

BEHAVIOUR POLICY FOR OVERDALE C P SCHOOL



Rationale

To provide a safe learning environment where appropriate behaviour is always expected and underpins learning success.

Aims

- Ensure that children learn and show respect for each other, staff and the school environment supported through our PHSCE curriculum.
- Offering an enquiry-based curriculum that is well organised, exciting and well matched to the needs of our children.
- Rewarding good behaviour and sanctioning poor behaviour, the sanctions will be differentiated to meet the needs of all pupils.
- Support children how find it challenging to follow the school expectations of behaviour.
- Communicate behaviour information to parents in a timely manner.

Guidelines

1. A school contract will be signed by all pupils and their parents on entry to Overdale School.
2. A copy of the Behaviour Policy will be on our website and available in paper format on request (in all requested formats) at any time.
3. The pupil code of behaviour will be based on our SHINE VALUES, which have been shared with the whole school and the Governors. See appendix 1
4. Children will be encouraged to take ownership of their behaviour. Behaviour as a choice will be emphasised – i.e. poor behaviour is your choice and will not be tolerated.
5. Green and red faces are used in every classroom, ALL children begin the school day on green. This system informs children about how they are behaving, opportunity to move back to green as soon as possible is always offered.
6. The Dojo system and the Celebration Assemblies are used to celebrate positive behaviour.
7. The Restorative Practice model is used to resolve conflicts. See appendix 2
8. Where behaviour falls below expectations ALL staff record such events on cpoms (child protection online management system) so that ALL staff can read and record that they have received the information. Cpoms accounts move with your child to Secondary school to an alternative school of parent choice.
9. The main sanction for behaviour is time out and this takes place in the Resource room with a member of school staff.
10. When behaviour has reached the point of serious concern parent will be informed and a review meeting will be requested with the class teacher and the Senco or Senior Leader.
11. In extreme circumstance school exclusion will applied.

Lunchtime behaviour

The expectations are the same as around school. The MSA's use the Restorative Practice Questions to resolve conflicts in the dinner hall or on the playground. A Senior Leader is always available at lunchtimes to ensure behaviour meets school expectations.

Appendix 1

A listening, learning community.

OUR VISION

To inspire all members of our school to SHINE!

STICKABILITY

To keep trying when presented with challenge and keep a positive attitude to school life. Making sure we are willing to learn from mistakes.

HONESTY

Knowing the importance of telling the truth. Have a sense of self belief that you share with pride and openness with all.

INSPIRE

Strive to achieve the best you can in all areas of school life and be a role model for others.

NUTURE

Respect and value the contributions everyone makes to the Overdale school community, the local community and the world.

ENGAGING

Always being a team player and supporting others to be and become a member of the 'Overdale' team

Agreed term 1 2019 2020

Appendix 2

Behaviour management for 2020 onwards

Stage 1 – de-escalation

An opportunity for the child to tell their view of the event.

What happened?

What were you thinking of at the time?

What been your thoughts since?

Stage 2 – restorative intervention.

An opportunity for the child to reflect on the impact of their actions on others.

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen to make things right?

Stage 3 – separate and monitor

Time to calm down

Stage 4 – send into school to be addressed by SLT

Only in the event of non-resolution.

Playtime routines for Stage 4

SLT will be in Resource room each day to pick up Stage 4 children.

Staff sending the child will inform SLT of events leading to this outcome.

Senior Leadership Team follow up actions:

Inform class teacher and monitor

Telephone home to inform parents of actions – loss of playtimes / lunchtimes.

Request reinforcement of behaviour expectations.

Telephone parents to arrange a conduct meeting if actions require discussion.

Classroom sanctions

- To complete unfinished work in the Resource room at playtime – no further action.
- To move to another seat in the classroom to discourage negative interactions – no further action
- Teacher to inform parent at home time at the gate or by telephone call at the end of the day – cpom if necessary.
- Request Senior Leader support if deemed necessary.

Bullying

Refer to ANTI-bullying policy

Policy Revised: February 2020

Revision date February 2022

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

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

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。



اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.