



Outwoods Edge Primary School

Outwoods Edge – Behaviour Policy

At Outwoods Edge the philosophy of our Behaviour Policy is embodied in our mission statement and values.

Statement and Values

At Outwoods Edge we are working together in pursuit of excellence. We want all children to enjoy school, be happy and maximise their potential.

We will:

- Value and respect each individual equally
- Maintain a well-behaved, friendly, secure and caring environment
- Enable all staff to work together as a team
- Maintain positive links with home, governors and the wider community

The aims of the policy are:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Standards of Behaviour

The school expects that children will follow the Code of Conduct set out above. However, we recognise that some children will develop this ability over time. Thus, the school has a central role in the children's social and moral development just as it does their academic development.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need a simple set of guidelines that they understand and which set out right from wrong. Staff also need these guidelines to refer to when dealing with children or when teaching aspects of PSHE, Citizenship or fostering a sense of community. Parents also need to be informed of the school's guidelines to enable them to teach their children in partnership with the school.

At Outwoods Edge we operate a Discipline Policy which includes:-

1. A set of school rules.
2. A range of agreed rewards for good behaviour.
3. A set of graded sanctions for poor behaviour.

1. SCHOOL RULES

The school rules have been introduced to all children and are constantly reinforced. Copies of the school rules are displayed in areas throughout the school (including every class base, the school reception area and the main hall). The school rules are discussed by each class at the beginning of every term and in assemblies at the beginning of the year.

1. We follow instructions by any school adult straight away.
2. We keep hands, feet, objects and unkind words to ourselves.
3. We are kind and friendly and call people by their chosen name.
4. We always walk quietly in school making sure we have permission to be where we are.
5. We look after everything and everyone in and around our school.
6. We work and play in a way that doesn't disturb others.

2. REWARDS

All staff at Outwoods Edge are dedicated to the assertive discipline's major principle: that of promoting good behaviour through a range of rewards. These include:

1. Praising the child - A simple "well done" or approving smile is a frequent and valuable sign to the child of good behaviour.
2. Informing parents - Staff are committed to taking time to let parents know of their child's good behaviour. This usually takes the form of an after school chat, but a phone call, text message, e-mail or written letter may also be appropriate. Children who have achieved a particular target may receive a congratulations card, which will be sent home by post.

3. Stickers – Children work towards completing a sticker chart. If the pupil gains ten stickers the Headteacher will congratulate him/her in the classroom and send a letter to parents informing them of their child’s success.
4. Informing other staff - Sharing the good news of excellent behaviour with fellow class teachers, support staff, dining supervisors and the Headteacher is commonplace at Outwoods Edge.
5. Stars/Stickers system - All classes run a stars/stickers system. These can be awarded for good behaviour and/or good work and effort.
6. Certificates - A weekly key stage assembly celebrates the children’s achievements. Certificates are awarded for good work or behaviour.
7. Whole class rewards - These are gained not by individuals, but by the class as a whole. They take a variety of forms, including collecting pinecones and adding cubes onto a number line. Each class will usually have an input into their collective reward, which might typically be a class visit to the nature area or an extra P.E. lesson. A Golden Time reward session has been timetabled on Friday afternoon between 2.00 pm and 2.30 pm. The use of Golden Time is at the teacher’s discretion but should be the same in each class in a year group.

3. SANCTIONS

Children have a choice, to follow the school rules or not. If the school rules are not kept the following graded sanctions are applied in a calm, quick, consistent way:

1. Verbal Warning - The child is told they have a “warning”.
2. Written sanction - Then the child has his/her name written down in the Behaviour Book. These books are sent to the Headteacher on Friday morning.
3. Removal within the base - The child is moved away from the problem situation to another part of the base, where they spend a short time away from the rest of the class.
4. Removal from the base – The child is removed from the problem situation, for the benefit of themselves, the other children and the teacher. The length of time they are to stay is indicated to the receiving teacher. Teachers may choose to send a proforma with the child which encourages him/her to reflect on which rule has been broken. It also acts as a record.

Acorn> Pine	Spruce > Birch
Catkin > Willow	Holly > Hazel
Willow > Beech	Larch > Chestnut
Ash> Catkin	Chestnut > Larch
Beech > Spruce	Hazel > Holly

Pine > Ash
Birch > Acorn

Redwood > Cedar
Cedar > Redwood

5. If a child continues to break a school rule when they return to their base they should be sent to the Headteacher. The Headteacher will inform parents of the specific rules that have been broken.

Further guidelines for school staff

(a) It is recognised that staff will aim to provide children with a 'way out' if they are misbehaving. This means that children will be shown how to behave appropriately and encouraged to do so. Positive behaviour from a child who has previously misbehaved will be rewarded immediately.

(b) To receive the first verbal warning, the child would generally have had two or three warnings to behave correctly.

(c) At stage 1 and 2 a child is generally given a further reminder before going onto the next stage.

(d) At stage 4, parents may be informed by consultation at the end of the day or by phone.

(e) Any serious misbehaviour (e.g. hitting, serious violence of some form) should result in children being removed from the class base and the Headteacher informed.

f) We recognise that for a small number of children assertive discipline does not work. These children are identified at an early stage and 'tailor made' systems are put into place. These unique plans are shared with all staff.

g) Each class should have a behaviour book. This is designed to be a record of incidents that occur during the school day. Staff should record any incidents that they wish to note in the book and hand the book to the Headteacher each Friday. The record can be a useful reminder of any incidents and can help to show a pattern in behaviour.

LUNCHTIME SANCTIONS

1. Warning
2. Time out near the wall. This may be used to allow children to calm down or as a sanction for unacceptable behaviour.
3. The names of children whose behaviour is unacceptable will be reported to their teacher
4. Children whose behaviour is repeatedly unacceptable will be sent into the teacher on duty from 1pm. Before that time the child will be sent to the Head Teacher, Deputy Head Teacher or Assistant Head Teacher. A copy of the duty rota appears in the Staff Handbook.

- 5. If unacceptable behaviour continues to occur, parents will be informed that the child is persistently misbehaving and may be sent home for lunch.
(N.B. Please also refer to 'Further guidelines for staff', parts a, b and d on page 6).

PLAYTIME SANCTIONS

1. Warning
2. Time out near the wall. This may be used to allow children to calm down or as a sanction for unacceptable behaviour.
3. The class teacher will be informed of unacceptable behaviour in the playground.
4. Continued unacceptable behaviour will be reported to the parents by the Headteacher.

Serious Misbehaviour

There may be occasions when the severity of the offence means that normal procedures will not be used. Continued disruption, violence, bullying, aggression, racist behaviour will ALWAYS involve the head teacher and parents.

The following procedures in order of gravity may be used: -

- A daily report book
- A target card to address specific concerns
- Involvement of other agencies
- Temporary exclusion followed by contract between school, parents and the child
- A meeting of pupil, parents and head teacher at a Governors disciplinary committee
- Permanent exclusion

Rewards are a vital part of school life. Children respond positively to rewards and we believe that they promote the ethos of the school. A range of rewards are used at Outwoods Edge.

Parents

Parents have a crucial role in promoting good behaviour in school and so effective home/school liaison is very important. The school expects that if parents are kept informed they will give their full support in dealing with their child's behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour both in their dealings with the children and with each other, as their example has an important influence on the children. Staff will provide an effective and caring learning environment and promote the school as a learning community. Individuals will be valued within this community and will become increasingly aware of their responsibility within it. Staff will ensure children receive fair treatment regardless of age, gender, race, ability and disability.

Class bases will be organised to develop children's independence and personal initiative. Furniture will be arranged to provide an environment conducive to on-task behaviour. Teaching methods will aim to encourage enthusiasm and active participation for all. Overall children will feel they have a valuable contribution to make to the life of the school.

USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. Teachers will not use any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause pain or humiliation.
2. The Headteacher, teachers or other people authorised by the Headteacher to be in lawful charge of pupils may use force, as is reasonable, to prevent a pupil from doing any of the following:
 - a) committing an act which would be a criminal offence for a child of legal age of responsibility
 - b) injuring themselves or others
 - c) causing damage to property
 - d) engaging in behaviour prejudicial to maintaining good order and discipline among pupils
3. The Headteacher will ensure that guidance is available on the use of force to control or restrain pupils.
4. Staff will make themselves familiar with any information available about pupils for whom touching is inadvisable because of their cultural background or previous abuse.
5. Should a situation arise where a degree of force is appropriate, a warning will be given first to the pupil. Physical contact will be made in a calm and measured way and will stop once it ceases to be necessary.
6. An up to date record of any such incident will be kept by the Headteacher.

LINKS WITH SEN

1. The school's approach to pupils with emotional and behaviour difficulties (EBD) will be an extension of our whole school behaviour policy for all pupils.
2. EBD and physical or sensory impairment are also noted and monitored by the class teacher.
3. In the case of a child with EBD a diary will be kept of the occasions when the child exhibits specific difficulties. Teaching and non-teaching staff will be involved in an attempt to establish patterns of behaviour and identify incidents which trigger the difficulty. At the same time, incidents may initially be dealt with under the system/s identified within this policy, until a pattern of difficulty is established. At this stage, expert advice will be sought as necessary, with the parent's consent, from outside agencies.
4. Children whose behaviour has warranted the use of force to control or restrain them will have a behaviour plan written by the teacher. This plan will outline the child's particular needs, any particular behaviour triggers and the de-escalation techniques staff should employ.

OUTWOODS EDGE PRIMARY SCHOOL

Physical Intervention (Restraint)

Policy Statement

1. Staff may only physically intervene to prevent a pupil:

- committing an act which would be a criminal offence of a legal age;
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- compromising good order or discipline.

2. Physical intervention should only be used as a last resort:

- other strategies should be used first;
- the pupil misbehaving should be told to stop and told what will happen if they do not;
- any use of physical intervention should be the minimum necessary to achieve the desired result, applied for the shortest possible period of time;
- staff should continue to communicate with the pupil throughout the incident;
- staff should make it clear that physical intervention will stop as soon as it ceases to be necessary;
- a calm and measured approach should be used in all situations.

3. All physical interventions should be:

- recognised in a pupil's Individual Behaviour Plan, if possible;
- recorded on a Physical Intervention Record
- reported to parents;
- risk assessed, if foreseeable

Monitoring and Evaluation

All staff and governors will review this policy annually. Serious breaches of the guidelines will be reported to the governing body at the termly meetings.

Revised January 2015

Mark Maksymiw

Agreed by Governors

Signed: ----- Date: -----