

Olive Hill Primary School

A member of Stour Vale Academy Trust



Behaviour Policy and Procedures September 2023

Built on a foundation of strong positive relationships
and high expectations

Policy Tracker - Responsibility for monitoring this policy: Local Governing Body (Reviewed annually or in response to changes in legislation or operating procedures)			
Date	Reviewed By:	Role	Date Approved by the Governing Board
20/09/22	Megan Walters	Assistant Headteacher	13/10/22
09/10/23	Megan Walters	Deputy Headteacher	12/10/23

Behaviour policy

Our core value is the belief that we are here for each and every child. We believe that fairness is giving every child what they need to be **happy** children, **confident** individuals, **responsible** citizens and **successful** learners.

In delivering our core value, we demonstrate a commitment to excellence and continuous growth through developing leadership in every role, trust and transparency.

At Olive Hill we deliver a broad and balanced curriculum that incorporates:

- Character development;
- Academic achievement;
- Oracy.

We are rigorous, robust and relentless in our pursuit of excellence through having the highest expectations of the children and ourselves. We act with integrity and compassion at all times. It is the strength of our relationships that allow us to deliver a high-quality education to all.

We believe in learning without limits.

Policy statement

Olive Hill is committed to creating a calm, safe and supportive environment where children can learn and thrive. This policy echoes our school values of wanting 'Happy children, Confident individuals, Responsible citizens and Successful learners,' with the belief that it is a joint responsibility to create an environment where learners feel respected and are able to flourish. Through exciting teaching and learning opportunities and consistency with behaviour management, we strive to ensure that all members of the school community are able to reach their full potential and beyond and are equipped with the skills needed to live in our society. As a school, we follow three rules: Be Ready, Be Respectful and Be Safe. These rules can be applied to a range of situations and are taught to the children explicitly.

At Olive Hill we aim to

- Provide a consistent approach to behaviour management.
- Allow every member of the school community to feel valued and respected and for all people to be treated fairly.
- Provide an ethos and environment within which everyone feels calm, safe and supported which enables everyone to learn effectively and reach their full potential.
- Use positive reinforcements to encourage children to make the right choices.
- Teach children explicitly what good behaviour looks like so that they gain a good understanding of how to live by the rules of our society.
- Deal with incidents of disruptive behaviour promptly, predictably and with confidence.

Purpose of the Policy

To provide simple, practical procedures for staff and children that:

Happy, Confident, Responsible, Successful

- Teach appropriate behaviour through positive intervention.
- Promote the building of good relationships between staff and children that develop mutual respect and trust.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Outlines our system of rewards and sanctions.

Leadership and Management

The Governors must

- Ensure that there is a policy in place for the promotion of good behaviour and review it at least annually
- Ensure that the policy is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear.
- Ensure appropriate panels are able to be called in the event of requiring an exclusion panel or other such committee (Exclusion Committee and Exclusion Appeal Committee).
- Recognise their responsibilities within the Behaviour Policy and any other regulations or government guidance relating to Behaviour of children in school.

The Headteacher must

The Head Teacher is responsible for the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to members of the school's leadership team:

- Ensure all decisions regarding behaviour management are in line with current DfE policy and guidance.
- Record appropriately all exclusions and formal communications with parents or outside agencies.
- Ensure staff are given opportunities to receive high quality training and support on behaviour management including how special educational needs, disabilities or mental health needs may at times affect a child's behaviour.
- Respond to training needs through appropriately planned 'Professional Learning Time.'
- Review the health, safety and welfare of all staff regularly.
- Promote good behaviour and respect for others
- Prevent all forms of bullying (including cyber bullying, prejudice-based and discriminatory bullying).

The designated senior leader responsible for behaviour must

- Be a highly visible across the school and especially at transition times.

- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Celebrate staff, leaders and learners' achievements.
- Regularly share good practice.
- Support staff in managing learners with more complex needs.
- Use behaviour data to target and assess school wide behaviour and practice.
- Regularly review provision for learners and work with outside agencies such as a behaviour consultant to identify further support needed.

Staff with specific responsibilities e.g. SENCO, Phase Leader must

- Consistently implement the behaviour policy around school.
- Be visible around school and act as a role model for staff and children.
- Celebrate staff and children's successes
- Support staff with more challenging behaviour and where required should sit in on parent teacher meetings.
- Track behaviour across their phase/area and aid staff with developing strategies to support individuals with more challenging behaviour.

All Staff must

- Develop a calm and safe environment for pupils and establish clear boundaries for acceptable pupil behaviour.
- Redirect children by referring to our school rules 'Be Ready, Be Respectful and Be Safe.'
- Have high expectations of every learner and ensure that children work to the best of their ability.
- Be a role model to every child and address individuals when the expectation is not being met.
- Build relationships with the children that are built on mutual respect and understanding.
- Ensure their teaching matches the needs of their learners and that children are well motivated and involved in their learning.
- Keep parents updated about their child's behaviour.

Parents must

- Take responsibility for the behaviour of their child both inside and outside of school.
- Work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise any issues arising.

Children want teachers to

- Allow them to feel safe and listened to.
- Show understanding of their individual needs and backgrounds.
- Be consistent and fair when dealing with behavioural incidents.
- Not judge them for past mistakes.
- Allow them a fresh start every day.

Bullying

Please also refer to our 'Anti-Bullying Policy.'

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Child-on-child abuse can take various forms including but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse
- Sexual violence
- Sexual harassment
- Up skirting
- Initiation/hazing type violence

Dealing with Bullying

At Olive Hill, any forms of bullying, physical threats, abuse or intimidation are not tolerated. Incidences of bullying behaviour is dealt with in a number of ways depending on the severity of the case by:

1. Reporting all bullying allegations and incidents to staff.
2. Staff will make sure the victim is and feels safe.
3. Staff will listen and speak to all children involved about the incident separately.
4. The problem will be identified and possible solutions suggested.
5. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
6. The bully may be asked to genuinely apologise, as appropriate to the child's age and level of understanding. Any sanctions will be in line with our behaviour policy.
7. If possible, the pupils will be reconciled.
8. An attempt will be made, and support given, to help the child understand and change his/her behaviour.
9. Parents will be informed and will be invited to come into school for a meeting to discuss the problem.
10. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
11. If bullying continues, a suspension may result.

Bullying behaviour that occurs outside of the school premises

Incidents of bullying taking place outside of school including online, when reported to the school, will be fully investigated. The children's parents will be informed and appropriate guidance will be given regarding the correct course of action to follow.

Children will be taught through their computing and PSHE lessons that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including inappropriate language, the sharing of images and videos and sexual harassment will also be passed to the designated safeguarding lead and raised as a safeguarding concern.

School Systems

Rewarding good behaviour and work

We want to reward children who demonstrate positive attitudes to learning, who choose to work hard and make the right choices in terms of their behaviour. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Rewards include:

- Verbal praise and smiles.
- Caught being good for learning and behaviour
- Speaking to parents at the end of the day.
- Visiting another member of staff to celebrate good behaviour or to show them a piece of work.
- Purple zone for children who go above and beyond.
- End of half term purple party
- Being given extra playtime.
- Receiving a positive note
- Celebration in assembly

Zone boards

In order to allow children to focus on positive behaviours, each classroom has two zones displayed on their behaviour board: a purple zone and a green zone. The green zone is where all children start each day and this means they are following our school rules of being 'Ready, Respectful and Safe.' Around the zone circles, are reminders for the children about the learning behaviours they are demonstrating in order to stay in that zone.

Purple zone

For those children who go above and beyond in with their behaviour and learning, they will be moved into purple zone. These celebrations are held on a Friday and the class teacher will explain why the child has achieved purple zone. The child will have a menu of prizes to choose from which they can discuss with their class teacher.

Sanctions

When a member of school staff becomes aware of misbehaviour, they respond predictably, promptly, and assertively. The first priority is to ensure the safety of pupils and staff and to restore a calm environment. Staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

Sanctions are used consistently throughout the school to deal quickly and calmly with inappropriate and unacceptable behaviour. An effective sanction is one that outlines what is wrong with the behaviour and redirects the child to get back on track as quickly as possible. Sanctions are designed to promote the correct behaviour and will not be used to humiliate the child.

Moving to yellow

If a child shows low level behaviour and breaks one of our school rules of being 'Ready, Respectful and Safe,' they will be given a warning. We call this is warning a strike, which highlights to them that their behaviour has not been acceptable. This will be noted via a mark made next to their name on their class strike board. If a child receives three strikes, their name will be removed from the green zone and placed on the teacher's desk. This will result in them losing time at break time or lunchtime. For Key Stage one, this will mean five minutes lost and for Key Stage two this will result in eight minutes lost. Once the child has completed their time, they will be put back into green zone.

Moving to red

If a child continues to repeatedly demonstrate low level behaviour or shows more extreme behaviours such as physical violence or threatening behaviour; swearing intentionally to cause offence or racist, sexist or homophobic remarks (these are recorded separately and reported to Governors) then the child will receive six strikes. Their consequence will involve missing ten minutes of their playtime or lunchtime if they are in KS1 and fifteen minutes lost for children in KS2. Once the child has completed their time, they will be put back into green zone. The incident will be logged on CPOMs and their parents will be informed.

If a child continues to not follow our school rules after going into red zone, a member of SLT will be informed and they will come and speak with the child about their behaviour.

Reflection time

A child may receive nine strikes as a result of an accumulation of strikes for breaking our school rules or because of the severity of a one-off incident. They will be removed from the classroom and will go into reflection time for a lesson in another classroom. Within that time, they will be asked to complete an activity, which reflects on the behaviour that led to them being in reflection as well as their class work. This incident will be logged on CPOMs and their parents will be asked to attend a meeting to discuss their behaviour.

See appendix one for guidance on the stepped boundaries our behaviour system follows.

Reintegration

At the end of the reflection time, the child will sit with their teacher and go through restorative questions regarding what happened and what they could do differently next time. These questions will be based on the age of the child but may include:

- What happened?
- How were you feeling at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

When a child returns from completing a consequence or after an incident, the class teacher and teaching assistant will welcome them back into the classroom and support them to transition back to being able to complete their learning.

Behaviour in the Early Years Foundation Stage

When children are in Reception and Nursery and they behave in an unacceptable or inconsiderate way, we recognise that strategies for supporting them need to be developmentally appropriate and may differ from those for older children. Very young children may be unable to regulate their own emotions and require sensitive co-regulation and support to help them to learn to do this. Therefore, when displaying inconsiderate or hurtful behaviours such as biting, snatching, or hitting, the children will be given a time out of between 3-5 minutes. This may be completed on the carpet area of their classroom or in a room outside of the EYFS area, depending on the needs of the child. A restorative conversation will be carried out with the child including the use of picture prompts to support them with their understanding.

Procedure in the event of a child leaving the school building without permission

If a child runs out of class or the building and does not respond to requests to return, parents/ carers may be called and asked to come to school. Staff will not chase the child as this may cause them to run into further danger but will observe from a distance and provide the child with reminders about making the right choice.

If a child leaves the school site, the police will be contacted for the safety and wellbeing of the child. In this case, an exclusion may also be considered.

Extreme behaviours

We will always make every effort to contact parents/carers to discuss any persistent or serious unacceptable behaviour. We will aim to work with the parent/carer to rapidly improve the child's behaviour. Actions may include putting in place an individual behaviour plan, feeding back to parents on a daily basis, involving the SENCO, Learning Mentor or drawing on the support of an outside agency.

We do not wish to suspend any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), suspension is the next option for the school.

A suspension may occur if

Please also refer to our 'Suspension and Permanent Exclusion Policy.'

- A child repeatedly violates the behaviour policy and has broken the school rules of being 'Ready, Respectful, and Safe.'
- A child assaults another child or member of staff in an unprovoked incident.
- A child repeatedly rejects the strategies that are in place to support them in school and becomes a danger to themselves and others.

Intervention following a suspension

Following a suspension, a member of SLT will meet with the child and their parent/s to discuss the incident and re-establish our behavioural expectations. Some children may need more support than others and this will be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities

Use of positive handling

Please also refer to our 'Physical Intervention Policy.'

We have duty of care to ensure that our children are safe at all times and therefore we have members of staff who have been trained in the team teach approach. It may sometimes be necessary, and in the best interests of the child, to restrain a child to safeguard the individual, other people or prevent significant damage to property. It should only be used as a last resort when other less intrusive options have been considered and judged to be ineffective or inappropriate. Any form of restraint (whether it be to guide, support, hold, escort or secure) should be reasonable and proportionate to the circumstances it was intended to prevent, and in relation to the context in which the action was applied. All forms of restraint should be reported to the Headteacher. In cases where it is deemed necessary, the child may be given a 'Positive Handling Plan,' which will be discussed with the child's parents.

Pupil support

At Olive Hill Primary Academy, we consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive. We aim to create a calm environment which will benefit all children, including those with SEN, enabling them to learn. We understand that how a child behaves can be a sign of an underlying issue. Due to the strong relationships staff form with children, they know the changes in behaviour to look for that may indicate more support is needed such as:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and/or aggressive in class

In such cases, any emotional, behavioural or SEN difficulties should be determined. When a pupil is identified as having any of these underlying needs, we will assess, plan, deliver and then review the impact of the support being provided. We may also take the decision to refer to an outside agency for additional support for example use of a behaviour consultant or Educational Psychologist.

A positive coping plan may be put in place to support the child, so their triggers are identified, and staff reactions are agreed upon. See appendix two for the template of a positive coping plan.

Lunchtime procedures

At Olive Hill, we aim to ensure that lunchtimes are a constructive time for recreation, exercise and social interaction. We expect the same school rules and standards of behaviour to apply as during the rest of the school day.

Rewards include

- Verbal praise

- Caught being good
- Positive note

Sanctions include

- 'Look' or verbal reminder
- Warning
- Time out (2-5 minutes stood with a lunchtime supervisor in the playground).

Further lunchtime guidance

- Physical behaviour towards another child, will be dealt with by the class teacher and a consequence will be put in place.
- Incidents of serious unacceptable behaviour (e.g. deliberate physical aggression which has/could have injured, serious verbal aggression or persistent refusal to follow instructions given by an adult) are rare and should be referred to the Headteacher/Deputy Headteacher/Assistant Headteacher (or in their absence a Phase Leader). If the situation needs immediate intervention, then the nearest teacher will be asked to support. However, a member of the lunchtime staff will then continue to look for the Headteacher/Deputy Headteacher/Assistant Headteacher/ Phase Leader to ensure that they are quickly made aware of the situation.
- If a child is persistently having problems outside, then alternative arrangements will be put into place to support them. This may include lunchtime groups or spending some of their lunchtime playing inside with some friends. This will depend on the needs of the child.

Monitoring and evaluating school behaviour

Staff

The school keeps a variety of records concerning incidents regarding behaviour. After an incident, the class teacher records what has happened in their behaviour book and marks it when the child has completed their time. At the end of each week, the class teacher records these incidents on a whole school behaviour tracker. These are reviewed at regular intervals to observe any repeated behaviour patterns.

We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors give written details of any significant incident on their lunchtime incident form. These are handed to the respective class teachers so that they are also aware of these incidents and any need for follow up.

The Phase leader

At the end of each half term, the phase leader will analyse their phase's behaviour data and identify points of celebration and any actions that may need to be implemented. Any actions that need to be put in place eg a behaviour chart will be discussed with the class teacher, child and communicated to their parents.

The designated senior leader responsible for behaviour

The SLT member with a responsibility for behaviour will informally monitor behaviour around school daily. They will meet with teaching staff to discuss the needs of the child and support staff to put strategies into place. They will liaise with outside agencies such as a behaviour consultant to ensure all possible support is in place.

The Headteacher

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher keeps a record of any child who is excluded for a fixed-term or permanently, and reports this to the governing body.

The governors

It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently.

Behaviour on trips

Where a child is considered either at risk to themselves or to others when on the trip - at ANY stage - they are either accompanied back to school with an adult or their parent will be contacted to collect them from the trip. A decision will then be made by the Headteacher regarding future trips depending upon whether or not this child will be safe or endanger other children on future trips.

If a pupil has previously demonstrated unsafe or unacceptable behaviour on an off-site trip or is considered within school to be a child who places themselves or others at risk or is a child who cannot/will not follow instructions, then a decision will be made regarding whether this child should be allowed to take part in Offsite activities. This includes off -site residential trips such as PGL.

Before the trip, the children will be informed about the expectations of their behaviour while out of school and that the school rules of being 'Ready, Respectful and Safe' still apply. Staff placement on a trip should ensure that the children are supervised at all times. When on the coach, staff should be spread throughout the

coach to ensure they are able to interact with the children and address any concerns immediately.

Staff induction, development and support

Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour, whilst being able to contribute ideas to improving practice.

- The Headteacher and Senior Leaders will ensure that staff are kept up to date with DfE publications and guidance
- The school will provide training for staff around the specific needs of pupils with continual behavioural problems.
- New members of staff will be asked to read the behaviour policy and will discuss this with their in-school mentor.

Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold a 'Meet the Teacher' evening where parents can also come and meet their child's new class teacher. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour needs are to be transferred to relevant staff. Behaviour expectations reminders are delivered in each class at the beginning of each new academic year and when necessary throughout the year. This will remind the children about our behaviour system, rules and routines to ensure all children know how to meet and exceed the expected standard.

For our year 6 children, PSHE workshops are carried out throughout the summer term to prepare the children for their new secondary schools. Staff liaise with the teachers from their new school to pass on all relevant information and where possible, extra transitions are organised if required.

Summary

Through the building of strong relationships and consistent use of the behaviour policy, the children will strive to make the most of every opportunity and school staff will support the children to become happy, confident, responsible and successful members of our society.

Appendix one

Stepped boundaries

Strike given (there may be occasions when there is a verbal warning given before a strike; however, the strike can also act as the warning)	You have chosen to _____ therefore that is a strike. That is a strike because _____ Think about how you are going to follow our rules (Ready, Respectful and Safe)
Removal from green zone for either 3 or 6 strikes	You have continued to break the rules (Ready, Respectful and Safe). To not receive any more strikes you now need to _____
Moved to reflection time for a lesson	You have chosen to _____. You need to leave the classroom and wait by the door. I will speak to you in two minutes. You have reached this point because _____
Restorative questions (The number of questions asked will be based on the age and needs of the child)	What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?

Appendix two:
Positive coping plan:

	Observable behaviour (<i>What the young person does</i>)	Staff response (<i>What staff have agreed to do</i>)
Green 'Proactive' phase: where a person is mostly calm and relaxed		
Amber 'Active' phase: where a person starts to become anxious. Quick action must be taken to avoid challenging behaviour		
Red 'Reactive' phase: where challenging behaviour occurs		
Blue 'Post-Reactive' phase: where the person starts to relax again		