**The Olga**

**Primary School**

****

**Behaviour Policy and Guidelines**

**Policy date: 3rd November 2014**

**Review date: November 2015**

**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, pupils and parents. Interesting and appropriately challenging teaching aims to ensure that all children are given every opportunity to engage positively with learning and so demonstrate positive behaviours and attitudes.

**Aims**

The aim of this policy is

• 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 pupils to achieve their full potential.

Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour.

No pupil will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe it is important for children to be aware of their behaviour and its impact on others.

Pupils need to take responsibility for their behaviour and be actively involved in finding solutions.

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

In Key Stage 1 and 2, 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 the 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

• treat each child fairly, with respect and understanding

• model positive relationships

• regularly discuss the rules and remind children of school’s expectations

• plan quality learning tasks which engage and motivate 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

• ensure they are fully familiar with the children’s needs and make every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons

• use weekly circle time to promote children’s understanding of the rules and how their behavior 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 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.

**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 are displayed in the playground and 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, stickers, notes home, being sent to another adult for acknowledgement, being chosen for roles of responsibility in the classroom or around the school. Every child should receive at least one note home every half term.

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

Midday meals’ supervisors will be asked to nominate one child each per week who has shown behaviour that supports the UN Charter of the Rights of the Child. These children’s behaviour will be celebrated in the weekly Rights Respecting Assembly and their photographs displayed in the hall alongside the Rights Respecting display.

When classes line up well at the end of playtimes and lunchtimes, they will be awarded a star. The class with the most stars on a Friday goes into lunch first and uses the sports area at lunchtime, the class who comes second goes into lunch second and has use of the basketball area at lunchtime.

To encourage a sense of group responsibility and co-operation, every class works towards a behaviour target every half term. The target and an appropriate reward are 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 deter others from similar behaviour.

Sanctions can 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 attached).

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 will be expected to reflect on the reason that they are there and how they can improve their choices around behaviour in the future. A letter will be sent home to parents if children attend the Thinking Room or have time out in another classroom more than 3 times in 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.

The restorative approach is based on four key features:

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

RESPONSIBILTY - 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 child 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 happens we will work closely with parents/carers to provide additional interventions which may include:-

• establishing an individual behaviour plan;

• support from the Learning Mentor;

• working with external agencies e.g. LA advisers, CAMHS.

**Recording and Monitoring**

Minor infringements of the rules are recorded in the class behaviour book or the lunchtime behaviour book. These are collected in weekly by the office staff and transferred to our behaviour tracking database.

More serious concerns are recorded on the individual behaviour log and will be shared with a member of the Senior Leadership Team on the same day as the incident so that consequences can be agreed and quickly put in place. These logs will also be transferred to our behaviour tracking database.

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

**Exclusions**

The decision to exclude a pupil will be taken in the following circumstances

• In response to a serious breach of the school’s behaviour policy

• If allowing the student to remain in school would seriously harm the education or welfare of the pupil or 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 student concerned. Before deciding whether to exclude a pupil 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 pupil 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 student 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 student 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 pupil 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.

**Behaviour Incident Record - Olga Primary School**

|  |  |
| --- | --- |
| Date of Record | Recorded by: |
| Date of Incident |  |
| Time of Incident: | Location of Incident |
| Names and Classes of children involved:  (Please indicate victim (v) or perpetrator (p) where appropriate | |
| **Type of Incident:**   * Fighting * Violent behaviour * Damaging property * Bullying * Racism | * Swearing * Verbal Abuse * Classroom disruption * Disobedience * Rudeness/rudeness to adults * Others |
| Brief description of Incident: | |
| **Action Taken**   * Children concerned interviewed * Class Teacher informed * Head/Deputy informed * Parent/Carer informed verbally * Letter to Parent/Carer * Other | |
| Consequences/Further action | |