



Behaviour Policy

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Philosophy

The experiences that young people gain throughout their education must provide them with the life skills required to equip them to participate safely, purposefully, and positively in an increasingly complex world. Our school has a key role to play in nurturing our pupils' core skills to support them throughout childhood and into adult life. We believe that the acquisition of these core skills will be achieved through active engagement of school policies and practices and through the modelling of appropriate responses and behaviours by all members of the school community.

We believe that all members of our school community should be treated with respect, fairness and tolerance and be provided with the very best of opportunities to develop a positive self-image and thus, be equipped with skills and attitudes necessary to become effective citizens.

“If children live with encouragement,

They learn confidence,

If children live with praise,

They learn to appreciate,

If children live with fairness,

They learn justice,

If children live with security,

They learn to have faith,

If children live with approval,

They learn to like themselves.

From “Children Learn” by Dorothy Law Holbe.

We believe that rights are never enjoyed automatically and that we must all work together to achieve harmony in our environment. Children in our care should therefore:-

- Be able to express themselves through communication but be ready to listen to others
- Always be treated fairly and equally with respect and without any prejudices regarding race, ethnicity, gender, sexual orientation, religion, special need, disability or any other grounds. They should be prepared to treat others in the same way
- Feel that problems and disputes will be settled fairly and be able to tell their side of the story in a dispute. They must also be prepared to listen to others
- Be able to learn at their own pace, without interference and in a reasonable working environment but must also afford others that privilege.

Aims and Objectives

The aim of our Behaviour Policy is to :-

Encourage the development of the attitudes and values which will enable the children to become effective, autonomous adults with a sense of responsibility towards themselves and others.

Our primary objectives are to :-

- Promote positive self-esteem. Children with strong feelings of inadequacy may not believe that they possess the intelligence or ability to succeed.
- Provide a framework for the development of a moral code through an agreed code of conduct
- Adopt a range of strategies to encourage tolerance and respect for others and a sense of loyalty.
- Establish an understanding of the value of the individual and to promote the idea that individuals deserve to be treated without prejudice of any type.
- Encourage respect for possessions, property and the environment.
- Promote equal opportunities.
- Encourage the development of self-discipline and the ability to think for themselves and make appropriate decisions.
- To enable the children to communicate effectively.
- To promote the development of effective relationships based on cooperation and negotiation.

- Recognise the role of the families in developing the self- discipline of the pupils and working in partnership to build shared expectations of behaviour.
- Promote positive social, emotional and mental health of our children through our curriculum and school values.

Equal Opportunities

All members of the school community are of equal worth and are entitled to respect. There is no place for discrimination based on race, ethnic origin, religion, gender, sexual orientation, disability or social group. Our school must ensure equality of opportunity and access to education for all children and young people, with particular regard for those learners with disabilities or special needs.

Children are individuals and just as their needs vary with regard to academic learning so their needs differ in relation to the development of social behaviour. The behaviour policy provides a framework for staff to work within. It is expected that each member of staff will use their professional judgement and discretion to choose the appropriate course of action to encourage the social development of each child.

It is important to be aware of and balance the needs of individuals against those of the group, class or whole school in order that consistency of approach is achieved. For instance, a child who frequently exhibits challenging behaviour may be given a programme that rewards behaviour other children take for granted. This situation needs to be handled sensitively in order that the individual child continues to be encouraged and other children do not feel they are unfairly treated or ignored.

School Values

Optimism

Love of Learning

Diversity

Perseverance

Ambition

Responsibility

Kindness

It is our belief that children should be encouraged to commit themselves to a set of school values which:

- Allows children and adults to work together safely and in harmony.
- Promotes equality.
- Is fair and reasonable.
- Is clearly understood by all.
- Reflects the children's own beliefs through their active participation in its development.

Behaviour Management

The development of acceptable social behaviour and a positive attitude towards work is most effectively achieved through the promotion and modelling of desirable behaviour and attitudes. This is the basis for our philosophy and approach to behaviour management at Old Park School. The following sections of our policy are practical strategies designed to help promote and reward positive behaviour and to assist in the management of unacceptable behaviour.

An ethos for developing effective relationships and positive self-esteem :

- Rewarding positive behaviour (School Values and House Tokens)
- Tactical ignoring
- Finding the 'good' in everyone
- Valuing work
- Calm in approach and manner emphasising team spirit & co-operation
- Value an individual's culture
- Circle time
- Public praise, house points / effort points
- Praise to parents
- Acknowledge all positive efforts
- Relate to the children as individuals
- Set work with appropriate 'achievable' targets
- Encourage responsibility and self-reliance within the classroom
- Consistency of standards and fairness
- Appropriate teaching strategies (see teaching and learning).
- Well-being curriculum (see separate policy)

House Points and Teams

On entry to the school all of the children are assigned to one of four House teams

Sharks Eagles Dragons Lions

House points are rewarded to children who demonstrate our school values.

Lunchtime rewards

Lunchtime staff can also reward House points for children who demonstrate our school values. They will be communicated to the class teacher, who will then add any House points to the electronic chart

Positive contribution celebrations

House points are announced in the weekly celebration assembly. Each week teachers nominate a values ambassador from their class who is celebrated in assembly for showing our values. In addition to this we also celebrate a skills ambassador, a child who has demonstrated application of our key skills:



Finally, in assembly each week we announce a sporty superstar. Someone who shows commitment to a sport outside of school.

Behaviour Recovery

It is likely that a large proportion of our pupils will remain in a positive position, however, some will need reminders to correct behaviour, follow expectations and routines. Our Behaviour Recovery strategy is then adopted:

At the beginning of every day the children will all begin with a positive status using our school values to promote positive behaviour throughout the day. Frequent reminders of expectations will be provided throughout lessons to provide the children with the best opportunity to thrive. If expectations are not followed the following stages will be adopted.

Stage One – Time to focus, a verbal instruction of expectation or gestured warning to correct a behaviour.

Stage Two – Time to stop, if the behaviour is not corrected after any clear instruction or a repeated prompt then the pupil will be moved away from the class and will work at an isolated table for 15 minutes. If the child corrects their behaviour then they will return to their normal place in class.

Depending upon the time of day the consequence may take the form of a loss of minutes of their play to reflect. This will be reported to parents at the end of the school day.

Stage Three – Time to think, if the behaviour is not corrected then the child will be moved to a buddy classroom to work in isolation for 30 minutes. If the child corrects their behaviour then they will return to class. This will be reported to parents at the end of the school day and recorded on the school's behaviour log.

Stage Four – Time to change, if the behaviour is not corrected then a member of senior leadership, who is out of class for management time, will take the child to work in isolation for 45 minutes. Pupils will complete a reflective task and may then continue with their in class learning. If the member of SLT feels that they are in the correct frame of mind then after 45 minutes they will return to class to correct their behaviour. This will be reported to parents at the end of the school day and recorded on the school's behaviour log. If they are not ready to return they will either be given a little longer or stepped up to stage five depending upon their mindset.

Stage Five – Behaviour Recovery, if the behaviour is not recovered then the child will spend the remainder of the day in behaviour recovery and the whole of the following day, they will complete their work, eat their lunch and have their breaks away from their year group. The child will also be in lunchtime detention for that day. This will be reported to parents at the end of the school day and recorded on the school's behaviour log.

Exceptions/additions to the above process.

The process above is a guide to support both pupils and teachers to follow and is in place to support a positive learning environment for all children and staff. Its aim is to tackle disruption, defiance and other such learning preventative behaviours.

There are individual children who will not respond to Behaviour Recovery, in particular children who have social, emotional and mental health needs. In such cases, Inclusion Support will be contacted to help the school to implement appropriate, bespoke behaviour strategies. The school will ensure parents are fully informed through discussions alongside the Headteacher, Deputy Headteacher and/or SENCO.

There may also be occasions where unexpected behaviours of considerable severity are dealt with by accelerating the behaviour recovery process by moving up the stages more rapidly, this might be for behaviours such as physical aggression, inappropriate verbal or written abuse or damage to school property. Should such behaviours be assessed by the teacher as a risk to the health and safety of the individual, the class and adults. If this is the case then the SLT will be called to decide on the immediate action required to ensure safety.

There may also be incidents, particularly those at playtimes that are dealt with using a slightly adjusted approach.

When incidents occur during play, depending upon the circumstances, consequences may be issued

in the form of loss of play privileges rather than lesson withdrawal. This means a loss of some, all or multiple playtimes, similar to 'behaviour recovery' but without lesson time isolation.

However, depending upon the severity or frequency of incidents full 'behaviour recovery' may also become the consequence.

During an loss of privilege (lesson or play), a portion of that time may be spent on a restorative approach, children will be supported to reflect upon the impact of their actions, the consequences of their actions upon others and conflict resolution, it may also include a direct apology and discussion with those affected, where appropriate, this may also include rectifying their actions.

During lapses in pupil behaviour, within any of the stages above, school staff will hold discussions with the child/ren utilising an emotion coaching approach (see section below) to ascertain the individual circumstances of any given situation.

Behaviours that may lead to suspension or permanent exclusion

There may be some cases where a fixed term suspension or a permanent exclusion is applied. This decision is made at the discretion of the headteacher. Such a decision will always be made in consultation with and after agreement between more than one member of the SLT and may not be decided immediately after any incident.

Unacceptable behaviours may include but not limited to:

- Physical assault on an adult or child.
- Dangerous behaviours.
- Repeated disruption and defiance.
- Bringing a weapon into school.
- Intentional damage to property.
- Continued verbal or physical abuse in relation to any protected characteristic.

Dinnertime protocols –

- Lunchtime staff should follow the guidance below for any incidents under their care.
 - For low level incidents, provide the child involved with a verbal reminder of expected behaviour.
 - If these behaviours continue or escalate, offer the child a final verbal reminder.
 - If the behaviours continue following this, to seek support as soon as possible from the Head, Deputy Heads or Class Teacher. If a consequence is deemed appropriate, this will be decided upon by the Head, Deputy Heads or Class Teacher.
 - For more serious incidents, the lunchtime supervisor will seek immediate support from the Head, Deputy Heads or Class Teacher. The incident will then be explored fully and consequences given as deemed appropriate. These incidents will be recorded on the school's system.
- In persistent cases a telephone conversation or letter sent to parents with an invitation to discuss issues with SLT.
- Persistent cases or extreme incidents may result in a fixed term suspension or permanent exclusion from school.

Sanctions for more persistent / serious offences

1. Referral to
 - a. Deputy Head teacher
 - b. Head teacher
2. Contact with parents (via phone)
3. Referral to school's Behaviour Support Team
4. Exclusion
 - a. Fixed term
 - b. Permanent

Monitoring

Significant incidents are recorded by the Head teacher, Deputy Head or Family Liaison Officer on SIMS, our electronic record keeping programme, these records are recorded against the name of the perpetrator in incidents where there is a victim. Incidents where a victim is targeted more than once by the same perpetrator will be logged and monitored for potential bullying (see peer on peer abuse policy).

General standards of behaviour and trends are reported to the Governing Body, as are formal exclusions.

Trends are monitored and reviewed by SLT and preventative action plans are put in place targeting any increase in types of behaviour within year groups as well as supporting individual bespoke cases.

Incidents

Children are actively encouraged to follow our school values, it is every child's responsibility to show kindness to all, to demonstrate responsibility and understand that everyone in school is different and should be treated with the same respect.

Children are told that when in school if a child is unkind then they should inform an adult, the school frequently talks to the children about who their trusted adults are so they can be confident in sharing information if they are upset or concerned.

If a physical incident occurs children are asked to remove themselves from the situation and seek help, not to retaliate. Onlookers are also asked to remove themselves from the situation and seek adult help as soon as possible.

Emotion Coaching

To support children who feel or exhibit negative emotions in school, we follow emotion coaching. Staff have had training to ensure this is consistent across school. The aim is for emotions to be labelled and acknowledged in order for children to talk through their problems and solve them in a positive way.

1 – Label the feeling

- Look for physical and verbal signs of the emotion being felt
- Affirm and empathise
- Recognise all emotions are natural

2 – Set limit on behaviour

- Establish rapport
- State the boundary limits of acceptable behaviour
- Make it clear that some behaviours cannot be accepted

3 – Problem solve with the child

- Explore the feelings that gave rise to the behaviour, problem, or incident
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour

