



Outwood Primary School

'Where every child is recognised as being unique'



Behaviour Policy 2018

Principles

We value each member of the school community in their own right, irrespective of ability, gender, sexual orientation, race or background, and aim to develop and foster their self-esteem to help them to take their place in society.

We are committed to developing and embedding the principles of Restorative Approaches.

Aims

To provide a secure, happy and stimulating environment in which children will be well motivated to learn and reach their full potential

To teach and foster self-discipline and respect for self, other people, property and all living creatures

To provide opportunities for children to discuss their behaviour and actions

For children to learn to understand their rights and responsibilities

For children to learn to care for one another

To develop positive relationships

For parents/carers to have confidence in the school in the knowledge that their children are working in a happy and co-operative environment

Outwood Primary School Values

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy cOur school is an inclusive one. We have pupils from all backgrounds and take a real pride in providing an education that is tailored to the individual child's specific needs. Our motto 'Where every child is recognised as being unique' is practiced in every aspect of school life.

All children are encouraged to fulfil their full potential. Our children are challenged and encouraged to develop their talents whilst those who need support are guaranteed a helping hand, through sensitive, individually targeted support allowing them to achieve and prosper in a stimulating caring environment.

Outwood Primary School Values

Our vision and values are at the core of everything we do. They underpin Outwood's teaching and learning, and provide an environment to develop children's and self-belief. Our school is inclusive; Outwood embraces pupils from all backgrounds and cultures; we take a real pride in providing an education tailored to the individual's specific needs. Our motto '*Where every child is recognised as being unique*' is practiced throughout daily school life.

All children are encouraged to reach their true full potential. We challenge and encourage all of our pupils to develop their interests, strengths and talents. This is through sensitive, individually targeted support where a helping hand is guaranteed and given, enabling all to achieve and prosper in a stimulating caring environment.

In order to enable the children to be clear about the ways in which they can work and play safely and happily, specific aspects of school life are addressed on a regular basis throughout the year via the PSHE curriculum and in assemblies. Individual and group reminders are given as and when appropriate.



Restorative Approaches

At Outwood Primary we believe that good relationships should be at the heart of everything our school does, so that effective learning can take place. We therefore embrace the ethos of Restorative Approaches (RA). Stockport's definition of RA is: A voluntary approach focussing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions, make amends and make positive changes to future behaviour. RA follows five themes (see appendix 1 for more details):

1. Unique perspectives ~ What has happened?
2. Thought and feelings ~ What were you thinking at the time? And so how were you feeling?
3. Harm and affect ~ Who has been affected and how?
4. Needs ~ What do you need in order to move on and feel better?
5. What next (ownership of problem-solving) ~ What needs to happen now to put things right?
6. We follow RA principles to help children to reflect on how their behaviour impacts on themselves and those around them, equipping them to make the right choices in the future. Any school adult may use RA enquiry as soon after the incident as possible (see appendices 2a and 2b). If the situation is not resolved, a more formal RA conference may take place, possibly involving another member of staff (see appendix 3).

Promoting Good Behaviour

Routines

Class teachers are responsible for establishing clear routines within their classroom that promote good behaviour, this is through a class charter. Golden rules are also displayed in each classroom.

To ensure readiness to learn and good behaviour at the start of the school day, class teachers should have meaningful learning activities for the pupils as they arrive.

Children should not be allowed to loiter in the cloakrooms at any time during the school day. It is class teachers' responsibility to insist that their children bring everything they need into the classroom at the start of the day.

Children are expected to bring a cleaned and filled water bottle to school each day. Water bottles are not to be refilled during lesson time. Class teachers are responsible for establishing an appropriate system for this.

Children should be encouraged to go to the toilet at playtimes only. However teachers may use their knowledge of the child as required, for example, medical reasons.

In order to encourage children to be independent learners and develop a sense of ownership of their classroom, class teachers should ensure that their classroom is well organised and that resources are clearly labelled and accessible to all children. For example, well stocked and tidy pencil pots, clearly labelled drawers and cupboards.

As a part of promoting readiness for learning, children should be smart at all times. Class teachers need to monitor that children are wearing the correct school uniform and that their shirts are tucked in and the correct footwear worn.



Rewards

We place great emphasis on positive behaviour management and communicate our high expectations frequently to children. We aim to foster a sense of worth by rewarding good behaviour. There are many ways of rewarding good behaviour, the first principle being that children are always praised for good behaviour and the reason for this praise is made explicit (thus reinforcing expectations). We highlight good behaviour giving due consideration to the child's sensitivity and age. Children work towards earning their 'Golden Time' on a Friday afternoon. This will look differently in each class depending upon what is agreed between the class teacher and the children.

Class Dojo Merit System

The school seeks to avoid the more overt class charts which record individual success because progress or lack of it can be inappropriately compared, and children can become demotivated. The school also seeks to ensure consistency throughout the school. Therefore, all members of staff are expected to adhere to the merit and sanction procedures outlined in this policy, rather than introduce their own systems. However, for some pupils with additional needs, an individual reward system or pastoral support plan may be necessary for a limited period of time. This should be discussed with the Inclusion Manager. Similarly, a class who may be experiencing an unsettled time may benefit from an additional class reward system – this should be used only for a brief period of time in order to bring the class back 'on track'. If classes continue to experience behaviour difficulties, support should be sought from a member of the senior leadership team. As well as verbal praise, all members of staff in school award Class Dojo points for a variety of reasons:

Outstanding effort (in any area of the curriculum)

Exemplary behaviour (including kindness, compassion and manners)

Consistently high standards of effort

Improvement in effort

Improvement in behaviour

Key factors in changes in a child's behaviour

We recognise that at times a child's behaviour can change and that this can sometimes be an indicator of underlying problems. It is therefore necessary to find the cause of the problem, which may be one of the following reasons:

a change in circumstances either at school or at home

an upset with friends

bullying

poor health/medication

tiredness

dietary factors

special needs

When a member of staff observes repeated unacceptable behaviour from the same child, or a change in behaviour, guidance is sought from the Inclusion Manager. The member of staff and Inclusion Manager will collaborate to endeavour to meet any additional needs which may be causing the undesired behaviour. Where appropriate, they will meet with parents or carers to discuss these issues and a home-school communication book may be introduced. Further advice may be sought (with parental consent) from outside agencies such as the Behaviour Support Service or Primary Inclusion.



Agreed Strategies for Improving Unacceptable Behaviour

These strategies are dependent on the nature of the unacceptable behaviour and the age of the child and are always thoroughly investigated prior to action. This may involve elements of Restorative Approaches, in which case a sanction may not be necessary.

Consequences

If a child exhibits unacceptable behaviour, the following steps are followed:

- 1) A verbal warning is given, with an explanation/ reminder of what is expected. Where appropriate, depending on the child's needs, this may be accompanied by a visual aid (yellow card). If the unacceptable behaviour stops, the child is praised for improved behaviour. If the unacceptable behaviour continues:
- 2) A second verbal warning is given, with an explanation/ reminder of what is expected. Where appropriate, depending on the child's needs, this may be accompanied by a visual aid (yellow card). If the unacceptable behaviour stops, the child is praised for improved behaviour. If the unacceptable behaviour continues:
- 3) The child is sent for 'time out' to the parallel class for up to 10 minutes and asked to reflect on the choices they are making about their behaviour. Where appropriate, depending on the child's needs, this may be accompanied by a visual aid (red card). When the child returns to her/his own class, if the unacceptable behaviour stops, s/he is praised for improved behaviour. If the unacceptable behaviour continues:
- 4) EYFS ~ the class teacher will discuss the issue with the child's parents/carers. KS1 ~ the child will miss some of the next playtime. KS2 ~ the child will miss at least 10 minutes of the next playtime.

If a child reaches step 4 of the consequences (outlined above) more than 3 times in a half term, they will be seen by a member of the senior leadership team. Restorative Approaches may be utilised at this point.

Incidents of unacceptable behaviour are recorded in class behaviour books or the SIMS Program.

Consequences such as missed playtime are recorded in a book or on the SIMS Program. In the event of persistent unacceptable behaviour the head teacher will be informed. The head teacher will also be informed of significant isolated incidents.

Information may be shared between staff as appropriate and in a professional manner in order to ensure all staff are aware of any particular needs of children and to effectively manage potentially difficult situations.

In more extreme circumstances it may be necessary to exclude a child after consultation between Headteacher, Governors and parents in accordance with DfE regulations (see Exclusions Policy).

In the rare event of physical assault upon a member of staff, racial abuse or a hate incident towards any member of the school community, the incident, in accordance with Stockport Local Authority's policy will to be reported to the governors and to Stockport Children's and Young Peoples Services.



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Behaviour at Break and Lunchtime

We recognise that children need to relax at break and lunchtimes, but we expect the same high standards of co-operative play and considerate behaviour.

The school has invested in playground equipment to cater for all age ranges and playtime preferences. To support our aspirations for a healthy and happy lifestyle for our children, the school employs sports coaches to organise lunchtime activities, including sports activities where skills are taught and practised. During morning and lunch break times, older children act as Restorative Champions with younger children, to try to ensure happy playtimes for all. Sports Ambassadors from Year 6 organise activities for all children to engage in.

At the beginning of each term, class teachers discuss and reinforce school and playground rules and base Circle Time discussion on situations appropriate to their class. The agreed rules in our behaviour policy apply at all times. Midday assistants, sports coaches and teachers on duty will encourage and reward positive behaviour. Playground routines in child friendly language are displayed in the playground.

Working Together

It is important that consistency throughout the school is maintained and that children are reminded on a regular basis of our code of conduct. We value the views of all those concerned with the smooth running of our school, in particular our parent/carer partnership, and wish to consult with parents and carers on a regular basis in order to hear their views.

Signed: Mrs J Maude

Date: November 2018

Appendix 1

The 5 key Restorative Themes

Restorative approaches are based on 5 themes which underpin day to day interactions in schools

THEME 1 – UNIQUE STORIES

Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.

THEME 2 – THOUGHTS INFLUENCE FEELINGS

What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.

THEME 3 – HARM AND AFFECT

When there are conflicts then harm can result in terms of anger, resentment, negative emotions, frustration and damaged relationships and connections between people.

THEME 4 – NEEDS

Whether a person has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can stay damaged.

THEME 5 – PUTTING THINGS RIGHT TOGETHER – OWNERSHIP OF PROBLEM SOLVING

It is the people affected by a situation who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired. The ownership of problem-solving demonstrates respect and trust, develops pro-social skills and confidence and strengthens connections.



Appendix 2

Restorative Enquiry Record

Date	Name	Class
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Facilitator

What happened?

What were you thinking when it happened?

What did you feel inside when it happened?

How are you now?

Who else has been affected?

What do you need to feel better?

What needs to happen to put things right?



Appendix 3

Restorative Conference Outcome Agreement

Date:	
Names:	Facilitator:
Agreements:	
Action needed	By who
Person responsible for monitoring the agreement:	
Date of follow-up meeting: To be facilitated by :	