



‘Old Heath is a safe place for your child
to learn, achieve and enjoy success.’

BEHAVIOUR POLICY

NOVEMBER 2019

TO BE REVIEWED ANNUALLY

‘TRY OUR BEST, THINK OF OTHERS,
TELL THE TRUTH & SHOW RESPECT’

OLD HEATH COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

OUR VISION STATEMENT

Our children have all sorts of dreams and ideas about their future. As a school community we want to help every child on their path to their future.

Our children believe

We want to be kind-hearted, patient, trust-worthy and have a sense of humour! We understand the importance of being fair, including others and being included ourselves. We want to feel safe and others to feel safe. Treating others; as we would expect to be treated.

We need to work hard to learn and be proud of our achievements; ensure that we are able to speak up for ourselves but that we can also listen to others and their ideas.

We need to develop our ability to persevere with difficult things and an awareness of 'taking a risk' and being 'adventurous' in our thinking and actions.

Throughout our school life and into our futures we want to be brave, confident, determined and be happy within ourselves.

Whole School January 2019

'Good behaviour is a necessary condition for effective teaching to take place'

(Education Observed 5 – DES 1987)

The Staff and Governing Body accept this key principle and seek to create an environment, which reflects the overall aims of the school and in particular, encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

At the outset is of the utmost importance to state categorically that the school community of Old Heath Community Primary School has high expectations of behaviour and that the vast majority children at our school strive to be 'Old Heath Hearts' every day. As a result we have low incidences of 'unacceptable behaviour'.

'OLD HEATH HEART' ~ OUR VALUES

'Try our best, think of others, tell the truth and show respect.'

In class, through assemblies and at home, children should learn the difference between right and wrong; what is acceptable, what is unacceptable and where the boundaries are. As a staff we have an important responsibility to secure a caring environment for all the children in the school.

The school will provide a safe, caring, calm atmosphere, where learning can take place. All staff will ensure that pupils are listened to and treated with equal respect. There must be a clear expectation of good behaviour from all staff and consistency and fairness when dealing with pupils.

Our school is a community and therefore each individual's behaviour and attitudes influences and affects the other members. Every child has the right to play and learn without interference from others. Children are expected to have a proper regard for authority and recognise the teacher's right to teach and every child's right to learn. All staff should be treated with consideration and respect. It is also important that the school has positive attitudes of support from parents and community.

Staff will support and encourage caring and co-operative behaviour and to discourage anti-social behaviour. They must enable pupils to develop high self-esteem, confidence and a range of social skills and moral values.

This school does not tolerate disruptive, aggressive or bullying behaviour. We consider a bully as someone who deliberately hurts, threatens or frightens someone else in physical or psychological way over a period of time, not necessarily a one off minor playground incident.

We believe that children are happier and more secure in a calm and well-disciplined environment. We manage the children's behaviour in a calm, fair and positive manner, appropriate to the age of the child and the incident. As the children grow, we aim to help them to develop a sense of responsibility for themselves and others and ultimately achieve a form of discipline that is self-motivated.

There must be a commitment to the policy from all the members of the school community.

Aims of our whole school Behaviour Policy

- To help children sustain consistently good behaviour and respect for others.
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To offer useful strategies if things go wrong and if difficult situations arise.

Standards of Behaviour

At Old Heath Community Primary School we realise that children can bring to school a wide variety of behaviour patterns. We understand that we must all work together towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Persistent bad behaviour will always be discussed with the child and parents in order to agree an effective solution to resolve the problem. Experience shows that when parents work in partnership with the school, the outcome is usually successful.

Our school is committed to reinforcing positive personal attitudes and behaviour. In partnership with parents, we aim to increase the repertoire of children's responses and abilities to solve problems.

School rules are used to promote a sense of responsibility; awareness and concern for others; safety for the children; and are valuable in ensuring the running of the school.

During the first term of the school academic year the Headteacher will work with the whole school through Whole School Assemblies to reaffirm our Old Heath Heart and the school's Vision Statement (current version Jan 2019). Each class at the beginning of the year works on their 'version' of their class rules as seen by the children and these are revisited through the year. Children will be exploring and discussing their behaviour priorities for the school and will have ownership of their behaviour expectations.

Opportunities for co-operation and team work are taken across all curriculum areas and in a form relevant to the age of the class. In particular, PSHE and assemblies provide excellent opportunities to develop children's attitudes and behaviour. Children throughout the school are given responsibilities to work with younger children and to share their playtimes.

When necessary, opportunities for individuals and group support to learn positive play strategies and to develop social skills are built into positive behaviour programmes.

Rights, responsibilities and respect are core values in school and are regularly revisited by all the children in age appropriate formats via class times, assemblies and whole school council assembly meetings

Rules and Procedures

Rules and procedures should be designed to make clear to children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling children 'what to do' rather than 'what not to do'
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole.

School Ethos ~ Adult Role Models

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

All adults in the school should maintain the positive atmosphere in which good behaviour is the focus.

We expect all staff members to be role models within the school and set the highest expectations ensuring that

- All members of the school community are expected to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils

- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are expected to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around the school
- If a child has grievance against another child, it must be reported to a member of the staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to immediate parental involvement, one to one meetings with members of the senior leadership team, loss of rewards and in some cases exclusion
- Abusive or threatening language will not be tolerated

This code of conduct has been formulated with the safety and well-being of all children and to enable the school to function effectively as a place of learning.

As adults we should also aim to

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

When incidents occur, staff need to acknowledge that different strategies may be needed. It is important to know the child well and ensure consistency of approach with all adults coming into contact with each child. Fair play is essential when dealing with children's behaviour, and sometimes flexibility is needed to take account of individual circumstances.

Adults will be prepared to listen to children, time will be given for them to explain, and the child/ren must listen to the adult. Group punishments are not used at our school. If a serious incident occurs the child/ren should be removed for a cooling down period and the Headteacher informed.

If events take place in a busy classroom and cannot be dealt with in depth there and then, the child/ren involved will be told that they will be seen at a later time and the incident will be followed up then.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

All lessons should have clear learning objectives understood by the children, and differentiated to meet the needs of children of different abilities, with children aware of the success criteria. Responses to pupils' learning, marking and record keeping can be used both as a supportive

activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Rewards

- All members of the school staff are able to verbally praise children for good behaviour and / or positive attitudes.
- Class teachers may wish to formally recognise behaviour & attitude through messages to parents, individual stickers
- Staff within the school may use a visual reminder such as 'traffic lights and star' to remind children of how they are doing!
- 'Headteacher Wow Bands' can be awarded for good behaviour, positive attitudes and work produced. Photos are also displayed outside the HT office.
- 'The Golden Award' is used to promote a celebration of good work and particular behaviour improvements or attitudes, two children from each class (or even a whole class sometimes!) can be nominated and they receive a certificate in Golden Award & Old Heath Heart Assembly on Fridays. We also display photos around the school of children with their awards.
- 'The Old Heath Heart' is awarded on a weekly basis to a child in Early Years & KS1 and a child in KS2 demonstrating examples of our Old Heath Heart tenants; 'Try our best, think of others, tell the truth and show respect'.
- Dojos ~ this is a class based system where children are awarded 'dojo points' by school staff in recognition of their hard work, perseverance, helping / supporting others, reading homework, sporting efforts etc

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. Clear warnings and choices should always be given prior to any sanctions.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is being punished.

At Old Heath Community Primary School, we do not need, on a daily basis, a whole raft of sanctions because of our expectations and the children's desire to uphold 'Old Heath Heart' and their understanding of the importance of good behaviour and learning ethic. It is important that the sanction is not out of proportion with the offence. At a minor level an expression of disapproval, 'the look', verbal reminder, a move to a different place in the classroom are appropriate. As a small school, minor misdemeanours are often known about by the Headteacher purely because we are a close knit community; the HT being visible around the school during the teaching day, so the headteacher being in the know is not as serious as it would be in larger school.

Responses to Short-term Behaviour Problems

The following sanctions will be used when:

- A child has persisted in his or her poor behaviour and is inhibiting the learning opportunities of themselves and others;
- A child has deliberately broken a school rule

Some of our classes choose to use traffic light system with 'shining star' addition as a visual display of who is on track with their behaviour and who needs to work a little harder

A child who persistently demonstrates poor behaviour or persistently does not finish work during lesson times will lose two minutes of their playtime / lunchtime. Any child must be supervised during this time. Supervision will be by the class teacher. In some instances with children in Upper Key Stage 2 the sanction for poor behaviour will be complete loss of break times and spending that time with the Headteacher.

Should the school experience anti-social, disruptive or aggressive behaviour that is frequent, we understand that sanctions alone are ineffective. In such cases careful evaluation of the sequence of events ~ 'ABC' (antecedent, behaviour and consequence), evaluation of curriculum on offer, classroom organisation and management and whole school procedures would take place to eliminate these as contributory factors. Additional specialist help and advice from external support agencies may be necessary. This possibility should be discussed with HT/SENCO. Those children who have had several serious incidents or have EHCPs including behaviour needs will have specific individual behaviour plans.

Communications with parents

It is vital that open communications are maintained with parents at all times.

Class teachers will inform all relevant parties as soon as possible of any incident regarding poor behaviour of their child. The form of communication is dependent on the severity of the incident;

- An informal word in the playground
- A request to meet with classteacher
- A meeting with Headteacher and/or formal letter

A copy of all written communications will be kept in each child's file.

Our Phased Response to Behavioural Issues

For children who do not follow our code of conduct a system has been created that consists of warnings. Warnings may be given by any member of staff and each warning carries a consequence. Warnings must not be given in an aggressive manner but should nonetheless be assertive. The correct language should be used for example;

'You have not (tried your best/thought of others/told the truth/respected property) this is your (1, 2, or 3,) warning.

PHASED RESPONSES TO BEHAVIOURAL ISSUES

Phase & behaviours	In the Class	During Break Time	During Lunchtime
<p style="text-align: center;">ONE</p> <p>Low level disruption, not sharing, off task briefly, not walking in corridors, caught be silly in toilets/other areas of school</p>	<p>→ 'The Look'</p> <p>→ Verbal Warning</p> <p>→ Place move in class</p>	<p>→ 'The Look'</p> <p>→ Verbal Warning</p> <p>→ Splitting children up to play in different areas of the playground</p>	<p>→ 'The Look'</p> <p>→ Verbal Warning</p> <p>→ Splitting children up to play in different areas of the playground</p> <p>→ if up the field sent back down to the playground</p>
<p style="text-align: center;">TWO</p> <p>A repeat of the above actions. Direct to 2 ~ rudeness, snatching, playground disputes, refusing a direct instruction</p>	<p>→ Loss of play times 2 mins initially Maximum 10 mins</p> <p>→ Teacher may remove Golden Time minutes.</p> <p>→ Removal to another class</p>	<p>Duty Teacher / LSA</p> <p>→ Verbal warning</p> <p>→ walking with an adult</p> <p>→ sent to sit indoors (office)</p>	<p>Midday Staff / HT</p> <p>→ Verbal warning</p> <p>→ walking with an adult</p> <p>→ sent to sit indoors (office) → 'zoned' if several children involved.</p> <p>→ banned from using school field</p>
<p style="text-align: center;">THREE</p> <p>Repeating of the above.</p>	<p style="text-align: center;">Repeated bad behaviour in class or during break / lunchtimes ~ involvement of Headteacher or DHT / senior teacher in absence:</p> <p style="text-align: center;">→ Record kept by teacher</p> <p style="text-align: center;">→ Parents informed</p> <p style="text-align: center;">→ All other relevant parties informed</p> <p>→ Child placed on 'Week Report' ~ individual behavioural targets set as appropriate. Child to report to HT after each session.</p>		
<p style="text-align: center;">FOUR</p> <p>Repetition</p> <p>Direct to warning 4 for aggressive behaviour without deliberate intent (ie not violence directed specifically to a person)</p> <p>Homophobic/racist abuse, obscene language, Hate references</p>	<p style="text-align: center;">Persistent or exceptional offence:</p> <p>→ Detailed record made by teacher and/or midday staff</p> <p>→ All other relevant parties informed</p> <p>→ Additional LSA support if required</p> <p>→ Meeting with HT, parents and child</p> <p>→ ABC monitoring tool used to identify specific patterns of behaviour (teacher, HT/SENCO)</p>		
<p style="text-align: center;">FIVE</p> <p>Repeats of above</p>	<p style="text-align: center;">Severe Offence</p> <p>→ Detailed record kept by Teacher / Headteacher</p> <p>→ Parents summoned to meet with HT</p> <p>→ Temporary removal of child to work in isolation from peers ~ 'Internal Exclusion' ~ HT</p> <p>→ Serious warning of consequences</p> <p>→ SENCO & outside agencies to become involved as appropriate in devising strategies to overcome problem</p>		
<p style="text-align: center;">SIX</p> <p>Directed, deliberate, thought out aggression to another person</p>	<p style="text-align: center;">Extreme Offence ~ Temporary Exclusion (LA Guidelines)</p> <p style="text-align: center;">Child isolated by HT</p> <p style="text-align: center;">Inform LA & Chair of Governors</p> <p style="text-align: center;">Detailed reports and any previous Phase 3+ paperwork</p> <p style="text-align: center;">Child removed from the school premises</p> <p style="text-align: center;">Parents informed of right of appeal to the Governors and LA</p> <p style="text-align: center;">Action Planning meeting for positive return to school</p>		
<p style="text-align: center;">SEVEN</p>	<p>The ultimate sanction for a primary aged child is permanent exclusion from the school.</p>		

Monitoring & Review

The governing body will review this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Date:

Signed

ABC Analysis Record

Date:	Time:	Location:
Pupil (s) involved:		Completed by:
Antecedents What happened before the behaviour?		What happened as a result of the response by staff/peers?
Behaviour: What did the pupil do?		What changes need to occur? (Note here any meeting or discussion as a result of this incident)
Consequence: What response was made by staff/peers?		What behaviour would be preferable and how will this be achieved? (Note here any plan/strategy as a result of this incident)

Warning Ladder Report

Pupil:

Date:

Completed by:

Warning	Reason for sanction	Sanction implemented	Outcome from sanction
1			
2			
3			
4			
5			
6			