



Ely Schools Partnership – Behaviour Matters

The Ely Schools' Partnership works with young people, families and appropriate agencies to promote good behaviour because everyone has the right to be in an environment which is safe, conducive to learning and free from disruption, bullying, violence, discrimination or harassment.



Ely St John's

BEHAVIOUR POLICY - A Therapeutic Approach to Behaviour (2024)

"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. Pro-social behaviour makes effective teaching and learning possible. Detrimental (anti-social) behaviour disrupts 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 and we call this the EJ Way - the statements are...



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

The majority of our children follow the EJ Way. However, there are children who need help to develop pro-social behaviours. We recognise that there needs to be support for those children who exhibit detrimental (anti-social) behaviours which may be difficult and dangerous and this policy outlines how we strive to support these children. 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 pro-social 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 pro-social 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 pro-socially 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. In meeting the needs of all children, we strive to be inclusive.

Graduated Response to Behaviour – Wave One, Wave Two, Wave Three, Wave Four and Risk Reduction Plan

Wave One: High Expectations of Behaviour and the Behaviour Curriculum

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 pro-social behaviour. The teaching of the behaviour curriculum is underpinned by staff who are trained in the principles of Cambridgeshire Therapeutic Thinking.

Behaviour Expectations

In our school, having high expectations of behaviour means that pupils are always challenged if they aren't meeting our high expectations. We expect, for the majority of our pupils, that once challenged and correctly supported, they will return to pro-social behaviours.

Relationships	Resources	Space	Aims and objectives
Our pupils will challenge themselves to behave pro-socially as our school believes that pro-social behaviours lead to pro-social feelings in all dynamics.	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.	All activities will have a clear purpose which will be shared with our pupils. Pupils will engage purposefully with the challenge of all activities.

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

When managing behaviour, our staff will/may:

- ❖ Produce interesting and meaningful lessons, taught in different ways to engage a range of learning styles
- ❖ Talk to the child respectfully and calmly
- ❖ Listen
- ❖ Make manageable adaptations to meet an individual's needs
- ❖ Enlist the support of colleagues
- ❖ Use positive phrasing
- ❖ Offer limited choice
- ❖ Disempower the behaviour
- ❖ Move the child away from the group (in their own classroom)
- ❖ Ask the child to work in another classroom
- ❖ Ask a pupil to catch up on missed learning at playtime or lunchtime
- ❖ Offer sensory breaks
- ❖ Ensure there are consequences
- ❖ Use the reflect and repair process to resolve behavioural issues
- ❖ Ask a member of the SLT to talk to pupils about their behaviour and the effect it is having on both their learning and that of others.

Supporting documents:

- The EJ Way
- Staff Code of Conduct
- Behaviour and Reflect and Repair Log

Wave Two

Within Wave One, patterns of antisocial behaviours, or a concerning behaviour will trigger meetings with parents and carers. Staff will:

- ❖ First, arrange a meeting to talk to parents about our concerns and agree actions and 'Catch Me' targets
 - *KS1 may use behaviour logs to build a picture of a child's behaviour before arranging a meeting*
 - *EYFS records behaviours on their planning sheets*
- ❖ Second, keep a log of behaviours for two weeks
- ❖ Arrange a second meeting to evaluate the two weeks
 - *Possible next step: No further action*
 - *Possible next step: or continue a behaviour log with altered targets*
 - *Possible next step: Speak to Behaviour Lead about Early Prognosis*

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

Supporting documents:

- Parent Meeting Form
- Behaviour Log
- KS1 Tracker
- ABCs form

Wave Three

Early Prognosis

Early prognosis provides a fairly swift check on potential reasons behind the described behaviour and is the next level of a graduated response when a child's needs are not being met by Wave 1 and 2.

Supporting documents:

Early Prognosis – ESJ Master

Early Prognosis – guidance Dec 2023

Wave Four

Creation of a bespoke individual plan for a pupil following Cambridgeshire Therapeutic guidance

Predict and Prevent Anxiety Analysis

Supporting documents:

- CTT flowchart
- CS anxiety analysis – guidance
- CS roots and fruits – guidance
- CS roots and fruits - blank
- CS subconscious and conscious checklist
- Predict and Prevent Progress plan

Risk Reduction Plan

A small number of children need bespoke provision and have Risk Management Plans. These children may display more extreme behaviours that are difficult and dangerous. Where appropriate, staff will know how these children are being supported so that there is a whole school team approach. We may/will...

- ❖ Use the Behaviour Response Strategy
- ❖ Speak respectfully and calmly
- ❖ Listen
- ❖ Attempt to reduce anxiety
- ❖ Do everything we can to avoid escalation
- ❖ Use scripts
- ❖ Use change of face
- ❖ Allow recovery time
- ❖ Act to ensure the safety of all pupils and staff
- ❖ Ensure there is a safe place to calm down and/or work
- ❖ Follow our Positive Handling Policy
- ❖ Allow time to reflect, repair and restore
- ❖ Ensure there are appropriate consequences
- ❖ Use lessons learnt

The exclusion guidance is followed where necessary but our primary aim is to keep children in school if it is safe to do so.

Supporting Documents:

- The Behaviour Response Strategy
- CTT risk reduction plan – guidance
- CTT risk reduction plan – blank

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.

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.

If a pupil's behaviour is seen as bullying, discriminatory, prejudiced or has a sexual nature, staff must report it on MyConcern. MyConcern will be regularly monitored by SLT, and data is shared with governors.

Bullying

At Ely St. John's, 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. Posters are displayed in all classes. Our ethos of promoting pro-social 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.

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 SLT through MyConcern
- 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. These prohibited items are: 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, any item banned by the school rules.

Behaviour Beyond the School Gates

If a member of staff witnesses or is made aware of criminal, anti-social behaviour or bullying off the school premises, or such behaviour is reported to the school, the school will seek to support in addressing the behaviour. Where a child is taking part in a school organised or school related activity, the usual school rules and sanctions will apply. Where the child is travelling to or from school, wearing a school uniform or is in some way identifiable as a pupil, the school may become involved in the management of such behaviour where it could have repercussions for the orderly running of the school or where it may pose a threat to another pupil or member of the public, or where it might adversely affect the reputation of the school. The headteacher will consider whether it is appropriate to notify the police (if it is criminal or poses a serious threat to another child or member of the public) or liaise with and support parents. If the behaviour is linked to child suffering or where a child is likely to suffer significant harm, the school will follow its safeguarding policy.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom. This also includes instances where a staff member has to conduct a search without consent as referred to above, where those items could be used to commit a serious offence or to cause harm.

Review

The Headteacher and all staff will review this policy annually. Any suggested amendments will be presented to the Governors for ratification.