# Elm Court School

## Behaviour Policy

**INTRODUCTION**

**This policy is aimed at supporting:**

- Pupils to overcome any difficulties they may have and make the best possible progress in school and life
- Improvements in pupils' attitudes and behaviour
- Pupils' ability to learn and practice behaviours that are appropriate to the school context and the wider community
- Pupils progressively taking responsibility for their own behaviour and learning to manage their emotions in acceptable ways;
- Effective teaching and learning

This policy is designed to guide the responses of all staff employed at Elm Court School. We believe that managing student behaviour is the responsibility of all staff, regardless of their role.

This document was developed as a result of consultation with staff, parents and students. It takes full account of Government guidance and examples of best practice and should be read in conjunction with other relevant school policies.

## ETHOS AND VALUES OF THE SCHOOL (general principles)

**We believe that all at Elm Court School should actively contribute to a school ethos that:**

- Ensures a warm and welcoming atmosphere for pupils, parents/carers, staff and visitors
- Promotes positive relationships and behaviours
- Provides effective teaching and learning experiences so that each pupil is given the fullest opportunity to achieve his/her full potential
- Encourages a pupil-centred approach, where the focus is on preventing the cause of negative behaviour rather than simply dealing with the symptoms
- Ensures that intervention and prevention are key to our school's approach rather than punishment
- Encourages understanding of the needs and behaviours of individuals
- Promotes equality of opportunity and tackles all forms of discrimination
- Ensures that our pupils have the fullest opportunities to integrate into the wider community

We believe that our school's ethos is powerfully communicated by an aesthetically pleasing environment. Consequently, we will strive to ensure that all parts of the building are kept clean and tidy with up-to-date displays that demonstrate what our pupils can achieve.

We also believe that all staff have a duty to communicate the school's ethos and values by treating pupils, parents/carers and visitors with respect at all times. This begins with the school entrance and staff on reception duties: students and staff can expect a courteous response at all times and visitors will always be greeted with a smile and receive an efficient service.

## EXPECTATIONS OF STUDENT BEHAVIOUR

**We expect all our pupils to:**

- Respect the school community by
  - Respecting themselves and understanding that they are valued
  - Respecting pupils, staff and their personal property
  - Respecting other people's personal space
  - Respecting the school's environment, property and resources
  - Speaking to each other and staff respectfully

- Come to school with an expectation to learn by
  - Following the school rules
  - Trying their best to complete set tasks
  - Understanding when it is appropriate to talk and to listen
  - Asking for help with their work if they need it

- Consult an adult if they have a problem and
  - Trust adults to help them
  - Never resort to violence or verbal abuse to solve a problem

- Take ownership of their behaviour with support from staff, where required

- Support each other in the school community by
  - Helping each other with their learning and personal development
  - Caring for each other.

**Expectations of all staff are that they will:**

- Confidently and consistently follow all school's policies

- Confidently and consistently apply the school's rules, rewards and consequences

- Always model desired behaviour

- Actively demonstrate and teach the skills necessary for pupils to manage their own behaviour

- Confidently and consistently tackle all forms of discrimination.

## PROMOTING POSITIVE BEHAVIOUR

**Staff will promote positive behaviour by:**

- Clearly and consistently communicating the school's expectations to pupils and their parents/carers through:
    - A home-school agreement
    - A behaviour contract if necessary
    - Regular formal meetings between tutors, teaching assistants and their pupils
    - The setting and reviewing of behaviour improvement targets with pupils
    - Use of school systems including: Home/School Diary
    - Achievement afternoons
    - Annual reviews.

- Providing a stimulating and well-planned creative and practical curriculum, in which teaching strategies are differentiated to the abilities and needs of the students

- Providing a range of intervention programmes designed to meet the wide range of needs among the pupil population

- Providing pupils with regular feedback designed to enhance further learning

- Undertaking assessment for learning so that they are fully aware of each pupil's progress and use this information for further curriculum planning

- Using praise, rewards and the Achievement Book to acknowledge appropriate and improved behaviour, good work and effort

- Consistently acting as positive role models, especially in the way in which they speak to students and the consistency of their actions

- The home/school diary must be completed after each lesson and filled with positive comments only.

## SCHOOL RULES

***We expect all pupils to arrive ready for school. To do this, they need to:***

- Come to school every day, on time
- Wear school uniform at all times (remove all outdoor clothing including caps and hoods)
- Hand in mobile 'phones, electrical devices, headphones and other valuables
- Leave fizzy drinks and sweets at home.

***In the classroom, pupils need to:***

- Follow adult instructions
- Show respect to all staff and pupils
- Stay in class unless you have permission to leave
- Complete tasks set without distracting others
- Keep hands, objects and feet to oneself.

***In addition, around the school, pupils need to:***

- Move on when told to do so by a member of staff
- Walk quietly and calmly around the building
- Always walk on the left on the stairs and corridors
- Line up with your Teaching Assistant/Teacher
- Always be in the right place at the right time
- Respect the school and other people's property.

***Pupils also need to:***

- Enter and leave the school in a sensible manner
- Behave appropriately and be considerate of others on the way to and from school, and when on school trips
- Respect other people's personal space
- Understand that play-fighting is unacceptable
- Understand that negative language and comments are unacceptable.

## REWARDS

Staff at Elm Court School use a range of rewards for achievement as shown by good work and appropriate and improved behaviour. These are:

- The use of praise
- Positive comments in pupil diary and Achievement Book
- High marks on the school's tracking sheet
- Positive 'phone call home from tutor
- Assistant Headteacher letter home for reaching weekly target three times
- Headteacher prize for reaching weekly target five times of £10 towards an educational visit
- Star Student awards in different subjects
- Individuals and/or groups may be nominated in the Achievement Book for achievement in learning and positive behaviour
- Leaf on the tree of Kindness and Kindness certificates and vouchers for the school's Tuck Shop
- Prizes for good attendance and certificates
- Occasionally, an ELM award for exceptional achievement.
- Certificates for good uniform
- Student Leader badge

## CONSEQUENCES

The impact of staff disapproval should not be underestimated. Very often, an effective consequence can be agreed with a pupil, such as an act of reparation.

Consequences are likely to be more effective if they are directly related to the specific behaviour of the individual: for example, pupils clearing up a mess made by them.

Where possible, consequences should be supervised or followed up by the staff involved. Referral to Inclusion Team or Senior Leadership Team should only occur when lesser consequences have been ineffective or in an emergency. Repetitive referrals for more minor incidents disempower individual members of staff and this is not an effective approach to behaviour management.

**Consequences available to all staff are:**

1. Reminder of the rules by Class Teacher, Tutor or Teaching Assistant
2. Staff disapproval
3. A verbal warning by Class Teacher, Tutor or Teaching Assistant
4. Loss of privileges, such as losing time at break or lunch, losing classroom reward time or not being allowed to attend extra-curricular clubs/activities
5. Teacher detention, supervised by the member of staff involved (any after school detentions must comply with legal requirements and take account of any transport issues)
6. 'Phone call home – this must be agreed with the Senior Leadership Team (there may be confidential issues) and recorded on CPOMMS
7. Letter home – this must be approved by the Headteacher before sending. One copy of the letter must be placed in the pupil's file.

**The following sanctions can be suggested by any member of staff but must be authorised by a member of the schools Senior Leadership Team:**

- Confiscating pupils' possessions
- Financial reparation for damage
- Supervised community service around school.

**The following can only be authorised by the Headteacher or, in her absence, the Assistant Headteachers:**

- Arranging a meeting with parents
- Exclusion from school.

## WHOLE SCHOOL APPROACHES TO MANAGING BEHAVIOUR

- When inappropriate behaviour is persistent and/or extreme, the Teacher should use the school's ''on-call'' system or send a Teaching Assistant if necessary to alert the duty member of the Inclusion and Wellbeing Team

- The Inclusion and Wellbeing Team may:
    - Work in class with the pupil
    - Take the pupil away to talk about what has happened and /or use other techniques, such as the 4Ws (Who? Why? What? When?) or restorative language
    - Initiate a structured restorative approach

- Depending on the circumstances, a pupil may be:
    - Returned to class, if appropriate
    - Given work to complete away from the classroom
    - Sent to work in another class
    - Referred to the Headteacher

**Please note we do not operate a system whereby pupils are sent out of class to an 'exclusion' or other room as this is NOT an effective approach.**

## PUPIL SUPPORT SYSTEMS

**The school has a range of interventions to support individual pupils experiencing specific difficulties. These include:**

- Specific one-to-one support by Teaching Assistants, either in-class or on a withdrawal basis
- Peer mentoring
- Specific interventions tailored to support the pupils' needs, particularly the priority needs identified in their EHC plans and/or annual review documentation
- Interventions from outside agencies where available
- Interventions from the school's Inclusion and Wellbeing Team.

A range of external support services is available and if appropriate, pupils will be referred to external specialist services for social, medical or psychological interventions. In addition, staff can refer to a number of external agencies and organisations that offer a range of positive activities for young people, which may benefit some of our pupils. All referrals to external professionals, agencies or organisations must be agreed by the Headteacher prior to referral.

# RULES

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**Approved by The Governing Body:  July 2026**

**Review date: July 2027**

V2 changes – Rewards – Headteacher prize has changed from £5 voucher to £10 towards a trip