



Good Behaviour Policy

Date Policy Approved:

September 2019

Scheduled Date of Review:

September 2020

Rationale

We believe that learning takes place best when children and adults feel safe, happy and relaxed. Good behaviour in the classroom and throughout the school is essential if this is to be the case.

At Overleigh we will promote good behaviour by

- Founding our work on a set of well articulated clearly defined values
- Develop children's understanding of their rights and responsibilities
- Develop with each class a behaviour contract and rules to protect rights and explain responsibilities
- Ensuring that all staff promote good behaviour through a common approach to behaviour issues
- Consistently following through the consequences of a pupil's behavioural choices
- Frequently using praise and reward team points for learning and behaviour.
- Develop support programmes for pupils who are experiencing difficulty

Praise and reward

We believe it is very important to frequently acknowledge and celebrate pupil achievement in all aspects of school life.

Good work

Children who have completed outstanding pieces of work may take their work to Miss Drew for special commendation.

Classroom rules

At the beginning of each school year as part of our Diversity Week the teacher will discuss with the children their rights and responsibilities. This will then be developed into a set of agreed classroom rules that aim to protect individual rights and remind us of our responsibility to protect other people's rights.

These rules will cover

- How to communicate
- How to move around the classroom
- How to treat others
- How to resolve problems
- How to learn

These rules are written in a positive way that describes the required behaviour. These are community rules and are written using we and *our*. These rules are signed by all members of the class and copies are sent home to parents in term 1. The rules are displayed prominently in the class and referred to frequently throughout the year.

Celebration Worship

Each Friday a celebration worship is held. Each teacher chooses a child in the class and a certificate is presented to the child in front of the whole school. These certificates are based on the school values. Parents are invited in to celebrate with their children. Outside achievement and other awards etc. are recognised during this worship.

Wider achievement

We have a board where achievements that have been attained outside of school can be recognised, this includes musical, sporting or creative work.

Sanctions and Consequences for Poor Behaviours

An important part of our approach to teaching children to respect the rights of others and take responsibility for their own behaviour choices is to ensure that children learn that there are consequences to their behaviour.

Staff will use a range of strategies to ensure that children are given every encouragement to keep the classroom rules. However persistent rule breaches will require the use of consequences. These progress through a number of stages.

FS Consequences

This is perhaps the cohort where there is greater flexibility in managing poor behaviour due to the age of the children. However, each teacher will ensure the children understand what is expected of them and the associated consequences.

Usually a *thinking* space or chair is identified.

As the children mature the use of the KS1 system will be introduced.

KS1 Consequences

- Verbal warning
- Move name in between traffic lights as a warning
- Name on yellow card and time out in class
- Name on orange card and time out in partner class Name on red card and time out with headteacher/deputy headteacher

KS2 Consequences

- Verbal warning
- Name into middle section of traffic lights
- Name on yellow card and time out in class
- Name on orange card and time out in partner class
- Name on red card and time out with headteacher/deputy headteacher

Time Out

Aim

The aim of time out is to allow the children to take time away from the class to calm down and consider their behaviour and the impact it has on others. After a period of time they will be invited to rejoin the class and make any apologies that are necessary.

Yellow card (In class time out)

Each class will have a table and/or set chair apart from the rest of the class where the child can sit for the duration of the time out. They will remain in this place for 5 minutes after which they will be invited to rejoin the class and make apologies as necessary.

Orange Card (paired class time out)

If a child is at the orange card stage they require time out in a partner class. The sending teacher completes an orange slip or passes the information on verbally and the child is watched across the corridor to the receiving class. In this class the child will sit at the time out table/chair and complete a proforma detailing what happened, why did it happen, what rule or right was affected by the behaviour and what needs to be done to fix things, this may be written in phase 2/3 and pictorial in phase 1. After 10 minutes the child returns to their original class (the paired teacher watching from the door). When they return to class the teacher invites them to rejoin the class and give any apologies that are necessary.

After getting to orange the name is wiped off the board, although if the child does not make better behaviour choices from then on progression through the cards will be quicker the second time.

The orange cards will be recorded and if a child is given time out on a number of occasions in close succession then parents are informed and support plans put in place as appropriate.

Red Card

If a child has progressed through these stages and then continues to make poor behavioural choices their name will be written on a red card. A red slip will be completed and they are sent for time out with the headteacher or deputy headteacher for the remainder of the session. At the end of the session the headteacher meets with the class teacher and the child and any necessary apologies are made. Parents are informed. If a number of red cards are given in close succession a meeting will be held with the parents and support plans put in place.

Fast track to red

It is possible for serious rule breaches, such as persistent refusal, swearing at a teacher, fighting in class etc for children to be accelerated to a red card. This will necessitate time out with Head/Deputy and the procedures followed as above.

Monitoring/Tracking

The coloured behaviour stage that the child is moved onto as a result of their behaviour should be recorded on behaviour tracking sheets and CPOMS. This will allow the Classteacher and SLT to monitor behaviour and to act quickly if a succession of incidents occur, to prevent future poor behaviour choices.

Children who find management of their behaviour more difficult may require an individual and personalised behaviour plan with associated rewards and consequences. This will be completed in collaboration with the child, parent / carer and a member of the leadership team.

Behaviour Expectations and COVID-19



Whilst a small number of children have remained in Child Care at Overleigh throughout the period of Lockdown, a greater number of children will now begin returning to school and formal education. Our existing Good Behaviour Policy will still provide our practical overall guide to promoting positive behaviour for children whilst in school. However, so that we can ensure as safe an environment as possible for all our children and staff under current conditions, there are several additions to the policy as set out below.

Social Distancing

Children will be supported to respect social distancing wherever possible. Staff will remind children of procedures and systems on a daily basis and explain why they are important to support infection control. Younger children and some with SEND may find this particularly challenging and require a social story or individual plan to support them.

Teachers will work with parents as appropriate to support children who require further help in following social distancing. Teachers know their children well and will build on existing relationships with families to work together to find ways forward.

Where a child fails to support social distancing but does this unintentionally and does not put others at significant risk in doing so, then they will receive reminders regarding the rules. E.g. a child initiates a game of tag at playtime and touches their friend on the arm to encourage them to chase them. If this becomes a persistent issue, then the teacher will contact parents and work on a plan with them to support the child.

If a child intentionally fails to support social distancing and therefore put themselves or others at risk, then they will receive up to two warnings and the teacher and or head will contact the family to find ways forward. An example of this may be a child in Reception Class repeatedly kisses their friends on the cheek or a child in Y6 repeatedly moving to another child's work area to talk to them. Helping children to understand, in age appropriate terms, why this is so important will be the key and we are confident that working together as a team of parents, school and the children we can support children to be happy and as safe as possible in school.

If children lick, bite or spit at other children or staff this will be taken extremely seriously. The government advises that staff should tolerate being spat at and that they can manage this safely under COVID -19. We disagree and will ensure staff and pupil wellbeing is supported. Spitting and biting is never acceptable at school and certainly not intentionally spitting at or biting another person. Under COVID-19 this would certainly not be supporting infection control and social distancing. Any incident of this nature will be taken on an individual basis but is likely to involve the family of the child / staff member being informed immediately and the child who was spitting / biting children and/or staff being collected from school by their family. A careful risk assessment would then be put in place to assess how and under what circumstances and with what support the child could then return to school.

If a parent or visitor bites or spits at a staff member or child then they will be banned from school site and the matter reported to the police.

Infection Control

Children will also be expected to follow rules for movement and behaviours that may well break with our habitual or traditional ways of working in school. We understand that this is going to take time to get used to but that they are important, will be enforced and have been put in place to keep us all safe and well. These will include:

- Direction of travel around the inside and outside of the school building.
- Seating in classrooms.
- Frequency of handwashing.
- Restrictions on possessions that can be brought to and from school.
- Designated seats for lunch and areas for play.
- Socialising and working with a very restricted group of children and adults.
- Behaviours surrounding hygiene such as coughing into the arm and using tissues and binning them safely.

Teachers will remind the children frequently about the expectations and we are confident that after their first week in school it will become easier. We are ensuring we are all following the same systems, and these can be extended once other year groups return to avoid confusion and provide routine.

If a child refuses to follow these expectations e.g. runs around the corridor in the wrong direction or refuses to wash their hands then this will be managed in an age appropriate manner and in partnership with parents. We know that some children are especially anxious about the return to school and we will work with everyone to reassure and quickly build routines that are easy to follow.

Parents or visitors who refuse to reflect social distancing or follow movement rules around the site will be banned from school site.

This additional amendment to the Good Behaviour Policy will be reviewed in September 20 along with the wider policy.