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Behaviour Policy

Recommended by:	Principal
Recommendation Date:	November 2021
Ratified by:	LAGB
Signed:	 _____
Position on the Board:	<u>Chair of LAGB</u>
Ratification Date	30 th November 2021
Next Review:	November 2022
Policy Tier (Central/Hub/School):	School (OP)

Statement of Intent

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. In order 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.

Oldbury Park pupils 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.

Rationale & Context

This Behaviour Policy was drawn up following changes to the whole school vision and values in Autumn 2021. Oldbury Park's three core values:

- Be Kind
- Be Respectful
- Be Safe

and the overall vision 'Believe in Best' are played out in practice through positive and restorative behaviour management strategies. These are further supported by Thrive practices at whole class and individual level. As a result, it was felt that the existing Behaviour Policy required updating. The process included gathering the voice of the pupils through whole class surveys and the parent voice through an open forum and email invitation. Both perspectives were insightful and valuable in drawing together this final policy.

Objectives of policy

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.

It is also written as a support in creating a community of successful learners, where **all** learners;

- know they have the right to feel safe and free from harm
- know how to keep themselves and others safe
- know what to do if they are being treated in a way that makes them feel physically unsafe or emotionally unhappy
- have a well-developed sense of self-worth and high levels of self-esteem and confidence
- reflect on and celebrate their individual success and know what needs to be improved next
- respond positively to new experiences and expectations – making links and transferring things they already know or skills they already have to different situations
- know how they will be 'rewarded' for their good behaviour
- know what the consequences are if they choose to behave in a way that makes others feel unhappy or unsafe or disrupts learning.

Implementation of policy

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).

School Culture

At Oldbury Park we promote a school culture where there is a very deep level of care and respect for each other, and also an understanding and appreciation of ourselves and one another. This is supported using the Thrive Approach to embed emotional learning and development throughout the school at an age-appropriate level.

We ask that everyone strives to do and be the best version of themselves, no matter what the activity – at Oldbury Park 'We Believe in Best' and this is celebrated in weekly assemblies.

We live by our three core values and believe that all of our behaviours, positive and negative can be drawn back to a consideration of one, or more, of these:

Be Kind

At Oldbury Park we care very deeply for all our children and for one another and aim to be kind. We show concern for our pupils by being well attuned to their emotional, physical and learning needs and connecting with them as individuals. We encourage our learners to show kindness to one another by praising and rewarding kind and thoughtful behaviour. It costs nothing to be kind!

Be Respectful

We show a genuine and positive interest in the unique qualities and characteristics of all our children and know them as individuals. We model polite and courteous behaviour at all times. We foster respectful attitudes among the children by scaffolding opportunities for them to collaborate and learn from one another such as learning partners and group work activities. We ask all of our community to be respectful to one another, to our school, to our environment and to our planet.

Be Safe

We are determined that our pupils should feel, above all else, safe at school. We model what it means to keep safe, including online. We discuss staying safe and being responsible to keep others safe in all we do. Children are encouraged to share when they don't feel safe and know that adults in the school are there to help keep them safe.

Expectations

In order to maintain high standards of behaviour and conduct and a positive climate for learning it is vital that expectations are applied consistently by all staff across the school.

Each classroom and learning space displays the same methodology for delivering our behaviour management policy – our 'Going For Gold' boards.

'Going For Gold' Boards

Going For Gold boards are used throughout the school, from Reception to Year 6.

The Gold, Silver and Green are physically on display. The blue, orange and red elements are not; this is because we do not believe that 'public shaming' of pupils supports their development behaviourally – something that our parent and pupil forums also strongly felt.

	<p>The Gold and Silver sections of the board recognise children who demonstrate the school's three core values and/or the vision 'Believe in Best'. We encourage all children to 'Go For Gold' each day.</p>
	<p>At the start of each day, or after a sanction is completed, every child has their name in the green zone.</p>
<p>Not on display</p>	
	<p>Usually these are 'first time' orange behaviours (e.g. running in the corridor)</p> <p>This is used if a child needs some time to think about what they have done and how they can 'fix' it. Blue discussions are held 'in the moment' on a 1:1 basis. They are conducted quietly between adult and pupil with a clear explanation of what went wrong, which value was compromised and how to put it right.</p>
	<p>If a child displays orange behaviours they miss their break time (15 minutes) and a restorative conversation with an adult will be had with a clear explanation of what went wrong, which value was compromised and how to put it right.</p> <p>Pupils will move back to green following the 15 minutes being missed.</p> <p>Parents will be informed via a phone call that day by the classteacher – we will not approach parents on the playground with this information.</p>
	<p>If a child displays red zone behaviours they will spend their lunchtime with a member if SLT either on the same day or the day after for a restorative conversation and follow-up plan.</p> <p>Pupils will move back to green following the sanction being completed.</p> <p>Parents will be informed via a phone call that day by the classteacher – we will not approach parents on the playground with this information. The incident will also be logged on the school's MyConcern platform.</p> <p>Further red zone behaviour on the same day will lead to a member of the SLT giving the pupil a controlled option of desired behaviours. Failure to comply at this stage will lead to a Fixed-Term exclusion administered by the Principal.</p>

Orange and Red Behaviours

We asked the pupils at Oldbury to define orange and red behaviours and cross referenced with our own views. These are shared with all pupils across the school, with adults in school and with the community to ensure we all have a consistent approach to giving sanctions.

Orange behaviours include (but are not limited to)

- Verbal abuse (name calling, shouting at someone etc.)
- Swearing (due to a misunderstanding of language)
- Going in someone else's property
- Running within school (corridors, classroom etc)
- Sharing food (other than in a controlled environment)
- Preventing others from getting on with their work or play
- Bringing banned toys into school

Red behaviour include (but are not limited to)

- Deliberate hostility and aggression
- Any physical abuse (hitting, slapping, kicking, biting etc)
- Severe verbal abuse (racism, homophobia, disability discrimination etc)
- Swearing to cause upset
- Stealing property
- Spitting at someone deliberately
- Leaving a place where they have been told, by an adult, to stay
- Bringing banned items into school (alcohol, tobacco, lighters, matches)

Support

It should be noted that on occasions pupils misbehave due to extreme personal difficulties. Staff dealing with such pupils will ensure that the right type of support is in place and, as a result, sanctions may vary from the set pattern.

Rewards we use in school

The school has a positive and caring ethos where the qualities, talents and skills of each child are valued. Therefore praise and rewards are frequently used to recognise children's achievements, successes and behaviour. Below is a list of some of the different ways we praise and reward children at Oldbury Park.

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| ☺ Reader of the Week awards | ☺ Work being published in the newsletter | ☺ Verbal praise e.g. 'you're a superstar' |
| ☺ House Points | ☺ Doing a 'special job' | ☺ Lunchtime Supervisor Awards |
| ☺ 'Believe in Best' – hot chocolate with the Head | ☺ Pom-poms from lunchtime supervisors | ☺ Work being shown to rest of the class |
| ☺ Taking work to another class to 'show' | ☺ Stickers (on child or in books) | ☺ Going to see SLT |
| ☺ Talking to or showing parents/carers at the end of the day | ☺ Being chosen to represent the class or school at a special event | ☺ Half-termly 'Table of Awesomeness' |

Being good role models

All school staff and governors at Oldbury Park understand the importance of being good role models and maintain the highest standards of professional behaviour in all their interactions with pupils, parents and colleagues.

All staff are vigilant when it comes to maintaining high standards of behaviour. This means that all staff 'insist and persist' in pursuing our expectations.

Staff are also vigilant when it comes to 'hard to detect' unkind behaviour that sometimes takes place between children e.g. face pulling or name calling. These examples of unkind behaviour are often done in a very sly or underhand way so we recognise that it is vital that we always have a 'listening ear' and if children come and 'tell' we investigate the reported incident fully.

When it comes to behaviour on the playground, staff are trained to intervene swiftly if a game is becoming boisterous or if it is clear that a child is unhappy with the way the game is being played. If the game continues and children's safety or happiness is at risk the situation will be dealt with using the system of sanctions outlined in this policy.

Dealing with instances of misbehaviour

All children are clear with the expectations relating to their behaviour and have a clear list of these (orange and red behaviours) designed by the children displayed in their learning environments.

If we are told by another child that any behaviour which should result in moving down the zone-board has taken place we will talk to the children concerned to investigate the matter and establish the whole story. It is important to make the distinction between 'telling' and 'telling tales'. 'Telling tales' is when children report behaviour of others that is not causing harm to anybody or anything; whereas 'telling' is when a child reports behaviour that is upsetting or causing harm to themselves or others. 'Telling' is always acted upon; whereas 'telling tales' may not be.

As a staff we recognise the importance of applying any sanction fairly, calmly and consistently. Understanding the reasons for any misbehaviour is vitally important in dealing with it successfully.

Behaviour Support Plans and Pastoral Support Plans

Pupils with 5 red behaviours in a half term will be subject to a Behaviour Support Plan (BSP). The aim of a BSP is to intervene and support a pupil in improving their behaviour. Parents will be contacted to attend a meeting when such a plan is put into place. This BSP focuses on a pupil's strengths and areas of concern. It also includes a set of targets for the pupils and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, SENCo input, the Education Psychology Service, or School nurse, who may be able to offer extra targeted support for the pupil.

Pupils who have issues apart from or alongside their behaviour will be subject to a Pastoral Support Plan (PSP). For example, health issues affecting attendance and learning would be placed onto a Pastoral Support Plan which focuses on a pupil's strengths and areas of concern. It also includes a set of targets for the pupil and builds in regular reviews. The PSP will take into account all issues and set out an achievable and realistic support for the pupil to make their way back to full education. Like the BSP, a number of internal and external resources may be used. The aim of a PSP may be to avoid permanent exclusion.

Exclusions

Exclusion will only be used as a last resort, when the child's behaviour seriously affects his or her education and/or welfare, or that of others in the school.

Please refer to the Exclusions Policy for further detail.

Thrive

The Thrive Approach is at the heart of how Oldbury Park staff manage behaviour expectations. Thrive activities are used to support the emotional development of the pupils across the school. Pupils may be accessing these activities as part of whole class sessions or as a small group. Pupils who require significant support access 1-1 or small group sessions with a specially trained member of staff.

Positive Handling

As a school we have a duty of care to all children and adults within the school. Therefore, occasionally, physical interventions are used in school by fully trained 'Team Teach' staff but only as a last resort.

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 about you and will keep you safe'. 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:

- How was this intervention in the best interests of the child?
- Why was it absolutely necessary?
- How was it reasonable and proportionate?

Monitoring

Behaviour across the school is monitored daily and analysed half-terminly by SLT. The termly Governor Safeguarding Bulletin summarises the behaviour of the school and informs the Full Governing Body.

Review cycle of policy

This policy will be reviewed in a timely manner as part of the policy review cycle.

Policy Links

The Behaviour and Anti-bullying Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding and Children Protection Policy
- SEND Policy
- SEN Information Report
- Online Safety Policy

Covid19 Additional Information:

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher or Deputy Headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases, permanent exclusion.

Covid19 Protection Rules are as follows:

- I will follow any altered routines for arrival or departure
- I will follow school instructions on hygiene, such as handwashing and sanitising
- I will follow instructions on who I can socialise with at school
- I will move around the school following instructions I am given

- I will follow the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and I try to avoid touching my mouth, nose and eyes with hands
- I will tell an adult if I am experiencing symptoms of coronavirus or feel unwell
- I will follow rules about sharing any equipment or other items including drinking bottles
- I will only use the toilets one at a time
- I will not cough or spit at or towards any other person