

# BEHAVIOUR POLICY FOR OVERDALE C P SCHOOL



## Rationale

Our pupils will learn most effectively if they are in an environment in which they feel safe and secure. They need to have high self-esteem and should fully understand the importance of self-discipline, self-respect and respect for others. Young children are still learning these values and will occasionally fail to reach the appropriate standards expected of them. Also, vulnerable groups of children will require a differentiated approach to sanctions to ensure all pupils are treated fairly. The school aims to reward good behaviour, anti-social behaviour will be discouraged by the use of a variety of sanctions. We aim to:

- Support and guide children to make better choices using restorative practice
- Work collaboratively with parents/carers wherever possible and will involve them in the process of ensuring that good behaviour is always an expectation at Overdale School.

## Aims

The school aims to support good behaviour by:

1. Offering a curriculum that is well organised, exciting and appropriate to the needs of our children.
2. Establishing procedures that are consistent throughout the school and are fully understood by children, parent/carers, teachers and learning support staff, MSA's.
3. Rewarding good behaviour and sanctioning poor, the sanctions will be differentiated to meet the needs of all pupils.

## Guidelines

1. A school contract will be set up on entry to Overdale School.
2. A copy of the behaviour policy will be given on entry to all new parents/carers and be available on request (in all requested formats) at any time.
3. The behaviour policy will be regularly reviewed and referred to via the school newsletter and on the school web site.
4. The pupil code of behaviour will be based on our own assertive but differentiated discipline procedures.
5. Children will be encouraged to take ownership of their behaviour. Behaviour as a choice will be emphasised – i.e. poor behaviour is your choice.
6. All school staff (teaching and support staffing) will make explicit the type of behaviour they expect from the children, especially at the beginning of the school year.
7. Each class will develop its own classroom discipline plan according to the age / individual needs of the children but the underlying principles will be the same throughout the school.
8. Assertive discipline will form the core of the plan. Class rules will be agreed and rewards/sanctions need to be fully understood by pupils and all staff.
9. To assist in this process, especially in the early stages of a new school year, each class will set aside some time each week when moral issues will be explored (e.g. in circle time / PHSE). Children need to be fully aware of their rights **and** responsibilities and that rough behaviour and bullying **will not** be tolerated at Overdale School.

### **Key features of our Assertive discipline procedures**

1. One set of guidelines to be displayed in every classroom and other sets around the school. **GOLDEN RULES**
2. The guidelines state:
  - We can work quietly without interrupting others.
  - We treat others as we would like to be treated.
  - We are polite and helpful.
  - We can learn and play safely.
  - We respect our learning environment and keep it tidy.
  - We use social media sensibly; we only write online what we would like to see online.
3. Children and teachers will review/revisit the rewards, sanctions and expectations of behaviour using restorative practice regularly, especially at the beginning of each school year.
4. Circle time, SEAL and the PSHE curriculum will be used to support social and behaviour issues with children.

### **School Support & Strategies**

1. The school uses a range of support for behavioural difficulties according to individual needs:
  - a) We are trained and updated on behaviour management.
  - b) We use individual care within a whole class approach.
  - c) We give planned time to discuss issues which affect children's well being, e.g. how to resolve arguments.
  - d) We give planned time to discuss behaviour issues.
  - e) We accept children's ideas for sanctions or rewards.
  - f) We offer time for group or individual counselling.
  - g) We liaise with other educational personnel where needed.
  - h) We consult with parents when worries or concerns are raised.
  - i) We involve outside agency help and support where appropriate.
  - j) We use Behaviour Support Plans when needed.
  - k) We make effective use of LEA behaviour support services.
2. If appropriate pupils will be placed on the SEN stage for behaviour and parents/carers informed if the stage is above 'SEN concern'.
3. The ICT suite is staffed at lunchtime for defusing impending situations, as a time-out space e.g. letters of apology written.

### **Rewards**

1. Our reward system is a crucial part of the scheme. It is founded on the principle that children respond to praise.

Vivo points are awarded to children by all staff and these recognise and reinforce the school's golden rules.

We will use a variety of rewards, some of which will be suggested by the children themselves. The following are some examples of the kinds of rewards we use.

  - a) A class reward e.g. marbles in the jar, star of the week, table points, raffle tickets, secret student. To be effective this needs to be seen to be achievable e.g. filling the jar within a week or, initially twice a week! Its purpose is simply to get all the children working together for the whole class or groups or individuals to enjoy e.g. extra playtime, a video, use of board games, use of playground equipment etc.

- b) Class rewards systems for individuals who achieved their own personal target for the week (the rewards are given out by the class teacher on Friday afternoons).
- c) Vivo points are given out by lunch Supervisors for appropriate socialising and play.
- d) All children and staff are members of a designated 'team' – Ruby, Emerald, Sapphire, Diamond and can collect team points during each week for good work/positive behaviour. The winning team and child receive a cup at the end of the week. The winning class receive 5 minutes' extra playtime supervised by their class teacher. At the end of the term, the team with the most collective team points over the term will be rewarded with an offsite trip: ice skating.
- e) Friday 'Celebration Assembly' is a time to recognise and reward good behaviour / conduct. Each class teacher will award a certificate to a member of the class. The senior MSA also nominates 2 children for excellent lunchtime manners / conduct and they receive a good manners certificate and a photograph on the tree in the foyer.
- f) Children can also be rewarded for good attendance with Vivo points. Attendance percentages for each class are calculated each week and recorded. The class with the best termly attendance received £50 to spend on or in their class.

## Sanctions

1. In the event of a pupil not acting appropriately in class we have specific differentiated procedures which we follow. These procedures need to be fully understood by all the children and shared with all parents/carers. It is based on the premise that:
  - a) To act in an unacceptable way is the child's choice and the child needs to be reminded of this.
  - b) The child's actions are preventing the rest of the class from learning, so the teacher's actions need to cause the minimum disruption to the rest of the class learning and to his/her teaching.
2. The procedure we have followed in the event of poor behaviour is thus:
  - a) Initially the child's name is written under the sad face on the whiteboard (as a warning).
  - b) Ticks then added for any further misdemeanours (up to 3) and the child may be isolated e.g. working on a separate identified table in class or moved to a table outside the class.
  - c) '3 ticks and you are at the next stage' means that the child will spend time inside at break or lunchtime (or work in another class but **only in extreme circumstances**). If the behaviour requires, the child may be collected by another adult, removed from the classroom and taken, with work, to complete the task in a receiving classroom. Key Stage 2 have folders containing work so disruption is minimised. When the task is completed the pupil would normally return to his/her original classroom, providing they have modified their behaviour.
  - d) Class teachers will differentiate their sanction approach according to the individual needs of the child.
3. Staff may also arrange with the kitchen for children to be last into lunch if they need to be kept back to complete tasks from the morning session.
4. At lunchtime we expect children to abide by the lunch supervisors organisation and discipline. If children persistently refuse to acknowledge lunch supervisors sanctions they will be requested to have their lunch at home (free dinner children can be provided with a packed lunch). If this request is not supported by parents a formal temporary exclusion can be used. Children will be encouraged to make sensible choices. A lunch supervisor can use the Restorative Practice questions.

5. They will:

- Give a verbal warning.
- Ask questions about the conduct.
- Refer to a senior member of staff if deemed appropriate.

A letter from the Head Teacher is sent to parents of children who repeatedly cause concern at lunchtimes. SMSA's are always informed if such a decision has been made about a child's conduct.

### **Poor Behaviour**

- 1) The attention of the Senior Leadership Team should always be drawn to cases of persistent negative behaviour and any severe incident, using the blue 'Pupil conduct' forms. Formal contact with parents/carers will be made at any stage deemed necessary. Parents/Carers will be notified by letter or telephone or been seen by the class teacher. Parents/carers will be invited into the school to discuss how best to tackle the problem. If agreed methods do not succeed another meeting will be held to discuss an alternative plan of action.
- 2) Occasionally, if a child's behaviour is continuing to be poor and the sanctions have proved not to have worked, teachers may decide to put the children into 'home/school contact book'. When this is done the parent/carer is informed as their role is crucial. A simple record is made in which a child's positive behaviour is recorded and rewarded alongside the problem and difficulties they have had. If this book is actively supported by parents/carers its success has been shown to be very high.
- 3) If a child's behaviour has been poor for some time or it is severely erratic and cannot be depended upon for safety reasons school trips will not be offered to the child or an alternative arrangement for supervision may be made. This is to ensure the safety and success of the trip for all concerned.
- 4) Where there has been wilful damage to property parents will be asked to pay for or replace the damaged items.
- 5) Children can be asked to write explanatory letters and 'sorry' letters to the child or person they have hurt or been rude to. Sometimes we ask for these to be done at home and we suggest that these are done instead of watching television etc. one evening.
- 6) It may be felt necessary to put the child 'on report'. This means that a child's behaviour is monitored through a period of time. All staff who deal with the child during the day/period are expected to contribute.
- 7) Children may be given 'time-out' cooling down periods by sitting them in quiet areas of the school or in another classroom. Once they have calmed down, and have accepted their part in a wrong doing, they are expected to apologise and are usually, after a short time, invited back to the classroom or back onto the playground. If children are removed from the classroom for any length of time work is always set for them to do.
- 8) Parents/carers should never tell children to respond inappropriately at school. Such advice is inconsistent with the aims and ethos of the school and will undermine the school behaviour policy. This advice usually leads to fight situations and children lose control.
- 9) All staff have a professional approach to sanctions and understand that one approach does not fit all children and hence a differentiated approach is always used to meet the needs of all children effectively.

## **Severe Poor Behaviour and Exclusion**

- 1) Teachers may legally use restraint if a child is in danger of hurting themselves or others. They may also, with reasonable force, remove a child from a difficult situation. Usually a firm handhold is enough. However, if it is felt appropriate and especially for Health and Safety reasons, a parent/carer may be contacted to collect/remove a child themselves.
  - 2) All staff have had RPI training in a range of methods that defuse potentially violent situations.
  - 3) In severe cases the Headteacher can exclude a child. The exclusion may be fixed term (up to 45 days in one school year- 15 days in any on term) or permanently.
  - 4) An exclusion of any kind is only used when absolutely necessary. It would usually mean that other sanctions and avenues of help and support have been used and have failed. It could also be that the incident was particularly severe or that the child was refusing to co-operate with Senior Teachers. This leads to an unsafe situation.
  - 5) All incidents will be considered independently, as of course would the age of the child. Temporary exclusion will normally be used before full exclusion. However, a full exclusion cannot be ruled out especially if the situation is particularly severe.
  - 6) The following list shows areas where exclusion may be used as a sanction:
    - a) Deliberate physical violence towards other children or adults.
    - b) Deliberate continued threats of aggression towards another child.
    - c) Deliberate disobedience shown towards staff which results in the behaviour expectations of the school being compromised and/or the teaching and learning of other children is being disrupted.
    - d) Refusal to comply with requests/instructions of the Headteacher, Deputy Headteacher or teacher in charge where other sanctions have failed.
    - e) Resorting to fighting and refusing to stop.
    - f) Leaving the school premises without permission. (If child leaves the school without permission we will make reasonable attempts to stop them and/or locate them, but we do not go running around after them. Neither do we have the staff to leave teaching jobs to go hunting around the local area. If they cannot be located after a short period of time we will ring Parents/Carers and then if needed, the Police).
    - g) Deliberate or attempted vandalism where school or adult property is targeted or broken.
    - h) Deliberate, continued racist behaviour and/or threats of.
    - i) Continued use of inappropriate sexual behaviour towards other children and adults.
    - j) The threat of using knives and/or other such dangerous items on other children or adults.
    - k) The carrying of knives and other such dangerous items to school.
    - l) Behaviours that undermine the health, safety or well being of the school.
    - m) Behaviours that result in the teaching and learning of other children being compromised.
    - n) Deliberate poor behaviour and/or acts of vandalism on the way to or from school which impacts on our neighbours and brings the school into poor repute with our neighbours and the local community.
5. When a fixed term exclusion takes place (up to 5 days), parents/carers are informed. If the exclusion is more than five days or totals more than 15 days in one term the Discipline Committee of the Governing Body is informed. If warranted, they will meet and discuss the exclusion. When exclusion is permanent, parents/carers, Governing Body (discipline) and the LEA are informed immediately and the due process is followed.

Children are always warned about the consequences of poor behaviour.

**Children are always rewarded for good behaviour and when they make the right choices.**

**Information about behaviour policy and practice will be made available in any format requested.**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。



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