



OVERSTONE COMBINED SCHOOL

BEHAVIOUR POLICY 2016

The standards of behaviour within school clearly affect the performance of everyone connected with it. It is therefore vital that there is a clear understanding by all concerned - children, parents, teachers and governors - of what the school is trying to achieve through implementation of its policy.

All parties involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of its content, the teaching and learning methods through which it is achieved and the variety of resources used (e.g. television, literature etc.) are important influences on pupil behaviour.

Teaching and other resources are therefore equally distributed throughout the school, regardless of children's ages or abilities, to take into account the needs of all pupils. The Headteacher and teachers also take full account of the implications for pupil behaviour when arranging groupings of pupils, throughout the school and within the classroom, whenever this is possible.

The teaching staff recognise the importance of their pastoral role and endeavour to create a school climate in which all of its members are valued regardless of race, culture, gender and educational needs.

The Headteacher and staff endeavour to be alert to all signs and types of bullying and deal firmly with all such behaviour based on clear rules. Support for the victim is an important element when bullying takes place. Further guidance on the **anti-bullying policy** can be seen in the separate appendix to this policy.

The Headteacher and Special Educational Needs Co-ordinator should ensure that there is regular and effective communication between the teaching staff and support services where there is a significant behaviour problem and that these services are involved as soon as possible in modification of behaviour. The school should, whenever possible, ensure that the educational needs of pupils with emotional and behavioural difficulties are assessed and met with the support of these external services, where applicable.

Teachers should appreciate that poor attendance could be a possible indicator of emotional and behavioural problems at school and follow this up, if necessary, with the parent and/or the Family Resilience Team.

The staff emphasises care of premises to the pupils who are allocated responsibilities in order that they make their own contribution towards its maintenance. When moving about the premises, staff should be aware of and take responsibility for pupils' behaviour, consistently applying the school expectations.

The school expectations, attached as an appendix to this policy, set out the standards of behaviour expected from children at the school. These are brought to parents' attention before a child starts at the school and to children during the everyday operation of the school, during assemblies and during class contact time.

The Headteacher should be made aware of any problems during lunchtime supervision and

devise suitable schemes for the distribution of resources; human and otherwise. The Headteacher recognises the part played by teaching staff who supervise lunchtime activities on a voluntary basis. The quality of supervision exercised by the midday supervisory staff is also crucial and includes the role played by designated play leaders. Staff should inform lunchtime supervisors via the book kept in the office. The lunchtime supervisors all keep a log of any incidents.

The role of parents is also central to the effective development of correct behaviour patterns in school. To this end the teaching staff should ensure that parents receive positive and constructive comments on their child's work and behaviour as a matter of course. Through these, a partnership with parents should be developed as an aid to promoting good behaviour. This partnership is recognised in the **Home/School Agreement** which is signed by the Headteacher and parents on their child's entry to school. When disciplinary problems occur the Headteacher and teachers should involve parents at an early stage. The school provides a welcoming environment for parents and encourages them to work alongside teachers in the classroom.

Parents are made aware of the channels of communication available to them and are encouraged to take full advantage of these to develop good working relationships with teachers in order to help their children become constructive members of the school community. We would encourage parents to discuss concerns with the class teacher before raising them with the Headteacher.

The Headteacher and teachers encourage the participation of pupils in the discussion of the school expectations and classroom expectations.

Pupil records cover pastoral as well as educational development and pupil records include a range of achievements and personal qualities.

The school recognises the practical and educational value of good relations with outside agencies, including the police and promotes the development of school - police liaison projects.

Supply teachers, when used, form an integral part of the teaching team and the school ensures there is a welcoming and supportive environment for them and they will also be given a copy of the school expectations.

Through its behaviour policy the school ensures that a balance exists between rewards and punishments, with an emphasis being placed on the former whenever possible.

The Headteacher and staff ensure that the school rules are applied fairly and consistently, but that there is flexibility in rewards and punishments to take account of individual circumstances, including gender, race and special physical, emotional and educational needs.

All incidents are logged by all staff in the incident report book using an Overstone School Incident Report Form.

The punishment of whole groups and punishments which humiliate pupils is not acceptable. Positive behaviour will be reinforced through the curriculum and assemblies.

REWARDS

It should be recognised that children need encouragement to maintain good behaviour or modify bad behaviour. Clear goals need to be set for work in class and for behaviour in class and around the school and children need to be commended for achieving these.

Various forms of reward can be used. These include:-

- a. Verbal or written praise by adults within the school and particularly from the child's class teacher. Comparing present work or behaviour with that achieved on previous occasions gives a base line on which to make judgements.
- b. Special praise from other teachers, the Deputy Head and the Head and Key Stage Leaders can reinforce the first course of action.
- c. Public praise given in front of the class or school can give the child a great sense of satisfaction, while providing the other children with a role model. Displays of children's work is an excellent way of achieving both.
- d. When compiling a child's yearly report or talking to the parents at parent's evening note should be made of any aspects of a child's behaviour or effort which can be commended.
- e. Children who behave consistently well are rewarded with in class positive reinforcement models. For example, the choices tree in KS1.

Where appropriate the school's **INCENTIVE** system can be used to support any of the above. This currently takes the form of an individual house point system, which recognises achievement and effort in all aspects of school life.

Each child receives a house point card at the beginning of the year on which 'house points' are given and commented upon. In Key Stage 1 stars are also used. In Key Stage 2 once ten house points have been achieved the 'Bronze' Award is presented. 'Silver' and 'Gold' and 'Headteachers' Awards can be achieved by filling subsequent cards.

Good behaviour is also recognised in the presentation of a weekly behaviour award for one child in each class and a termly **Citizenship Award**, given to individual pupils that recognises their contribution to the well-being of others in the school. **Improvement Awards** are given out half-termly to recognise improvements, in work and behaviour, made over the half term and children are presented with the certificate at the final assembly. We also have a **Golden Book** where children can be recognised on a weekly basis in assembly for good behaviour and kindness shown to others.

Governor's Award

The School Council decided that the award should be presented to a child in each class for consistent good effort and outstanding good manners. The Headteacher selects an overall winner.

PUNISHMENTS

Children do not always work hard or behave well through the setting of clear goals and encouragement. When effort is lacking or behaviour is inappropriate for the situation it is sometimes necessary to use a punishment. Before doing so a cause for the behaviour should be sought (Is the work set inappropriate or too difficult? Has the child been provoked?).

In this case it might be necessary to attempt to deal with the cause, before giving a punishment.

If a punishment needs to be given, a positive outcome should be borne in mind and future expectations should be clearly set out to the child/children concerned. When using these sanctions a certain degree of flexibility should be allowed for individual circumstances. However the policy must be seen to be fairly applied to all children. Appendix 3 shows a selection of appropriate punishments for common acts of poor behaviour.

The school **PUNISHMENT** system can be divided into three levels. These are applied at the teacher's / Headteacher's discretion after considering both the nature of the particular offence and the persistence of the individual concerned.

1. Low Level

- a. Correction of wrongdoing.
- b. Verbal warning.
- c. Temporary confiscation of objects that relate to the bad behaviour.
- d. Re-doing work that is poorly attempted.
- e. Moving children elsewhere in the classroom on a temporary/permanent basis (e.g. splitting up a disruptive group).
- f. Missing a play or lunch break or minutes off.
- g. Taking off a house point.
- h. Sent to another class teacher.
- i. Liaison with parents on an informal basis (at the end of the school day, when appropriate or a phone call).
- j. Behaviour monitoring card.

2. Medium Level

- a. Sent to Key Stage Leader or Deputy Headteacher.
- b. Key Stage 2 children may be kept in lunchtime detention under the supervision of a member of staff. KS1 children will have their detention under the supervision of their class teacher. A letter is sent home in this instance stating the reason for the detention. It should be acknowledged by the parents. A record of lunchtime detentions is kept in the Headteacher's office.
- c. After three lunchtime detentions in one term a child is given an after school detention. These continue until the end of a term, when the 'slate is cleaned'. Parents are sent a letter and invited into school to discuss the situation if an after school detention is given.

3. High Level

High level punishments come into play when the Level 2 punishments have been implemented or when the offence is so serious that it warrants immediate High Level punishment.

This level will automatically trigger an invitation for the parent to meet the Headteacher with or without the classteacher to discuss the matter. This does not prevent a parent meeting with the Headteacher/ teacher to talk about the situation at an earlier stage.

The punishments at this level include:

- a. A daily monitoring system, which should take the form of a book in which behaviours are noted (good and poor). This may start off internally, but the usual practice will be to send this home daily for parents to sign and return.
- b. For poor behaviour relating to the lunchtime session a parent may be required to remove their child from the premises during the lunch period.
- c. For continued misbehaviour or for behaviour of a very serious nature a fixed exclusion may be considered. This will follow the nationally agreed procedures for the exclusion of pupils.

School Visits/Residential Trips

Participation in school visits or residential trips is a privilege, not a right. Children who persistently misbehave may be excluded from day and residential visits. This is to ensure the safety and well being of all other children.

Monitoring and Evaluation

This policy will be regularly monitored and evaluated, with the means of maintaining high standards of behaviour regularly re-appraised. The effectiveness of the policy will be measured by:-

- A reduction in the number of children being sent to the headteacher
- A reduction in the number of children referred to external agencies
- A reduction in the number of children referred to the Key Stage Co-ordinator
- Fewer incidents of disruption in class (recorded in the log book- missed treat afternoon)
- Fewer incidents of detention – lunchtime or after school

To support all school staff with implementing the Behaviour policy some guidance notes have been drawn up.

Appendix 1	Behaviour Policy Guidance for all staff
Appendix 2	Behaviour at Lunchtimes
Appendix 3	Dealing with Aggressive and / or Poor Behaviour and Pre-empting Inappropriate Behaviour
Appendix 4	Expectations at Overstone School

Appendix 1 Behaviour Policy Guidance for all staff

- **KS 1:** children will be given ‘steps’ before missed break time – in the first instance a warning will be given, then the child’s name will be written on the board, then the child will receive 1 minute off break, then a second minute then a missed break if the behaviour continues. If the incident is deemed severe – a missed break will occur without the ‘steps’. iPad time may be substituted instead of missed minutes depending on which sanction is more suited to the individual.

Running around school	Miss a break time
Talking during assembly	Miss a break time
Writing notes/drawing during lesson	Miss a break time
Talking during lessons (2 nd warning)	Miss a break time
Leaving the classroom without permission	Miss a break time
Not packing away when asked/Not being prepare for lessons	Miss a break time
Not settling down to work (or an appropriate activity) on entering the classroom	Miss a break time
Disrupting lessons (throwing things to distract other children)	Miss a break time
Talking back to ANY adult	Lunchtime detention
Disrespectful behaviour to ANY adult (e.g. raising eyebrows; questioning an adults’s decision/instruction; refusing to do what an adult has asked)	Lunchtime detention
Lying	Lunchtime detention
Gossiping/spreading rumours	Lunchtime detention
Spitting on somebody else	After school detention
Swearing (within an adult’s earshot)	After school detention
Intentional physical attack	After school detention
Provocation (teasing, name-calling)	After school detention
Stealing	After school detention
4 th offence (3 lunchtimes detentions already given)	After school detention

Appendix 2 –Behaviour at lunchtimes

Playground

- Do not unlock the outside dining room door
- Stay on the playground – not on the mud (in the winter time)
- Use equipment only on the allocated days
- Huts are quiet areas – no banging on the windows
- No football on the playground
- No leather balls/only balls provided by the school
- Do not leave the playground without permission
- Line up sensibly for lunch clubs
- Walk to the dining room
- Do not play ‘it’ around the climbing wall
- Do not throw/kick pine cones
- Clubs 12.45 – wait for the whistle before lining up
- No sticks
- No fighting or fighting games
- No digging
- No mud/chippings on the playground
- No climbing trees

Dining Room

- No shouting – quiet voices
- Finish eating before leaving the table

Wet Play

- No computers, iPads, scissors or glue
- Ask to leave the classroom (for the toilet etc)
- No running
- Quiet games
- Reading rooms not to be used

Appendix 3

Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

At all times your behaviour will have a big impact on how the children will respond to you and others.

We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.

We are always respectful of others; never belittle, humiliate or deliberately embarrass children.

Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.

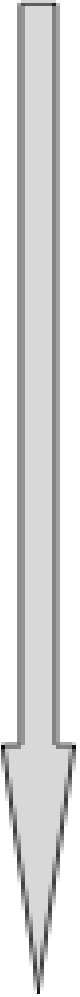
If you feel that you are losing your temper, stop or walk away and ask someone else to deal with the situation.

Use physical intervention as a last resort (See Positive Handling Policy)

Don't greet a child's anger with your own, be calm and rational

When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.

Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adults reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. Finding a quick job to do could do this, moving them to a new activity, changing their seating position in the class etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards, which can be associated with poor behaviour.

A Hieracrchy of Consequences		
	Non verbal messages	'The Look', focusing on the pupil who is not behaving appropriately, visual prompts such as finger to lips, model behaviour for children to mirror; sitting straight, folding arms etc.
	Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child at an appropriate time.
	Description of reality	A simple statement of fact. Simply describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
	Simple direction	Clear statement of the required behaviour 'Jane, turn around thank you.' 'James give Tom his pencil, thank you.' The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
	Expectation reminder	Restate the relevant rule – 'Scott our expectation is that we put our hands up to answer.' 'Amy remember the expectation about lining up'
	Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behavior. 'What should you be doing?' rather than 'What are you doing?' (children will avoid answering this – an admission of involvement in the inappropriate behavior)
	Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or if there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
	Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
	Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be given a sanction appropriate to the behavior.

Appendix 4



OVERSTONE SCHOOL

EXPECTATIONS



At Overstone:

We behave with care and consideration towards other people and their property.

We are well mannered and show respect to everyone we meet at school.

We always try to understand other people's views.

We make it as easy as possible for everyone to learn.

We are considerate and move about the school sensibly.

We listen.

We take care of our school property and the environment.

As pupils:

We always try our best at all times.

We are proud to wear our school uniform.

We are only in the school building during lesson times.

We are ready to start lessons promptly with all equipment ready including correct P.E. and forest school kit.

We always show good manners and behave sensibly at all times in and out of school.

We arrive in school on time and go straight to class.

We always respect opponents, officials and show good sportsmanship when representing the school during sports events.



OVERSTONE

Playground Expectations

We walk our scooters at all times on school premises.

We walk directly to and from the playground.

We play sensibly and respectfully towards others.

Only balls provided by the school can be used.

We behave appropriately in the quiet area (no running, shouting, climbing).

We sit or stand to eat our fruit.

We do not go on the field during first break time.

We do not climb trees or play with sticks.

We always stay in sight when we are on the field.

If we hurt someone we tell the adult. If we accidentally hurt somebody we apologise.

We are polite and listen to all adults and care for each other.

We use Huff and Puff equipment on the playground.

If we are feeling sad or lonely, find a Buddy.

When the whistle is blown once we stop and stand silently. When the whistle is blown again, we walk sensibly to our line. We stand silent, straight and still.

September 2016



ANTI-BULLYING POLICY

Bullying is regarded as totally unacceptable at this school and as such will not be tolerated. In enforcing this policy, the school expects that parents will give support to its principles and encourage their children to behave in an appropriate manner towards other children.

A definition of bullying

Bullying normally has three common elements:

- It is deliberately hurtful.
- It is repeated often over a period of time, by the same individual or group of children.
- It is difficult for those being bullied to defend themselves.

Bullying falls into three categories:

- Physical – persistent hitting, kicking, taking belongings.
- Verbal – persistent name-calling, insulting, disability-related, homophobic, transphobic or racist remarks.
- Indirect – persistent spreading stories about someone; excluding someone from social groups to deliberately upset them; cyber bullying.

Why challenge bullying?

1. It affects the safety and happiness of pupils.
2. It affects educational achievement.
3. It provides a model for acceptable behavior.
4. It promotes the ethos of the school.

What steps are taken to prevent/ combat bullying?

Assemblies, P4C, Circle Time and PSHE are used as tools for drawing acceptable and unacceptable behaviour to the attention of the whole school.

Children are publicly praised for co-operative/helpful behaviour.

Year 5/6 buddies support children on the playground.

Children are also encouraged through the school's:

- House Point system
- Golden book
- Improvement awards
- Citizenship awards
- Governor's award
- Behaviour awards

Bullying will be discussed in a class where it has taken place as a means to promote acceptable behaviour.

Pupils are made aware that bullying is unacceptable and will not be tolerated.

Children are encouraged to be active bystanders by:

- Not allowing someone to be deliberately left out of a group.
- Not smiling or laughing when someone is being bullied.
- Telling a member of staff what is happening verbally or in a written form (using the worry box).
- Encouraging a bullied pupil to join in with their groups or activities.
- Telling the bullying pupil to stop what they are doing.
- Showing the bullying pupil that they disapprove of his or her actions.

What procedures are followed when bullying takes place?

When bullying takes place children are encouraged to tell their class teacher or another adult (e.g. a midday supervisor) so that the alleged bullying behaviour can be investigated.

Parents should always notify the school if they suspect that a child is being bullied. Parents should not personally attempt to deal with a bullying situation, but leave the matter in the hands of the school to resolve the problem. Teachers will handle the situation sympathetically in order to avoid further distress for the victim and use their discretion to assess when normal social interchange has become bullying. Staff and dinner supervisors will log incidents.

It is often very difficult to get to the bottom of bullying behaviour. Those who are bullying often deny their behaviour and those being bullied may be reluctant or afraid to give the full picture.

Overstone's strategies acknowledge that support should always be given to the proven victim:

A problem solving approach to the situation may be used, giving pupils an opportunity to talk and focussing attention on finding a solution to the problem, preferably by the children themselves.

Two methods form a part of the strategy used at Overstone:

- a. The first attempts to provide ground rules by which the pupils can co-exist within the school – it does not aim to create friendship.

This begins with individual discussion, usually with the child being bullied being seen first - and it must be recognised that the child may be a 'provocative victim' – one who contributes to their own problems. In this instance the situation is discussed and a child might agree to change their own behaviour if appropriate.

This is followed by a discussion with the child and/or children doing the bullying, aiming to resolve the problem, in the first instance, in a non-confrontational way.

At Key Stage 1 it is more appropriate for the teacher to suggest the means by which the situation might be improved, but as the child gets older it is more likely that he/she can make a contribution to the process.

This is followed up at an appropriate time to see whether these strategies have improved the situation between the children.

- b. Assertiveness support for bullied pupils – the school aims to provide a supportive environment for the bullied child to talk about their experiences and to learn and practice

effective responses.

Children will be given guidance on how:

- To make assertive statements
- To resist manipulation and threats
- To respond to name calling
- To leave a bullying situation
- To safely escape from physical restraint
- To enlist support from bystanders
- To boost their own self-esteem
- To remain calm in a stressful situation
- To identify a safe area within the school where they can go
- To record their feelings

This method is best used with groups of children as there is a large time commitment involved. It is most frequently discussed during the PSHCE and P4C programmes that promote the discussion of bullying as a topic. However, elements of it may be used to support any pupil who is being bullied.

The following further action takes place in instances of known bullying:

1. Parents of the victim/s and perpetrator/s are informed of bullying from an early stage when it has been proven to be taking place, except where the incidents are relatively minor.
2. The Headteacher will be informed of serious incidents of bullying and the following details will be recorded in the Headteacher's incident book.
 - Who was involved
 - Where and when it happened
 - What happened
 - What action was taken
 - How it was followed up
3. Incidents of proven bullying are dealt with in line with the school's **Behaviour Policy**.

Monitoring and Evaluation

In order for this policy to be effective and appropriate this policy should be monitored and evaluated on a regular basis by staff and school council members, the results of which should be routinely reported to Governors.

Behaviour and anti-bullying policy
Updated September 2016