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| **Approved by:** | **Chair of Governors** |
| **Last reviewed:** | **September 2024** |
| **Next review:** | **September 2025** |

**Purpose**

The purpose of this policy is to ensure that everybody involved with Overdale Community Primary School is aware of our approach to behaviour management. We are incredibly proud of the calm and purposeful environment that we have created at our school and this is thanks to our pupils, staff and leadership team but most of all thanks to the support that we receive from parents and carers when the behaviour policy is implemented.

When creating the behaviour policy, our priority was to ensure that it was clear and consistent whilst being delivered by all in a calm and inclusive manner to all pupils. Where ever possible we try to **Praise in Public and Remind in Private.** We want our pupils to understand how to behave in a positive way, so that they can be successful in a school environment. We want the policy to be realistic for all our age groups by ensuring that children aren’t being expected to sit in silence all day long or expect them never to make a mistake. When children don’t follow our expectations, we use this as an opportunity to support them to learn from their mistakes and allow them to reflect on their behaviour. We want to create a positive, respectful relationship with all of our pupils and staff. Our main aim is to create respectful, resilient and responsible young adults, who can use these attributes to go on and succeed as they continue with their journey in education and eventually in their chosen career.

**Underlying** **principles**

We aim to create an environment where every child is responsible, safe and respected by all adults. We want classrooms, playgrounds and every school space to be a positive environment for pupils, where they will feel safe and understand the expectations of our school. Most of all we want a simple, consistent behaviour policy that is easy to follow and easy to understand. Our three key principles are

* We are respectful to everyone and to our environment – Be respectful
* We are ready to engage in our learning - Be resilient
* We act safely, not bringing harm to others or ourselves – Be responsible

**Aims**

* To provide a clear, fair and consistent approach to behaviour based on nurturing

principles and restorative practices

* To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
* - To provide a safe, respectful, fair and inclusive school where learning opportunities are maximised
* To give staff the skills to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

We believe that self-reflection and respect are at the heart of good behaviour from all children. We want our children to feel respected and understand this comes from having a respectful attitude to all of their adults and peers in school.

**The headteacher and the senior leadership team will**

* Be a visible presence around school
* Regularly celebrate children and staff whose efforts go above and beyond expectations
* Encourage use of positive praise, phone calls/ texts/ notes home and certificates/ stickers
* Ensure staff training needs are identified and met
* Use CPOMS as a behaviour record to support tracking of events
* Organise interventions and targets alongside teachers
* Support teachers in managing children with complex or challenging behaviours

**Members of staff who manage behaviour will**

* Deliberately and persistently catch children doing the right thing and praise them in front of others.
* Know their classes well and develop positive relationships with all the children
* Relentlessly work to build mutual respect
* Remain calm and keep their emotions for when it is most appreciated by children
* Demonstrate unconditional care and compassion

**Pupil expectations**

The pupils will be praised for the following. These qualities are all based on individual children’s behavioural abilities, which can often be affected by identified learning needs and diagnosed conditions such as ADHD and autism.

* **Good sitting –** The pupil is sitting sensibly and engaging in the lesson
* **Good Learning behaviours -** Child is putting their hand up when they wish to contribute to a part of the lesson and not distracting other children’s learning
* **Good conflict resolver –** When the pupil has a disagreement or is upset, they resolve this positively without raising their voice, or being physical, resulting in harming themselves or others around them. They will keep their hands and feet to themselves at all times.
* **Excellent behaviour around school –** The child has been spotted being sensible around school e.g. walking quietly down the corridor, sitting sensibly in assembly, lining up ready to learn after break/dinner time
* **Respect for others –** The child has been kind and respectful to their peers by helping them when they are finding something difficult, being a generally good friend and not saying or doing unkind things. Children will be respectful of other’s protected characteristics and will not use language or treat others that offends others based on these traits.
* **Respect for staff –** Pupils show respect for staff by following instructions, speaking calmly and respectfully as expected of adults when speaking to children and supporting the member of staff to achieve calmness in all environments around school
* **Respect for the school –** Children will look after our beautiful building. They won’t graffiti on any parts of the school both inside and outside and they will take care to ensure the school continues to look fresh and new.
* **Resilience with our work –** Pupils will do their best to achieve in their school work and activities. If a child is not performing to their academic potential, steps will be taken to support and question the reason.

**Restorative practices**

In our primary school, we support children from the age of 2 to the age of 11. As adults, we make mistakes, and we certainly do not hold the expectation that our pupils will never make a mistake with behaviour. Every time a child does fail to follow the expectations we hold as a school; we will put in place a reasonable opportunity for that child to learn from it through restorative practice. These opportunities are scaled, based on the behaviour that has been demonstrated. This can be seen below. The behaviours listed are not an exhaustive list but do demonstrate the type of behaviours and the restorative practices that will be used as a result. When a pupil has a specific, diagnosed learning need we will conduct a dynamic risk assessment as to the level of consequence. The decision will mainly be made around the safety of the pupils and staff that are around the child if they were to remain in school.

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| Behaviour demonstrated | Consequence | Restorative practice` |
| * Distracting others in the classroom * Not following instructions given by staff * Being disrespectful towards another pupil or staff * Getting out of their chair regularly during lesson time * Shouting out during teaching * Running and being loud down the corridors | Use of 3 warning system | Pupil will be given the opportunity to correct their behaviour with quiet warnings about their conduct.  Warning 1 – Child’s behaviour will be identified with a quiet warning e.g. - ‘Johnny, good sitting please.’  Warning 2 – Child will again be reminded but this time with possible consequence ‘Johnny, good sitting or you will need to spend some time out.’  Warning 3 – Child will be given third warning and asked to sit in a different classroom for an allotted time. Any work missed will be caught up during break or dinner time. |
| * Single offence of striking another pupil or staff member (dependent on severity) * Use of discriminatory language * Use of inappropriate sexual language | Missed break or dinner time | Child will be asked restorative practice questions such as those below that will allow them to reflect and learn how to behave better in similar situations in future:   * What happened? * What were you thinking or feeling at the time of the incident? * What do you need? * Who was affected by what happened? Who was harmed? * What needs to be done to make things as right as possible for everyone involved? |
| * Child has continued to demonstrate behaviours that are against the school’s expectations and previous restorative practice has proven unsuccessful. | Parent communication | Meeting or telephone call will be held with parent/s or carers to discuss child’s behaviours and a plan will be demonstrated by school to discuss how we can work together to avoid the next steps from being implemented. |
| * Child has persistently performed the above mentioned behaviours or behaviours that go against the school’s expectations * Child has injured another pupil or member of staff through physical assault | Internal suspension | Meeting will be held with pupil and parent/s/ carer/s at the end of the internal suspension. Meeting will discuss reason behind internal suspension and make clear the possible next steps |
| * Biting another pupil or member of staff * Persistently\* being involved in physical altercations with other pupils and staff * Serious physical assault against a pupil * Serious Physical assault against an adult * Verbal abuse or threatening behaviour against a pupil or adult * Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school’s behaviour policy * Bullying * Abuse of another member of staff or pupil with regards to a protected characteristic | External suspension | Number of days of suspension will be decided by SLT. Work will be provided during suspension. Once the suspension has been served, a meeting will be held with child and parents/ carers to discuss the reasons behind suspension and an agreement will be made on next steps. |

\*We would describe persistent as being on more than two occasions

**Positive strategies**

As a school, our main focus is to praise our pupils as much as possible for demonstrating the right behaviours. We want our children to feel successful in everything that we do and we are all willing to support our children and families as much as possible to ensure that our children are happy and well behaved in a school environment. We put lots of effort into getting to know our pupils individually. We get to know their interests, their hobbies, favourite sports and teams. their likes and dislikes, even getting to know their family and their pets etc. We do this because we want the children to feel like school is a second home. Where they feel love from the staff and understanding of their individual personality.

Our teachers and staff will always try to create a warm, welcoming environment by greeting pupils each morning at the gate or at the classroom entrance. This may be through a handshake, high five, in some cases a cuddle if initiated by the child. We will always try to say the pupil’s name in our greeting so that it feels personable.

**Rewards – Dojo House**

We use a Dojo reward system that rewards pupils with points each time they are ‘caught’ demonstrating positive behaviour. Your child will be given a ‘house’ colour when they start with us. The houses are Ruby, Diamond, Emerald and Sapphire. The winning house is announced at the end of week assembly each week. At the end of the term. The overall winner is announced and each child from this house gets to partake in a school reward. In the past these have been bowling, glow in the dark discos etc.

**Class reward**

Our classes have class-based rewards based on excellent behaviour in class. The children work towards achieving a target number of Dojos so that they can have a reward as a class. The children will pick these at the beginning of the term and may be a casual clothes day for their class or a film afternoon/ golden time.

**Individual Reward**

We reward our children with a resilience and responsibility certificate at the end of each school week. These are chosen by the class teacher and the headteacher. Parents/ carers are invited into school each week in order to see their child receive the award.

**Other rewards/ praise**

**Phone calls home**  - We will contact you if we feel that your child has done something particularly positive

**Stickers –** One thing we know, is that all children love to receive a special sticker. All our staff are equipped with special stickers to celebrate if children have done something particularly positive. We particularly like to see special pieces of work or extra effort that pupils have put in.

**Policy Practice**

**­­Classroom policy blueprint**

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| Our rules | Rewards | Restorative practices |
| * **Good sitting** * **Good Learning behaviours** * **Emotional resilience** * **Excellent behaviour around school** * **Respect for others** * **Respect for Staff** * **Responsible for the school environment** * **Resilience with our school work** | 1. Resilience and Responsibility picture and trophy area  2. Certificates  3. Stickers  4. Phone call/ text home  5. Verbal Praise  6. Dojo / Notes home  7. SLT praise  8. Show work to another adult  9. Dojo rewards | 1. Use of 3 warnings 2. Missed break or dinner time 3. Parent communication 4. Internal suspension 5. External suspension |

**Classroom behaviour plan**

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| **Steps** | **Actions** |
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**30 second script**

‘I noticed you are….’ wandering around the classroom chatting... ‘You are not showing our value respect’....

‘You have chosen to…..’ stay in for 2 minutes at playtime to finish

your work

‘Do you remember when…’ you finished all your writing That is what I need to see today. Thank you for listening.

**Restorative questions**

* What happened?
* What were you thinking or feeling at the time of the incident?
* What do you need?
* Who was affected by what happened? Who was harmed?
* What needs to be done to make things as right as possible for everyone involved?

**Desired behaviour in school**

* Follow class rules
* Listening to each other
* Follow instructions
* Showing kindness and respect
* Working in a team/cooperation
* Ready to learn
* Appropriate volume of work
* Showing growth mindset
* Respecting personal space
* Recognise and celebrate each other’s achievements
* Be independent
* Respect the classroom environment

**In and around school**

* Polite and courteous
* Smile
* Be calm
* Walk
* Tidy – care for the environment
* Demonstrate respect for others
* Be smart
* Punctual
* Have pride

**Playtimes / lunchtimes**

* Adult direction – stop tidy up (high expectations), line up and walk out sensibly
* Have healthy snacks and drink water
* Use toilet during playtime
* Follow instructions
* Demonstrate good manners
* Respect equipment and tidy up
* Respect personal space
* Respect physical boundaries
* Share and take turns
* Respect the environment

# **Assembly**

* Enter calmly
* Sit smartly/dress smartly
* Be ready to listen
* Engage with the subject matter