

Oldfleet Primary School



Behaviour Policy

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Date	January 2019
Review Date	January 2020

Oldfleet Primary School Behaviour Policy: 2019 to 2020

Aims

- We aim to provide a positive environment where children feel safe and happy.
- We expect appropriate behaviour. Good behaviour will be rewarded.
- We expect that all children will follow the school expectations
- All staff will acknowledge and praise good behaviour and will make full and consistent use of all school reward systems.
- All children will be motivated to enable them to achieve their full potential.
- All behaviour will be dealt with using a 'restorative' approach.

Expectations

All classes were asked to consider what they thought was expected of them in school. From this draft list a concise bank of five expectations was drawn up.

These 'expectations' will be explained by teachers to their classes and will have slightly different interpretations put on them within different year groups.

These are:

I am expected to:

- Be kind and helpful.
- Move safely and quietly around the school.
- Listen and do as I am asked.
- Learn and let others learn.
- Take pride in my school and look after it.

Restorative Practise

The school deals with behaviour problems using a restorative approach. All staff receive training on how this is achieved and it is the responsibility of all staff to follow this method. On encountering an incident, restorative questions are used, to find out what happened, with all children involved. Circles are used to solve problems so that all those affected have an opportunity to explain what happened and to share feelings. If there is a serious or recurring problem, parents will be invited to attend a restorative circle.

Check in and Check out circles are used at the beginning and end of the day in class to build relationships between staff and pupils. These are also used on a more proactive basis, to solve problems within the class. It is important that feelings are discussed so that pupil's empathy is fully developed.

The school operates a 'Buddy' system, where children have been trained to help staff resolve conflict with a restorative approach.

Physical Management of Pupils

Key staff have been trained in Team Teach (use of restraint for pupils) and this will be activated if deemed necessary.

When can reasonable force be used?

Physical restraint should only be used as a last resort; other non-physical strategies for diffusing the situation must be tried first. Whenever possible, the age, level of understanding and gender of the pupil should be considered. The degree of force used should be the minimum needed to achieve the desired result.

Examples of when it may be necessary to use reasonable force.

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a physical attack by a pupil on an adult or other pupil;
- A pupil behaving in a way which places other pupils at risk e.g. pushing, tripping, rough play, running in corridors;
- Prevent a pupil running into a road
- Prevent a pupil behaving in a way that disrupts a school event or a school trip/visit;

Remove a child from a dangerous place e.g. climbing on the outside of the stair case.

Any incident on which force has been used is to be recorded and the record kept centrally. The report will be used by the school to check that policy guidelines have been followed, to inform parents/carers and to prevent misunderstanding or misinterpretation of the incident.

Using physical restraint can potentially result in the child receiving scratches/marks or bruises. When physical restraint has been used, the child will be checked for scratches/marks or bruises and any evident marks will be recorded centrally. Parents/carers will be informed.

Behaviour Causing Concern

Pupils who do not follow school expectations will be given a warning that their behaviour will result in a consequence and be logged on the school system if it continues. If the behaviour does not improve the teacher will then log the incident and consequence on SIMS. **If it is a serious incident such as physical or verbal violence towards peers or staff then no warning would need to be given.**

It is the initial responsibility of the class teacher to contact a pupil's parent or carer if a pupil's behaviour is giving cause for concern. All meetings will be recorded by the class teacher using SIMS. At this point, class teachers can introduce individualised reward/tracking systems/programmes and monitor their impact. Mr Conlon/Mrs Mounsor will need to be kept informed but will not be formally involved at this stage.

Should pupils be continuously disruptive during the school day and show little respect or regard for the agreed school expectations, then the following will happen:

- A behaviour Clinic will be held involving the pupil (if appropriate), the pupil's parents/carers, the class teacher, Mr Conlon, Mrs Mounsor, Mrs Stonham and Mrs Clark (School Nurse) A way forward will be agreed at the clinic and a date set for review.
- Internal parenting classes will be offered at the initial behaviour clinic. These classes will be led by Mrs Clark/Mrs Stonham and will take the form of group or individualised sessions.
- A Personal Support Programme (PSP) will be constructed and agreed by staff and parents/carers. The PSP will include targets/rewards/therapies that can be initiated in both school and home. The PSP will be reviewed at subsequent behaviour clinics. The PSP and subsequent targets/rewards will be based on the system operated in the local Pupil Referral Unit. (PRU)
- A Positive Handling Plan (PHP) will be constructed if it is agreed at the behaviour clinic that adults may need to physically restrain the pupil. The use of the Calm Down Room (CDR) will also be included in the PHP to reduce the number of potential physical restraints.

Should pupils continue to be disruptive during this period and continue to cause concern, then the following will happen:

- The pupil will have restricted access to break and lunchtimes
- Additional support will be provide in the classroom if needed
- The pupil maybe educated outside the classroom in the nurture room for agreed periods of time

- If parents/carers agree, a formal referral will be made to the Educational Psychology Service.
- The local PRU will be informed that the pupil is in danger of permanent exclusion
- The school will only use fixed term exclusion as a last resort and will only do so as a way of gaining access to the next level of support. Any use of fixed term exclusions will follow agreed local policy.

Breakfast Club

Pupils who fail to follow the school expectations during Breakfast Club will have their names and incident recorded on a Behaviour Log by the Breakfast Club lead and passed onto Mr Conlon

Mr Conlon will meet with the pupil and discuss the pupil's failure to follow the school expectations. Parents will be informed. Mr Conlon will formally record the incident on SIMS.

Should a similar incident occur again, then the pupil will miss a number of Breakfast Club sessions agreed by Mr Conlon and the parent/carer.

Playtimes/Break Times

Children who cause problems at playtime will lose their right to the following playtime. They will stay in and work with their teacher, or another member of staff if necessary. Any incidents will be formally recorded on SIMS by the class teacher.

Lunchtime

Pupils who fail to follow the school expectations during the lunch break will have their names and incident recorded on a Behaviour Log by a lunchtime supervisor. The behaviour log will be passed onto the class teacher, Mr Conlon or senior member of staff. It is the responsibility of the class teacher to meet with the pupil and discuss the pupil's failure to follow the school expectations. The incident will be recorded on SIMS and parents/carers informed by the class teacher.

Should a similar incident occur again, then the pupil will be isolated for part of the following lunchtime under the supervision of either the class teacher, Mr Conlon, Mrs Mounsor or a senior member of staff. The incident will be recorded on SIMS and parents/carers informed by the class teacher

Should a similar incident occur again, then parents/carers will be contacted by Mr Conlon and it will be requested that pupils go home for an agreed number of lunchtime periods. If parents do not support this request, then the pupil will be given a fixed term exclusion for the following lunchtime time and full afternoon session.

After School Clubs

Pupils who fail to follow the school expectations during After School Clubs will have their names and incident recorded on a Behaviour Log and passed onto Mr Conlon. Mr Conlon will meet with the pupil and discuss the pupil's failure to follow the school expectations. The incident will be recorded on SIMS and parent/carers informed. Should a similar incident occur again, then the pupil will not be allowed to attend the after school club. Parents will be informed by Mr Conlon

Peer on peer abuse

At Oldfleet Primary School, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the School's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)

Anti-Bullying

Bullying or reported bullying is not tolerated at Oldfleet Primary School and any incidents that are reported by pupils, parents or staff will be fully investigated.

At Oldfleet bullying is defined as when someone or a group of people hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. It is behaviour repeated over and over again. There will also be an imbalance of power between the perpetrator and the victim.

Pupils are also taught STOP which stands for Several Times On Purpose. This is easier for pupils to remember than the full definition.

Pupils are expected to report any incidents either involving themselves or another pupil immediately to a member of staff. All reports are logged on SIMs as 'reported bullying'. This classification may change to a specific type of bullying once the incident has been investigated.

All reports are fully investigated following school procedures (please see the Anti-Bullying policy).

Any necessary consequences will be implemented following the school Behaviour Policy.

Both victim and perpetrator will have follow up discussions with the Anti-Bullying Coordinator.

E Safety

Pupils are expected to follow the agreed procedures for E Safety. Any pupil who tries to access inappropriate materials on school equipment will be stopped from using school equipment until the matter has been fully investigated. A formal meeting with parents or carers will be conducted within 24 hours of the incident. Should a similar incident be recorded, the pupil concerned will be given a one day fixed term exclusion.

The Head Teacher and Governing Body, reserves the right to bypass the formal stages of this process and use fixed term or permanent exclusion should it be felt that the behaviour exhibited by an individual pupil demands such a sanction.

The following systems of rewards and sanctions are in place between 7.45 am and 4.30pm. They will also apply for the duration of all extended day trips, after school sports events and residential visits.

The Reward System

A properly structured reward system with all staff applying rewards consistently has a positive effect on attendance, presentation and on the quality of work produced by the children.

Weekly and on- going Rewards

Choosing Time will be class based and individualised and will be dependent upon the completion of work to a satisfactory standard and the following of school expectations throughout the week.

- Children who complete all work to the best of their ability and follow school expectations will be rewarded with choosing time in their own classroom at the end of every week.
- Children who have not completed work (i.e.: class work, book logs, spellings, homework, reading) will be expected to finish all tasks before they will be granted choosing time.
- Sometimes it may be necessary for this work to be completed during a playtime/break time rather than in choosing time. Should this happen, choosing time will still be offered

Pupils will be awarded reward points on a regular daily basis. Individual reward points can be exchanged for a prize/voucher. Prizes/vouchers will be available in different bands, for example, 100 points, 500 points and 1000 points. Example prizes/vouchers will be displayed in a cabinet in the dining hall

A 'Best Class' Trophy is awarded for both Key Stage 1 and 2 during the Friday assembly to the class whose behaviour has been judged as outstanding by the lunchtime supervisors

A weekly 'Tidy Class' Award is presented to both Key Stage 1 and 2 during the Friday assembly for the class whose room and cloakroom is the tidiest.

Pupils also receive special mentions in the Friday assembly. Names and reasons are provided by the class teacher.

Half Termly Rewards

Every half term, the school conducts an assembly to celebrate the achievements of selected children throughout the school. Each teacher nominates one child from their class, and invites parents/carers to attend the assembly. The children receive a personalised testimonial and a badge. The children and adults are then invited into the canteen for refreshments to further celebrate the achievement.

Termly Rewards

Every term, one boy and one girl, who have not had their names entered onto a SIMS behaviour log, will have the opportunity to win a bicycle or have part payment towards a bicycle of their choice.

Reward discos and reward parties are offered at the end of a term to pupils who have not had their names entered onto a SIMS behaviour log. Pupils who have had entries might have access to part of the disco/party which will be decided by their class teacher and authorised by a member of the SLT. **Pupils who have displayed physical or verbal violence towards peers or members of staff will not have access to the reward.**

Annual Rewards

Any pupil who has not had their name entered onto a SIMS behaviour log between September and July will be invited to a special afternoon celebration event.

Every year the school conducts an assembly to celebrate major or significant achievement of selected children throughout the school year. The children receive cups, medals and personalised testimonials.

After School Rewards

Pupils will not be invited to after school rewards such as themed discos if they have displayed any of the following:

- Physical or verbal violence towards peers or staff
- Have recorded attendance in the half term that the reward is offered below 96%. **This does not include any periods of authorised absence due to illness or medical appointments.**