



OVERBURY C E FIRST SCHOOL

BEHAVIOUR POLICY

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Our School Vision

Discover, nurture and share God's gifts

At Overbury First School, we believe God has given each of us special gifts to enable us to learn and flourish as unique children of God. We seek to act justly, love mercy and to walk humbly, fostering an environment where everyone is treated equitably and pupils develop into compassionate responsible individuals who take care of each other, our community and the world in which we live.

Introduction

Our expectations of our school community's behaviour and attitudes are underpinned by:

- Our school vision
- Our school ethos - We look out for others
- Our Christian Values - Generosity, Joy, Service, Forgiveness, Justice, Respect, Thankfulness, Compassion, Courage, Friendship, Wisdom, Truthfulness
- Our Learning Behaviours

We also have due regard for these, whenever applicable and possible, within our learning. Our values are rooted in the teaching of Jesus Christ. Central to our policy is our school ethos 'We look out for others.'

"And so encourage one another and help one another.....at all times make it your aim to do good to one another and to all people.' 1 Thessalonians 5:11-15.

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

Aims

- To foster a positive and **compassionate** environment, in which all children can flourish and reach their full potential.
- To develop relationships based on **respect, generosity**, integrity and trust between all members of the school community, including parents and members of the Governing Body,
- To raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions'.
- To create caring, purposeful and safe learning environments
- To 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
- To encourage self-discipline and personal **responsibility**
- To give children the confidence that issues relating to behaviour will be referred back to our school rules, our school ethos and the school's Christian values.

As a direct consequence of the Behaviour Policy:

Children will:

- Build strong relationships
- Experience what it means to live as a member of an open, **generous** and **forgiving** community
- Benefit from a calm learning environment
- Be fully involved in regular reviews of the Behaviour Policy (through School Council)

Teachers will:

- **Model forgiveness**
- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community
- Develop personally and professionally

Parents will:

- Be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- Feel confident that the decisions regarding behaviour are just, unbiased and informed by the School's ethos, rules and values
- Be confident that their child is developing personally, socially and academically.
- Feel welcome at school to discuss their child's progress in a positive atmosphere.

Rules

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 in assemblies throughout the year. (Appendix 1).

Class Rules

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 - as much as possible (not the negative ie 'don't run'). These rules should be displayed in the relevant classroom so they can be referred to when necessary, alongside the school vision and ethos.

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*

The school ethos and rules (both school and class) must be displayed in the classroom for all to see and follow. The rules also have rewards and consequences, which are based on the class dojo system

Social Time Rules

Rules for the playground include the School Rules and more specific rules for the playground, including health and safety.

Lining up - Pupils stand after first whistle and move into class lines at second whistle. Good lining up equals a green card per year group - these cards are kept in a box in the hall cupboard, collected by the monitor. After Friday lunchtime play each week, any year group with more than 5 green tokens is allowed 5 minutes extra play - which happens straight away.

Whole School response for positive behaviour:

- Award of individual and class dojos (see behaviour system below) for good behaviour,~
- praise (private and public),
- weekly certificates -Writer, Reader, Mathematician and Friend of the Week (one child per class per week, usually),

- termly certificates – Artist, Speller and Christian Value (Values champion) ,

All certificates are presented in the weekly Celebration assembly; the children are then photographed with their certificate and this is included in the fortnightly newsletter

- Attendance awards are also presented every half term for the best performing class leading to a whole class reward.
- Class Christian Value rewards: Each class has a reward set up on class dojo for the Christian value of the term. When a child demonstrates that value, a child is awarded a 'Christian value' dojo. When the dojo jar has 50 dojos, the class can choose a reward

Whole School Behaviour Dojo System

The whole school will follow the same system for monitoring and rewarding behaviour using the class dojo system.

The dojo system is a way of visually rewarding children for good behaviour and ensuring the children know what behaviour they will be rewarded for. The children can see on the computer when they have been awarded a dojo, how many dojos they have received in total for their good behaviour and how many more they need to achieve a reward.

The behaviour they will be rewarded dojos for is detailed below:

Behaviour	Number of Dojos
Concentrate	1
Don't give up	1
Be cooperative	1
Be curious	1
Have a go!	1
Use your imagination	1
Keep improving	1
Christian value	2
Looking out for others	1
Silver	2*
Gold	5*
Certificate award	5

*A silver or gold is awarded for behaviour deemed exceptional by the class teacher.

Rewards

Once a child has achieved 50 dojos individually, they can choose to cash their dojos in and receive a reward. At the start of the academic year, each class will agree on a different selection of

rewards that the children can choose from.

Once the class has gained a total number of dojos, they will achieve a whole school reward. The classes must achieve the following number of dojos to get a reward:

Sundial = 2000 dojos

Sheldon = 1500 dojos

Tower = 1000 dojos

Whole School response to inappropriate behaviour:

- Adults will use the School Ethos and rules as a starting point to challenge the child on whether they were looking out for others and used the Try, Think, Tell, Respect, Follow instructions and co-operate with others rules. How would they have felt if they had been on the receiving end of the behaviour in question?
- Adults will seek to avoid confrontation and demonstrate **compassion** through active listening and **forgiveness** when there is an acknowledgement of a wrongdoing.
- Ensure the child understands why his/ her behaviour is not appropriate
- Establish the facts and reserve initial judgment
- Provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves that is unacceptable.
- Follow the whole school dojo behaviour system

If misbehaviour occurs during a lesson 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 child will be given a second verbal warning. However, if this behaviour persisted and the child did not alter their actions, they would be given a consequence. If a child was given a consequence at the end of the day, then the sanction would be imposed on the following day. Because of the age of Tower Class, children receiving a consequence in the afternoons will have time out on a 'consequence task' at a table during story time; as it is just as important that younger children have consequences for their actions, no matter what time of day this occurs.

Emergency Response

Should any class need urgent support, they can send a class named heart with a child to the Head teacher or to the office 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.

Consequences

All behaviour consequences are logged. Pupils may be asked to complete a behaviour reflection sheet to help guide the discussion of the incident.

Any child who receives a consequence for two or more times during the week will have an appointment with the Head Teacher, to discuss their unacceptable behaviour further and this will potentially entail the encouragement of positive behaviour through a Catch Me Card. Positive targeted behaviour is noted and celebrated. Should the behaviour still not improve, their parents will be asked to come into school to discuss a way forward.

In extreme cases, and with agreement of all involved, and after discussion with parents, if a child becomes a danger to him/herself or others, fixed term exclusion will be enforced (see the Suspensions and Permanent Exclusions policy). A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Their return must include a Pastoral Support Plan (PSP).

Lunchtime - Defiance or challenge can be a particular issue for some children - repeat instruction, verbal warning 1, verbal warning 2, consequence: Do not get into a discussion.

Communicating behaviour in the playground - Consequences and rewards involving Class Dojo will be reported to class teachers by the lunchtime supervisors as soon as pupils return to class. For serious incidents, adults can summon other adults using a heart card.

Sheldon and Sundial Classes will monitor their Class Dojo points towards their class reward system. Consequences from class time and playtime must be kept in the behaviour folder by the Head Teacher, 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 automatically be reported to either the Head or Assistant Head. A child monitor needs to be sent to ask the Head or Assistant Head Teacher to attend, and the class teacher needs to bring the child in to discuss the matter. Serious incidents will be logged on CPOMS

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. Class and supply teachers, lunchtime supervisors and support teachers are all encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. **respect**, looks like in practice.
- ❑ 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 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:

- Recognise emotional states and their associated physiological reactions
- Think about feelings and sensations, showing **compassion**
- Maintain **friendships**
- Think while experiencing the feelings and sensations
- Be able to keep the problem in proportion
- Name the difficulty and ask for help, showing **courage**
- Organize personal and other resources
- Generate and consider options
- Have choices about different responses and behaviours
- Demonstrate the school's values

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. We also employ a trained Emotional Literacy Support Assistant (ELSA).

Dealing with Inappropriate 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, appropriate curriculum, the use of inspiring and motivating teaching methods, full involvement of all children and good organisation. 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 Zones of Regulation we explore the ever-increasing pressures within our world and how we can be safe risk takers, say no and use 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. Some pupils may have behavioural issues that require further support and the school is able to work with a range of external agencies including Early Intervention Support Workers, Perryfields PRU outreach support and Educational Psychology.

Swearing can occur in school and will be dealt with as part of our whole school traffic light system as follows:

- 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 consequence and their parents will be informed

Serious Incidences

Any incident considered serious will bypass the consequence hierarchy of our whole school behaviour system and will be referred directly to the Head teacher.

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

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

1. Catch me Target Card (see page 6)
2. Parental involvement
3. Pastoral Support Plan

Child on Child abuse

We recognise that children are also vulnerable to physical, sexual or emotional abuse by their peers or siblings. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- sexual violence and sexual harassment,
- sexting (also known as youth produced sexual imagery), and;
- initiation/hazing type violence and rituals.

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Any form of abuse or harmful behaviour will be dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being. Such abuse will not be tolerated or passed off as 'part of growing up'.

Please read and refer to our separate anti-bullying policy (including prejudice based and discrimination based bullying), cyber bullying policy, child on child abuse policy and safeguarding and child protection policy when reading this document.

Pastoral Support Plans (PSP)

Sometimes a child will require more support to improve their behaviour. These children will be given a PSP. These are established to support the child and adults in contact with him/her. If a child has a PSP, 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, and to monitor progress. This is done within the set guidelines of 6 weeks per plan.

External Support Services

We work closely with external support services, including: Early Help, Police and Local Authority, so that a full understanding is gained of the children and their needs, and provision of the right support can be achieved.

Positive Handling

Positive handling may be used on rare occasions as part of our duty of care to keep pupils and staff safe. We prioritise de-escalation and relational approaches, and physical intervention is used **only as a last resort**, when a pupil is at risk of harming themselves, others, or causing serious damage to property. Any intervention will be reasonable, proportionate, and in line with **Team Teach** safe handling techniques and **DfE guidance on the use of reasonable force (2013)**. All incidents are recorded, reviewed, and shared with parents/carers on the same day wherever possible.

Special Educational Needs

The 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) or APAR, PSP targets. Outside agencies are involved when appropriate.

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 a PSP, this is 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.

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.

Other relevant policies:

Other relevant policies include:

- Anti-bullying policy
- Cyber-bullying policy
- Safeguarding and child protection policy
- Child on child abuse policy
- Suspensions and Permanent Exclusions policy
- Positive handling policy

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!