

**Ore Village  
Primary Academy**

**Behaviour Policy  
2019**

## Aims

Ore Village Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach **self-discipline** not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor behaviour and dynamic interventions that support staff and learners.

We aim to:

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

This policy will:

- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- **Behaviour and discipline in schools**
  - **Searching, screening and confiscation at school**
  - **The Equality Act 2010**
  - **Use of reasonable force in schools**
  - **Supporting pupils with medical conditions at school**
- It is also based on the **special educational needs and disability (SEND) code of practice**.

In addition, this policy is based on:

- Schedule 1 of the **Education (Independent School Standards) Regulations 2014**; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- **DfE guidance** explaining that academies should publish their behaviour policy and anti-bullying strategy online

## Definitions

### Some General Principles

- All behaviour is communication
- All behaviour is a skill
- All behaviour has a purpose...to understand the purpose requires an understanding of the person
- Effective behaviour management is proactive as well as reactive
- There is a strong link between behaviour and pupil engagement
- Supportive behaviour management systems foster self-management
- Understanding the cycle of misbehaviour enables the provision of appropriate intervention
- Understand the behaviour without rejecting the pupil
- Managing behaviour requires a consistent approach

### Inappropriate behaviour

Behaviours that may - at another time and in another place - be appropriate and acceptable. They may occur due to a lack of awareness of social norms and conduct, or due to poor impulse control.

Examples: crossing personal space boundaries, swearing, burping.

### Disruptive:

Behaviours that interrupt the usual flow of a lesson and are context specific, occurring in certain, but not all settings and are responsive to adjustments in strategies. Most common form of difficult behaviour.

Examples: calling out, inappropriate language and gestures, name calling, put downs, interrupting others.

### Challenging:

Behaviours that cause significant disruption to normal routines and school functioning and require more than the usual range of school interventions to achieve change. Characterised by behaviours of such intensity, duration and frequency that they present a risk to physical safety and well-being.

Examples: Physical Aggression (biting, pinching, throwing furniture, assault), Verbal Aggression (abusive language, threats, intimidation).

	Support	Prevention	Response
<b>Wave One</b>	<p>School wide behaviour management policy system for all pupils (classroom, playground, dinner hall, corridors, etc).</p> <p>Classroom systems of recognition – targeting individual (rainbow, sun, cloud etc) and class (marbles in the jar etc) behaviour</p> <p>PSHE, Circle Time etc</p>	<p>School Values School Rules Reward Systems Consequences Playground Rules Classroom Rules (Rewards and consequences) Whole School Practice (School Wide Behaviour Support, Restorative Practices, Peer Support, Anti-bullying, Social skills, Resilience)</p>	<p>All children to receive a verbal warning of the wave one behaviour.</p> <p>If the behaviour continues, the child is moved down a level on the behaviour chart eg from rainbow to sun or from sun to cloud (1<sup>st</sup> consequence).</p> <p>If the child then complies their name can be moved back up.</p> <p>If the behaviour continues then their name should be moved down again to the rain cloud (2<sup>nd</sup> consequence)</p> <p>If this does not result in improved behaviour then the child's behaviour is logged on CPOMS as a 'yellow slip' and a member of SLT/SMT speaks to them with the class teacher (3<sup>rd</sup> consequence).</p> <p>If a child receives three yellow slips within a term, they will attend Behaviour Workshop at break and lunchtime for three days instead of going out to play.</p> <p>At playtime/lunchtime – TA's and teachers to use the cloud system but ensuring it is persistent behaviour.</p>
<b>Wave Two</b>	<p>Specialised group systems for pupils with at risk behaviours (social skills groups, monitoring systems, mentoring, etc.)</p>	<p>Collaboration with Parent Specialised provision eg Social Skills, Friendship making skills/ programs Family Support Worker intervention with family if appropriate eg Parenting Programs Access to support and advice from outside agencies eg ESBAS</p>	<p>Personalised targets</p> <p>Behaviour chart shared with SLT and parent at the end of each day</p>
<b>Wave Three (SEN)</b>	<p>Targeted and specialised strategies for pupils engaged in <i>chronic</i> challenging behaviour that is unresponsive to primary and secondary supports (individual programs)</p>	<p>Collaboration with Parent Involvement of other professionals: PSLCN, ESBAS, Educational psychology PSP Risk assessment</p>	<p>School based plan in place with personalised strategies</p>

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## Roles and responsibilities

### The governing body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teachers to account for its implementation.

### The Headteachers

The head teachers are responsible for reviewing and approving this behaviour policy.

The headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merits
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Behaviour workshop at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

## Behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display agreed classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

They will ensure:

- **Consistent language**
- **Consistent response** - Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up** - Ensuring 'certainty' at the classroom level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement** - Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences** - Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- **Consistent models of emotional control** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced rituals and routines for behaviour around the site** In classrooms, around the site, at reception.
- **Consistent environment** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners
- **Consistent respect from the adults** Even in the face of disrespectful learners!
- **Consistent, calm behaviour**
- First attention for best conduct
- Relentless routines

All staff will:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

### Scripts: 30 second intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower
2. State the behaviour that was observed and which rule/expectation/routine it contravenes
3. Tell the learner what the consequences of their action is. Refer to their previous good behaviour/learning as a model for the desired behaviour
4. Walk away from the learner; allow her time to decide what to do next.

If there are comments, as you walk away write them down and follow them up later.

### We resist endless discussions around behaviour and spend our energy returning learners to their learning

#### Time-out

- The learner is asked to speak to the teacher *away from others*
- Boundaries are reset
- Learner is asked to *reflect* on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. **In general, three minutes should be enough.**
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, the member of SMT/SLT on management time will escort the learner to a workspace outside the teaching room.
- **Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

#### Restore

Reparation meetings at OVPA are a core part of repairing damage to trust between staff and learners.

Our Reparation meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Class teachers will take responsibility for leading reparation meetings, SMT will support when requested

Learners may have their behaviour monitored by teachers to show progress towards agreed targets.

**At OVPA we make sure that this is done discreetly.** We do not allow other learners to see reports or reward charts for other children.

#### Phase leaders

- **Are not expected to deal with behaviour referrals from team members in isolation.** Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Will meet and greet learners at the beginning of the day
- Be a visible presence around the school to encourage appropriate conduct
- Support colleagues in returning learners to learning by sitting in on reparation meetings and supporting teachers in conversations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data for their phase to target and assess interventions
- Make sure that the 'buck stops here'

#### Senior leaders

- **Are not expected to deal with behaviour referrals in isolation.** Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners
- Will meet and greet learners at the beginning of the day
- Be a visible presence around the site
- Regularly share good practice
- Support phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book in the HT office and be reported to parents

## Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## Training

Our staff are provided with training on managing behaviour each year, Senior management are all trained and certified in the proper use of restraint. Behaviour management will also form part of continuing professional development.

## Monitoring arrangements

This behaviour policy will be reviewed by the head teachers and governing body every year. At each review, the policy will be approved by the headteacher.

## Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Ant-bullying policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life