

 Offley Endowed Primary School & Nursery	Offley Endowed Primary School Policy		Reviewed Sept 26 Next review: Sept 28
Policy Title:	Behaviour		Users: Staff, Governors

1. STATEMENT OF INTENT

- 1.1 At Offley Endowed Primary school and Nursery, we take a positive and pro-active approach to behaviour management. We believe that all interaction should be underpinned by our distinctive Christian character and our Christian values. We believe that good behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

2. AIMS OF THE POLICY

- 2.1
- To promote an environment where we help our children to develop self-regulation and to learn that they are responsible for their own behaviour;
 - To promote equality of treatment and equal access to educational opportunity within the school community;
 - To create a calm and ordered learning environment;
 - To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
 - To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;
 - To recognise and encourage appropriate behaviour;
 - To develop pride in the school, in work, in effort as well as achievement.

3. PRINCIPLES OF THE POLICY

- 3.1. There are two basic principles upon which our behaviour policy is based:
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.
 - We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable.
 - It is important that our clear school rules are reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by their colleagues.

Approved and Adopted by The Governing Body



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4. RIGHTS AND RESPONSIBILITIES

4.1 We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is unacceptable for other people to make it unsafe or unfair.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be co-operative and considerate. To do their work on time
To have appropriate access to the school's facilities.	To share equipment To care for equipment.
To have a safe environment.	To act in a safe and responsible manner for themselves and others
To be heard and be able to express opinions.	To speak out but also to listen. Not to put others down. Not to dominate.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with peers and with adults.

Parent/carer rights:	Parent/carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more
To be able to participate in school activities and decision-making processes	To make time to be involved
To receive and offer information about their children's education and behaviour	To be open and encouraging and willing to listen. To develop, with staff, workable solutions to problems.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To let the school know of concerns about behaviour issues.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing it.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and be able to achieve job satisfaction.	To play a part in the running of the school. To prepare lessons thoughtfully To watch for unsafe things and practices.
To be involved in a collaborative decision making model within the school(curriculum and organisation)	To consult with each other and reach agreement. To make an effort to be involved.
To be treated with courtesy by all.	To treat others with courtesy.
To employ sanctions in line with the behaviour policy for children who are disrupting other people's rights to safe movement, learning/teaching or communication.	To follow school procedures when applying sanctions.
To contact, and have back up and co-operation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	To contact the parents/carers if there is an issue. To be approachable, to listen, to make the time, to act on information.



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5. PROCESS OF IMPLEMENTATION

We have a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These are flexible enough to vary according to the age of the pupils and any other circumstances that affect the pupil. The Headteacher is responsible for ensuring the sanctions are fairly applied across the school.

5.1 Strategies to encourage positive behaviour are vital to the whole process

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modeling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. Appendix 1 lists a range of strategies that promote a culture of positive behaviour.

Children should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All our children should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the pupils.

When problems do occur, staff should focus on remaining calm and listening to all sides. We do recognise however, that dealing with challenging behaviour and difficult children can be a stressful time for staff and all those involved need to be given support by colleagues, headteacher and governors.

5.2 Classroom management

Management and teaching methods have an important influence on children's behaviour. The classroom management gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour and the learning environment all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption.

5.3 Playground

High expectations of behaviour are applicable in all areas of the school community, including the playground.

5.4 Our School Rules

We have an agreed set of School Rules which help us to work for excellence to ensure we are a successful school.

- Care and love – we are kind and gentle in our actions and words
- Respect and Understanding – we are respectful of ourselves, others and our differences
- Responsibility – we take responsibility for our learning and behaviour
- Honesty – we have the courage to be honest

The School Rules are displayed in each classroom.

We take time at the start of a new school year to work on our school's established routines.



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5.5 The Curriculum and Learning

We believe that an appropriate structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour as we teach other areas of the curriculum through modeling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues. We use our older pupils to resolve conflict through our peer mediation program. By recording and talking to younger children who have fallen out with minor issues, many of these problems are resolved without the need of adult supervision.

A range of rewards and sanctions govern the process.

5.6 Rewards: whole school

Children who follow our School Rules and behave appropriately will be rewarded. We have whole school systems in place to reward children which include:

- Class Dojo points – collected individually but added to the house group totals each week
- Achievement assemblies
- Headteacher rewards such as stickers, time with Bandit, badges or Headteacher dojos

5.7 Rewards: classroom

Each class will also have individual and whole class reward systems in place to recognise and encourage good behaviour. These may include:

- Encouragement and praise which is meaningful, specific and may refer to the School Rules.
- Stickers and badges
- Showing significant achievements to the Headteacher, other teachers, other classes and also in assemblies
- Being given a responsible job in the classroom
- Whole class rewards e.g. beads in a jar
- Sharing good news with parents/carers in homework diary or conversation at the end of the day, phone call home (this should only be made from school)

5.8 Achievement assembly

There is a separate achievement assembly each week for which teachers choose and award a certificate for either achievement in work, demonstrating good behaviour /attitude or showing evidence of 'faith in action'.

Teachers also choose work to be shared with the rest of the school during this assembly. This could be in the form of written work, songs, drama, a music recital or maths.

We also reward each key stage with a book to keep from the vending machine

Whole school attendance is rewarded with extra break time.

5.9 We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered in the school's positive environment.



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5.10 Sanctions

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our School Rules. Sanctions will be used in a consistent way and will focus on the behaviour and not on the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate unacceptable behaviour. Some children who have specific needs relating to behaviour, will find it continually difficult to follow the School Rules. Individual strategies will be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of external agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will be involved in supporting the school in managing their child's behavioural issues.

Appendix 2 outlines some examples of inappropriate behavior, guidelines for dealing with poor behaviour, copies of letters and pupil activity required to be completed when inappropriate behavior has been seen. A file is kept in the Headteacher's office ready for use and storage of completed forms.

6 LINKS WITH HOME

At Offley Endowed Primary School and Nursery we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents /carers know the measures we take to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared through:

- Our Home School Agreement
- Newsletters and awards sent home
- Parent meetings
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues including their involvement in meetings where appropriate.

7 BULLYING AND HARRASSMENT

7.1 We have a whole school approach to anti-bullying. We take the issue of bullying seriously and as such have a separate policy.

8 PROCEDURES FOR REVIEW AND EVALUATION

Monitoring, review and evaluation of this policy is built into the annual school review cycle. Monitoring takes place in a number of ways:

- Completion of short questionnaires by pupils, staff and parents/carers;
- School council feedback;
- Classroom observation;
- Focused discussion between staff and Headteacher.
- Annual Review of Behaviour Principles.
- Physical Intervention review

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9 COMPLAINTS

The school's procedures for dealing with complaints about behaviour are a declared part of the school's procedures for handling all complaints and these are in line with the Local Authority guidelines.

10 RELATED POLICIES

- Anti -Bullying
- Concerns and Complaints Policy
- Unreasonable Complaints Policy
- SEND Policy
- Exclusion Guidance
- Physical Intervention Policy

Appendix 1



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Strategies to encourage positive behaviour

Strategies are used to encourage the child to change her/his behaviour. These may include:

- Varying teaching styles
- Directing questions to the child to encourage participation
- Use of other adults in the room
- Changing the position of the child, for example teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander.
- Knowing the trigger points and pre-empting them
- Differentiating time expectations
- Give public and private praise for good behaviour as shown by the individual or the class
- Smiling and show warmth
- Give and encourage the taking of responsibility
- Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved
- Have a quiet word in the early stages of misbehaviour
- Give non-verbal signals-a steady disapproving look
- Move the child nearer the teacher
- Isolate the child from an 'audience'
- Focus all comments on behaviour and do not make personal comments
- Avoid shouting at all costs
- Project a positive self image-let the transgressor(s) know they are letting themselves down
- Allow a child to 'cool down' before dealing with an incident
- Thinking time
- Child sent to another location to complete the work
- Apologise - verbal / letter
- Confiscation of belongings as appropriate
- Home at lunch times
- Daily report card
- Restrict / Deny participation in a voluntary / optional activity
- Purple behaviour forms to keep a record of behaviour at break and lunch times and report to an adult at the end of these sessions.



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Appendix 2 - Some examples of inappropriate behaviour

- breaking school dress code incl. jewellery
- in possession of any electronic device during the school day
- fiddling with others' hair
- playing with rulers etc
- shouting indoors
- misusing equipment
- Making noises
- swinging on chairs - not sitting on them properly
- not sharing - snatching
- talking when others are talking
- invading personal space
- refusal to complete tasks / work
- pushing (in line)
- running indoors or in 'WALK' areas
- throwing small items
- rough / dangerous/inappropriate play
- Tearing up own work
- Attention seeking copycat behaviour
- disrupting games / activities
- huffing / shrugging / rolling eyes inappropriate voice (disrespectful)
- answering back
- non-compliance - requests / instructions
- lying
- vandalism /damaging equipment with intent/tearing up other pupils work/markings anything with kicks or punches
- swearing - general
- Throwing things at a person
- swearing at someone
- offensive gestures
- inappropriate touching - others
- exposing self to others
- deliberate humiliation e.g. pulling trousers down
- hiding other people's possessions
- stealing
- encouraging misbehaviours in others
- leaving the classroom without permission e.g. stressed, angry, stropky
- going under or behind furniture and refusing to come out
- deliberately pushing over chairs or tables
- hurting another child e.g. kicking / punching / pinching / biting / squeezing / grabbing/spitting
- leaving school site
- possessing a weapon in school (e.g. knife)
- bringing prohibited items into school including knives, weapons, alcohol, drugs, fireworks or any item that could cause offence or harm to a person or property.
- malicious accusations against school staff
- attacking member of staff
- Repeated and continued refusal to comply with adult direction



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Dealing with poor behaviour

- be calm and matter of fact;
- be consistent; provide a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule;
- re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule;
- defer action until the session ends if necessary to maintain a positive learning environment;
- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied;
- provide an opportunity for a child's need to discuss/explain their action, possibly through:
 - writing a note to request a talk later;
 - providing a notebook in which they can record their comments;
 - providing a 'token' (object, sign, etc.) that a child can use to suggest they want to talk about their behaviour;
- record the more serious incidents of inappropriate and disruptive behaviour on a behaviour record sheet which may result in further action taken. Never deny a child a compulsory curriculum activity (e.g. games, music, physical education...) as a sanction because they have a legitimate claim to participate.

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Dear Parent/ Carer,

Your child _____ has today received a fixed session internal exclusion for unacceptable behaviour.

He/she _____

Our behaviour policy ensures that the school is a positive and safe learning environment. We would be grateful if you would discuss the behaviour with them and make an appointment to see me as soon as possible.

Yours sincerely,

Headteacher

Please sign and return this slip to school

Name of child

Class

I have read the letter regarding my child's behaviour and have spoken to my child.

Signature of Parent / Carer

Date



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What I did wrong.

Name; _____ Date; _____ Class; _____

Draw a picture of what you did wrong

Write down the School Rule you have broken

Care and love - we are kind and gentle in our actions and words

Respect and Understanding - we are respectful of ourselves, others and our differences

Responsibility - we take responsibility for our learning and behaviour

Honesty - we have the courage to be honest

Draw a picture of what you could have done instead



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What I did wrong.

Name; _____ Date; _____ Class; _____

What I did wrong (write down how it started and include your feelings too as well as a record of the actual wrong doing)

Which School Rule I have broken

Care and love - we are kind and gentle in our actions and words
Respect and Understanding - we are respectful of ourselves, others and our differences
Responsibility - we take responsibility for our learning and behaviour
Honesty - we have the courage to be honest

What I could have done instead