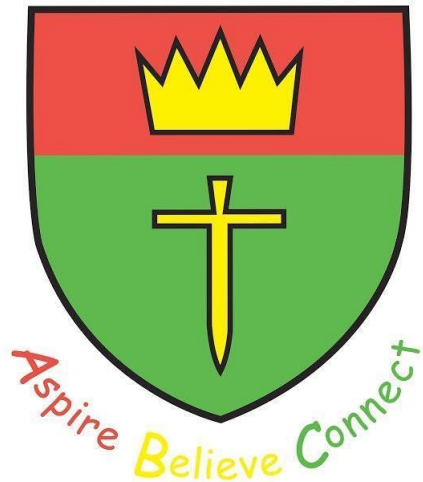


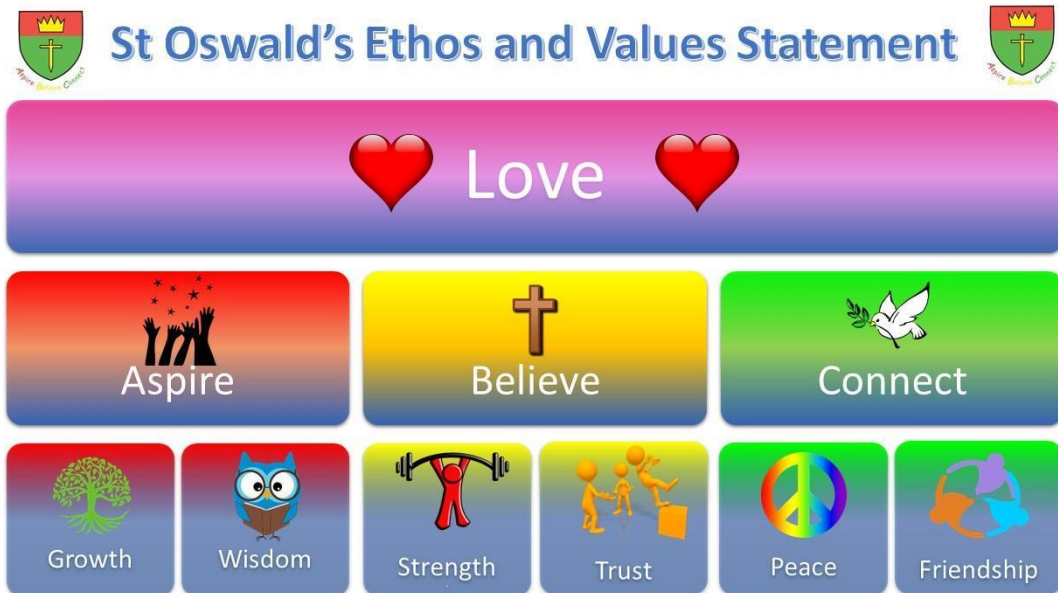
St Oswald's CE VA Primary School



Behaviour Management Policy

Rationale

Ethos and Values Statement



Background

Our Ethos and Values Statement underpins everything we do and are about at St Oswald's. Children in our school know that love is the most important value of all, in line with the new command that Jesus gave us to love one another, which is why this is placed above all in our statement.

Mission Statement

Sitting below love lies our school's mission statement: *Aspire, Believe, Connect*. As easy as A, B, C, this statement is easy to remember and most importantly represents what we want our children to do in every aspect of their education and lives.

Core Christian Values

The mission statement is underpinned by six core Christian values that each link to one aspect of *Aspire, Believe, Connect*. As children aspire to be the best they can be in every way, they will grow in wisdom. In order to believe in themselves and develop their own beliefs about the world around them, our children are taught about the importance of trust and strength on their journey. We also believe in the values of peace and friendship in helping us to connect with those around us.

The whole philosophy of behaviour management in our school is based on

MAKING THE RIGHT CHOICES AND RIGHTS AND RESPONSIBILITIES

- ✓ right choices bring rewards
- ✓ wrong choices bring consequences
- ✓ All stakeholders have rights but linked to these are a set of responsibilities.

All stakeholders of the school are expected to maintain an atmosphere conducive to learning, with courtesy and consideration for others as basic requirements, allowing teachers to teach and children to learn.

This policy has been developed through consultation with teaching and non-teaching staff, parents and carers, governors and pupils.

We expect our children to:

- Treat others as they would like to be treated, demonstrating respect at all times
- Allow teachers to teach and children to learn
- Move around the building safely and sensibly
- Be responsible for their learning and display good learning attitudes developing independence ensuring that our children are ready for the next step in their educational journey
- Look after their own property, the property of others and our school premises

We expect our Staff to:

- Value all children, display patience and listen carefully to children.
- Provide opportunities for our children to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity.
- Provide an environment in which children can learn.
- Teach positive behaviour and explain to children why their behaviour may be unacceptable.
- Plan and prepare stimulating lessons.
- Teach respect by treating children with fairness and consistency.
- Be fully supportive of the school's Behaviour Management Policy, Equality Policy and Objectives and Inclusion Policy.
- Avoid shouting, confrontation, aggression, sarcasm, humiliation and personal comments about a child.
- Only disapprove of the behaviour and not the child
- Liaise with external agencies for the benefit of our children.
- Be mutually supportive of all adults within the school.
- Maintain a good sense of humour - even under pressure!
- Regularly communicate with parents and carers.

- Share successful approaches and learn from best practice.
- Support any Supply Teachers who are teaching in their Key Stage.
- Ensure that there is a climate of reward and praise within their classrooms which outweighs consequences.

We expect our Middle Leaders to:

- Ensure that the school's Behaviour Management Policy is followed consistently by all members of staff.
- Ensure that there is a climate of reward and praise within their key stages which outweighs consequences.
- Supervise an individual child from another class who has been disturbing teaching and learning.
- Liaise with members of the Leadership Team regarding the progress of individual children.
- Supervise the 'Time Out' Room during the week providing encouragement to children to grow through their mistakes.

We expect our Senior Leaders to:

- Provide a visible and dependable support throughout the day.
- Support staff in managing children's behaviour by ensuring that effective systems for managing and monitoring behaviour exist and are consistently implemented.
- Regularly communicate with parents, carers and governors - focusing on the positives as well as when children have not made the right choice.
- Provide effective support for teachers presented with extremely challenging behaviour.
- Provide clear leadership and support for the school's Behaviour Management Policy.
- Liaise with external agencies for the benefit of our children.
- Ensure that an appropriate curriculum is in place which will excite and motivate children.
- Supervise the 'Time Out' Room during the week providing encouragement to children to grow through their mistakes.

We expect our Governors to:

- Monitor the effectiveness of our Behaviour Management Policy.
- Support the Leadership Team as they deal with incidents of challenging behaviour.
- Form a Governors' Disciplinary Committee, which meets as required.

We expect our Parents to:

- Co-operate with the school and support the school to ensure that their child adheres to school rules.
- Keep the school informed of any circumstances which may affect their child's learning and behaviour.

- Maintain regular contact with the school through attendance at parent's evenings, e-mail correspondence and also drop in sessions.

Whole School Reward System:

Excellent behaviour is recognised and rewarded. The attention given to excellent behaviour is just as significant as that given to unacceptable behaviour.

Children are rewarded across the school for excellent behaviour through our 'Ozzie Stars' initiative. Certificates will be rewarded each time a multiple of ten Ozzie Stars has been achieved. These will be printed, encouraging pride, and celebrated in our Praise and Celebration Worship each week. For each multiple of ten Ozzie stars a child receives, £1 will be given towards the class fund to buy resources which are chosen by the pupils and class teacher.

Star of the Week:

On a Friday morning our 'Praise and Celebration' Worship is held. Each week one child from each class will be awarded a certificate for a specific reason which may be concerned with attitude; effort; learning; behaviour etc. These children are congratulated during this Assembly and a special Ozzie Star Pen awarded, which they can use in class, once they have obtained their pen license. They are also allowed to choose from a selection of prizes.

Addressing unacceptable behaviour:

We believe that certain behaviours are unacceptable. These include:

- Shouting
- Inappropriate language
- Verbal abuse
- Disrespectful behavior
- Bullying of any form
- Inappropriate Physical Contact
- Homophobia and Transgender insults
- Racism
- Aggressive behaviour

We have a consistent approach across the whole school so that our standard of behaviour is maintained. We also need to recognise that all adults need a repertoire of approaches in both preventing inappropriate behaviour and dealing with it.

Warning System:

If a child is behaving inappropriately in Reception, in the Autumn Term, s/he will be asked twice to change their behaviour. If a child does not respond to this, they will be asked to have 'time out' within the classroom setting. S/he will be required to sit on a 'thinking spot' to reflect on their

behaviour following the third warning. If a child in reception is given three warnings during a lunchtime or playtime they will be sent to the 'Time Out' Room.

In Reception (Spring and Summer Terms), Key Stage One and Two there is a Warning System in operation. If a child is behaving inappropriately and disrupting learning and teaching s/he will be given a warning. They will be told exactly what s/he needs to do to improve their behaviour. If the behaviour continues a second warning will be given and the child will be told if the inappropriate behaviour continues then s/he will be asked to go for 'time out' at playtime or lunchtime. At this point the member of staff may use their professional judgement to offer the pupil an opportunity to speak to an appropriate member of staff, such as a 1:1, Emotional Support Assistant, Support Assistant or Senior Staff, this empowers the pupil to take the responsibility for their actions and resolve the behaviours being displayed away from the classroom, in a safe environment.

'Cool Down' cards are also available to all pupils in all classes and provide children with the opportunity to leave the classroom for five minutes in order to self-regulate their behaviour. This is encouraged and in no way viewed as something negative, this may be used as a sensory break for children who would benefit from this.

On the third warning the child will be asked to miss their playtime or 15 minutes of their lunchtime to serve their 'time out' and reflect with a member of the leadership team what they would do differently in future and how they will grow as a consequence of their mistakes.

If the behaviour still continues to be an issue, during the same session, the child will be issued with an immediate 'time out'. This is a specified period of time e.g. ten minutes when the child will be supervised by an adult other than the class teacher. This will normally be the Headteacher, Deputy Headteacher or Key Stage Two Lead. This is an opportunity for the child to think about what choices s/he needs to make when s/he returns to the classroom. If a child returns from 'time out' and continues to disrupt teaching and learning then s/he should be removed for the rest of that lesson. Each session allows each child to have a fresh start - warnings are not carried over from one session to another this is in line with Jesus' teachings on forgiveness.

If children receive warnings for behaving inappropriately when lining up outside, the warning will be carried into the session they are entering into.

Impeccable behaviour whilst lining up will be rewarded with Ozzie stars.

All inappropriate physical contact or the use of inappropriate offensive language will result in an instant 'Time Out'.

Time Out Room:

The Time Out room is supervised every playtime and lunchtime by a member of the Leadership Team and gives children an opportunity to reflect upon their actions. If inappropriate behaviour has occurred and three warnings have been given in a session or inappropriate physical contact has been made or the use of inappropriate offensive language, children will be asked to attend the

'Time Out' room. A behaviour log will be kept within the Time Out room and if children access this more than five times in a half-term period parents will be informed by letter.

If the child is then in a further five times (ten times in total within a half-term) a member of the Leadership Team will contact the parent and request a meeting normally leading to the child being placed on 'behaviour tracking'. This is a home/school behaviour log (see lead behaviour professional section). If the behavior continues external support will be sourced and actions will be put into place following advice. If the behavior still continues this may result in exclusion.

Lunchtimes:

Children are supervised throughout lunchtimes by lunchtime supervisors. Lunchtime supervisors follow a timetable as to what their duties are throughout the lunchtime period. Children will be escorted from the dinner hall to collect their coats and onto the yard. Kyle Barron (supported by Year 6 play leaders) is responsible for the games during lunchtimes and also purchasing equipment for this. Lunchtime supervisors will encourage play and social skills for the children on the yard. Within the dining hall, children will be encouraged to demonstrate independence and dinner supervisors will help to develop manners surrounding the dining experience.

Lunchtime Supervisors have a set of non-negotiables they are required to follow within their role.

Repeated incidents during a lunchtime can lead to a lunchtime exclusion; this is done as a last resort, and follows extensive discussions between the parents and the Headteacher.

Lunchtime supervisors will reward children with a sticker for their 'clean plate'. Ozzie stars will be awarded during lunchtimes in line with the rest of the school day.

Behaviour Logs:

If there is a significant incident in school and parents have to be informed, then a member of staff will log this onto our online behavior management system (CPOMS). The incident will be described and any follow up action taken.

Physical Restraint:

In extreme cases a child may need to be restrained either because s/he is being extremely defiant or because s/he is posing a danger to themselves or someone else. There are staff who are 'Team Teach' trained (currently Helen Smith, Jade Pape, Andrew Richardson and Andrea Scott). A Physical Restraint Incident Report should be completed following any physical restraint and parents must be informed.

Lead Behaviour Professional:

Helen Smith, our Headteacher, is our Lead Behaviour Professional. If any child begins to cause a teacher concern they will record these concerns and share them with Helen Smith and also the Key

Stage Leaders (Jade Pape and Andrew Richardson) through CPOMS. They will decide if further intervention is required. If any individual child displays challenging behaviour on a regular basis and has therefore been in time out more than ten times within a half term, Helen Smith, Jade Pape or Andrew Richardson will contact parents and the behaviour will be formally tracked in school for a set period of time using Behaviour Tracking. When this is the case, a teacher will summarise a child's performance during each session of the day. These Behaviour Logs are then signed by a Senior Leader. Copies of these Behaviour Logs are forwarded to parents at the end of each day. It may be necessary to involve external agencies to support the child, parent and school at this stage.

Emotional Resilience Team:

We work very closely with South Tyneside Emotional Resilience Team, which fundamentally supports children who are at risk of permanent exclusion. This results in a member of their Team working with specific children in our school on a bespoke programme.

SEMH 1:1 Sessions:

Each week Andrea Scott (Family Support Worker) and Jayne Dixon (Inclusion Manager) meet with identified children for short SEMH (Social Emotional and Mental Health) sessions lasting no longer than 10 minutes. These sessions provide support for pupils who are struggling with mental health issues or social issues (including those at home) and provide a range of strategies which children can use in school and at home. These sessions also help to boost children's self-esteem.

Exclusion:

In some extreme cases it may be necessary to exclude a child but this will always be a final resort.

The child will be formally excluded for the requisite number of days but this will only ever be implemented as a last resort and when the behaviour policy has been exhausted.

This Policy must be read in conjunction with the Anti-Bullying Policy.

Covid 19 Considerations:

In line with government guidelines all school stakeholders will be expected to respect social distancing measures. Any pupil who is identified as deliberately breaching these rules e.g ignoring handwashing or social distancing rules or deliberately coughing or sneezing towards others will be isolated from their peers whilst contact is made with home. Helen Smith (Headteacher) or Jade Pape (Deputy Headteacher) will then decide the outcome of this based on the severity of the incident.

During this time there will be temporary alterations within the behaviour policy:

- Any time outs issued by staff will be completed within the class bubble - these will still be logged by the member of staff within the bubble using CPOMS.

- If a child was to reach 4 warnings, they would have an instant time out within their bubble.
- If a child requests the use of a cool down card then this cool down will be taken within the classroom bubble.
- In the case of a member of staff needing support due to extreme behaviours from a child, they will use a mobile phone to ring the office or send a text message stating the child needs to be removed due to the associated risks from their behaviour.
- If a child needs to be removed, the rest of the bubble must move to a different area, Helen Smith or Jade Pape will then ring parents to come and collect the child and the child's parents will be escorted to remove their own child to reduce the need for any physical intervention and to ensure that the child and staff remain safe throughout.
- With any extreme behaviours, the behaviour policy will still be in process and this can still result in exclusion.

The overarching core value in our school remains as love and we will continue to provide our pupils with an environment in which they feel happy and safe. However within this time, staff will not be able to physically comfort children who may be distressed around entering school; they will attempt to verbally support and comfort the child as always to enter the school. If a child is not willing to, or is unable to enter school on a morning alongside their bubble, then it will be the responsibility of the parent/carer to take their child home for the remainder of the day. As a result of the staggered arrivals of different bubble groups, any incidents which occur will have to be managed within the allotted arrival time for each group so as not to impact on other groups.

Signed Headteacher:

Signed Chair of Governors:

Date: April 2020

Review Date: April 2021