



Otterburn First School

Behaviour policy

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Behaviour policy

The staff and governors at Otterburn First Schools believe that outstanding standards of behaviour are based on mutual respect between from all members of our schools' community. The ethos of the schools, activities and the planning of the broad curriculum, promote the positive attitudes and values necessary for individual children to contribute to their own personal development and so that of the school.

Otterburn First School knows that

- Behaviour affects learning therefore positive behaviour promotes better outcomes
- The whole school community is affected
- Clear codes of behaviour exist
- Challenge to unacceptable behaviour and early interventions are important
- Support for pupils is vital
- All school staff, governors and visitors
- Engaging pupils more effectively leads to improved standards of behaviour
- Anti –social, harassment or bullying behaviour will not be tolerated.

1. Aims of this policy

- To ensure high standards of behaviour throughout the school community.
- To encourage a calm, purposeful and happy atmosphere within the school
- To help pupils to learn how to behave appropriately
- To have a consistent approach to behaviour throughout the school
- To make boundaries of acceptable behaviour clear and to ensure safety
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged valued and celebrated
- To promote high levels of self- esteem
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To involve parents in supporting their child's positive behaviour at school

2. Roles and Responsibilities

Leadership and Management responsibilities are

- To create a safe and pleasant environment, physically and emotionally
- To establish a culture of high expectations
- To ensure a consistent approach to behaviour management, teaching and learning
- To ensure that strategies are in place to improve behaviour and that these are monitored
- To ensure that all members of our community understand the high expectations
- To promote effective communications
- To ensure effective support systems for pupils and staff.

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To adhere to the instructions of all school staff
- To complete the set work and seek help when required
- To take care of property and the environment in and out of school.
- To co-operate with and treat other children and adults with respect
- To follow the school and class rules and requirements with regard to uniform, equipment and organisation

Staff responsibilities are:

- To work to the best of their abilities, and allow others to do the same
- To respond immediately to any reports of bullying or situations where the wellbeing of a member of the school community is at risk
- To treat all children fairly and with respect

- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To use rules, rewards and sanctions clearly and consistently
- To set appropriate work to engage and ensure that all children can experience success
- To be good role models
- To form a good relationship with to recognise that each is an individual, and be aware of their individual needs.
- To support the spiritual, moral, social and cultural development of all pupils
- To share any concerns with colleagues as appropriate

The School will support the Parents in their efforts:

- To show an interest in all that their child does in school
- To foster good relationships with the school
- To encourage independence and self-discipline
- To be aware of the school rules and expectations
- To make children aware of appropriate behaviour
- To support the school in the implementation of this policy

3. Rewards and sanctions

What we do to acknowledge positive attitudes and behaviours (See Appendix A)

- Focussed verbal praise and/or a comment in their work/homework diary
- Reward with Star Charts, House Points and choose and pick activities, Golden Time
- Display children's work in the classroom or around school
- Reward with certificates in Achievement Assemblies
- Acknowledge with a postcard home from the Head Teacher

What we do if your child behaves inappropriately

- We implement our policy for dealing with inappropriate behaviour as appropriate to the age of the child and circumstance.
- Where necessary we discuss incidents with the children involved.
- We encourage children to take responsibility for their own behaviour and exercise self-discipline.
- We encourage children to learn from their mistakes and alternative ways to behave in similar situations
- We will involve parents when it is deemed necessary
- We will seek support from external agencies if required (Parents will be informed)

Serious or persistent misbehaviour – See Fixed term exclusions

4. Dealing with Bullying

We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. We recognise the serious impact bullying can have on the welfare of children and adults alike and we have a separate bullying policy that outlines what Otterburn First School does to prevent and tackle bullying.

We do not tolerate bullying of any kind

- Any incident of apparent bullying is investigated
- We recognise that in line with the definition above, bullying is something that happens repeatedly and over time and that whilst some individual actions of children can be unkind and hurtful they are not necessarily bullying and will be dealt with using our usual discipline code above.

We recognise that bullying can take many forms and can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can happen to anyone. We recognise that there may be:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (transgender or homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”
- Bullying related to poverty or domestic circumstances

We will:

- Work together to Prevent, Identify and Respond to bullying
- Involve pupils in preventing bullying and resolving conflicts
- Liaise with parents and Carers to prevent bullying and resolve conflicts

5. Use of reasonable force to prevent injury

Otterburn First School has a legal duty of care for all of their students and staff. If a situation occurs when a pupil is threatening the safety and well –being of others or themselves, reasonable force may need to be used as a final option to control or restrain.

Where reasonable force has been used the parents will be informed and an incident form completed.

All complaints about the use of reasonable force will be thoroughly, speedily and appropriately investigated in line with the schools' Complaint Policy.

6. Searching pupils for dangerous or prohibited items

- Pupils will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item such as weapons, alcohol, illegal drugs, stolen goods, tobacco products, pornographic images of any kind, fireworks, anything that has been, or is likely to be, used to cause injury or commit an offence, anything banned in the school rules - These things can be confiscated.
- They can be searched on school premises or, if elsewhere, where a member of staff has legal control or charge of the pupil such as a school trip.
- They will be first asked to turn over the item but if they refuse the Head teacher can carry out a search in accordance with the legal requirements and national guidelines
- There should normally be 2 members of staff present during the search - the person doing the search and the search witness.
- Your child will not be asked to remove clothes, other than outer clothing like a coat.
- If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

The school doesn't need your child's consent to search them if they think your child has prohibited items.

7. Disciplining pupils for behaviour 'beyond the school grounds'

Staff may discipline pupils for misbehaviour when a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Pupils may also be punished for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In such cases outlined above the school reserves the right to use the internal school Hierarchy of Behaviour Consequences to impose sanctions where deemed necessary.

8. Fixed-term and permanent exclusions

Only the Executive Headteacher or the Head of School has the power to exclude a pupil from school. The Executive Headteacher or the Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher or the Head of School may also exclude a pupil permanently. It is also possible for the Executive Headteacher or the Head of School to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher or the Head of School excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher or the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher or the Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher or the Head of School.

The governing body resources committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher or the Head of School must comply with this ruling.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

9. Monitoring of the policy

This policy will be monitored by the Governing Resources Committee.

10. Further Reading

This policy pays due regard to the Keeping Children Safe in Education Statutory Guidance 2015, Behaviour and Discipline in Schools DfE 2014, Equalities Act 2010, BPS Policies on Safe Guarding 2015, e-Safety 2015 Anti- Bullying 2015, SEND 2015 and our Behaviour Statement 2015.

Use of reasonable force: DfE Advice for Head Teachers, Staff and Governing Bodies, July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix A: Otterburn First School **Promoting Positive Behaviour**

Basic assumptions

- Pupils do not misbehave if they are on-task, engaged with learning and motivated
- Pupils tend to be on-task, engaged with learning and motivated if:
 - The tasks are meaningful
 - The level of challenge is appropriate
 - The pupils have a clear sense of short term and long-term goals and receive positive feedback leading to a growing sense of confidence;
 - They have high self-esteem through being valued and the development of a growing sense of competence
 - Recognition for positive efforts (work and behaviour) can be more dependably achieved than for misbehaviour.
- Pupils must feel safe and secure, both physically and emotionally.
- Issues out of school can affect performance, behaviour and relationships within school.

Positive Approaches

- Aim to ensure that pupils experience success through their efforts.
- Are communicated through the relationships and expectations that are promoted in school.
- Aim to ensure that pupils feel recognised as individual and unique people who have things to offer as well as to learn.

Encouraging Good Behaviour

- Create safety - physical / emotional.
- Clear and consistent use of rules and sanctions.
- Set appropriate and meaningful work
- Encourage respect for all individuals:
 - including their culture and background;
 - modelling desired behaviour;
 - listening to children and communicating that you have heard what they have said.
- Our emphasis is on encouragement and motivating pupils:
 - positive feedback;
 - descriptive praise;
 - give attention for success, not failure e.g. "Catch them being good".
- Raise self-esteem:
 - by communicating a sense of individual importance;
 - ensuring pupils experience and have a sense of their own success;
 - maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible;
 - ensuring that personal feelings are acknowledged

How children can sort out their own difficulties

Children are encouraged to take responsibility for sorting out their own conflicts. The initial contribution of adults is through teaching them and modelling strategies for doing this, and for seeing that children carry out and reach a successful conclusion.

Behaviour management plans:

It may be necessary to encourage positive behaviour through the use of Individual Behaviour Plans. These should be shared with parents and provide positive reinforcement for acceptable behaviour.

Children are encouraged to:

- be assertive but not aggressive,
- to express their feelings openly
- to resolve conflict without resorting to inappropriate strategies.
- Know that when pupils' strategy fail, adult intervention will follow to ensure problems are resolved.

Rewards**Individual**

- House Points given and totals are recorded by Class Teachers
- Certificates are given during Friday's Celebration Assembly
- Recognition of achievements through a range of certificates, prizes and celebrations (e.g. book prizes)
- Postcards sent home by the Head of School, recognising individual achievements

Whole School

- Good behaviour is rewarded by seasonal treats - Christmas Party and a Summer Activity – e.g. visit to the cinema or beach. Pupils assist with the choices and organisation of the activities.
- Year 4 celebrate their careers at the First School with an end of year Leavers Assembly. They are given the opportunity of inviting parents and relatives.