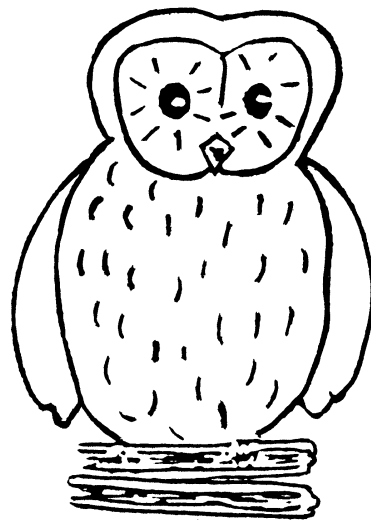


Overstone Primary School



Behaviour Policy

Ratified by Governors October 2024
To be Reviewed in November 2025

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

At Overstone Primary School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of good behaviour.

The values of respect, kindness, honesty, courtesy, independence and determination are embedded in everyday life at Overstone Primary School. They enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a safe and happy learning environment.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on **mutual respect** between children and adults. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves.

We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

We have three overall aims:

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

**As a member of Overstone Primary School you have a
RESPONSIBILITY**

- To work to the best of your ability
- To let others get on with their work
- To respect and care for others
- To listen to the views of others
- To be honest and truthful at all times
- To accept the consequences of your own behaviour
- To show respect for the school environment
- To tell a member of staff if you see or hear about someone being treated unkindly
- To tell a member of staff if you see anything that could jeopardise the safety of others

**As a member of Overstone Primary School you have a
RIGHT**

- To be proud of your achievements
- To focus on your work
- To be treated fairly and with consideration
- To express your views and know you will be listened to

- To feel happy, safe and confident
- To learn in clean and tidy surroundings
- To tell a member of staff if someone or something is making you unhappy

We will not tolerate:

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional
- Fighting or deliberately hurting others
- Swearing or bad language
- Misbehaviour, rudeness and a refusal to co-operate

Partnership with Parents

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting, a telephone call or a letter. We may use these methods to discuss children's behaviour or work. Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child.

We want our children:

- To be happy and feel confident in school
- To choose good behaviour all of the time
- To be assertive yet respectful

We all work better, feel better, produce better results and enjoy life's challenges when our efforts are appreciated and we are given due credit and praise. Praise and credit for a child's efforts reinforce their achievement and success, which in turn promotes their self-esteem and raises their expectations. Everyone learns best in an atmosphere of mutual respect, when all members of the school community are courteous and models of appropriate behaviour are evident. It is the responsibility of the whole school to create and maintain an orderly community in which effective learning can take place.

This policy is in place to provide a framework that is consistent, fair and understood by all who are involved in Overstone Primary School.

Aims of the policy

1. To encourage respect towards others and the school environment at all times.
2. To provide an agreed strategy for managing behaviour based upon respect for the needs of all.
3. To ensure a consistent approach in managing behaviour.
4. To encourage high expectations and a sense of self worth, respect and tolerance to all.
5. To ensure all involved know and understand the reason for school and class rules.
6. To ensure all children understand the consequences of their behaviour.
7. To create a learning environment in which children feel safe, secure, respected, happy and valued.

Whole school rules

Assembly times are set aside to discuss rules and why we have them. Classroom rules are discussed and school rules are displayed around the building.

The rules are:

- Always do your best
- Follow instructions straight away
- Care for everyone and everything
- Show good manners at all times.

Rewards

At Overstone we encourage good behaviour in many ways including:

- Praising children quietly
- Praising children in a more public way, in front of a group, class or the whole school
- Sharing children's achievements within the class
- Showing good work to other members of staff
- Showing good work to the Head Teacher/ Senior Teacher
- Showing good work in assemblies and awarding well done certificates
- Using displays in classrooms and throughout the school to celebrate success and show work is valued
- Positive comments on children's work
- A note of praise in their homework book to share with parents
- Stickers
- Informal praising to parents
- Commenting in reports and at parent evenings
- Weekly well done assemblies

The main vehicle for work related rewards is Owl points. Owl points can be awarded by any member of staff for behaviour, hard work or particularly high levels of engagement or commitment.

Combined rewards for behaviour and hard work and home reading.	
35 Points - Card 1 – Purple	Bronze Award
70 Points - Card 2 – Orange	OPS Bookmark
105 Points - Card 3 – Yellow	Silver Award
140 Points - Card 4 – Green	OPS Bookmark
175 Points - Card 5 – Turquoise	Gold Award
210 Points - Card 6 – Blue	Year Group Specific Prize
245 Points - Card 7 – Pink	Super Gold Award
290 Points - Card 8 - Red	Special Award -To Be Confirmed

Well Dones

In each school assembly, teachers will nominate up to three children who have shown a commitment in a particular curriculum area throughout the week.

Line Trophies

Earned as a class and counted at the end of each half term. Half Term winner gains an additional play time and end of year overall winners gain a half day off curriculum.

Attendance Trophy

Class attendance counted at the end of each half term. Winner gains a trophy and is applauded out of assembly. Children will also receive an additional play time.

Pom Poms

Pom Poms- These are awarded by lunch staff for conduct around the lunch hall and the playground. These contribute to a house total which are then counted at the end of each week. A house only play time will be awarded for the winning house each half term.

Sanctions

At Overstone we recognise that although good behaviour is maintained through high expectations, praise and respect, on occasions unacceptable behaviour may be seen. The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, **“Stop it, I don’t like it”**. The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected **to tell an adult about their concerns**.

Refusal to follow instructions and or complete tasks.

As a school we can not accept children refusing to follow instructions, we can not operate in this manner for a variety of reasons including keeping all children safe at all times.

If children refuse to complete a task or follow an adult’s instructions they will be asked a second time. If this is not followed they will be given a 1 minute ‘cool off and consider’ time and then asked a final time. If the instruction is not followed or the child does not endeavour to complete the task at this stage they will spend the required amount of time at playtime to explain their decision to an adult and complete the remainder of the task. This may mean that, due to their decision making, they will get a reduced play time. Depending on the time required this may stretch beyond one play time. Their name will also be passed to the deputy headteacher to follow up at a later point. They will also move their name to the red traffic light. The class teacher will need to notify the parent of this behaviour at the end of the school day.

SEND and Behaviour.

Wherever possible, staff will follow the steps outlined in IEPs and/or individual behaviour plans for children with SEND and will aim to keep expectations as closely aligned to the overall policy as is possible.

For children with specific behaviour needs, it may be necessary to undertake additional work involving behaviour plans and/or social mapping to set out the Expected and Unexpected behaviour in class. These will be discussed and agreed with the child, parents and staff members to enable clarity of actions and potential consequences in different circumstances. (Appendix 4).

Behaviour Concerns

In order to enable all children to work without the behaviour of an individual having a detrimental effect on others, we have agreed a whole school approach to dealing with any misdemeanors that occur.

In each class traffic lights are displayed. All the children start each session on green.

Process:

1. **Remind** - staff member reminds child of appropriate behaviour / desirable outcomes. This is done with positive phrasing in a level and non threatening tone and is linked to the agreed rules. This warns the child that their behaviour needs to change. In some situations, especially when large groups of children are together (eg in assembly or in the dining hall), this stage may be omitted as the children know the expectations of behaviour and the potential impact on those around them may warrant an immediate orange.
2. **Child is told they are on orange**. The child’s name is placed on the orange traffic light for the remainder of the session. The child is made aware of the transgression and the desirable behaviour. The child will then miss 5 minutes of whichever playtime comes next.
3. **Child is told they are on red**. The child’s name is placed on the red traffic light for the remainder of the session; the child may be removed from the situation, onto a table/ space of his or her own within the classroom or another designated place within the setting.

4. If a child's behaviour is deemed to be dangerous or aggressive to themselves or others they can be immediately placed on red and given time out.

Time out at play and/or lunch time may be extended beyond one lunch time at the discretion of senior leaders or until the incident and/or behaviour has been adequately resolved and improved.

Consequences of being placed on orange:

- Children are expected to modify and improve their behavior
- This may include needing to write or offer an apology to another child or a staff member
- They will need to assure the adult that they understand how to make the necessary improvement
- If moved to the orange on 3 or more occasions within a two week period, the class teacher will notify parents of this escalation in unacceptable behavior.

In the case of multiple moves to orange, a senior leader may also speak to the child and instigate a time out from activities and/or play/lunch times to enable the child to explain why they are repeating behaviours and clarify the steps needed to improve.

Consequences for being placed on red:

- In Foundation Stage children are given 5 minutes time out sitting on the carpet.
- KS1 children miss 5 minutes of playtime and 5 minutes of golden time.
- KS2 children will discuss their behaviour with an adult at playtime and complete a 'think' sheet (Appendix 1). The discussion will be age/ability appropriate and will include such things as the impact of the behaviour on themselves and others and guided discussions as to why a different choice of behaviour would have been preferable.
In certain cases, if the behaviour has been passed to a senior leader, the child may be asked to spend additional lunch or playtimes inside.

Each class keeps a weekly record of children who are on orange or red and a class folder recording incidents. (Appendix 2) When a child is placed on orange, parents/carers may be informed as appropriate. Parents/carers will be spoken to if a pupil is placed on red.

In Reception, children are still learning about "kind hands" and "kind words" and initially, there may be some incidents of behaviour that need guidance and modelling from the adult. If this persists once children understand the expectations, the sanctions stages will be followed.

Stickers may be used as additional incentives alongside Owl Points and verbal praise.

Pupils who remain on the green traffic light all week will be rewarded for their good behaviour as follows;

- KS1 receive 30 minutes of "Golden Time" on Friday afternoons
- KS2 have an extended playtime on a Friday with chosen activities

Children who are on green all (short) term will have a point added to the 'Good to be Green' list for their house. At the end of each half term the highest points tally winner will be rewarded with an additional play time.

Staff will review behaviour incidents to determine whether an Individual Behaviour Plan should be implemented, if the school deems this necessary the following actions will apply:

- Meeting between parents, Class Teacher and SENCO to draw up an Individual Behaviour Plan. Behaviour plans may include rewards and or sanctions such as time outs

- If the Behaviour Plan fails to have a desired impact the school will seek the support of external agencies
- Fixed term exclusion

Exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children or staff safety cannot be guaranteed
- A serious incident involving physical or verbal abuse has arisen

In very extreme circumstances, exclusion procedures, both fixed term and permanent, may be brought into force. When deciding upon the fixed length of the exclusion the Head Teacher will take into account the incident, previous exclusions and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. The child is not permitted to be in public areas in school hours during the exclusion. Following a fixed term exclusion, there will be a re-integration meeting involving the school, child and parent(s).

If fixed term exclusions fail to modify a child's behaviour the school will work with outside agencies to support the child being given a fresh start in a new school, via a managed move, to avoid a permanent exclusion.

We acknowledge that all children in the community have the right to attend a school, irrespective of learning difficulty and we are an inclusive school. However, it is sometimes necessary to work with outside agencies e.g. Education Psychologist, Schools and Families Specialist Services in order to meet individual needs and support staff. Pupils with extreme behavioural difficulties will be placed on our Special Needs Register. An Individual Behaviour Plan will be written, discussed with parents and reviewed regularly.

Keeping Classrooms Safe - Physical Intervention

Under very exceptional circumstances, physical intervention may be required to restrain a child's physical behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion.

Exclusion at lunchtime.

All parents and children should be made aware that inclusion in lunchtime is dependent on the schools ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the Head teacher must consider implementing lunchtime exclusion. Prior to implementing exclusion, the Head teacher will warn the child and will write to the parents expressing the school's concerns. Children who are entitled to free school meals will be provided with sandwiches if this is the wish of the parents.

Covid 19

Appendix 3 has been added to this policy due to the Covid 19 pandemic

Name:

Date:

What I did wrong.....



What I should have done.....

What I need to do next.....

Appendix 2

Behaviour Log

Name:		Class:
Date	Brief description of incident/ conversation	Signature: Child/ teacher/ Head teacher/ parent

Appendix 3 – Additions to this policy during the Covid-19 pandemic:

- Pupils will be expected to follow the school rules around regular thorough hand washing/sanitizing.
- Pupils will adhere to social distancing where appropriate.
- Pupils will follow oral hygiene rules, catching coughs and sneezes in a tissue or in the inside of their elbow and disposing of tissues in a bin with a lid.
- Pupils will not spit.
- Pupils will follow the school online learning programme using Tapestry or Google Classroom if they are absent from school due to Covid-19 and are well enough to learn at home.

Social Mapping for

Behaviours that are expected 😊

Expected behaviours	How they make others feel	Consequences (what happens to me)	How I might feel about myself

Social Mapping for

Behaviours that are unexpected 😞

Unexpected behaviours	How they make others feel	Consequences (what happens to me)	How I might feel about myself