



# Overleigh St Mary's CE Primary School

## Good Behaviour and Relationships

Date Created: Summer 2024

Next review: Summer 2025

Signed by:

Head teacher

Date: 09.05.24

Chair of Governors

Date: 20.05.24

## **Aims and expectations**

It is the primary aim at Overleigh CE Primary School that every member of the school community feels valued and respected and that each person is treated fairly according to the values of the school.

Overleigh St Mary's CE Primary School ensures an environment where exemplary behaviour is at the heart of productive learning. All members of our school community will have aspirational ambition for themselves and others, ensuring children become independent, resilient learners through the development of the *Whole Child*. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. Together, we accentuate the positives and support each of God's children to thrive, face challenge with a *can do* attitude and achieve their potential. Our behaviour policy echoes our Vision, our Christian values and ethos which permeate everything we do at Overleigh.

Our three rules are simply be READY, be RESPECTFUL, be SAFE

This policy and our summary blueprint are designed to support the way in which all members of the school community can live and work together in a supportive way and demonstrate these three rules at all times.

The school expects EVERY member of the school community to behave in a considerate way towards others. This includes every member of staff, parents, governors, visitors and children.

We treat *everybody* fairly and apply the behaviour blueprint in a consistent way. The one-page blueprint summary is at the centre of all that we do. Every member of our community should follow the five pillars of behaviour practice (Paul Dix)

1.9The five pillars are:

- o Consistent, calm adult behaviour
- o First attention for best conduct
- o Relentless routines
- o Scripting difficult interventions
- o Restorative follow up

**Adult behaviour (also see Code of Conduct & staff Handbook)**  
**Visible consistency, visible kindness**

**Praise in public, coach in private**  
**Deliberately bothered, we care about everyone**  
**How adults behave impacts how children behave**  
**Calm and controlled**  
**Clear and polite**

### **First attention for best conduct – reward those doing it right!**

- Publicly praise those children doing the right thing
- Ready, Respectful and Safe Stickers
- Positive Recognition Board - to recognise the over and above behaviours we are seeking. (Children's names are recorded when we see children going 'above and beyond'. When all names are on the board, a point is given towards Bronze, Silver, Gold, Emerald, Ruby & Diamond award for all.
- Positive Notes / Phone calls Home
- Friday pm up to 2 children who have gone exceptionally over and above welcomed for squash and biscuits with SLT.
- Friday Values Reward Certificates-Parents invited to join Zoom / attend outside

### **Relentless routines**

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate.  
E.g.

Legendary lining up – completed silently and always in the same order – personalise as a class. Classes will not be walked anywhere until they are ready.

Wonderful walking – quiet walking around the school and into the building – can personalise to class but is always done silently.

Ready for Learning – in seats, belongings away, no fiddling, facing front, silent and listening.

Our expectations should be clear and calm and repeated again and again. Relentlessly over teach it so children get it right and get positive feedback straight away!

### **Consequences**

#### **5 STEPS**

- 1. Reminder of rules (Ready, Respectful, Safe) delivered privately.**
- 2. Caution in private, make them aware of their behaviour. "Stop, think, make the right choice. Think carefully about your next step".**
- 3. Last Chance – Use the 'Our Script' below.**

4. Time Out - Side of the room, time out spot, edge of the field etc.

5. Repair – Chat at playtime/lunchtime using restorative language such as: What happened? What were you thinking at the time? What have you thought since? How did this make others feel? Who has been affected? What should we do to put things right? How can we do things differently in the future?

## SCRIPT

Deliver quietly and as privately as possible, maintain pupil dignity - repeat if needed

- I noticed you are ...
- It was the rule about (Ready, Respectful, Safe) that you broke
- You have chosen to ...
- Do you remember last week when you... (Remind the child of previous good behaviour)
- *That* is what I need to see today...

Thank you for listening

## On the playground

- Be aware of where children are and what they are doing – RELENTLESSLY BOTHERED!
- Be aware of those children who are not in a positive frame of mind that day – classroom staff will support MDAs with this in transition.
- Apply positive praise for best conduct – catch them doing it right
- Be visible as the adult on duty
- Be punctual to collect classes – staff to be out 5 minute before lesson start to collect children
- Routines for lining up and walking into school
- Follow the stepped sanctions if needed – **remind/caution/offer good choices/walk and talk/repair**
- Use the script
- Any member of SLT is available to support
- Big issues may require a walk to defuse then ½ hour timer before unpicking by classroom staff.

## Serious incidents and behaviour

The safety of every member of the community is paramount in all situations. If a child's behaviour endangers the safety of others (physically or verbally) then

any activity should be stopped and the child will be prevented from taking part until they are calm and able to.

A senior member of staff should be sent for if necessary. *Do not shout at the child – raised voices should only be used at a distance for an immediate threat.*

Any behaviour that poses a safeguarding risk will lead to a child being offered an alternative place for playtime so that supportive work can be done with a teacher in order to understand and address the behaviour. A behaviour plan will be written together with the parents and will be made available to all adults.

Extremely serious behaviour or a series of incidents could result in a fixed term exclusion.

Pupils who have been involved with any serious incident may not be allowed to represent the school at outside fixtures or events.

Pupils whose behaviour is dangerous may not be allowed to attend events or visits where their behaviour may be a risk to others or themselves (but only after a risk assessment is carried out and the head teacher consulted). In extreme cases it may be necessary to permanently exclude a pupil.

### **Supporting pupils with specific behavioural needs**

As a school we recognise that certain behaviours are often a sign of an underlying issue or experience of trauma with children and should be further investigated. This is crucial as part of our safeguarding role.

Staff should consider:

- What behaviours is the child demonstrating?
- Are they an indicator of a greater need or worry?
- Can parents shed any light on the behaviour? Is it happening at home too?
- Does the child need someone to talk to or a therapeutic approach?
- Could there be a specific need that hasn't yet been addressed?

It is our responsibility to support pupils wherever we can, particularly if they are experiencing turmoil or worry and their behaviour is a call for help. *This is why relationships with our children and families are so crucial to everything we do at Overleigh St Mary's CE Primary School.*

If we have a concern about a pupil's behaviour and what it may indicate, we should:

- Talk to the child to see if they are worried about anything
- Talk to their parents – are they behaving OK at home?
- Raise concerns with a team leader or other senior member of staff and using our recording system CPOMS to identify patterns and underlying behaviour incidents.

We can offer support in various ways:

- Children identified with behavioural need will access appropriate

behaviour intervention, these can include, but are not limited to Emotional literacy sessions, Social Skills groups, Elsa groups, Team of Life groups and Play Therapy.

- Access to our safeguarding / inclusion team who are trained in mental health first aid and trauma training.
- Specific support and advice from outside agencies through the school SENDCo (e.g. behaviour support/CAMHs)
- Advice for parents and families with help from the Early Help Team and Parenting group or 1:1 sessions such as 1,2,3 Magic. Our main aim is to always provide families and children with positive strategies in order to strengthen resilience and lessen negative behaviours

### **Behaviour Plans**

If a child is finding it difficult to manage their behaviour then a support plan will be written with the child and parent, this will be reviewed half termly. This will focus on what the key issues are, what helps the child and whether more targeted interventions are necessary. This will be shared with all adults who come into contact with the child to ensure consistency of approach and shared expectations.

### **Legal and formal in extreme cases Physical restraint**

(see 'Use of Reasonable Force' 2013)

All members of staff should be aware of the regulations regarding the use of positive handling and use of reasonable force (DfE 2013). Staff will be updated of any changes made by the government relating to the use of force.

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the use of reasonable force. Under no circumstances will physical force or restraint be used as a form of punishment.

On very rare occasions a child's behaviour plan may include the use of positive handling – Team Teach. This will only be included with the agreement of the family and delivered by staff that are trained to do so. It is only considered in exceptional circumstances where the needs of the child are such that they are regularly placing themselves or others in danger.

### **Behaviour Outside of School**

Our staff and children are expected to maintain high standards of positive behaviour outside as well as inside of school. Where incidents are reported to the school, they will be investigated and parents involved as appropriate.

Bullying in any form involving our pupils outside of school will not be tolerated and addressed within this policy and the anti-bullying and anti-harassment policy.

### **Fixed-term and Permanent Exclusions**

We will always adhere to the most up to date DFE / LA guidance regarding exclusion and ensure our SLT and governors are trained accordingly. We will endeavour to avoid exclusion from the school wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe for them or for staff for them to remain in the school at that time.

### **Power to Search Pupils**

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for the head teacher and staff authorised by the head teacher to search pupils or their possessions without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. If a pupil refuses to be searched the police will be called.

### **Confiscation, Retention and Disposal**

Confiscation – Staff may confiscate items such as mobile phones and sharp objects, if they are deemed inappropriate. If safe to do so these items will be returned to the child or their parents or carer at the end of the day.

Retention or disposal of a pupil's property:- inappropriate items such as knives, cigarettes and any item which may be used to commit an offence and items banned under school rules will be retained and disposed of safely.

### **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

The school keeps a record of incidents on CPOMS. There are regular discussions of behaviour and well-being in staff meetings in order to share information and good practice.

### **Other Policies linked to Behaviour and Discipline**

- o Anti-bullying / Anti-Harassment
- o Safeguarding
- o Staff safer working code of conduct
- o Staff Handbook
- o E-safety policy
- o Equalities objectives
- o SEND policy
- o Health and Safety

## Appendix 1 – Consequences

Nature of Incident	School rule broken	Consequence
Deliberate physical assault of adult	Respectful Safe	<ul style="list-style-type: none"> <li>• CPOMs record made</li> <li>• Internal/external exclusion</li> <li>• Post exclusion daily visits to SLT member</li> </ul>
Deliberate physical assault of pupil (unprovoked serious harm)	Respectful Safe	<ul style="list-style-type: none"> <li>• CPOMs record made</li> <li>• Internal/external exclusion</li> <li>• Post exclusion daily visits to SLT member</li> </ul>
Harm caused following provocation (proportionate reaction)	Respectful Safe	<ul style="list-style-type: none"> <li>• Restorative meeting</li> <li>• Loss of playtime/privilege</li> </ul>
Swearing /abusive language <b>towards</b> an adult/child verbal assault	Respectful	<ul style="list-style-type: none"> <li>• 'If heard by adult' (not heresay)</li> <li>• Restorative meeting – possible loss of playtime/privilege up to internal / external exclusion (dependent)</li> <li>• Post incident daily visits to SLT member</li> </ul>
Not following the E-safety rules	Safe	<ul style="list-style-type: none"> <li>• IPad/computer ban - length in discussion with ICT co-ordinator</li> </ul>
Fighting	Safe Respectful	<ul style="list-style-type: none"> <li>• Restorative meeting with both parties</li> <li>• Parental involvement</li> <li>• Could include loss of playtime/privilege, internal or external exclusion depending on circumstances</li> <li>• Refer to senior member of staff - daily visits to HT/DHT</li> </ul>
Rudeness to an Adult (without swearing)	Respectful	<ul style="list-style-type: none"> <li>• Restorative meeting – potential loss of playtime/privilege</li> </ul>
Inappropriate behaviour towards another pupil/deliberate provocation	Respectful	<ul style="list-style-type: none"> <li>• Restorative meeting with both parties – parents informed</li> <li>• Log and share</li> <li>• Refer to senior member of staff for repeat or continued behaviours</li> <li>• Possible post incident daily visits to SLT member</li> </ul>



Refusing to follow instructions	Ready Respectful Safe	<ul style="list-style-type: none"> <li>• Restorative meeting with both parties – parents informed</li> </ul>
Disruptive behaviour that interrupts learning	Ready Respectful	<ul style="list-style-type: none"> <li>• Loss of 5 minutes playtime.</li> <li>• Referral via CPOMs to Deputy HT if behaviour is repeated throughout week</li> </ul>
Swearing in the presence of an adult	Be Respectful	<ul style="list-style-type: none"> <li>• Restorative meeting</li> <li>• Loss of playtime (or part of)</li> </ul>

## **Appendix 2**

Restorative meeting questions:

### **1. What happened, what did you do?**

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

### **2. What were you thinking at the time?**

This reflection helps the pupil to reconsider their actions and replay their thought processes.

### **3. 'What have you thought since?'**

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

### **4. How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

### **5. Who has been affected?**

Often the first response to 'Who has been affected?' is simply 'Me, I got sent out, I am missing my break. It is only with some gentle encouragement that the child can see the bigger picture; you are teaching them to use their conscience. At the end of this section of the meeting ask the learner to list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'

### **6. How have they been affected?**

The 5-year-old who pushes in at the front of the dinner queue without any regard for the 29 children who are patiently waiting in line is taught that their behaviour can have an impact on others. Teachers in the early years of schooling spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people.

### **7. What should we do to put things right?**

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point.

**8. How can we do things differently in the future?** A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when and how to do things differently.