



Behaviour Policy

(adapted to respond to COVID-19)

See highlighted additions/changes.

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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. **During these unprecedented times, our children may act in a way that is uncharacteristic or disproportionate to a situation. We must also understand that our children have experienced a complete upheaval of their daily norms, or may have experienced a trauma or unexpected bereavement. We must support them in adjusting back into school, especially with new protocols and expectations in place for the safety of all.**

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

OUR 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 one of our school values. During this period, children will still receive House Points for demonstrating our values, but will be issued a point on an electronic chart, to avoid unnecessary contact with tokens. The Head or Deputy Heads will acknowledge the House Points issued through a virtual class assembly. One class will be selected each week for demonstrating our school values the most. This will be celebrated on our school's social media platforms.

Effort Points

The effort point system is complementary to the House point system. During this time, we will be suspending the effort point system and will use the House Point scheme and virtual class assemblies with the Head or Deputies, as our means to praise the efforts of a class.

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. Green cards will not be issued during this period.

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. 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. If an undesirable behaviour is noted the following stages will be adopted. This stepped system has been adapted, for use in this period of time.

Stage One – Time to focus, an initial verbal of gestured warning. To praise the child if their behaviour is corrected. If not, follow step two .

Stage Two – Time to stop, if the poor behaviour is not corrected, a further verbal reminder will be issued. If the child's behaviour is corrected, no further action is to be followed. If not, follow step three.

Stage Three – Time to think, if the poor behaviour is not corrected, the member of staff should call a member of SLT, who will have a discussion with the child about their behaviour and set out the expectations once more and will return to class. **The child cannot be moved to another classroom** (as per the original policy).

Stage Four – Time to change, if the poor 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. This will take place in the Deputy Head room, where an isolation table is prepared in accordance to COVID-19 social distancing guidance. This table and work area will be deep cleaned by SLT after use. Pupils will complete a reflective task. They will return to class to correct their behaviour. This will be reported to parents before the end of the school day, by a phone call from SLT and recorded on the school's behaviour log.

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 class group. The child will also be in lunchtime detention for that day. This will be reported to parents before the end of the school day, by a phone call from SLT and recorded on the school's behaviour log.

There are some 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 school implement appropriate behaviour strategies. School will ensure parents are fully informed through discussions alongside the Headteacher, Deputy Headteacher and/or SENCO. Such contact will be virtual until external professionals are permitted to visit school premises.

Under the current circumstances, and with the risks surrounding the spread of infection, if behaviour continues to be defiant, and repeated attempts to manage the behaviour positively do not succeed, then discussions will be had with parents as to whether it is safe for that child to be in school. This is to protect the safety of pupils and school staff and prevent unnecessary spread of Covid 19.

Dinnertime protocols –

- In persistent cases a telephone conversation or letter sent to parents with an invitation to discuss issues with SLT.
- Lunchtime staff should follow the guidance above, and should seek support from the Head or Deputy Heads if a child is persistently displaying inappropriate or unsafe behaviours.
- Persistent cases or extreme incidents may result in exclusion from dinners for a fixed period or a fixed term exclusion from school.

Adherence to COVID-19 school guidance

Staff members must acknowledge that children will struggle to adhere to social distancing guidance – it is not normal human interaction and is not representative to the normal ethos of our school. It is the responsibility of the staff to regularly communicate the school's protocols and expectations. Complacency is not an option. In addition, some pupils may find the change in routines and procedures overwhelming or confusing, which in turn, may present itself as an undesirable behaviour.

If you observe a child not adhering to the school's expectations, we should not chastise or issue a punishment for this. We should remind the children of our expectations and explain to the children why we must adhere to these.

If a child persistently needs reminding or becomes a concern, you must seek the advice of the Head or Deputy Heads. Dependant on the child's circumstances (e.g. SEND, external factors), an action plan will be developed to support the child in adhering to the school's protocols and procedures.

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.

Emotion Coaching

To support children who feel 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**