

Our Whole School Behaviour Policy (Taken from the School Website Apr 18)

The School Vision

For our children to achieve the highest academic outcomes and to become secure, fulfilled and active members of society.

Through our behaviour policy we aim to:

- Work together to build a school community where everyone can feel safe and happy
- Set up clear and consistent expectations of behaviour
- Promote, acknowledge and celebrate positive behaviour and good choices with regard to our school values

To achieve these aims everyone in our school community will support that:

- **We all have the right to be respected....and the responsibility to treat everyone with the same respect**

(Links to Respect – we encourage tolerance and respect for the rights of others and ourselves)

- **We all have the right to a clean, safe and healthy environment....and the responsibility to take care of our school and everything in it**

(Links to Responsibility – we care for our heritage, community and the environment)

- **We all have the right to be happy and cared for....and the responsibility to care and show concern for others**

(Links to Compassion – we show care and concern in our relationship with others)

- **We all have the right to be listened to....and the responsibility to listen and respect others' opinions, views and ideas**

(Links to Respect – we encourage tolerance and respect for the rights of others and ourselves)

- **We all have the right to learn....and the responsibility to try our best and support the learning of others.**

(Links to Respect and Trust- we build trust so that we can work and learn co-operatively)

Classroom Behaviour

Each class will create their own set of classroom rules at the beginning of the school year. These will be based on the above rights and responsibilities but will be class specific and appropriate to the age of the children. They will be positive in tone and clear for all children to understand.

Playground Behaviour

Children and staff have collaborated to produce a set of rules for the playground. The Positive Playtime Plan is shared with children at the beginning of each new term (3x per year) and displayed in the playground and around school.

Positive Playtime Plan

<i>Children will:</i>	<i>Adults will help us by:</i>
play fairly and try to include everyone	sharing new games and looking out for children that are lonely
play safely, take care of one another and say if we are not happy or safe	looking out for us and helping us if we are hurt helping us to talk to one another and listen to problems in a quiet place
speak to adults and other children with respect.	modelling respectful behaviour.

Reward Systems

- Children's positive behaviour is recognised by verbal praise and thanks to individuals and groups.
- Children may be noted in 'The Book of Remarkable Acts' if they demonstrate one of the school values particularly well. This is shared during Friday Celebration Assembly when the behaviour is shared with the whole school and families.
- Each class has its own reward system. The class work towards a goal and decide on a class reward.
- Individual reward systems may be used where appropriate to support and encourage positive behaviour.

Strategies and Consequences

We support a model of restorative justice and therefore always give children the opportunity to 'put things right'.

The following strategies are used by staff to manage behaviour and to enable the use of choice and consequence:

Low Level Behaviours

- *Focus on positive role models*
- *Communicate desired behaviour clearly*
- *Use appropriate humour*
- *Reminder of class/school 'rules'*
- *Choice and consequence*
- *Positive physical prompts*
- *Change of seating within the classroom/move to another area of the playground*
- *Lose a few minutes of playtime or free time in class*
- *Change the activity*

Medium Level Behaviours

As above plus:

- *Bring in support from another adult*
- *Offer a 'get out' with dignity*
- *If appropriate let parents/carers know to discuss strategies*
- *Work outside of the classroom with or without support, as appropriate*
- *Work in a partner class for the rest of the session*
- *Miss part or all of playtime or free time in class*
- *Miss football sessions – up to 5 days*
- *Help in the hall for 1 or more lunchtimes – up to 5 days*
- *Speak to Deputy Head teacher or Head teacher*
- *Class teacher speak to parents*

High Level Behaviours

As above plus:

- *Make the environment safer/quieter*
- *Ensure a colleague knows what is happening*
- *Guide elbows towards safety*
- *Move the other children away*
- *Guide assertively if absolutely necessary*
- *Persistent behaviour difficulties may result in an individual behaviour plan being set up with the parents/carers and/or a referral through SEND to the behaviour outreach support team*
- *Behaviour recorded in the Behaviour Book by SLT – Head or Deputy Head to phone home to report the incident with child present, if appropriate. A consequence will also be given, as above. In the case of a very serious incident an exclusion may be given. When the child returns to school after the exclusion period there will be a meeting with the Head or Deputy Head, the child and parents/carers.*

Examples of High level behaviours include:

- **Physical violence, or bullying of any kind;**
- **Verbal or physical abuse of adults;**
- **Racist, sexist or homophobic language or attitudes;**
- **Dangerous behaviour**

In all situations we will listen to the child and hear their view of any incident and try to get a true account of what has happened.

Our behaviour policy applies in school, and also off the school premises if behaviour is witnessed and reported that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to themselves, another pupil or member of the public or
- Could adversely affect the reputation of the school

Parents' Role

Parents have a crucial role. They need to understand and support our policy and its procedures. They need to make it clear to their children that they expect their children to abide by our policy.

Our expectations of standards of behaviour apply not only to children and staff but also to parents and others in school.

Special Educational Needs and Disabilities

Some children have particular emotional or behavioural needs that require special assessment and programmes. In these cases we follow the Special Needs Code of Practice and Disability Discrimination Act (DDA) and where appropriate make reasonable adjustments. We receive support from outside agencies - e.g. an Educational Psychologist and the Behaviour Support Team. Parents are informed about the system and how it works.

Physical Handling

We follow the Oxfordshire Local Authority policy for physical handling. We only intervene in response to children's behaviour if it is in the best interests of the child and is absolutely necessary. Staff will not intervene unless trained in the Team Teach techniques which emphasise that intervention must be reasonable and proportionate.

Evaluation and Monitoring

Our policy and practice including physical handling is regularly reviewed by staff as well as our Personnel and Welfare Governors' Committee. This group reports to the full governing body. Our Behaviour Book is monitored by our Home School Link Worker termly and reported to Senior Leadership Team and P&W governors.