



Oare CofE Primary School
Behaviour
Policy

Date of approval	September 2016
Approved by	Oare LGB
Review date	September 2020



Rationale:

Our behaviour policy is underpinned by our mission statement:

The school will preserve and develop its unique character, providing an environment where children grow into well educated, caring and loving young people, in partnership with parents, the Church and the community.

All children and adults in our community have a responsibility to play their part in helping our Academy honour its mission. We believe a respectful, responsible, caring school community supports effective learning, as children feel cared for, safe and secure, able to achieve their personal best.

Aims:

As an Academy we will work with children so they develop good life-long citizenship skills. As part of Excalibur Academies Trust, we work with St John's, Marlborough, in order to ensure we provide an all-through learning, including working with our children to develop exemplary learning behaviours. We recognise that this is best achieved through collaboration with parents / carers. Through our work, our children will learn the values of respect, responsibility and honesty.

As a Church of England Academy, Christian values form the moral code that supports all our work. However, as an inclusive school we also respect people from different cultures or different faiths; our children are taught to appreciate and respect individuality and differences.

As an Academy, we expect:

- ✓ All adults and children to promote and celebrate the school's positive behaviour ethos and approach to learning
- ✓ All adults and children to care and show respect for others, including those who might not be a personal friend
- ✓ All adults and children to care and show respect for our learning environment
- ✓ A consistent, whole school approach, in line with this policy
- ✓ All adults and children to care about, and be responsible for, their own conduct
- ✓ All teachers and adults to teach and expect responsible, positive learning behaviours both within and beyond the classroom environment
- ✓ Any inappropriate behaviour to be dealt with firmly and fairly, with understanding for the learning needs of the individual
- ✓ The children to develop into autonomous responsible citizens, people who consistently demonstrate the highest levels of honesty, respect, courtesy and integrity

We will not tolerate a lack of respect, rudeness, aggressive behaviour or bullying towards others. See Anti-Bullying Policy.



Good Behaviour

All adults in school are responsible for developing good behaviour.
To do this we will need to:

- ✓ Expect the highest levels of good behaviour
- ✓ Be dynamic, positive and engaging when interacting with children
- ✓ Establish a calm, industrious working atmosphere
- ✓ Provide a supportive, differentiated curriculum and classroom environment
- ✓ Provide effective behaviour and citizenship education as part of Personal, Social and Health Education (PSHE) work
- ✓ Be open, honest and fair
- ✓ Take responsibility for dealing with inappropriate behaviour quietly but firmly and fairly, only passing on concerns up the authority chain if the concern is serious
- ✓ Adapt and modify approaches to accommodate the needs of SEND children or children with specific behaviour needs who might be on a specific plan
- ✓ With the consent of parents, work with the Behaviour Support Service, in order to help pupils with SEND / additional behaviour needs
- ✓ Maintain records for individual children who are on a specific behaviour plan so that progress can be tracked and assessed
- ✓ Report significant or repetitive concerns / incidents as part of staff meetings so that all staff are kept informed } Support each other as necessary during 'freer' periods such as playtimes
- ✓ Take time so that pupils feel supported and valued
- ✓ Plan and manage regular, effective behaviour intervention work for individuals (as needed)
- ✓ Be proactive, avoiding known / predictable 'triggers'
- ✓ Selectively ignore inappropriate behaviour (if low key) and highlight the positive - so the pupil with inappropriate behaviour can self-correct
- ✓ Start each day positively, with 'a clean slate'
- ✓ Make reference to the school rules when necessary
- ✓ Being firm, using positive language e.g. not "That's not enough writing for 10 minutes" but "You've made a promising start - just finish off that sentence as it'll soon be playtime".

Class rewards

We believe that praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected and safe; they need to have a sense of self-worth and responsibility. The security of clear, fair and consistent rules with praise for children following these rules is a major part of our policy.

Positive working attitudes are rewarded with an end of term class treat.



Reducing incidents of inappropriate behaviour

It is important to:

- a) Avoid these whenever possible by being proactive, encouraging positive behaviour
- b) Use low level procedures first, for example:
 - ✓ Ignoring, praising positive learning elsewhere in the classroom
 - ✓ Subtle removal / distraction from the trigger
 - ✓ A look
 - ✓ Reasoning e.g. If you continue to ___ you won't get ___ finished in time
 - ✓ A prompt (e.g. a tap on the table)
 - ✓ A quiet, discreet word
 - ✓ A more public word
 - ✓ Use of another member of staff (but not, at the initial stage, a deputising teacher or Principal)
 - ✓ Removal / distraction from the trigger
 - ✓ Use of a playtime or lunchtime to finish work / engage with the pupil
 - ✓ Remedial actions (e.g. the pupil clearing up a mess he / she created)
 - ✓ A 'telling off'
 - ✓ Use of a deputising teacher
 - ✓ Use of the Principal

If the above strategies do not result in improved behaviour, the member of staff will assess the behaviour as significant. If inappropriate behaviour is significant or repeated, the school will operate zero tolerance. Each situation will be judged on an individual basis. However, likely strategies could include: educating the pupil away from the rest of the class, providing opportunities for the pupil to improve the situation, catching up on missed work at playtimes or for homework or referring the child to the Principal / deputising teacher.

If the behaviour is severe or persistent, the Principal may consider exclusion (see Exclusion Policy).

Use of Force

The law, at the time of writing, states that school staff can use reasonable force in order to prevent injury, damage to property, or disorder.

Children who present a health and safety risk to themselves or others will be removed from the situation. The method of restraint used will use a minimum of force for a minimum amount of time. The member of staff using force should make reasonable adjustments for children with SEND.

All staff are able to use reasonable force in an emergency or Health and Safety situation. However, if a pupil has known specific behaviour problems, requiring occasional intervention, staff likely to operate the restraint will receive appropriate training. When force or a restraint procedure has been used, it will be recorded and the incident will be reported to parents. We will pay due attention to whatever is the current guidance, regulations specified by the DFE. Currently, this is: *Use of Reasonable Force*, July 2013.



Good behaviour beyond the classroom

Good behaviour expected in the playground and on school visits. As a school we recognise the important role that MDSAs play in supporting our Behaviour Policy. We recognise that their role can be more challenging (as the playground is a less structured environment) and therefore, as an Academy, we expect teaching and nonteaching staff to support the work of the MDSAs, as needed.

MDSAs can support children to integrate well during play time by:

- ✓ Teaching and joining in with playground games
- ✓ Being pro-active – diffusing potential problems
- ✓ Showing children how to use playground equipment with respect and care
- ✓ Encouraging the ethos of care and respect – helping older children to support younger children or children with particular behaviour needs
- ✓ Showing children how to respect and care for each other
- ✓ Expecting integrity
- ✓ Allowing children space and time, when necessary
- ✓ Facilitating the specific needs of children with additional behaviour needs
- ✓ Talking to staff, highlighting good behaviour as well as raising any growing concerns

Parents / Carers

We recognise that school works best in collaboration with parents and carers. If necessary, regular contact should be maintained as a way of celebrating the positive as well as keeping parents informed about inappropriate behaviour.

When new children join the school, a home / school agreement is signed. If significant or repeatedly inappropriate behaviours are evident, parents will be kept informed. Parents are encouraged to let school know if there are any circumstances that might affect the emotions or behaviours of pupils at school.

Monitoring and Evaluation

The impact of this policy will be monitored by the LGB (Local Governing Body) when it reviews the responses from the annual pupil and parent questionnaire. The Principal will also report on behaviour, including racist incidents, use of force and exclusions as part of the regular Principal Reports.

Associated Policies

This policy should also be read alongside the Exclusions Policy, the Health and Safety Policy, the SEND Policy, the Home / School Agreement, the Anti-Bullying Policy and the Safeguarding and Child Protection Policy.