# OP. Behaviour Policy

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| **Recommended by:** | Principal |
| **Recommendation Date:** | April 2021 |
| **Ratified by:** | LAGB |
| **Signed:** | |
| **Position on the Board:** | Chair of LAGB |
| **Ratification Date** | 14th April 2021 |
| **Next Review:** | April 2022 |
| **Policy Tier (Central/Hub/School):** | **School (OP)** |

<u>Statement of Intent</u>

Effective learning for all pupils is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging pupils to become responsible members of society. For us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Pupils in the schools of the Central RSA Academies Trust are expected to behave in a way which helps the school to be a pleasant, supportive, and positive learning environment. Equally, well planned, and engaging lessons are important in motivating pupils and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

<u>Objectives of policy</u>

The purpose of this policy is to clarify the expectations the school has for pupils' individual behaviour and conduct, and the roles and responsibilities of pupils, staff, parents, and governors.

<u>Implementation of policy</u>

The behaviour procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way, including how the school meets its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

The behaviour expectations are outlined in detail in Appendix A

The behaviour procedures are outlined in Appendix B

The responsibilities of our different stakeholders are outlined in Appendix C

The Legislation and statutory requirements of this policy are outlined in Appendix D

Links with other policies are also outlined in Appendix D

<u>Evaluation and development of policy</u>

The policy will be developed through consultation with staff, pupils, and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-bullying policy, the Drug policy, the Child Protection policy, and the Exclusions policy.

Pupils will be consulted about, and informed of, any changes to the policy.

<u>Review cycle of policy</u>

This policy will be reviewed by the LAGB annually in accordance with the statutory good practice.

**APPENDIX A**

Behaviour Expectations

Pupils are expected to behave well in and out of lessons and travelling to and from school. Our expectations are

• We value and celebrate the achievements of all individuals.

• We are ready for learning by having the right attitude, equipment, and uniform.

• We believe that everyone should be allowed to learn without interruption.

• We believe that we should all listen to and respect all contributions, even if they differ from our own.

• We respect our environment by looking after our classrooms, corridors and all other areas of school and its grounds.

Pupils behave better where they can actively and successfully engage in their learning. Teachers and other staff should set high expectations of pupils in lessons both in their learning and in their behaviour for learning and ensure these are clearly explained and consistently applied. Primarily, good behaviour and discipline is the responsibility of the classroom teacher and staff are respected most when they deal quickly, fairly, and consistently with poor behaviour in lessons.

Our behaviour management is underpinned by "Every Interaction with a Child is Crucial"

To ensure excellent levels of behaviour, our approach to behaviour management is positive, relationship based with a restorative system alongside praise and gaining trust for good behaviour at the heart of the policy.

We work to the following set of principles reflecting our relationship-based approach:

• Behaviour is a form of communication and children need opportunities to reflect on their feelings and emotions.

• Safeguarding children.

• Firm and fair boundaries that are clearly communicated.

• Behaviours are addressed rather than the children.

• Strong relationships.

• A positive school culture.

• Importance of self-esteem and well-being.

• Individual needs and personal circumstances.

• Positive support.

• Adults who are keen to understand behaviours.

Setting a good example is paramount and staff attitude will be the most critical determiner of the success of the policy. All staff determine the calm, positive and consistent tone of the environment in which pupil/staff relationships can be developed, enabling each child to achieve.

We Aim to:

- Create an environment of respect, where children, staff, parents, governors, and visitors treat each other with respect, care, and consideration both in school and in the community.

- Create a calm atmosphere in which effective learning can take place.

- To develop pupils' social and emotional wellbeing.

- To allow pupils to express their individuality.

- To ensure that pupils always work safely.

- To promote a caring and sharing ethos in the school, classrooms, and the community.

- To develop a concept of self-regulation and reflection in behaviour.

- Through building a positive and open home school partnership, work supportively with parents to ensure a consistent approach to positive behaviour management.

- Teach children to develop self-discipline and to be responsible for his/ her actions.

Behaviour out of school

Schools now have the power to exercise discipline beyond the school gates. The behaviour expectations of Central RSA Trust pupils are the same whether they are in school, taking part in any school-organised or school related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as a pupil of the school. The expectations also apply to pupils involved in activities out of school which could:

- have repercussions for the orderly running of the school

- adversely affect the reputation of the school or pose a threat to another pupil

- pose a threat to another pupil or a member of the public.

In all the instances above the same system of sanctions will be applied.

**APPENDIX B**

Behaviour Policy

Behaviour Procedures

Oldbury Park Primary RSA Academy is committed to providing a caring, friendly, and safe environment for all ```our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and thus positive relationships are an integral part of our Behaviour Policy. (Also see Anti- Bullying Policy)

Aims

• To create an environment, that encourages and reinforces good behaviour.

• To promote self-esteem, self-discipline, and positive behaviour.

• To ensure that behaviour within the classroom facilitates excellent learning.

• To define acceptable standards of behaviour.

• To encourage consistency of response to both positive and negative behaviour.

• To ensure that the school's expectations and strategies are widely known and understood.

• To ensure that behaviour outside lessons reflects our statement of intent.

Objectives

The children at Oldbury Park will:

• Learn to treat others with care, respect, and consideration.

• Understand that they are responsible for the way in which they behave.

• Learn to follow their class and school rules.

• Learn about different forms of bullying and actively try to prevent it from occurring.

It is important that both home and school are involved in the implementation of this policy. It is intended to support 'being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being'.

Pupil behaviour including bullying, which disrupts or impacts on the learning of other pupils, their wellbeing and the maintenance of health, safety and discipline within the school community is unacceptable. If unacceptable behaviour is not tackled and the causes may lie outside the school, children's lives into adulthood may be damaged.

Standards of Behaviour

The school has a central role in the children's social and moral development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

School Ethos

The adults encountered by the children at school have an important responsibility to model a high example of behaviour and courtesy as this is important influence on the children.

As adults we:

Behaviour Policy

• Create a positive climate with realistic expectations.

• Emphasise the importance of being valued as an individual within the group.

• Promote, through example, honesty and courtesy.

• Provide a caring and effective learning environment.

• Encourage relationships based on kindness, respect and understanding of the needs of others.

• Ensure fair treatment for all regardless of age, gender, race, ability, and disability.

• Show appreciation of the efforts and contribution of all.

The curriculum and learning

We believe that an appropriately structured curriculum and an effective learning environment contributes to good behaviour. This includes raising pupil awareness to the different forms of bullying.

Through planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, that meet the needs of children's different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievement, and as a signal that the children's efforts are valued, and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom provides a welcoming and safe environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise is used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Poor behaviour is discussed and tackled with a team approach – seeking collective solutions. Children make contributions in the setting of rules.

Rules should:

Behaviour Policy

• Be kept to a necessary minimum.

• Be positively stated, telling the children what to do rather than what not to do.

• Actively encourage everyone involved to take part in their development.

• Have a clear rationale, made explicit to all.

• Be consistently applied and enforced.

• Promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

We encourage the following behaviours:

• Good manners including saying 'please' and 'thank you'.
• Listening to adults and one another.
• Asking questions and developing curiosity.
•  Co-operation.
• Respect for people and property.
• Showing kindness.
• Taking risks and perseverance.
• Asking for help.
• Saying when you feel something is wrong.
• Regular attendance to school

Rewards for noticing these behaviours are:

• Eye contact, verbal praise, smiles, etc.
• Taking an interest.
• Individual range of class rewards, i.e. stickers, certificates.
• Moving towards gold on the zone board.
• Communication with parents celebrated outside.
• Phone calls home for special achievements.
• Attendance Rewards
• Awards for meeting the KASE@Oldbury

Rewards are consistently applied by all staff, teachers, teaching assistants and lunchtime supervisors. Rewards are periodically changed which enables all children to find motivation at different times.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of unacceptable behaviour to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

• It must be clear why the sanction is being applied.

• It must be made clear what changes in behaviour are required to avoid future sanctions.

• Group reprimands should be avoided as they breed resentment.

• There should be a clear distinction between minor and major misdemeanours.

• It should be the behaviour rather than the person that is reprimanded.

The following behaviours are unacceptable:

• Deliberate hostility and aggression.

• Any physical, verbal abuse.

• Swearing – tell children when you and others are offended.

• Stealing.

• Spitting.

• Going into anyone else's property.

• Rudeness to staff and children.

• Running in the building.

• Sharing food – other than in a controlled situation.

• Preventing others from getting on with work or play.

• Leaving the school premises unaccompanied without permission.

• Bringing banned items into school, including but not limited to alcohol, tobacco, e-cigarettes, and lighters.

Sanctions are as follows:

o   The first time the child is reminded about their behaviour will be an opportunity to consider their behaviour and correct the problem (verbal warning)
o   The second time the child will be moved to a separate place within the class either to work/calm down, etc. This could be another table, or a table set specifically for this purpose. At this point there is use of the 'zone board'. At first, they are moved into amber – this will give the chance for the child to move back into green.
o   If the problem continues, they will take their work (that can be completed independently) into another classroom. This could be within the Key Stage or to another Key Stage.
o   Continued problems will result in moving from the amber into the red zone. (Children have a chance to earn their way back up towards the green zone throughout and adults should look for opportunities for this to happen).
o   When in the red zone privileges will be lost as a result (privileges individual to the child). Phase Leaders can become involved to support and reinforce. This should involve a restorative justice process – "putting things right" with those who have been affected by the poor behaviour.
o   If problems persist parents become involved – a quiet word on their own at the end of the day initially or with senior leadership involvement with a more formal appointment.
o   As a last resort – exclusion (following Local Authority guidelines) may be used if all other alternatives have been exhausted.

- o **Deliberate and calculated** acts of violence or verbal abuse towards staff or children will not be tolerated and **will** result in fixed term exclusion.
- o If a child hits red on the zone board frequently they will have a personal target.
- o For any children who may become at risk of permanent exclusion, the school will work closely with the parents/careers through a Pastoral Support Plan (PSP), to try to avoid this possible result.

There should ideally be three times more positive reinforcement than negative response from teachers and support staff – we are here to catch children following the rules and showing good behaviour.

Other sanctions may be used for children whose needs may be highlighted within the Disability and Special Educational Needs register. Sanctions are used consistently but we also consider individual and mitigating circumstances.

Sanctions are **never** used to humiliate pupils. Each day is a fresh start!

Recording Behaviour incidents

All significant behaviour incidents are recorded on MyConcern by the staff member who was present during the incident, as well as additional information logged by other staff members involved.

The DSL/Principal interrogates behaviour data rigorously and plans for individuals and groups in need of intervention are developed appropriately.

Communication and Partnerships with Parents and Carers

We give high priority to clear communication within the school and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the Phase Leader and Principal so that strategies can be discussed and agreed before more formal steps are required.

Positive Handling

As a school we have a duty of care to all children and adults within the school. Occasionally therefore, physical interventions are used in school by staff members who are fully trained in "Team Teach".

Key principles of positive handling are shared with all staff and physical interventions are only a small part of a broader range of positive handling strategies to address the needs of those whose behaviour presents a challenge.

Physical techniques are based on providing the maximum amount of care, control, and therapeutic support. Our key message is: 'we care enough about you not to let you be out of control and become unsafe.' Any physical intervention has minimum force for the shortest time to ensure safety.

Although staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption, we focus on the interests of the child and in so doing reflect on these questions:

Behaviour Policy

• How was this intervention in the best interests of the child?

• Why was it necessary?

• How was it reasonable and proportionate?

**APPENDIX C**

Responsibilities of stakeholders

Behaviour Policy

The Governing body is responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of good behaviour and for reviewing it at the appointed review date.

The Principal is responsible for establishing the standard of behaviour expected by pupils at the school; determining the school rules and any disciplinary sanctions for breaking the rules; the day-to-day implementation of the policy; publishing the policy and making it available to staff, parents and pupils; reporting to the governing board on the implementation and its effectiveness in addressing any SEMH related issues that could be driving disruptive behaviour.

The SENDco is responsible for collaborating as part of the SLT to determine the strategic development of behavioural and SEMH policies and provisions in the school; Undertaking the day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND; supporting teachers in providing the correct support for pupils with SEND.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures; supporting staff in dealing with poor behaviour and encourage staff to use strategies to avoid such behaviour; monitoring behaviour in the whole school and offer support and training to deal with any behaviour issues.

Phase Leaders are responsible for dealing with matters within their 'phase' (and beyond as required to meet the needs of the team), supporting staff in their use of rewards and sanctions and seeking support for those pupils whose behaviour is deteriorating.

Teaching staff are responsible for applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all pupils; modelling high standards by being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with pupils, colleagues, parents and members of the community; being aware of the signs of SEMH-related behavioural difficulties; setting high expectations for every pupil; planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential; being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that pupils do also; promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour; addressing pupils who display poor levels of behaviour.

Pupils are responsible for their own behaviour both inside school and out in the wider community, reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school; supporting the school to realise its high expectations of achievement and behaviour; working in partnership with the school.

**APPENDIX D**

Legislation and statutory requirements

Behaviour Policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

• Education Act 1996

• Education Act 2002

• Equality Act 2010

• Educations and Inspections Act 2006

• Health Act 2006

• The School Information (England) Regulations 2008

• DfE (2016) 'Behaviour and discipline in schools'

• DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

• DfE (2018) 'Mental health and behaviour in schools'

• DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

• DfE (2013) 'Use of reasonable force'

• Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

• DFE (2018) Searching, screening and confiscation at school

• Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

• DfE guidance explaining that maintained schools should publish their behaviour policy and antibullying strategy online.

This behaviour policy should be read in conjunction with following additional policies:

• Exclusion's policy

• Safeguarding policy

• SEN Policy

• Central RSA Academies Trust E-Safety policy and school policy

• Anti-bullying policy

This is not an exhaustive list and other policies may have linked provision.