

## **Behaviour Policy**

### **Our Vision**

At Old Moat Primary School our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

### **Aims of the Policy**

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

### **Objectives**

- For all children to be happy, caring and confident learners
- To have high expectations of all children
- For children to learn the difference between acceptable and unacceptable behaviour
- To promote respect and consideration for others and for property within school
- For children to respect themselves and others, valuing diversity of culture, belief and opinion

### **Roles and Responsibilities**

The Headteachers will work with all members of the school community to ensure high standards of behaviour at all times.

#### **It is expected that all staff will:**

- Establish and follow the five golden rules with their class
- Ensure that all children are emotionally and physically safe in school
- Apply rules and sanctions consistently, proportionately and in a manner appropriate to the needs of the children
- Challenge any unacceptable behaviour
- Provide children with a good role model
- Work in partnership with parents or carers to find a constructive solution to any situation which is causing concern

#### **It is expected that children will:**

- Behave respectfully to others
- Behave in a way that keeps others and self safe
- Be willing to learn
- Allow others to learn around them
- Attend school regularly
- Own up to mistakes and learn from them
- Allow others to make mistakes
- Give opinions in a constructive manner

- Listen to others

**It is expected that parents/carers will:**

- Praise and encourage their child's efforts and achievements
- Ensure that their children attend school and arrive on time
- Contact the school if their child is absent or will be late
- Inform the school of any events which may affect their child's behaviour in school, so that it can be dealt with sensitively
- Support their child in behaving appropriately
- Support the school if sanctions are applied to their child for inappropriate behaviour

**It is expected that the Governing body will:**

- Support the school in its efforts to address issues related to behaviour management
- Monitor the effectiveness of the school's behaviour policy

**Motivating Appropriate Behaviour**

Preventative measures

Raising pupil self-esteem

- Communicate a sense of importance
- Support successful experiences
- Emphasise children's responsibility through providing choice
- Display and celebrate children's finished work

Offering a well-planned curriculum

- Aim for quality teaching which encourages breadth of exploration and representation and balance in the pupil experience of the wider curriculum
- Ensure good and flexible preparation of activities matched to student abilities
- Plan for and support SEN/EAL/G&T pupils
- Plan for other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Have back up self-sustaining activities ready

Providing a comprehensive programme of personal, social, health and citizenship education

- Develop clear rules for relationships
- Teach children to respond positively
- Help children to be assertive
- Work towards school aims

Good classroom management of time

- Establish clear routines (end of lessons/day)
- Allow time for clearing up, questions, and children to finish work
- Allow children to organise their own time and tasks where possible

## Conditions for personal growth

- Active people learning with others
- Respect
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others
- Openness
- Right to make mistakes
- Cooperative evaluation and self-evaluation

## **Positive Consequences (Rewards)**

At Old Moat we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:

- DOJO points
- Non-verbal rewards (thumbs up, smile)
- Praise
- Showing work to another member of staff (Headteacher or Deputy head)
- Stickers
- Certificates
- Star of the week
- Displaying children's work
- Good news assemblies
- Clubs
- Prizes

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

## **What is inappropriate behaviour?**

When a child's behaviour falls below an acceptable standard, a range of sanctions will be used. Through working closely and openly with children and their families, it is our aim to resolve behavioural issues at the earliest stage. We consider the following behaviour to be unacceptable:

- Racism, homophobia or sexism
- Bullying
- Name calling
- Physical aggression
- Refusal to work, co-operate or follow instructions
- Refusal to obey school rules
- Continual shouting out, interrupting or talking excessively in lessons
- Continually distracting or provoking other children
- Being disrespectful or inconsiderate towards others
- Destruction of school property or property belonging to others
- Using inappropriate language

## **Negative Consequences (Sanctions)**

In order to discourage children from behaving inappropriately we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask them to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

### Consequences

- The aim of a consequence is to discourage future misbehaviour
- Children need to have a clear picture of the order of sanctions
- Need to be fair and consistent
- Be proportionate to the level of behaviour exhibited
- Be imposed in a firm, yet respectful way

### **Behaviour Procedures**

Each day all children's names begin on the green traffic light. This is where the children are expected to stay but if their name is moved for a warning/thinking time then they can still "buy back" into the lesson when they show the appropriate behaviour. Positive behaviour is awarded in the ways detailed earlier in this policy.

**Stage 1** – Warning - remind child of appropriate behaviour/rule reminder or use of positive reinforcement e.g. "Thank you to .... for ..."

**Stage 2** – Thinking time (name moved to the amber traffic light)

**Stage 3** – Time out (name moved to the red traffic light) is reached when a child does not modify their initial behaviour after a warning and thinking time. Time out can also follow more serious initial incidents (fighting, verbal abuse to staff, extreme defiance). The child will be removed to another class in the phase or around school (as decided by the member of staff) for an appropriate length of time (age related). The appropriate Assistant Headteacher will become involved at this stage and will contact the child's parent/carer for a telephone discussion or face to face meeting. These incidents will be recorded on SIMS. A child who receives three reds in the same term will be placed on report with their phase Assistant Head.

**Stage 4** – Child sent to one of the Headteachers when the previous interventions have proved unsuccessful (there should be an evidence trail – SIMS entries, meeting notes). This point will usually be reached when a child has already had three red cards in a term. At this point they will be placed on report with the Headteacher.

Children will also be sent straight to the Headteachers in cases which are highly concerning (racist incidents, behaviour which seriously compromises safety, physical abuse to staff)

### Repeated or persistent misbehaviour

We need to be aware that there are experiences in school that can trigger off student patterns of behaviour. These triggers may relate to learning, peers or adults/authority.

We will record inappropriate behaviours so that we can:

- Increase our awareness
- Recognise potentially disruptive situations
- Minimise them

### Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players
- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on the bus
- The headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying

**There will also be zero tolerance of any form of serious assault on pupils or staff**

### Individual Needs

Children with persistent difficulties may be placed on the school's additional needs register and an individual education programme would be drawn up in conjunction with the Inclusion Manager, class Teacher and the child's Parent/Carer. If difficulties continue, the support of external agencies, including the Educational Psychologist, may be sought. In complex cases of emotional and behavioural difficulties, an application may be made for statutory assessment by the local authority who will decide whether or not pupils need an Education, Health and Care Plan (EHCP) to outline their additional needs and the special provision which needs to be in place for them.

### Use of physical intervention

All members of school staff have a legal power to use physical intervention. Proportionate force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Whilst any member of staff can use physical intervention, there are also members of staff in school who are trained in safe holding techniques to deal with any serious incidents.

At Old Moat we endeavour to support our pupils by de-escalating potentially difficult situations, spotting triggers and preventing conflict wherever possible. There may be times however, when staff are required to physically intervene. The decision to use physical intervention depends on individual circumstances, risk to pupils, staff or property. We are mindful of each child's individual needs and steps are taken to reduce the likelihood of physical intervention wherever possible. Using physical intervention will be a last resort.

Circumstances where physical intervention may be used: To keep pupil safe. To restrain a pupil at risk of harming themselves or others through physical outburst or 'out of control' behaviours. To remove disruptive children from the classroom. To prevent pupils leaving the classroom or building, where allowing them to leave would risk their safety. To prevent a pupil from attacking a member of staff or another pupil. To stop a fight in the playground.

Parents/carers will be informed of serious incidents involving the use of physical intervention and a detailed record will be kept in school. Some vulnerable children who experience difficulties regulating their emotions may have individual risk assessments and personal handling plans which are reviewed as part of our ongoing practice to reduce risk and provide safe learning environments for all our children.

### In school exclusion

Serious or persistent disruptive behaviour can result in an in school exclusion where children are in another class for half or a full day. They have work set by the teacher and are escorted to the toilet. They do not play out with their friends at lunch or break times.

### **Exclusion**

Exclusion is one of the options amongst a range of strategies that the Headteacher (or the Acting Headteacher in his or her absence) can employ in response to inappropriate behaviour. It will usually be used as a last resort when all other alternatives have been exhausted. The decision to exclude a pupil will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school.

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in the school.

Unacceptable behaviour which might result in exclusion include:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist abuse/harassment
- Inappropriate behaviour
- Damage to property
- Theft
- Drug related incidents
- Persistent disruptive behaviour

Only the Headteacher (or the Acting Headteacher in his or her absence) can make the decision to exclude a pupil, and in making that decision he/she will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off the premises which is in breach of the standards of behaviour expected by the school.

Permanent exclusions will normally be used only as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil for a first or one-off offence. Such circumstances might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the Local Authority and the DfES, and will seek the advice of the Local Authority where necessary. Parents/carers will be informed of the actions taken.

### **School Rules**

The above procedures will be implemented when the school rules are broken.

The school rules are:

- *We listen*
- *We are honest*
- *We look after property*
- *We work hard*
- *We are kind and helpful*

These rules are applicable for the whole school environment (playground, corridors, classrooms, canteen)

- Display the rules everywhere
- Make the rules look special (colourful, backed)
- Reinforce their positive actions verbally ("I like the way you...")

## Moving around school behaviour

Teachers are responsible for the way their children move around the school when out of the classroom. Children must move quietly and keep to the left on the stairwells. Teachers should teach pupils appropriate behaviours for moving around the school and insist on these at all times.

Teachers ideally should lead their class from the front of the pupil line when moving about the school, while at the same time repositioning themselves as necessary to ensure their line is moving calmly and safely around school.

Teaching assistants can be positioned on the stairs or along the line after assembly and at break times to assist teachers to remind children to move quietly and sensibly.

## Lunchtime

The lunchtime rules are the same as at all other points in the day and they are displayed clearly outside. **The same high level of behaviour is expected at lunchtime.** Children can be given DOJOs for exemplary behaviour at lunchtimes.

Children will be supported in making good choices by the lunchtime organisers and the play leader. They will be spoken to respectfully and speak back respectfully.

Lunchtime organisers will record children's behaviours that require sanctions and keep teachers informed through a notebook or laminated sheet on the classroom door. The class teacher will then continue to use the traffic light system and DOJOs to sanction and reward as appropriate.

The senior lunchtime organiser will decide on a focus for praise each week and communicate this to her team. Themes could be directly linked to the school rules or more specific such as good lining up, helping to tidy up equipment etc.

## Bullying

Definition – Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (being ignored or not spoken to). All are treated extremely seriously at Old Moat Primary School

## Cyberbullying

Definition – “Cyberbullying is the use of ICT, particularly mobile phones and the internet, to deliberately upset someone” DCSF 2007

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously and it can happen on a vast and rapid scale
- The profile of a cyberbully or a target varies – age/size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness/empathy
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be severe

At Old Moat we take all forms of bullying seriously and cyberbullying will be dealt with just as all other forms of bullying.

## **Racism and Homophobia**

Like bullying, racism and homophobia can exist in any school. At Old Moat both are rare. However, our school is in a multi-cultural community and we have these principles and roles to ensure that racism and homophobia can be quickly stopped.

All pupils should know that racism and homophobia are wrong. Pupils should tell any adult if they know of any racism or homophobia in school. All staff take cases of racism and homophobia seriously; they aim to ensure that they are known to be unacceptable. Issues surrounding racism and homophobia and their unacceptable nature are made very clear to all.

The Headteachers report to Governors on racist incidents and incidents of homophobia on a yearly basis and Ofsted also monitor the number of cases and the way in which the school has dealt with them.

All racist and homophobic incidents will be dealt with no matter how trivial they may seem to be. If staff are aware of racism or homophobia, they should refer it to the Headteachers directly.