



Overton St Helen's CE Primary School

Behaviour Management Policy

Introduction

Our Behaviour Policy helps us to create a positive atmosphere in the school based on a sense of community and shared Christian Values that underpin the ethos of our school. Our core values of Respect, Trust, Courage and Perseverance are paramount in our approach to behaviour.

At Overton St Helen's Church of England Primary School, we reward those who make good behaviour choices as well as having consequences for those who choose to break the agreed code of behaviour. We have fair rules that are decided together and we believe everyone has a collective responsibility to make sure people keep them.

Through our behaviour policy we uphold 'the right to teach, learn and be safe'.

Aims

The aims of this policy are to:

- To establish a calm, caring and happy atmosphere in school
- To nurture a sense of self-discipline so that each student learns to accept responsibility for themselves and their conduct
- To have a consistent approach to behaviour throughout the school with full parental co-operation and involvement.
- To ensure the safety of each individual in school
- Raise academic and personal achievement

School Ethos

We believe that an effective school is one where a positive atmosphere is based on shared values and principles. We have high expectations of behaviour which lead to high standards of work and presentation. We take a positive approach to behaviour management and recognise that in order to promote excellent behaviour and attitudes to learning, children need to be listened to, understood and respected. We exercise Restorative Practice where we encourage children to talk to each other about disagreements and come to a mutual agreement where forgiveness and understanding can be reached.

The promotion of positive behaviour permeates throughout the school, in lessons, worship and communication. We celebrate good behaviour as a whole school, supporting one another's

achievements in Celebration Worship and encouraging our pupils to feel proud of themselves and one another.

We believe that a well-planned curriculum, matched to the abilities and interests of our children, set in an environment which is both engaging and inspirational, promotes a good attitude to learning, consequently giving way to good behaviour. All staff at Overton St Helen's are committed to providing this.

As a School we value:

- Hard work and dedication
- Co-operation
- Being truthful
- Respecting the rights and property of others
- Being kind and helpful
- Courtesy and manners
- Self-discipline
- Facing up to the consequences of our actions

We will not accept:

- Rudeness and inappropriate language
- Bullying
- Dishonesty
- Name-calling
- Answering back
- Disrespecting property
- Violence
- Discrimination or prejudice in anyway

Expectations of the School Community

All stakeholders of the school have a responsibility to uphold the Behaviour Management Policy.

It is the expectation of staff and governors to:

- Lead by example
- Be consistent in dealing with pupils
- Be a role model in the values of Respect, Trust, Courage, Perseverance and in addition, Forgiveness
- Uphold the Christian Values that underpin our school
- Have high expectations of the children
- Meet the educational, social and emotional needs of the children through a well-designed curriculum and inspirational environment
- Encourage regular communication between home and school

It is the expectation of pupils to:

- Respect, support and care for each other in both the school and the wider community
- Listen to adults, each other and follow the classroom rules
- Follow instruction first time
- Take responsibility for their own actions and behaviour
- Be tolerant of others, irrespective of race, gender, sexuality, religion or age

It is the expectation of parents to:

- Be aware of and support the school's values, expectations and actions
- To ensure their children attend school regularly
- To communicate with school
- To take an interest in their child's education and support in any way they can

Managing Behaviour

Before any consequences take place, the teacher will have made a deliberate effort to use many strategies that promote positive behaviour, such as:

- Providing many opportunities for children to achieve success, at whatever ability
- Actively spotting children making good choices
- Phrasing instructions carefully to avoid misinterpretation
- Make rewards visual and valued
- Have a consistent approach to rules in and out of the classroom
- Offering clear choices for behaviour to ensure children know how to correct their actions

All good systems start with praise; if a child challenges the agreed rules or goes against instructions, then they are reminded of the good behaviour of those around them. We recognise that some children have different needs or may have specific learning difficulties and take this into consideration when communicating the code of behaviour with them.

In all matters of behaviour, both positive and negative, we will strive to remain in open communication with parents. Class teachers will seek opportunities to discuss any growing concerns about an individual's behaviour with parents, just as parents will also be welcome to discuss any concerns with them.

Rewards

At Overton St Helen's we actively look for opportunities to catch children choosing to do the right thing. We reward good behaviour with table points, stickers, house points, head teacher's awards, weekly Star of the Week certificates and half-termly Values Awards. The Stars of the Week are celebrated in Celebration assembly each Friday and may be given special responsibilities throughout the following week.

The whole school community takes pleasure in the rewards that children achieve. Children congratulate each other and are genuinely pleased when their friends are recognised.

Sanctions

At any point, children are given the opportunity to make the right choice to correct their behaviour and get back on a positive footing. Following the use of praise and positive reinforcement, we sometimes have to use a sequence of staged consequences that clearly communicate to each child that their behaviour needs to change. At Overton St Helen's, we have adopted the traffic light method as a way of signalling this to the children. Each child's name starts on green and may be moved to amber and then red if their conduct remains negative.

First warning – at the first warning, the child's name will be moved to amber and be given time out in class

Second warning - at the second warning, the child's name will be moved to red and the child will be moved to a 'partner' class, for a period of time at the discretion of the class teacher. See staged behaviour sheet for consequences

If poor behaviour continues parents will be contacted by the class teacher to discuss targets for improvement.

Daily behaviour will be recorded by the class teacher in Behaviour Files which are reviewed periodically.

If children need to miss a period of lunchtime play, they will be asked to go to Sycamore, where they will give time back and asked to complete a Reflection Sheet, allowing them to reflect on their negative behaviour and identify ways in which they can correct it in future.

Foundation Stage

We appreciate that in the Early Years, sanctions need to be more immediate in order for young children to recognise their negative behaviour choices. Children are given a warning first – if their behaviour continues they are given 'time-out' in an area of the classroom away from where they have been playing. They are not sent to another classroom as we recognise this could potentially be distressing for them. If behaviour is very bad, they will be brought to the Head Teacher. Records will be kept accordingly and parents will be contacted.

Visits to the Head Teacher

If the graded sequence of consequences does not affect a change in behaviour, then the Head Teacher will be consulted.

If intentional and motivated physical violence is displayed then the child will lose all playtimes for that day (if this occurs in the afternoon, then they will lose playtimes for the following day).

Further Action

If all the above does not affect a change in behaviour, this will lead to an internal exclusion where the individual will work in isolation throughout the whole day. Parents will be contacted if this is to take place and be given details of the behaviour which has led to this point. These will be recorded by the Head Teacher.

Persistence of this behaviour will lead to a fixed period of exclusion; the head teacher will determine the length of time. This procedure will follow local authority guidelines.

In the event of a serious incident, the Headteacher will have the discretion to act outside the normal procedure and take necessary steps.

Anti-bullying

This policy is aimed at making Overton St Helen's a safe and happy place to work and play. Bullying in any form and by any person, will not be tolerated in school. Any claims of bullying will be listened to earnestly and actions will be taken to investigate the issue and deal with it.

Our definitions and procedures for dealing with bullying are set out clearly in our Anti-Bullying Policy and take the following form:

- Parents to inform school of concerns
- Head teacher to be informed of any concerns
- Concern to be highlighted to all staff
- Situation monitored and feedback given to parent
- Head teacher to speak to individuals concerned, reminding the aggressor of the school behaviour policy and that they must adhere to codes of conduct.
- If no improvement is seen, then more serious consequences may be enforced, according to the behaviour policy.

This policy will be reviewed regularly by staff, governors and the School Council.

Revised – Autumn 2017

To be reviewed – Autumn 2018

Appendix 1:

SANCTIONS for poor behaviour/conduct:

The context and child's needs will be fully taken into account when sanctions are applied.

Stage	Behaviour Examples	Appropriate Sanctions	
Stage 1	<ul style="list-style-type: none"> • 'Low-level' disruption • Swinging on chair • Interrupting/calling out • Running inside the school building • Being in the wrong place at the wrong time (e.g. Inside school during lunch or break) • Ignoring instructions • Silly noises • Pushing in line 	<ul style="list-style-type: none"> • Quiet reminder • Non-verbal signals (e.g. eye contact) • Change of seating • Warning – 2 minutes off Golden Time per warning in a week. 	
Stage 2	<ul style="list-style-type: none"> • Affecting other pupil's learning • Inappropriate remark to other pupils or staff • Minor challenge to authority • Harmful/offensive name calling • Damaging school's/pupil's property • Leaving class without permission unnecessarily • Refusing to come in after break/lunch 	<ul style="list-style-type: none"> • Lose following playtime/lunch with class teacher/TA or Group Room (lunch Only) 	
Stage 3	<ul style="list-style-type: none"> • Persistent Stage 2 Behaviour • Persistent swearing • Throwing objects with intent to harm • Physically harming someone • Continued or more serious cheek/challenge to authority • Stealing • Repeated refusal to do set task • Highly offensive remarks to other children or staff 	<ul style="list-style-type: none"> • Send for the Headteacher - card • Telephone call to inform parents by teacher • Loss of playtimes/lunchtimes • Behaviour report card issued if deemed necessary (repeated) 	
Stage 4	<ul style="list-style-type: none"> • Persistent Stage 3 Behaviour • Bullying • Fighting • Racism • Violence • Very serious challenge to authority • Leaving school without permission 	<ul style="list-style-type: none"> • Meeting with parents arranged with class teacher & Headteacher • Loss of playtimes for determined period • Internal exclusion from lessons • One day exclusion for leaving premises 	Situation to be monitored by teachers and Headteacher
Stage 5	<ul style="list-style-type: none"> • Persistent Stage 4 Behaviour • Persistent verbal abuse to a member of staff • Physical abuse to any member of staff/adult • Malicious physical assault on another pupil 	<ul style="list-style-type: none"> • Formal exclusion for morning or afternoon to include a lunchtime – fixed period • Exclusion for a fixed term 	