



Olga Primary School

Positive Behaviour Policy

Policy Date: September 2023
Review Date: June 2024

Introduction

Olga Primary School Primary School is a welcoming, happy and caring School. Our School motto

“Be The Best You Can Be” reflects the high aspirations we have for behaviour and attitudes of the pupils and wider School community.

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 Primary School Primary School, our approach to behaviour management and discipline is through Restorative Justice. We ensure that this is consistent and understood by all Staff, children and Parents/Carers for example by regular training, assemblies and workshops. 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.

1. Aims

The aims of this Policy are:-

- To outline the School’s expectations for behaviour and attitudes and the systems used.
- To ensure we promote and develop good behaviour and attitudes 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.

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.

2. Expectations & Principles

We believe that good behaviour, a positive attitude and high levels of wellbeing are essential in order to enable all of our children to achieve their full potential.

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

We believe children need to be supported to take responsibility for their behaviour and be actively involved in finding solutions to any difficulties.

We believe 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 this and aim to address these.

Our School motto is: "***Be The Best You Can Be***".

The School expects every member of the School community to follow the School motto and to behave in a considerate way towards others. To support this, we use the language of choice. By using the language of choice we:

- Promote self-management of behaviour.
- Avoid labelling children, instead we refer to the choices we all make and that we should always try to make good choices.

3. Behaviour In The EYFS

The EYFS Staff will encourage and support children to develop a sense of right and wrong by helping children to cooperate at School. Staff will always try to explain, reason with and calm the child. Children are always encouraged to apologise and reflect on harmful behaviour. Any incidents will be brought to the Parent/Carers attention and discussed with them. Staff will be aware of the age and stage of development of the child and of any cultural, linguistic or particular needs. Physical intervention (positive handling), i.e. holding, will be used only to prevent injury to the child, other children or an adult or serious damage to the property

4. Promotion Of Good Behaviour

We believe that praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.

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

- Understand what good behaviour and a positive attitude means.
- Be aware of their behaviour and attitude and its impact on others.
- Take responsibility for their actions.
- Learn to care for themselves and each other.

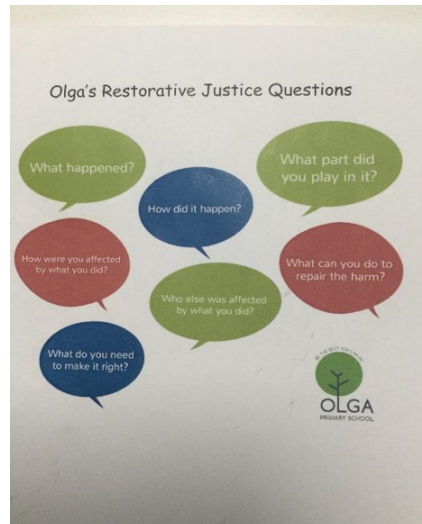
5. Traffic Light System

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 asked to go to either a parallel class to continue their learning (if appropriate) or to a member of SLT if necessary. 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. Every child has the opportunity to move to a 'gold' traffic light for showing exceptional behaviour and attitude to learning.



6. Restorative Justice

At Olga Primary School we use the restorative justice method to support positive behaviour and attitudes. We expect our Staff to be role models to the children of Olga Primary School 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 and throughout 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 using the traffic light system.
- 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 and attitudes can affect other people.
- Follow the guidance in the School Behaviour Policy in a fair and consistent way.
- Display the class charter rules 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 incidents.
- 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/Carers to:

- Be aware of the School rules and sign the home School agreement.
- Celebrate their child's achievements and show an interest in their School life.
- Ensure that children attend School regularly.
- 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 an issue dealing with behaviour.
- 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 consequences where behaviour falls below our expectations.

7. 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 regularly through assemblies, circle times and in discussion with the children in the playground.

8. Rewards

Rewards include praise, 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, show a growth mindset and ***'Be The Best You Can Be'***.

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/Carers.

Marbles:

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 a week or half term (depending on the class). The target and an appropriate reward will be agreed through consultation between the adults and children. Rewards may include activities such as time for 15 minutes free play in the classroom, watching a short film (no more than 15 minutes) or playing a particular game. Targets will be displayed on the wall to ensure children know what they are working towards. All members of Staff are able to award marbles.

9. Sanctions

At Olga Primary School, 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 certain behaviour is not acceptable, demonstrate the disapproval of the School community and may deter others from similar behaviour.

Sanctions range from a warning (traffic light Amber), to being asked to move to another class or see a member of SLT (traffic light Red), to meeting with Parents/Carers 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 or when a child is at serious risk. 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. They will be 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 A).

10. 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 (see SEN Policy), 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.

11. Setting Expectations & 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 quietly on the left, behave safely and treat each other and adults with respect.

12. Physical Intervention

The general principle is that the use of physical intervention (positive handling) should, wherever possible, be avoided. Before using physical intervention Staff should always attempt to use diversion or diffusion to manage the situation.

However, the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

- Assaulting or injuring another person.
- Injuring themselves.
- Putting himself/herself in danger.
- Damaging property.

Positive handling training is provided for Staff when necessary.

13. Behaviour Plans

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.

14. 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.

15. Online Safety

All pupils from Y1 -Y6, at the beginning of every academic year, sign an age differentiated Acceptable Use Agreement (appended to the Online Safety Policy). Pupils must follow the agreement when using technology including the Internet. The children are encouraged to apply the rules outside of School and put them into practice when using non-School equipment.

We follow the Common Sense e-Safety curriculum, again outlined in the Online Safety Policy, which teaches children a variety of behaviours designed to keep themselves and others safe. These behaviours may be referred to and reinforced as teachers see fit during the course of School activities. They are further reinforced through regular, differentiated e-safety assemblies.

Pupils are made aware that if they do not follow the rules they can put themselves and others in compromising, difficult or dangerous situations. In addition, sanctions may apply for breaking the rules, which include, but are not limited to:

- Being banned from using technology (including computers, mobile devices and any or any other devices used for communication and accessing information).
- Their Parents/Carers being informed.

16. Recording & 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.

17. 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 Headteacher (or, in the absence of the Headteacher, 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 Headteacher 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.

18. 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/Carer 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/Carers 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.

19. 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.

20. 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.

21. Serious Incidents

Ref: DfE document “Exclusion from Maintained Schools, Academies and Pupil Referral Units in England”

Decisions to exclude pupils are only taken in response to a serious breach, or persistent breaches of the School’s behaviour Policy and where allowing the pupil to remain in School would seriously harm the education or welfare of the pupils or others in the School.

Categories of behaviour that may result in Permanent Exclusion are:

- Serious assault against a pupil.
- Serious assault against an adult.
- Bullying on the lines of race, gender, religion, sexual orientation.
- Sexual misconduct.
- Drug & Alcohol related incidents.
- Substantial damage to School property.

22. Searching & Confiscation

School Staff can search a pupil or their possessions if they suspect the pupil has any item which is listed below, as well as any items banned under the School rules. Parents/Carers of pupils affected will be informed and further steps may be taken if necessary including contacting the police.

- Drugs.
- Alcohol.
- Weapons.
- Any illegal or prohibited items.

23. Managed Moves

A managed move to another School can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion as it enables the pupil to have a fresh start in a new School. It is done with the full knowledge and co-operation of all the parties involved, including the

Parents/Carers, Governors and the Local Authority, and in circumstances where it is in the best interest of the pupil concerned.

Appendix A

Best Practice to Manage Behaviour

- Be a role model.
- Act in a professional manner when addressing pupils and adults.
- Be consistent - have high expectations of behaviour.
- Be visible - supervise children to and from classrooms and playgrounds - all available Staff/adults in corridors, on staircases as children move around the building.
- Be positive - highlight good behaviour - positive v negative 4:1.
- Comment to Parents/Carers about improved/positive behaviour.
- Be discreet - where possible speak to children about their behaviour quietly and out of earshot of others.

Classroom Management and Procedure:

- Establish defined classroom areas.
- Label resources clearly and make them accessible.
- Design classroom layout to facilitate ease of movement.
- Establish consistent classroom routines, lining up, seating etc.
- Maintain a quiet, calm atmosphere.
- Be well prepared and organized.
- Ensure work is differentiated, purposeful and enjoyable.

Traffic Lights Behaviour Stages (Table)

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