



Behaviour Policy and Guidelines

Policy date: September 2019
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Introduction

Children's learning in all areas, academic, social and personal is best supported in a school environment where children feel happy, safe, valued and motivated to achieve.

At Olga, our approach to behaviour management and discipline is consistent and understood by all staff, children and parents. Engaging and appropriately challenging teaching aims to ensure that all children are given every opportunity to engage positively with learning and so to demonstrate positive behaviours and attitudes. Where a child consistently struggles to behave positively, we look for any underlying causes and aim to address these through our own provision and through working with families and outside agencies.

This policy supports the UN Rights of the Child:-

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law;

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aims

The aims of this policy are:-

- to outline the school's expectations of behaviour and the systems used;
- to ensure we promote and develop good behaviour consistently across the school;
- to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well;

- to help children to become positive, responsible and increasingly independent members of the school and wider community, knowing their own rights and respecting those of others.

Expectations and Principles

We believe that good behaviour is essential in order to enable all of our children to achieve their full potential.

- Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour.
- We believe it is important for children to be aware of their behaviour and its impact on others.
- Children need to be supported to take responsibility for their behaviour and be actively involved in finding solutions to any difficulties.
- There is always an opportunity for children to make amends and to put things right.
- We believe that children's behaviour is a form of communication and therefore it is essential that staff are aware of any changes in behaviour. Where children consistently struggle to meet our expectations, we look for any underlying causes of their poor behaviour and aim to address these.

Our golden rule is **'Treat other people as you want to be treated'**.

The school expects every member of the school community to follow the golden rule and to behave in a considerate way towards others. Central to this is choice: we refer to good choices and bad choices.

By using the language of choice we:-

- promote self-management of behaviour and enable some reflection on the behavioural choices which exist;
- avoid labelling children – instead we refer to the choices we all make and that we should always try to make good choices.

Promotion of good behaviour

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to 'catch' good behaviour.

Children are encouraged to make good choices at all times. They will be supported to:-

- follow the golden rule and achieve our motto of 'be the best they can be'
- understand what good behaviour means
- be aware of their behaviour and its impact on others
- take responsibility for their actions
- learn to care for themselves and each other

Across the whole school, children are supported to understand when their behaviour needs to change through the use of a traffic light system. All children start every day with their name on green. If they are given a warning, their name is moved to amber. If the poor behaviour continues, their name is moved to red and they are given a time out. As behaviour improves, their name is moved back to green, showing the children that there is always the opportunity to turn things around by making good choices.

We expect our staff to be role models to the children of Olga through the way in which they speak to students, deal with their disagreements and encourage them to express their feelings and acknowledge the feelings of others. We will ask questions about what has happened, show that we have listened to all parties involved, value their input and invite suggestions about how to repair the problem. In so doing, children are given the opportunity to reflect on their experience, listen to each other and build emotional awareness, as modelled by the adults.

Staff will:-

- ensure all children are clear about our expectations of behaviour at the beginning of the year
- regularly discuss the rules and remind children of school's expectations
- plan quality learning tasks which engage and motivate all learners
- praise good choices
- catch children behaving well
- be alert to signs that a child may be becoming angry or upset and take steps to intervene and prevent escalation of behaviour
- use weekly PSHE time (personal, social and health education) to promote children's understanding of the rules and how their behaviour can affect other people
- follow the guidance in the school behaviour policy in a fair and consistent way
- display the rules and consequences of behaviour choices in their classrooms
- use school guidance to ensure they are consistent when deciding on consequences
- keep a record on CPOMS and relevant notes on any misbehaviour
- keep parents/carers informed about their child's behaviour and relationships
- ensure the health, safety and welfare of all children

We work in partnership with families and expect parents and carers to:-

- be aware of the school rules
- celebrate their child's achievements and show an interest in their school life
- ensure that children arrive at school on time
- work with the school to model high expectations of behaviour
- work with the school to support us in improving children's behaviour
- act promptly at the request of the school by telephone or letter in the instance of a discipline problem
- support the school's decision when applying consequences

We firmly believe that the best way to ensure high standards of behaviour is to have clear expectations, to recognise achievement and celebrate success. To this end, we

develop clear rules with the children, based on the United Nations Charter of the Rights of the Child and we have a system of rewards for good and improving behaviour and of sanctions where behaviour falls below our expectations.

Emotional Well-being

For children to achieve their best, they need to feel safe, valued and motivated. In order to achieve this, staff will:-

- greet children in a welcoming manner
- treat each child fairly, with respect and understanding
- model positive relationships
- use focused praise and promote a growth mindset
- display the Zones of Regulation in the classroom, explaining their use to the children and ensuring that appropriate support is offered when a child uses them to indicate a concern
- display a visual timetable at the front of the classroom so that the routines of the day are clearly visible to all children to ensure that children know that they can ask to speak to staff (either class-based staff or others) if they have something they want to discuss.

Developing Rules

At the beginning of every year, class teachers spend time discussing the Rights of the Child that are relevant in school. The children agree how they will behave in order to ensure that everyone can receive their rights. These pledges are displayed in a Class Charter. Class teachers then support the children to turn their pledges into rules.

There will be no more than six rules and they will cover:-

- how the children interact with other children and adults;
- behaviour to ensure that everyone can learn well;
- looking after the school building and resources;
- staying safe.

Playground rules will be revisited at the beginning of every year in assemblies.

Setting expectations and fostering independence

All staff will set high expectations of children's behaviour and attitude in the classroom and around the school.

In the classroom, the expectation is that children will listen well to adults and to each other and that they will settle quickly to work independently, developing strategies and confidence to persevere with work that is challenging. Strategies include:- trying a different way of approaching a problem, using resources to help, looking at the success criteria or examples on display, asking someone else on your table.

Around the school, the expectation is that children will walk, behave safely and treat each other and adults with respect.

Rewards

Rewards include praise, smiles, thumbs up, notes home, Marvellous Me messages, being sent to another adult for acknowledgement, talking to parents/carers, being chosen for roles of responsibility in the classroom or around the school. Adults should be aware of how and when praise is given in order to ensure that all children are acknowledged when they try hard.

Every week in an assembly, the behaviour and/or achievement of two children from each class will be celebrated through the awarding of certificates. Their names will be displayed in the school and put in the weekly newsletter to parents.

Where teachers feel it is appropriate, to encourage a sense of group responsibility and co-operation, a class may work towards a behaviour target over half a term. The target and an appropriate reward will be agreed through consultation between the adults and children. Rewards may include activities such as 20 minutes in the

playground, time for free play in the classroom, watching a short film (no more than 30 minutes) or playing a particular game.

Sanctions

At Olga, we employ a number of sanctions to reinforce the rules of behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and ensure that sanctions are related, respectful and reasonable. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and may deter others from similar behaviour.

Sanctions range from a warning, to being asked to move, to time-out in another class, to attending the Thinking Room, to meeting with parents or in extreme circumstances to exclusion.

All adults deal calmly with poor behaviour. A raised voice will only be used when absolutely necessary to gain attention above other noise. Once attention has been gained, the adult will speak at a reasonable level and ensure that they are close enough to the child/ren to speak more privately and quietly to them. Adults will be non-confrontational in their body language and tone of voice, while being firm and clear, and seek to calm and de-escalate any difficult situations.

We have a clear framework which we all use to ensure consistency across the whole team (see Appendix 1).

The Thinking Room involves children staying in during lunchtime in a designated room supervised by a teacher. During their time in the Thinking Room, children are expected to reflect on the reason that they are there and how they can improve their choices

around behaviour in the future. Parents/carers will be informed if children attend the Thinking Room or have time out in another classroom more than 3 times in half a term.

Restorative approach

We use a restorative approach in order to resolve conflict. It promotes being honest, taking responsibility, acknowledging harm done and being willing to make amends. In doing so, it creates accountability and develops key life skills.

The restorative approach is based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills to identify solutions that repair any harm done and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem.

Restorative justice involves giving every child the opportunity to explain what happened and insisting that they listen respectfully to everyone else, so everyone involved is asked in turn what happened. It focuses attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. It encourages the children to reflect on how they felt at the time and how they feel about what happened once they have had the chance to calm down, enabling them to see how their emotions can get out of control and understand the need to control them. It ensures the process is seen as fair, therefore encouraging honesty and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability. By looking at what

harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of the solution making it much more likely to succeed.

This process can be quick when dealing with minor incidents, but takes longer with more serious or long-standing issues. The adult dealing with it needs to ensure that appropriate sanctions or reparations have been agreed at the end of the process.

Questions to help with restorative conflict resolution

What happened?

What were you thinking and feeling at the time?

How do you feel about what happened now?

How has it affected you?

Who do you think has been affected by what you did?

Did you make a sensible choice?

Do you think you behaved fairly/kindly?

Would you like to be treated in that way? (Refer to golden rule)

What do you need to help you feel better?

What could you do to put things right?

How can you make sure that this doesn't happen again, what would you do differently?

Behaviour Contracts

Where a child has continuing difficulties or where there has been a serious incident, a behaviour contract may be drawn up with the child. This will involve working with the child to identify the behaviour that needs to change, any triggers that cause the behaviour, and targets, strategies and support for making the required changes. Communication with parents/ carers will ensure that they can contribute to the process, understand the expectations and support the child at home.

Internal Exclusions

There may be some occasions where a child's behaviour continues despite the support and sanctions above. When this happens, or in the case of a very serious incident, a child may be excluded internally. This means that the child attends school, but is placed for a fixed, longer period of time in a class other than their own. They will be given appropriate work to do by the class teacher and will spend playtimes inside under the supervision of an adult. Before the internal exclusion ends, there will be a restorative discussion with the child in which they are supported to understand the consequences of their actions, make amends and agree the expectations of their behaviour on return to their own class.

Special Needs

Whilst every effort is made to ensure our procedures support children to make good choices, we know that some children have additional needs. When this is the case, we will work to identify any underlying needs or causes of poor behaviour and work closely with parents/carers and outside agencies to provide appropriate support which may include:-

- establishing an individual behaviour plan, including preventative measures;
- support from the Learning Mentor;
- working with external agencies e.g. LA advisers, CAMHS;
- individually tailored provision in school to support behaviour, learning and emotional development.

Recording and Monitoring

Any behaviour sanction involving use of time out or the thinking room will be recorded on CPOMS by the person who has given the sanction, copying in the relevant member of the Senior Leadership Team. The behaviour log will be updated as appropriate by the member of the Senior Leadership Team who is running the thinking room. All concerns regarding bullying must be entered onto CPOMS. Any other concerns may be recorded in a notebook or separate log.

The database will be monitored and analysed on a half termly basis by a member of the Senior Leadership Team so that problems and patterns can be identified and support for pupils put in place where required.

Exclusions

The decision to exclude a child will be taken in the following circumstances:-

- In response to a serious breach of the school's behaviour policy
- If allowing the child to remain in school would seriously harm the education or welfare of the child or of others in the school.

Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the member of SLT who is acting in that role.) Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the child concerned. Before deciding whether to exclude a child either permanently or for a fixed period the Head teacher will

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations, taking into account the school policies;
- Allow the student to give her /his versions of events;
- Check whether the incident may have been provoked.

Exclusion procedure

Most exclusions are fixed term and are of short duration. The DfE regulations allow the Headteacher to exclude a child for one or more fixed periods not exceeding 45 school days in any one school year.

Parents / carers will be contacted immediately and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. They have a right to make representations to the Governing Body and the local authority as directed in the letter.

The governors have arrangements to promptly review fixed term exclusions which would lead to a child being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

The governors have arrangements to promptly review permanent exclusions and all fixed term exclusions that would lead a child to being excluded for over 15 days in a school term or missing a statutory examination.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility. Work will be provided by the class teacher.

A return to school meeting will be held following the expiry of the fixed term exclusion.

Permanent exclusion

The decision to exclude a child permanently is an extremely serious one. There are two main reasons for permanent exclusions being considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant behaviour.
2. When a serious criminal act has been committed. The school will involve the police in any such offence.