



# OVERBURY C E FIRST SCHOOL

## BEHAVIOUR POLICY

**Date September 2015**

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Good behaviour and discipline are essential to successful teaching and learning. Good behaviour should be maintained and encouraged within a positive structure that fosters the growth of self-esteem. Our aims and objectives are to create a positive approach to nurturing, developing and managing pupil behaviour. Our legal guidance comes from the 'Education and Inspections Act 2006'.

Everyone who comes to our school has the right to:

- ❖ Receive fair and equal treatment
- ❖ Receive respect and be valued as individuals
- ❖ Learn in orderly safe environments
- ❖ Learn without disruption

The school's behavioural expectations are well documented within the school prospectus.

### **Aims**

- To create caring, purposeful and safe learning environments
- Promote high standards of behaviour
- To appreciate the children as they are and encourage them to value themselves and have high self-esteem
- To build upon strengths, overcome weaknesses and discourage anti-social behaviour
- To build a sense of membership and pride in our school and community
- Encourage self-discipline and personal responsibility

### **Objectives**

- ❑ To have a clear, consistent and positive approach throughout the whole school and by all staff and children
- ❑ To create an environment in which misbehaviour is considered unacceptable, and create an orderly atmosphere where effective teaching and learning can take place
- ❑ To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions
- ❑ To teach children to show consideration and respect for themselves, other people (including visitors), their belongings and the environment
- ❑ To work jointly with parents and outside agencies to promote good behaviour
- ❑ To handle misbehaviour quickly and calmly in a positive way

Class rules are drawn up at the beginning of the Autumn term. This process must involve the children and will outline the explicit behaviours that show respect and caring towards one another. The rules should state what behaviour is expected ie walk (not the negative (as much as possible ie 'don't run'). These rules should be displayed in the relevant classroom and then they can be referred to when necessary - they must include the rewards available in the class based on a Top Point system.

The rules may not all focus on exactly the same issues from class to class within school but they should all fall broadly under the philosophical 'umbrella' of:



- : *Respect for myself*
- : *Respect for all other people*
- : *Respect for property*

Rules, school, class and playground, must be displayed in the classroom for all to see and follow. **The rules also have rewards and consequences, which are on display and clearly understood by all.**

### **School Rules**

The School Rules have been developed with whole school consultation to make them 'easy to remember' 'visible' and 'attainable' to enable everyone to play their part in keeping the rules and encouraging each other. The rules are displayed in the school, and are shown as a school powerpoint and referred to in assemblies throughout the year. (Appendix 1)

### **Social Time Rules**

Rules for the playground include the School Rules and more specific rules for the playground, including health and safety issues. (Appendix 2)

Lining up - Two whistle blasts are given; first to stand still; second to walk quickly and silently to class lines. Adults on duty decide if a class should receive a green card for lining up and these are placed in the box (kept in the hall store) by the monitor. After Friday lunchtime play each week, the class with the most greens is allowed 5 minutes extra play - which happens straight away.

## Whole School System

Rewards for positive behaviour include praise (private and public), playground stickers, on time stickers and certificates which are written on Wednesday afternoon and parents informed that their child is receiving a certificate in assembly on Thursday morning (child is not told). The following certificates are given, recorded on the school powerpoint and mentioned in the newsletter:

Of the week (one per class) - Reader, Writer, Mathematician, Friend.

Lunchtime supervisor certificate - 1 per class

Sovereign of the Fortnight - 1 per class

Artist of the Month - 1 per class

In each class, one child shows why they received a certificate.

Classes can continue with specific classroom rewards such as stamps on a chart, top points or marbles in a jar. Monthly, pupils are invited to have tea with the Head Teacher and enjoy a party like atmosphere if they are chosen for good manners, eating well, and good behaviour whilst eating. An invitation is sent to each child chosen, to which a reply is expected. One piece of own clothing or jewellery is allowed to be worn.

### Emergency Response

Should any class need urgent support, they can send a class named red heart with a child to Tower Class (or the HT if available) and an adult will immediately respond (there is no need to give the reason on the card - the class name is sufficient). This should only be used if no other adult is available within the class.

### Whole school traffic light rewards Gold and Silver Awards

Within the school's traffic light system (see below) there is also the opportunity for children to move onto silver or gold. The gold award should be logged against the child's name on the SIMS system under Achievement. Pupils receive points for silver and gold which go towards class rewards.

### **Top Points**

Silver, Gold, Red and Orange points are used towards an individual class top points reward system. On a daily basis classes are awarded points as shown on the zone board (10 points for gold, 5 for silver, -5 for orange and -10 for red).

Silver awarded to a whole class is worth  $3 \times 5 = 15$  points; gold is worth  $3 \times 10 = 30$  points. A class Orange is worth  $3 \times -5 = -15$  and a class Red is worth  $3 \times -10 = -30$ .

Gold	3 children	5 x 10 points	50
Silver	1 child	4 x 5 points	20
Orange	3 children	3 x -5	-15
Red	1 child	1 x -10	-10
Total for the week			45

### Whole School Traffic Light System - Zone Boards

The whole school will follow the same system for monitoring and rewarding behaviour using a traffic light system. Green area is the starting point at the beginning of any session.

#### Sessions - Morning 1 - social time - morning 2 - lunchtime - afternoon

All children will begin a session their names around the green traffic light. Only teachers, classroom assistants and lunchtime supervisors may move children's names to the orange zone if misbehaviour occurs during the session and, if after a verbal warning, the behaviour has not improved. For example if a child is chatting unnecessarily during a session and it was causing a disruption, the adult would praise 3 children for good listening moving them up the board to silver and then, having already reminded the child that the poor behaviour was inappropriate through a verbal warning, would move the child's name to orange and would then encourage the child to change their behaviour for the rest of the session (3 up for 1 down). The child could then climb out of orange by showing positive behaviours on three different occasions before the end of the session. However, if this behaviour persisted and the child did not alter their actions, their name would be moved onto red and they would have the consequence of the red, if they did not climb up to orange (through three positives) before the end of the session (as above). However, a straight red (from green) is not retrievable. If a child was moved to red at the end of the day, then the sanction would be imposed on the following day.

- Verbal Warning
- Orange
- Red

### Red Sanctions

All reds are logged on the child's profile in SIMS under the most appropriate behaviour code and a brief explanation - **this is done by the person giving the red.**

Pupils in Sundial and Sheldon must complete a behaviour reflection sheet during their own time in the library - which is then given to the Head Teacher (Senior Teacher when Head

not available) - who, having discussed the behaviour sheet in detail, will make the decision whether to allow the child to go out for social time.

Tower Class children have 5 minutes time out in the time out area in the playground (one turn of the timer).

Any child who appears on red for two or more times during the week will have an appointment with the Head Teacher, to discuss their unacceptable behaviour. They will then be given a specific 'green signal' to encourage positive behaviours before poor behaviours are fully shown. This signal will be written on the staffroom board and all staff are to use it. An example:

Jane (Child's name), sit still (what they are to do), now (when they are to do it) Thank you  
This is repeated clearly, using the same tone of voice until the child complies. They must then return to their previous task. In the child's own time then discuss the behaviour. After two appointments, they will have an individual Catch Me Target Card which will have a target to improve their poor behaviour - Positive targeted behaviour is noted with a sticker and 10 stickers equals a prize form the Head Teacher. Should the behaviour still not improve, their parents will be asked to come into school.

In extreme cases, and with agreement of all involved school staff, after discussion with parents, if a child becomes a danger to him/herself or others, fixed term exclusion will be enforced. Their return must include an IBP.

Lunchtime - Due to the change of staff, lunchtime behaviour can show a lack of respect. Defiance or challenge can be a particular issue for some children, therefore specific guidance is given - 2 times move to Orange; 3 times to Red.

Communicating behaviour in the playground - The teacher of any pupil who receives a red in the playground must be informed by the staff. Remember it is the person who has given the red who must enter this onto SIMS.

## **Monitoring**

Behaviour zones other than green will be noted on the teachers own recording system. Reds must be logged onto the behavior system on SIMS to ensure that patterns can be discerned, a complete record can be kept to aid support programmes for each child.

Any incidents deemed to be 'serious', especially involving physically hurting another child or disrespect to an adult, should be automatically be reported to either the Head or Senior Teacher. A child monitor needs to be sent to ask the Senior Teacher to attend, and the senior adult needs to bring the child in to discuss the matter.

## Developing Positive Behaviour

All adults have a responsibility to establish and maintain high standards and values for the benefit of everyone in the school. We must aim for a consistent and fair approach at all times. To achieve these standards, we must ensure that all adults connected with the school are seen to be working together towards a common aim. It is essential that the relationships between adults are seen to be built on trust, respect and tolerance, so that children can witness our ethos in action and see that we really do 'practise what we preach'.

**COMMUNICATION** and **CONSISTENCY** are central to this becoming a reality. We know the positive value of praise and this should always be our aim. In aspiring to high standards it is clear that there must be a mutual determination to make it work and to realise that this is not just a one-off endeavour. Each adult in the school should be a believer in, and upholder of, the school's ethos that relationships between individuals should be positive, caring and professional. Cultivating good relationships between everyone will continue to demand the determined efforts of all members of our social community.

We believe that education is more than just paying attention to the prescribed curriculum. Children will only reach their potential when they learn how to live harmoniously with others. This realisation, that good behaviour usually has a positive effect on those around them, also has the added benefit of raising their self-esteem.

### Effective behaviour management:

- ❑ Children need firm, clear and fair boundaries to direct their behaviour. These are agreed and understood by everyone.
- ❑ Behaviour is a choice and that if anti-social behaviour is chosen, the teacher/adult employs agreed consequences.
- ❑ Praise social and kind behaviour, encourage other children to do the same - hearing the praise will also encourage other children.
- ❑ Say child's name first - verbalise what you see - you are fiddling, this is disturbing me - that is a warning - say what you want to see - hands down - finish with THANK YOU and turn away (shows you are expecting them to comply).
- ❑ Use THANK YOU not please as thank you assumes compliance (as children should know they have limited choices)
- ❑ For some children you offer two choices - come out of the book corner or read a book (both must be acceptable) - turn away to give time for choice
- ❑ Rather than tell the child what he/she has done wrong, ask them to say and focus on what they can do to put it right - an alternative to that behaviour.

- ❑ Separate the behaviour from the person - rather than label the child as 'naughty' child, tell them that the 'behaviour' is unacceptable
- ❑ Demonstrate to the child that they are still liked but their behaviour is letting them down - separate the behaviour from the person
- ❑ Listen to children and adopt a non-confrontational approach in the knowledge that the child will know your response will be fair and consistent
- ❑ Stay in emotional contact
- ❑ Stay calm and demonstrate that you are thinking
- ❑ Lower pitch, tone and volume in voice and body interactions
- ❑ Articulate what might be going on for child without judging
- ❑ Empathise with child's emotion but do not condone extreme/inappropriate reactions; instead offer an alternative way of dealing with the issue
- ❑ Remember - don't ask questions you don't want answers to
- ❑ Don't over talk - say clearly what you want
- ❑ Initially ignore secondary behaviours ie muttering - do come back to it later

This approach can result in children developing an increased capacity to:

- Recognize emotional states and their associated physiological reactions
- Think about feelings and sensations
- Think while experiencing the feelings and sensations
- Be able to keep the problem in proportion
- Name the difficulty and ask for help
- Organize personal and other resources
- Generate and consider options
- Have choices about different responses and behaviours

Building Self-Esteem and Empathy for Others - We believe that everyone in the school should feel valued and have their contribution valued, thus enabling them to value themselves and others. Possessing a sense of own self-worth and empathy for others enables us to accept praise and constructive criticism. We believe that we must all value each other.

Those who suffer from low self-esteem and/or lack empathy for others can be very difficult to work with and relate to. Their self-protective behaviour means that they often avoid facing any situation in which they might fail. They can refuse to recognize their own achievements and resent other people's successes, rejecting praise, humiliating others or refusing to respond to those around them. Such defensive, withdrawn, self-destructive or hostile behaviour hurts, confuses and/or angers others, in turn lowering their self-esteem. Low esteem and/or lack of empathy perpetuates itself and can drag others into the same vicious circle.

The task of enhancing self-esteem and positive empathy is the most important facing any school and results are best achieved in the framework of a relaxed, calm atmosphere in which children are able to give of their best, and are encouraged to fulfill their potential. Areas of the PSHE

curriculum, together with circle time and the school ethos aim to develop everyone's self-esteem, celebrating achievement and diversity.

Support for Social, Emotional and Behavioural Issues - As a school, Overbury is committed to helping all pupils to succeed and understands the importance of positive self-esteem and valuing others. Therefore, we offer in-school support in group, pair and individual sessions run by trained teaching assistants, overseen by the school SENCO to help school identified children.

### Dealing with Poor Behaviour

The reasons for poor behaviour are wide spread, but should be minimized as much as possible. Boredom, lack of understanding, poor organisation and lack of progress can be addressed through a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods, full involvement of all children and good organization. To support this, teachers are responsible for ensuring appropriate teaching styles and strategies.

Peer pressure and media pressure can also be causes. Through circle time, PSHE and Seal assemblies we explore the ever-increasing pressures within our world and how we can be safe risk takers, say no and using our feelings of self-worth to challenge prejudice and injustice. The aim of pastoral support should be to prevent poor behaviour, rather than merely to react to it with punishment. To punish the bad behaviour and ignore the reasons will only have a short-term effect, and not provide a lasting solution.

Personal problems, which may have generated outside school, will need to be explored and dealt with sensitively. Our school is able to provide in-house positive parenting workshops to provide greater parental support. Some pupils may have behavioral issues that require further external support and the school is able to work with parents and outside agencies including the Early Intervention Support Worker, school nurse, school Ed Psych and Behavioral support (Perryfield School) to help pupils.

Low key disruption - To minimize repeated unwanted behaviours (which can also incorporate over dependence) each class has its own way of making these unacceptable.

Swearing can occur in school and will be dealt with as:

- State that the word is not acceptable in school as it is rude (DO NOT EXPLAIN WHAT IT MEANS)
- State that the child cannot say this again
- Warn that if they do, it is an automatic red and their parents will be informed



### Serious Incidences

Any incident considered serious will bypass the consequence hierarchy and will be referred directly to the Head Teacher.

**Offensive Weapons** - Under section 139A of the Criminal Justice Act 1988 it is an offense to carry an offensive weapon or knife on school premises. If this is suspected, the child can be legally searched and a police officer may be called.

Targeted Behaviour Strategies - Child who has 2 or more reds in a week (in first instance)

1. Green signal (see page 4) write on board for all to use
2. Catch me Target Card (see page 5)
3. Parental involvement
4. Individual Behaviour Plan (usually in conjunction with support from the Behaviour support team from LBSS) or a Pastoral Support Plan

### Individual Behaviour Plans

Sometimes a child will require more support to improve their behaviour. These children will be given an Individual Behaviour Plan or a Pastoral Support Plan. These are established to support the child and adults in contact with him/her. If a child has a one of these, staff and parents meet at mutually convenient times every fortnight to discuss the behavioural progress of their child, explain how both school and home can reward positive behaviour, set aims and targets and to monitor progress.

### External Support Services

We work closely with external support services: LBSS, EWO (when bought in), Police and Health Authority, so that a full understanding is gained of the children and their needs, and provision of the right support can be achieved.

### **Special Educational Needs**

Our Behaviour Policy is relevant to all children, regardless of their ability. For those children who need extra support we ensure that this is provided either through classroom organisation, teaching materials, teaching style, differentiation, specific programmes of work (ie social skills; Volcano in My Tummy) or APAR targets. Outside agencies are involved when appropriate, and staff will receive training in dealing with the emotional needs of some children, which might affect their behaviour.

**Partnership with parents and carers**

The partnership of home and school and the attitude of both is critical in shaping how children and young people behave. We strive to establish close relationships with parents, keeping them informed of any specific concerns we may have. If a child requires an Individual Behaviour Plans, these are established to support the child and adults in contact with him/her. Staff and parents meet, at mutually convenient times, to discuss the behavioural progress of their child, explain how both school and home can reward positive behaviour, and to monitor progress. The school can also offer one to one parenting support through the SEND support assistant.

**Role of the Governors**

Governors monitor and check that the school policy is upheld and can also offer guidance where a member of the body has particular expertise in this area.

**Monitoring and review**

All staff in our school are responsible for ensuring this policy is maintained from day to day. The school rules and the playground rules are reviewed at least once a year. This policy will be reviewed on the 3 yearly cycle, or more frequently as deemed appropriate at that time.

APPENDIX 1

Overbury School Rules - Displayed as an easier to remember green triangle

**School Ethos 'We look out for Others'** - When we look out for others, they look out for us

- **Try** your best in everything you say or do
- **Think** before you say or do can stop bad things from happening
- **Tell** the Truth straight away and we can sort it out
- **Respect** other people, things and creatures
- **Follow your instructions** - we get everything done safely, quickly and well
- **Co-operate** with others - work together as a team, it's even better!

APPENDIX 2

# Overbury Social Time Rules

Keep the school rules - We look out for others

Also remember:

- √ Walk up and down the slope
- √ Only move on the steps when an adult is with you or when moving into the school as a class
- √ No play fighting
- √ No football unless it is a coaching session
- √ Hand over your huff and puff key for equipment - collect at the end
- √ Respect equipment, keep it on the playground, use as it is meant and return it carefully
- √ Ropes are for skipping - round your waist for horses only
- √ Only adults and monitors in shed
- √ Swing/climbing frame - only 1 child on each section
- √ Go and see a Peer Mediator if you are having a friendship or game difficulty