughts and feelings

We recognise that there needs to be support for pupils when detrimental behaviours have occurred, particularly those which may be difficult and dangerous. This policy outlines how we strive to support in these circumstances. We know that behaviour is essentially a form of communication and we work hard to understand what a child's behaviour is telling us. We endeavour to provide the support and strategies necessary to enable children to learn self-control and develop valued responses.

### The School's Therapeutic Approach

At Ely St John's we have a therapeutic approach to behaviour management and we have high expectations of everyone. We believe that our school should be a happy and secure place for all. We aim for children to be self-motivated from a desire to behave well rather than from the hope of reward or fear of punishment. We encourage every child to behave in a responsible and self-disciplined manner and to care about the needs and the rights of everyone in the school community. We believe that children respond to a caring system that appreciates their needs and strengths. Our Home School Agreement upholds these principles and sets out the expectations and responsibilities of parents, pupils and the school. The EJ Way is a 'code of conduct' that is embedded within the life of the school. Positive encouragement and praise are more powerful than extrinsic reward and our aim is for children to become intrinsically motivated learners.

We all work together to promote valued behaviour, to respond to individual needs and to encourage a collective sense of responsibility. All staff have day-to-day responsibility for the behaviour of the children both in classes and around school. A happy, caring environment is important to all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Politeness, good manners and care for both people and property are expected. Class charters and the Home School Agreement provide a forum for discussion and collective responsibility. Self-confidence and self-esteem are important so praise is at the heart of the EJ Way and both staff and pupils are encouraged to find the positive in everyone. Children are encouraged to help each other to behave in valued ways and to support those who are experiencing difficulties. Restorative approaches and times of reflection are encouraged through discussion and self-evaluation. Our PHSE programme supports such strategies. Staff are firm, fair and consistent in their actions with children and endeavour to respond therapeutically in line with Cambridgeshire Therapeutic Thinking training. In meeting the needs of all children, we strive to be inclusive.

### Graduated Response to Behaviour – Wave One, Wave Two, Wave Three, Wave Four

#### High Expectations of Behaviour and the Behaviour Curriculum(Wave One)

##### Behaviour Curriculum

Our Behaviour Curriculum is taught and reinforced through PHSE lessons, resolving conflict through a restorative approach, exemplifying the EJ Way at an age-appropriate level, whole school assemblies and the staff modelling valued behaviour. The teaching of the behaviour curriculum is underpinned by staff who are trained in the principles of Cambridgeshire Therapeutic Thinking.

##### Behaviour Expectations

At Ely St Johns, having consistent expectations of behaviour means that pupils are always challenged if they aren't meeting our high standards. We expect, for the majority of our pupils, that once challenged and correctly supported, pupils will move towards valued behaviours.

Relationships	Resources	Space	Learning
Our pupils will challenge themselves to behave in valued ways as our school believes that valued behaviours lead to positive experiences and helpful feelings.	Our pupils will use the appropriate resources to meet the objectives and aims of the activities set for them.	For activities, pupils will stay within the spaces set by the supervising adults.	Pupils will engage purposefully with the challenge of all activities. All activities will have a clear purpose which will be shared with our pupils.

When conflicts and tensions arise, we use a reflect and repair process to address detrimental behaviours and unhelpful feelings to help restore valued behaviours. We ask the children to take responsibility for their actions and positively engage with the process of resolution.

When managing behaviour, our staff will/may:

- Discuss valued behaviours in relation to the EJ Way
- Produce interesting and meaningful lessons, taught in different ways to engage a range of learning styles
- Scaffolding learning – building self-esteem through meeting personal challenges
- Build positive relationships
- Create clear routines
- Communicate clear expectations
- Use visuals to support communication
- Create a class charter
- Use a consistent approach
- Refocus or redirect a child
- Model valued behaviours
- Use whole class discussions to promote valued behaviours
- Use individual chat time
- State the valued behaviour that you would like
- Support a child with finding appropriate emotional vocabulary to describe feelings
- Talk to the child respectfully and in a controlled manner
- Give processing time after an instruction or comment
- Communicate with parent
- Enlist the support of colleagues: change of face, including school leaders
- Use positive phrasing
- Offer limited choice
- Disempower the behaviour
- Move the child to another seat within the classroom
- Ask the child to work in another location
- Ask a pupil to catch up on missed learning at a logical and appropriate time
- Offer sensory or movement breaks
- Use a seating plan
- Ensure there are educational or protective consequences
- Use the reflect and repair process to resolve behavioural issues
- Whole class celebration
- listen to pupil's point of view

### Wave Two

Within Wave One, patterns of detrimental behaviours, or a concerning behaviour will trigger communications and discussion with parents and carers. Actions will be agreed and monitored over an identified period of time. A record of this will be recorded on an individual behaviour log.

Where there isn't a return to typical behaviours (even with manageable ongoing adaptations), pupils will be moved onto Wave Three.

Examples of manageable ongoing adaptations:

- Alternative entry and exit to the classroom
- Flexible Sensory and movement breaks
- Adapted learning tasks/ Specific outcomes
- Room 14 ¾
- Lunch Club
- First/Then Choice
- Parental Communication
- Seating plan, which may involve different spaces for listening and working
- Individual rewards
- Jobs and responsibilities

### Wave Three

- Staff will continue to use Wave 1 and Wave 2 approaches and supplement this with Cambridgeshire Therapeutic Thinking resources.
- Teachers will liaise with Behaviour Lead.
- An Assess, Plan Do, Review cycle will be instigated.

#### Wave 4

A small number of children need bespoke provision and have Risk Reduction Plans. These plans cover behaviour that is likely to be consistently difficult and dangerous. Where appropriate the wider staff team will know how these children are being supported so that there is a whole school team approach.

#### Definition of 'consequences'

A consequence is a conclusion derived through logic; it is something that logically or naturally follows from an action. There are two kinds of consequences

- ❖ Protective consequences - removal of a freedom to manage harm
- ❖ Educational consequences - the learning, rehearsing or teaching so the freedom can be returned.

It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances.

All staff know how children with greater needs are being supported so that there is a whole school team around a child.

#### Suspension and Permanent Exclusion

In rare circumstances, it may be necessary to suspend or permanently exclude a pupil. In such cases, the Head Teacher will refer to the DFE "Suspension and Permanent Exclusion Guidance". The Head Teacher will liaise with parents and other external agencies to ensure correct procedures are followed.

#### Recording and Monitoring

Class teachers use the relevant forms to record behavioural information in a class folder. The Behaviour Lead monitor pupils' behaviour and concerns are shared at SLT meetings. Monitoring is used to support staff and to adapt best practice. The Head, the Assistant Heads and SEND Leader also monitor behaviour and offer further support and guidance.

#### Bullying

In our school, our aim is to prevent bullying occurring in the first place. Anti-bullying week is a key date in our calendar. Assemblies, PHSE lessons and ongoing learning throughout the year keeps the topic of anti-bullying active in our pupils' thoughts. Our ethos of promoting valued behaviours and positive relationships highlights the importance of respect and sharing thoughts and feelings in positive ways. Staff build positive relationships with pupils and parents to develop successful lines of communication.

At our school, we define bullying as repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

The four key elements of this definition:

1. Hurtful
2. Intentional
3. Repetitive
4. Involves a power imbalance/difficult to defend themselves

We are aware that bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and can happen in different contexts (at school and outside of school).

When bullying happens, we will:

- Share with Senior Leaders
- Listen carefully
- Involve parents
- Create actions
- Monitor the impact of the actions, including Pupil Voice
- Use educational and protective consequences
- Use our reflect and repair approach
- Share lessons learnt

#### Screening, Searching and Confiscation

Members of staff have the right to confiscate, retain or dispose of a pupil's property as long as it is reasonable to do so. Confiscated items will be returned to parents unless likely to put a child or staff/family member at significant risk of harm (these may be handed to the police). Staff have the power to search without consent for prohibited items to ensure the safety of all. Some examples of prohibited items would be: knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that is likely to be used to commit an offence or to cause personal injury or damage to property.

#### Behaviour Beyond the School Gates

If a member of staff witnesses or is made aware of criminal, anti-social behaviour or bullying away from the school site (offline and online), or such behaviour is reported to the school, the school will seek to support in addressing the behaviour as appropriate. Where a child is taking part in a school organised or school related activity, the usual school policies will apply. The Headteacher will consider whether it is appropriate to notify the police in any situation (if it is criminal or poses a serious threat to another child or member of the public) or liaise with other agencies and support parents. If the behaviour is linked to child safety and well-being, or if a child is likely to suffer significant harm, the school will follow its safeguarding policy.

#### Use of Reasonable Force

Members of staff have a duty to use reasonable force in rare situations in order to prevent pupils seriously injuring themselves or others or causing significant damage to property. Separate and specific advice on the use of reasonable force is contained in the school's physical Intervention policy.

This policy will be reviewed annually.