Behaviour Policy

March 2022

Ottery St Mary Primary School

Behaviour Policy

At Ottery St Mary Primary School we are committed to providing an environment that:

- Enables learning for all within our school community
- Ensures respect and empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working to give children a feeling of belonging
- Ensures children have self- discipline and take responsibility for their actions
- Ensures all pupils and all adults feel safe, valued and cared for

In order to facilitate and achieve this we will:

- Create a positive, calm and purposeful environment
- Provide a curriculum that is relevant, challenging and inspiring
- Ensure all staff have an understanding and acceptance of the needs of all children
- Have a shared understanding of procedures in this policy and apply them consistently
- Ensure that teaching and modelling of personal, social and emotional development is a core element of all lessons and activities, and the whole curriculum
  Promote independence, resilience and personal responsibility
- Effectively communicate with children and parents our high expectations for learning and behaviours
- Work in partnership with external agencies where necessary

Positive behaviours:

We expect all children to:	We will promote positive behaviours by:
- Actively engage in their learning by listening, questioning, responding & thinking - Respect and respond positively to both written and verbal feedback - Respond to suggestions about how to improve and develop - Develop resilient attitudes towards their learning - Work with other pupils cooperatively and respect different opinions - Always communicate with other pupils and adults in a respectful way	- Supporting pupil wellbeing and self regulation through **PSHE**, **Emotional Logic** and the resources in the OSMP wellbeing handbook. - Supporting pupil anxiety through wellbeing resources and ABSA resources. - Modelling and teaching throughout the whole curriculum learning behaviours in whole class teaching and group sessions - Recognising and rewarding positive learning behaviours - Using **PSHE** themes and **ReflectED** to explore positive behaviours - Modelling and teaching pupils positive ways to deal with differences of opinion or conflict - Encouraging pupils to be polite and assertive in responding to other pupils

Behaviour that limits or disrupts the learning

We recognise that certain behaviours may disrupt learning for the individual child or for other children and understand that:

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning
- Behaviours that stop learning for an individual also stop the learning for other pupils
- All pupils need to make the best learning progress and these behaviours are not acceptable
- The needs of pupils are all different
- At times, additional multi-agency support may be required

We will respond to behaviours that are stopping learning by using these strategies:

To avoid a confrontational situation, we will remain firm, calm and caring in our manner. The following de-escalation strategies may be taken to reduce risk of further harm.

Positive ignoring
- Stepping away from a pupil after giving an instruction, with an expectation they will follow the instruction when you return.
- Rewarding pupils who are showing the desired positive behaviour.

Distract or refocus
- Changing the activity or focus of the activity.
- Offering small, manageable steps.

Acknowledging anxiety
- If appropriate, acknowledging cause of anxiety and verbalise in a calm manner.
- Offering clear alternative options to avoid or minimise anxiety.
- Removing any audience by seeking a quieter place in room or moving other pupils away.

If these strategies do not result in an improvement we will:

- Provide time out within their class for an appropriate amount of time which is then made up where possible.
- Provide time out to reflect in another identified class which is then made up if possible.
- Involve the **Senior Leadership Team**
- If the senior leadership team are involved in managing challenging behaviours, this will be communicated to parents/carers.
- The **Full Leadership Team** monitor behaviour within phases and identify patterns and work with teachers where needed.

Dependent on individual circumstances, it may be necessary to:
- Create an individual behaviour care plan, shared with pupil, staff and parents, and reviewed on a regular basis.
- Provide rewards and consequences that are personalised to individual pupils and focus on supporting the pupil's needs.
- Use support from individual agencies
- Create an Education, Health and Social Care Plan alongside a range of agencies

Behaviour around school including breaktimes and lunchtimes:

We expect all pupils to share high expectations for our school by:	Where these expectations are not met we will:
- Valuing one another as individuals - Showing respect to other pupils and adults by responding politely - Being responsible for belongings and ensure they are prepared for learning - Contributing to the supportive ethos of our school - Walking quietly around the school - Adhering to our uniform requirements - Respecting the school community and environment by keeping it tidy - Not physically or verbally hurting others	- Give a reminder, positively phrased, about what is expected - Give a personalised consequence relevant and proportional to the pupil's action - Log behaviour - Inform Senior Leadership - Inform Parents/Carers - Provide structured playtimes to support pupils who do not meet these expectations at playtimes - IBP & or EHC Plan - Make referral for support from other Agencies

Rewards and support:

We will recognise and reward behaviour that meets our expectations through:	Personalised support may include:
- Verbal and non-verbal praise - Written praise in marking and feedback - Bronze, Silver and Gold Certificates for personal House Point milestones reached - Praise in special celebration assemblies. - Publicise individual successes on notice boards around the school - Assistant Headteacher Awards - Headteacher Awards	- Continuing a learning task for a limited time during break - Repeat an activity - Structured/supervised play activities - Five minutes cool off – inside or outside

House Awards:

House points are given to reward positive behaviours and also to recognise high standards of work and effort. Individuals can receive Bronze, Silver and Gold certificates which are presented in school assemblies. All house points contribute to the whole school total for each house and these are supplemented by points earned from various inter-house competitions throughout the year. These include events such as Tar Barrels, Christmas Tree decorating, Talent Show, Individual sports competitions, Sports Day and provide opportunities for all children to excel and contribute to their house's overall score for the year.

Promoting positive learning behaviours in our Early Years:

We expected children to:	We will promote and support children with these expectations by:
• Play cooperatively, take turns and share • Build positive relationships with adults and other children • Listen to and follow instructions given by adults • Learn to recognise and take responsibility for their own feelings and behaviour	• Recognising, praising and rewarding • Teaching and modelling routines and expectations eg tidying up, story time, sharing toys • Use stories and songs to support teaching and modelling of expectations • Providing prompts and reminders – visual and verbal -and gradually reduce these prompts • Regularly review provision resources and activities to ensure children are supported to achieve expectations

If these expectations are continuously not met we will give personalised consequences that are appropriate to a child's level of development and may include:
• Staff redirecting play • Encourage child to make amends and comfort if they have hurt another child • Ensure the child recognises the inappropriate actions • Give a clear warning of what consequence will happen if they continue with the behaviour • Redirect child from the situation to sit in a quiet area. Return after a few minutes to discuss actions and remind what behaviour expectations are • Identify any patterns in space or activity where a child might repeatedly exhibit certain actions – make changes to support the child

If a child has a pattern of behaviour that causes concern then:
• Parents will be informed • Referral for support from appropriate agencies eg Early Years Consultant, family support, health visitors • Early Years Behaviour Plan and or EHC Plan written with parents and multi agencies

Equality:

The school expects that all members of the community apply this policy consistently, fairly and without prejudice to all pupils in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because their: sex; race; disability, religion or belief; sexual orientation; or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustment to policies and practices.

Monitoring:

The headteacher monitors the effectiveness of this policy on a regular basis. The school maintains a behaviour log on the CPOMS system and these are regularly monitored for patterns.

- Behaviour Log – for serious playtime and classroom incidents – kept by all staff on the CPOMS system.
- Exclusions Record
- Bullying and prejudice related incidents and reported to the local authority as appropriate

Sharing of this Policy:

- This policy will be shared annually in September with all pupils, parents, staff and volunteers,
- New parents and pupils on admission alongside the Home School Agreement
- A copy will be available on the school website
- This policy is part of induction for all staff and volunteers

Exclusions – Suspensions and Permanent Exclusion

Exclusions will be the last resort after all possible support has been put in place for a pupil. We will work closely with appropriate agencies and parents to meet the needs of any individual at risk of exclusion. The school will follow all statutory duties.

Only the headteacher can exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently.

If a pupil is excluded then:

- Parents are informed immediately with reasons for the exclusion which is followed up in writing. For a suspension, a return to school meeting is arranged for the pupil, parents/carers and the school.
- The headteacher will inform parents that they can appeal against the exclusion and the process for how this is done.
- The headteacher will follow LA guidelines for reporting of an exclusion or suspension. All exclusions and suspensions will be reported to the governing body.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.