



## Overstone Combined School Behaviour Policy

At Overstone Combined School we pride ourselves on the behaviour of the children. When children behave well they are happy and more able to learn. At Overstone Combined School we promote and praise good behaviour, whilst disciplining children when necessary.

The expectations of behaviour apply to all aspects of school life – including on educational and residential trips.

### Aims of the policy

- To maintain the safety and well-being of all pupils and staff
- To ensure that staff, parents and governors understand the key principles that underpin the school's approach to managing behaviour
- To maintain high standards and help children to develop the intrinsic motivation to behave well
- To ensure that every child is listened to and respected
- To provide guidance to staff on effective strategies for promoting positive behaviour to encourage and promote effective learning.

### Our School Values

These are designed to encourage and promote positive values and attitudes and apply to all members of our school community.

- We are kind
- We show respect
- We try our hardest
- We listen

### Key Principles

We believe that high standards of behaviour and effective discipline can only be achieved in a context of care, understanding and mutual respect. All staff must work hard to build positive and lasting relationships with the children in their care and any misbehaviour must be tackled using restorative practices in line with the following key principles:

- Behaviour is a form of communication
- Discipline is education not punishment
- Children will be given reminders, not warnings
- Staff will use the language of choice when disciplining children
- If needed, any consequences or sanctions must be both logical and immediate
- Where appropriate, restorative conversations will take place with the child or children concerned
- Positive behaviour will always be celebrated and rewarded

### The Policy in Practice

Creating a positive and caring climate: All members of the school community will be treated with courtesy and respect. Staff will take every opportunity both to model, notice and reward good behaviour. Additionally, staff will:



- Greet children warmly in the morning
- Provide a safe, stimulating and positive classroom environment
- Plan well prepared and engaging lessons that both support and challenge
- Take time to listen to children and let them know that they are valued

### Strategies to encourage positive behaviour

All school staff encourage and promote positive behaviour using a wide range of strategies. These include: positive language, verbal and non-verbal communication, class-based incentives, modelling school values, but many others will also be used. All staff are expected to be consistent and fair in rewarding all children.

Whole School strategies used are:

- Dojo points – These are given to children demonstrating the school values, e.g. sharing a good piece of work or demonstrating good manners. Only one Dojo point to be given at a time. They will be counted over time and the children will receive certificates to mark 50-point milestones in the celebration assembly.
- Sharing outside achievements – children will be able to share achievements from outside school in celebration assembly, e.g. swimming badges.
- Weekly certificate – one child in each class will receive a values certificate in celebration assembly for showing the school values. The teacher will be specific on the certificate what value the child has shown and how.
- Governor award – at the end of each term the class will hold a secret vote for one person in their class who they feel has consistently demonstrated the school values. These children will be announced, by a governor, in the final celebration assembly of the term and will receive a governor badge to be worn on their uniform.
- Headteacher postcard – these are awarded to children when they are sent to the headteacher for demonstrating good behaviour, completing good work and for clear evidence of showing the school values.

### Restorative Practice

As a school, we are keen to use Restorative practice when resolving issues with children. This process requires staff to spend time talking with children about what has happened; what they were thinking about and who has been affected as well as asking children to take responsibility for their actions. We will try to avoid asking children 'why' as we think this is a very difficult question for children to answer at this age. (See appendix for suggested questions)

We believe that this approach will help to equip children with the skills they will need as they get older when faced with tricky situations.

As a result of using this approach, we hope to eliminate the need for children to lose some of their playtime, however we do recognise that ultimate sanctions may still be necessary in some cases.

### Strategies for dealing with inappropriate behaviour

Consistent standards and expectations are essential to ensure fairness. Strategies that humiliate children, whether verbally or non-verbally should never be used. Staff will always ensure that they criticise the behaviour and not the child. Negative behaviour must be dealt with promptly and in accordance with the key principles above. We trust our staff to use their professional training and experience to deal with each incident on a case by case basis, in a manner that is most appropriate to the situation and the individual child or children concerned.



In the majority of cases, the most appropriate response will be a restorative conversation whereby children are taught to take responsibility for their actions, understand the impact of their behaviour and work together to resolve the problem.

In some cases, children will need an immediate and logical sanction to help them realise the impact of their behaviour. The nature of the sanction will depend on the circumstances and the needs of the individual child and will always be at the discretion of the teacher concerned. Typically, sanctions will involve missing some playtime to allow a child time to reflect on their behaviour and take steps to put things right.

The steps staff will follow are as follows:

#### In class:

- Child will receive a reminder of school values. If the behaviour continues they will then receive a second reminder. If it then continues the child loses 5 minutes of their playtime which will be in the classroom with the teacher. At the end of the time there needs to be a reflective conversation so the child knows what to do to avoid this sanction again.
- If there is a serious incident in the classroom that impacts on the safety of other children or staff then the incident needs to be dealt with by the class teacher and then escalated to the Key Stage lead/Deputy Headteacher/Headteacher as appropriate. There are safe spaces around the school if needed where the child can have some time out whilst be monitored by an adult.

#### On the playground:

All staff must take their class walkie talkie out with them at playtime and lunchtime.

- Child will receive a reminder of school values. If the behaviour continues they will then receive a second reminder. If it then continues the child loses 5 minutes of their playtime where they stand next to the adult on the playground. At the end of the time there needs to be a reflective conversation so the child knows what to do to avoid this sanction again.
- If the child continues to carry on with the same behaviour their class teacher will be called. Playground staff will radio the class teacher to go out onto the playground. The class teacher will then keep the child for 5 minutes and repeat the reflective conversation.
- If there needs to be an escalation based on the severity of an incident this is directed to the Key Stage Lead, then the Deputy Headteacher and finally the Headteacher.
- The benches outside the changing rooms are an option for a safe space for children who would like to sit quietly away from others with the knowledge of an adult on the playground.

All incidents that have required a behaviour intervention need to be recorded on C-POMS, the school's platform for recording any incidents linked to behaviour or safeguarding.

#### Persistent inappropriate behaviour.

When inappropriate behaviour is persistent, further strategies may be needed, though only when all other approaches have been attempted. In addition, staff need to be aware of individual children's needs as these may need to be considered. Persistent behaviour, and the actions taken by the teacher should be recorded on C-POMS, in order to provide a record should it be needed in the future.

More serious or persistent misbehaviour should be referred to a member of the Senior Leadership team, for example:

- Repeatedly disrupting learning
- Deliberately hurting another child



- Ongoing unkindness or bullying
- Deliberately damaging property or equipment
- Swearing
- Racist or homophobic remarks.

The SLT member will make every effort to establish all of the facts before responding to the incident. A restorative conversation will take place; allowing children to take responsibility for their actions, understand the impact and take steps to resolve the problem and put things right. Staff will also inform parents as soon as possible, either by phone or in person.

Some staff have team teach training which they will use to de-escalate a situation, if deemed absolutely necessary.

#### Liaison with Parents

Parents have an important part to play in ensuring good behaviour and discipline in their children and it is vital that an excellent three-way partnership exists between child, parent and school. The Home – School Agreement identifies some of the key responsibilities of children, parents and the school in maintaining high standards of behaviour.

Communication should be an ongoing process. Commendable achievements are communicated to parents via the annual reports, verbal and written communication and through school news. Equally the school has a responsibility to advise parents as soon as possible in instances of repeated inappropriate behaviour, to ensure that the best action can be taken to help the child.

#### Behaviour Support plans

The school has the option to call upon outside agencies to support children and their families if inappropriate behaviour persists. A child may present with significantly more challenging behaviour than his or her peers for a wide variety of reasons. In consultation with parents, and a member of SLT, the child's class teacher will create a Behaviour Support plan which will be shared with all staff. This will ensure that all staff understand the child's individual needs, what may trigger poor behaviour and how best to respond.

For more consistently challenging behaviour, the SENDCo may make a referral to an external agency such as the Pupil Referral Unit (PRU), in order to establish underlying causes for this behaviour and support the child and staff in developing effective strategies to move forward.

## Appendix 1

Questions for restorative conversations.



**Restorative Practice in school**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

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## Appendix 2 – Summary of behaviour management strategies for staff.

Remember the best strategies are preventative:

- Know your children
- Build positive strategies with the children
- Create a safe learning environment where children are not afraid to take risks and make mistakes
- Take every opportunity to listen to your children
- Avoid public criticism or telling off
- Don't label, treat each day as a fresh start

Rewarding good choices	Responding to poor choices
<ul style="list-style-type: none"><li>• Smiles</li><li>• Thumbs up</li><li>• Compliments</li><li>• Descriptive praise</li><li>• Commenting on positive impact on others</li><li>• Public celebration</li><li>• Stickers</li><li>• Showing work to member of SLT</li></ul>	<ul style="list-style-type: none"><li>• Proximal praise (praising those close by, instead of a negative comment to the child)</li><li>• Tactical ignoring</li><li>• Gentle reminder of expectation or instruction</li><li>• A firm reminder using the language of choice</li><li>• Immediate and logical sanctions</li><li>• Loss of privilege, loss of 5-10 mins of playtime, time working away from the group,</li><li>• Restorative conversation</li><li>• Referral to member of SLT</li></ul>



### Appendix 3

Table of some inappropriate behaviours and suggested sanctions. We expect all staff to consider the background of the behaviour and the child, whilst always using their professional judgement.

Inappropriate behaviour	Suggested/Possible sanction
Calling out in class/not responding to instructions/low level disruption	Minutes off playtime
Being unkind to another child	Restorative conversation and possible communication with parents
Missed homework	Stay in at lunch to complete it
Missing PE kit/equipment where children have repeatedly not been ready for the lesson (This will be following liaison with parents)	Letter or phone call home Aim to provide missing equipment for child
Damaging school equipment	Refer to SLT and speak to parents
Physical violence towards another child	Refer to SLT and parents