

BEHAVIOUR POLICY

SEPTEMBER 2022

TACKLEY CE PRIMARY SCHOOL

WOOTTON-BY-WOODSTOCK CE PRIMARY SCHOOL



Tackley CE Primary School Vision:

Our vision for Tackley CE Primary School reflects our commitment to create a school where everyone is important and valued as members of our school and local community. This vision is achieved through our values of curiosity, kindness and responsibility.

These values help us to make good choices about how we lead our lives, and means that we all contribute to our enriched curriculum which places an importance on life beyond the classroom. In school we relate the importance of each individual as a valuable member of our community to the Parable of the Lost Sheep where everyone is included, and everyone is important and valued.

Wootton-by-Woodstock CE Primary School Vision:

At Wootton by Woodstock CE Primary School we are a happy and welcoming school community where we teach and learn through our Christian values of friendship, kindness and respect. We aim to be the best we can for ourselves and the good of others. Our Christian values form a key part of our positive behaviour policy, these are:

Friendship: We offer friendship to everyone in our school and wider community, ensuring that everyone is valued and included.

Respect: We recognise and respect the feelings of others and demonstrate good manners and polite, thoughtful behaviours to all.

Kindness: We will show kindness by loving others as ourselves, making a difference to our community and the world around us through our words and actions.

Our vision and values are an integral part of who we are and can be seen in all that we do.

We link our work on values to Thessalonians 5:11 *“Encourage each other up and build each other up.”*

This policy is the statement of principles, aims and strategies for promoting positive behaviour at Tackley and Wootton CE Primary Schools. We believe a shared commitment from children, parents, governors and the wider community is an important factor in promoting good behaviour and the fostering of positive attitudes.

We believe that children and staff have the right to work in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. Staff and governors work hard to maintain a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early interventions to address problems.

This Policy is underpinned by the UN Convention on the Rights of the Child and in particular Article 28, the Right to Education; Article 29, Goals of Education; Article 24, a Safe Environment; and Article 17, Access to Information. As a school we encourage every child to see themselves as a member of our school team and to consider their own rights and the rights of others; and to recognise that with these rights come responsibilities. Through well planned, challenging learning, and through the recognition and valuing of effort and achievement, we believe that children will be motivated to take responsibility for their learning and behaviour.

We are committed to providing an environment that is supportive to the emotional health and well-being of both children and staff. Staff receive training as appropriate to help pupils understand and manage their feelings and behaviour. When children feel good about themselves and have high self-esteem and self-awareness, we believe they will be motivated and equipped to:

- Take an active role in creating school rules and do their best to follow them taking active responsibility for their actions
- Be effective and successful learners, always trying their best
- Make and sustain friendships and deal with and resolve conflict and problems effectively and fairly
- Manage strong feelings such as frustration, anger and anxiety appropriately
- To be resilient and recover from setbacks and persist in the face of difficulties
- Work and play co-operatively; compete fairly, and win and lose with dignity and respect for competitors
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Behaviour Principles

We implement restorative practices which focus on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The restorative framework is based upon 'knowing the effect that I have on others'.

Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

Promoting Positive Behaviour

High expectations of behaviour develop respect, responsibility and positive relationships. Good behaviour is encouraged by having clear and simple rules, rewards and sanctions for pupils, encouraging pupils to take responsibility for improving their own behaviour and that of others. To work, approaches are consistently and fairly implemented as part of a whole-school approach. Our whole school approach aims to:

- Set high expectations and develop positive behaviour
- Nurture self-esteem and self-awareness
- Provide a safe and secure working environment in which respect is shared by staff and pupils alike which encourages children's independence and self-discipline

- Help children develop a strong awareness of their own safety and that of others and respect each others' personal space.
- Help children understand they must share and cannot always be chosen for a particular event, be the winner etc.
- Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions. Through Circle Time and our PSHE work children are given strategies to deal with aggression and to take responsibility for their actions.
- Reinforce the need for respect, politeness and kindness to all members of our community.

Expectations of behaviour and class rules are agreed with all pupils at the beginning of each school year. These are displayed in all classrooms and are discussed regularly during class time and in Collective Worship. Our expectations apply equally at playtimes and lunchtimes.

Personal Social Health and Education (PSHE)

Through a planned and sequenced PSHE curriculum it is our aim to effectively equip children with the skills, personal qualities and attributes needed to prepare for the next stage of their life. We recognise that some children will need additional support and intervention to develop emotional literacy. These pupils take part, individually or in small groups, in our Nurture and Emotional Literacy Support Assistant (ELSA) programmes. These interventions draw on Department for Education (DfE) guidance and a range of other research and resources for teaching social, emotional and behavioural skills.

Managing Behaviour

Reward Systems

At our schools we believe in praising and rewarding achievement and behaviour. It is important that a consistent approach is followed throughout the school and children are clear of expectations. As a school community we have agreed the following rewards:

- **Personal Achievement Record**

Work or behaviour that represents personal best effort is rewarded with a 'star'. These stars are recorded on the child's Personal Achievement Record, when a chart is completed (25 stars) the child visits the Headteacher to receive a sticker and a new chart. Completed charts are presented to children in weekly celebration assemblies. After 3 charts are completed children receive a bronze badge, after 6 a silver badge, after 9 a gold badge and after 12 a Headteacher Award.

- **Learning Value Certificate**

Class teachers present children with a value certificate in Friday Celebration Assemblies, detailing what they have done to achieve the award.

- **Caught You Being Kind**

Each week all school staff will aim to catch a child being kind. They will record a 'Caught You Being Kind' statement detailing the act alongside the name of the child in a shared book. The statements will all be read out in Friday Celebration Assemblies and children will be presented with a Caught You Being Kind Certificate.

- **Shepherd of the Week**

Each week the 'Shepherd of the Week' selects a classmate to receive the Shepherd of the Week certificate, they will choose somebody who has displayed our school values particularly well. The child will be awarded the certificate in Collective Worship on Mondays, they will be allowed to sit on the special bench during assemblies for that week and also have some extra responsibilities as helpers.

- **House Points**

House points are awarded to children regularly for following the class rules and displaying the school values, each token is worth 10 house points. Gold coins are worth 100 house points. These are counted weekly and at the end of each half term the house with the highest number are rewarded. Rewards will be a trip to the park.

- **Sharing work with Subject Leads or Headteacher**

If a child has completed an outstanding piece of work they will be asked to take it to show the relevant subject lead or the headteacher, they may be rewarded with a sticker.

- **Recognition of Achievements Outside School**

Children are encouraged to bring into school any badges, certificates or trophies that they have been awarded out of school, to share their achievement in our Friday Celebration Assembly. Photographs and achievements will be put on display in the hall.

Sanctions

Any pupils engaging in inappropriate behaviour will be spoken to by an adult and will be made fully aware why their behaviour is unacceptable. However, if the poor behaviour continues the pupils will be reminded of the fair and consistent sanctions that will follow. Sanction of whole groups for an individual's actions are avoided and all consequences are in proportion to the offending behaviour. Where possible children are encouraged to try and manage disagreements themselves; staff are always on-hand to provide support.

Intervention Strategies to Support Positive Behaviour and Learning

Examples of some behaviour management strategies that are used in our schools are:

- **Non-verbal messages** such as 'The Look'; moving closer to the child who is not behaving appropriately, visual prompts such as finger to lips, frowning.
- **Tactical or planned ignoring:** the teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- **Simple direction:** clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as asked.
- **Question and feedback:** asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here?' This can be sufficient to alert the children to the fact that you have noticed and will stop their behaviour.
- **Choices and consequences:** enabling a child to take responsibility for his/her own actions. The adult then moves away to give the child thinking or 'take-up time' before using a consequence if they continue to behave inappropriately.
- **Giving children some time away:** classes may have a 'thinking time' or 'calm down corner' where children can reflect on their behaviour.
- **Exit procedures:** On rare occasions, when none of the strategies the teacher or other adult has used has been effective, it may be necessary for the child to be asked to work outside the classroom or be sent with a Teaching Assistant to the classroom of a member of the Leadership Team to work. If a child is removed from class, the follow-up meeting where their re-entry is discussed is vitally important.

Intervention Strategies at Breaktimes

Any children who receive three warnings during a break or lunchtime will be sent to the School Lead and will either miss the remainder of that lunchtime or 15 minutes from their lunchtime the following day. If disruptive behaviour continues contact will be made with parents to discuss the situation. At all ages, pupils are aware that they hold responsibility for their own behaviour and should be able to manage it sensibly. One of the benefits of being a primary school is that good behaviour can be modelled for the younger pupils and we actively encourage our older pupils to take on responsibilities and extra duties in their last two years with us. At Tackley, Young Leaders are

elected and support younger pupils in the playground at lunchtimes, they plan and run a variety of activities that encourage teamwork and help children develop social skills.

The following strategies are used to manage more serious inappropriate behaviour:

- Involvement of Headteacher.
- This may be a conversation with parents at the beginning or end of the school day, a phone call, letter to parents, or carers to notify them of any incidents of behaviour, in which their child has been involved.
- Headteacher and class teacher to meet with parents to agree action to bring about improvement in behaviour.
- Referral to external agencies including Behaviour Support Service, Education Welfare Service, Psychology Service etc.
- Provide support through Nurture Programme, anger management, Pupil Support Programmes, mentoring, counselling and peer mediation.
- Fixed-term or permanent exclusion – at all times following the Local Authority’s procedures.

Any sanction must be reasonable and proportionate in the circumstances. Account must be taken of the pupil’s age, any special education needs or disability they may have, and any religious requirements affecting them. Corporal punishment is illegal in all circumstances.

The use of rewards and sanctions will be monitored to ensure that they operate with due regard to equal opportunities and anti-discrimination, and the school’s statutory duties in respect of SEN, and disability, race relations and gender equality. The school reports details of racist incidents in accordance with statutory duties to the governors and Local Authority.

Special Educational Needs

For children who have learning difficulties, or particular emotional and behavioural issues, the SENCO will also be involved in providing advice and support to teachers. It may be felt appropriate that the agreed system of rewards and sanctions is not appropriate for certain children due to their needs, and a Pupil Passport is used to show strategies that have more breadth that can be used. If needed the involvement of outside agencies may then be considered, with parental agreement.

The Headteacher and SENCO will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the school’s Safeguarding Policy will be followed. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is appropriate.

Online Behaviour

The school has several policies that outline how we prevent online harassment and bullying including an Acceptable Use Policy and also within our Safeguarding Policy. Online safety is taught to pupils throughout the year during computing and/or Relationship and Sex Education (RSE). Regular reminders are sent to parents to develop their knowledge of online safety through the school newsletter. When dealing with behaviour incidents that have occurred online, the school will refer to the Anti-Bullying Policy (if repeated) or will initially educate the child/class via a class discussion or individual meeting. If this does not resolve the issue, a more formal restorative meeting will be held. For any incidents of online bullying or inappropriate incidents of online behaviour parents will be informed.

Sexual Violence and Harassment

All pupils are taught about: being safe, boundaries, consent and privacy through RSE; our values including kindness; and our school rules, including being safe. Pupils are taught who they can report unsafe behaviours to. Sexual violence and harassment are not tolerated at our schools and will be dealt with as a serious offence. A record will be kept of any incidents, parents will be informed and the Child Protection Policy referred to as needed.

Power to Discipline Beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff

member or reported to the school, should be brought to the attention of the Headteacher who will follow-up the incident in line with procedures agreed within this Policy.

The teacher may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at the school
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

If teachers witness bad behaviour outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil/s should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. No punishments should be imposed before discussion with the Headteacher or member of the Leadership Team. The Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy.

Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, **'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'**.

Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance **'Use of Reasonable Force - advice for school leaders, staff and governing bodies'**.

Pastoral Care for Staff Accused of Misconduct

The Headteacher in consultation with the Chair of Governors, will contact the Local Authority's Safeguarding Team and draw on DFE guidance and school policy on **'Dealing with Allegations of Abuse Against Teachers and Other Staff'** in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children

Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation.

Roles

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour.

The Role of Pupils

Pupils are encouraged to manage their own behaviour and understand that there are right and wrong choices. We expect children to try their best to follow the school rules and also to encourage their peers to do so. Pupils are involved in the setting of class rules, so they feel some ownership and 'buy-in' to them. It is very important to educate the whole child, and by giving them responsibility and encouraging self-discipline, we are preparing them as citizens of the future.

We encourage children to take responsibility for their own behaviour and learning. We give older pupils the opportunity to act as good role models. Through our programme for PSHE pupils have an understanding of their differences and similarities, but most importantly their own self-worth. Children are encouraged to use check-in boards in each class; this helps them to identify how they are feeling and communicate any problems they may have.

The Role of Staff

All members of staff working in school are expected to discipline pupils for misbehaviour following agreed strategies and practices. Staff understand that to promote positive behaviour they should:

- Support the maintenance of an emotionally safe, calm and positive working environment
- Establish clear boundaries of acceptable pupil behaviour and be a good role model
- Teach and model expected behaviour and positive relationships; praise children regularly for positive behaviour and effort
- Get to know children as individuals to understand them well
- Use rewards and sanctions clearly and consistently
- Have fair and consistent expectations using clear and consistent language
- Involve children in setting targets and expectations for the class and individuals
- Be aware of vulnerable children, and avoid labelling
- Deal firmly, fairly and consistently with any inappropriate or aggressive behaviour, calling on the support of senior staff if appropriate
- Be aware of any particular problems which are happening outside school which may affect a child's behaviour
- Build positive relationships with families and communicate meaningfully with them.

Staff also have a responsibility to look after themselves and support each other asking for help from the leadership team when needed.

The Role of Parents and Carers

The role of parents and carers is crucial in helping our school develop and maintain good behaviour. Parents are encouraged to familiarise themselves with our behaviour policy and support and reinforce the policy at home. Parents are encouraged to discuss any concerns or issues with staff at the earliest opportunity. Our parents need to help the school by encouraging pupils to develop attitudes of self-respect, self-discipline, honesty and independence at an age-appropriate level. They are encouraged to celebrate our pupils' successes.

Parents should encourage pupils to complete homework regularly and to take pride in their learning. Parents should ensure their children arrive at school well prepared and ready to learn, for example, ensuring they have eaten breakfast, arrive on time and have everything they require for the day.

The Role of School Leaders

It is the role of School Leaders to ensure the health and safety of every child in their care including having a strong Behaviour Policy to support staff in managing behaviour.

Schools Leaders should:

- Be visible
- Routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Make sure all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Ensure their staff have adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour.
- Support all members of the school community by providing advice and guidance.

Behaviour Incident Reports are monitored by our Link Safeguarding Governor each term. The findings, including any particular patterns of behaviour are reported back to the full Governing Body in the Headteacher's Report.

Any more serious misconduct may lead to fixed-term exclusions and LA guidance will be followed in these exceptional circumstances.

The Role of the Governing Body

The law says that Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The governors support the School Leaders in implementing the Policy and being aware of its effectiveness. Specifically, the Governing Body should:

- Provide clear advice and guidance to the Headteacher on which she can base the school's Behaviour Policy, this will be informed by statutory DfE guidance.
- Monitor the Behaviour Policy during visits to the school, and understand staff's role in the implementation for the behaviour policy
- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Induction, Training and Professional Development for Staff

All staff will read and discuss with the Headteacher the school behaviour policy as part of their induction meeting. The school will provide appropriate training for all staff, in order to promote positive and consistent behaviour standards within the school. It will also ensure opportunities for staff to develop their knowledge and skills in relation to such issues as: implementing the school's Behaviour Policy; the implications of legislation affecting behaviour management (for example exclusion, safeguarding, use of reasonable force); inclusion and equality.

Specific planned/tailored training will be requested from outside agencies, as required, so as to support any pupil referred to their team.

All Early Career Teachers (ECTs) are encouraged to access training in behaviour management. Health and Safety and Safeguarding, which includes behaviour management, is a fixed item on the agenda of Staff Meetings.

Recording Details of Behaviour Incidents

Minor incidents of disruptive behaviour within the classroom are monitored at classroom level. Any trends in behaviour will be brought to the attention of the Leadership Team. All incidents of unacceptable behaviour (see definition below) are recorded on CPOMS. The incident should be recorded by the member of staff witnessing the behaviour, or to whom the incident was reported. Relevant members of staff plus the Designated Safeguarding Lead (DSL) should be alerted to the incident. If unacceptable behaviour continues for a particular child, the class teacher or Head will notify the parents of the child/ren concerned and seek their support in bringing about improved behaviour. If bullying behaviours are identified they are addressed in accordance with the Anti-Bullying Policy.

CPOMS records are used to identify issues and patterns, and to support appropriate intervention; it is monitored termly by the Headteacher and forms part of reporting to the Safeguarding Governor in terms of:

- Type of incident (including prejudice-related incidents)
- Critical days/times in the week
- Critical places within the school and grounds
- Pupils involved
- Profile of pupils involved (ethnicity, gender, disability, age, SEN)
- Outcomes