

Offenham CE First School

Behaviour Policy



Growing deep roots. Producing good fruit

This policy aims to present and encourage a positive approach towards 'Behaviour Management' by every person belonging to our school community.

At the heart of what we are as a community is **love**.

Love means wanting the best for someone else and it has become our guiding principle for the way we behave.

Loving one another and wanting the best for each other makes for a good community who live well together.

As a community we seek to work through issues that isolate us from one another. In every situation, where something has gone wrong, we endeavour to restore individuals, one to another, and as a result, restore and build up our school community into a place where everyone wants to belong.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016 -
- Behaviour in schools: advice for headteachers and school staff 2022 - <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022 - <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- The Equality Act 2010 - <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Keeping Children Safe in Education
Exclusion from maintained schools, academies and pupil referral units in England 2017 -
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022 - <https://www.gov.uk/government/publications/school-exclusion>
- Use of reasonable force in schools - <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Supporting pupils with medical conditions at school - <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy - <https://www.legislation.gov.uk/ukSI/2014/3283/schedule/made>
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March

2014) - <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#behaviour-policy>

VISION

Our school vision, summed up by the words, “Love, transformation and growth” plays a significant role in our collective attitude to behaviour. We wish to promote excellent behaviour in all areas of school life, offering all pupils equal access to, and a love of learning and of life, so that all can be daily transformed and flourish and grow into their full God-given potential.

“The ability to form meaningful relationships is fundamental to mental-health and happiness. It’s the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.” (TISUK 2019)

CODE OF CONDUCT

Our code of conduct is followed by all members of our community who are striving to make good choices informed by our ‘Roots’ which, in our school community, we refer to as VIV’s – Very important Values. They are:

FRIENDSHIP, PERSEVERANCE, RESPECT, RESPONSIBILITY and TRUTH

We also promote the individual and collective growth of ‘fruits’ as found in Galatians chapter 5 verse 22. They are:

LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, GENTLENESS, FAITHFULNESS AND SELF-CONTROL.

A RESTORATIVE APPROACH: (please see our full statement on restorative approaches)

Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others and on the wider community.

The process involved in a restorative approach is based on 5 key questions:

- What happened?
- What were your thoughts/feelings?
- Who has been affected/harmed?
- How can we meet everyone’s needs and find a way forward?
- How can we do things differently in future?

After each incident pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying

sanctions but focus on the need to take responsibility for finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

To promote consistency of behaviour, all staff will follow these principles:

- Create a safe, calm, purposeful environment which supports everyone in achieving excellence
- Create an atmosphere of collaborative relationships.
- Greet children each day as a fresh start; a new day
- Model and build positive relationships and show interest in the lives of the children they care for
- Use praise in order to reinforce positive behaviours
- Allow children time to regulate their behaviour.
- Encourage and achieve a consistently high standard of discipline in all pupils, as part of an awareness of social responsibility and in line with the school's Christian Values.

WHAT WE EXPECT OF CHILDREN

- To be considerate and polite to teachers, support staff, other children and visitors and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and assemblies and to consider each other's feelings.
- To walk about school quietly and calmly.
- To take a positive role in all classroom activities and to try to be the best they can be.
- To wait their turn to talk to members of staff and to each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To look to the needs of others and to report any incidences of unkindness or bullying – they experience themselves or they may see others experience.
- To develop an atmosphere of encouragement where we build one another up.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to")
- To accept a solution or consequence if they have done something wrong and to work to restore the situation and relationships.
- To be able to say sorry when they have made the wrong choice or hurt someone and to understand that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage they see.

GENERAL RULES FOR SAFETY

- Children should arrive at school between 8.30 a.m. and 8.40 a.m. Supervision by the school cannot be assumed before 8.30 a.m.
- Bicycles and scooters are to be wheeled through the playground and must be left around the back of the school in the stands by the technology room – please keep fire escapes clear.
- Children should listen to and respond to the requests and information from the adults in school.
- Any behaviour that upsets or hurts anyone else should be reported straightaway to an adult in school.
- There should be no running in school or playing around in toilet areas.

- Children should not enter a classroom unless there is an adult present.
- Cans, glass bottles and hot drinks should not be brought to school
- Any prescribed medicines should be handed to the office- inhalers, auto-injectors and diabetic equipment are kept in an accessible place unless it is necessary for the child to carry it about with him / her.
- Sweets, chocolate and chewing gum are not necessary during the school day.

PLAYGROUND RULES

- Kind hands and kind words should always be used – no rough play.
- The grass may be used at the discretion of the teacher on duty.
- Play time equipment should be treated with respect and should never be used as weapons.
- Play equipment will be distributed and collected by playground monitors.
- Forest School is out of bounds unless accompanied by an adult.
- Playing behind sheds is not permitted.
- Children must not be inside the school building unsupervised during break periods unless agreed by an adult. Children should only be in school if they are wearing a coloured band:

-Red for girls using the toilet
 -Blue for boys using the toilet
 -Yellow for First Aid

REWARDS SYSTEM FOR MAKING GOOD CHOICES

We make every effort to praise, encourage and reward anything that helps children to learn and play well together such as: -

Taking turns, sharing, helpfulness, politeness, good manners, cheerfulness, listening well, tolerance, caring, kindness, respect for others, confidence, independence, trying hard, effort, enthusiasm, as well as high standards of achievement. We do this in a number of ways:

- Verbal praise.
 - Individual teacher rewards
 - Head teacher awards
 - Whole school reward systems e.g. stickers, house points for good choices during work time.
 - Golden Time will take place for an hour once every half term.
 - “Celebration Assembly” every Friday - Golden apples, Housepoint certificates, VIV the values bear, Cheer Bear, Sports Star trophy to be awarded weekly. Monthly maths, writing and science stars also to be celebrated.
- There will be a half termly afternoon tea with the headteacher for the stars of the week.

Where behaviour does not conform to accepted levels then sanctions may be necessary.

GUIDELINES FOR THE EFFECTIVE USE OF SANCTIONS

- The focus of any sanction should be on the misdeed and not on the child – it is important to talk the matter over with the child and other children who may be involved – we always seek to listen, act with fairness and use a restorative approach to behaviour

- Children should be encouraged to reflect on their choices and consequence of that choice.
- Children should be encouraged to reflect on VIV's and Roots and fruits including opportunities to discuss how to respond in the future.
- Sanctions should be applied consistently and calmly.
- Private reprimands are more effective than public ones.

Responses to poor/ disruptive classroom behaviour

- Verbal warning by the teacher and a move down the zone board. There are three sections on the zone board – gold, pink and red. The expectation is that in our school all behaviour should be 'golden'.

A move into pink is an opportunity for the pupil to think about and modify their behaviour.

A move into red will involve children filling in a 'red behaviour form' and spending time discussing their behaviour with the Headteacher or member of the SLT. The time spent with a member of SLT focuses on what went wrong? Why did it go wrong? What have you learned? How might relationships be put right? How might you be restored to our school community?

Each time a child moves into red they will lose five minutes from their half termly one hour Golden Time session.

- If poor behaviour continues, and if appropriate, a child may be sent to work in another workspace away from the usual group
- There is also an option for children to be sent to the headteacher for a 're-focus session' where behaviour is discussed with the view to transformation taking place. 'Re-focus sessions' take place in 'The Nest' which is next door to the Headteacher's office. Children will complete work during that session and will have opportunities to discuss their behaviour with the Headteacher. What went wrong? Why did it go wrong? What have you learned? How might relationships be put right? How might you be restored to our school community?
- If the Headteacher deems it necessary they will inform the parents and arrange a meeting to discuss poor choice of behaviour with parents and child.

Unacceptable playground behaviour

- Reprimand by adult on duty.
- Loss of playing time
- Persistent bad choices will result in a move down the zone board.

Unacceptable use of school IT equipment

The opportunities presented by modern electronic technology are truly awesome in their potential for good. They are equally awesome in their potential for harm, and especially so where children are concerned. At Offenham CE First School keeping our children from harm at the same time as providing them with a safe 'electronic' learning environment is a priority.

We have an online safety curriculum as part of our PSHE/RSE programme but also have a half termly session with an on-line safety focus in each class. Sessions are sometimes planned in response to an issue or incident but are always age appropriate.

As a school, we carry out weekly analysis of our on-line monitoring and filtering software. We check for suitable use and respond to any alerts we receive. On receiving on an alert or finding something inappropriate a discussion takes place between the Headteacher who is our on-line safety lead and any children or adults involved.

A log is kept and incidences reported to parents and governors.

Children are not permitted to bring mobile technology into school.

WHAT HAPPENS IF BAD BEHAVIOUR PERSISTS?

For more serious matters we will: -

- inform the parents who will be invited to discuss the incident with the Headteacher or senior member of staff.
- if the behaviour still continues, the school will seek outside professional help to address the issues faced – this help will be sought only with permission from parents

Exclusion is a sanction used by our school only in cases deemed as serious breaches of the School Behaviour Policy.

Please find a link to Worcestershire's exclusion information, including information regarding SEND –

<https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/safeguarding-children/exclusions-and-fair-access>

and a link to DFE guidelines:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

RESPONSIBILITIES

- The Headteacher has overall responsibility for overseeing the behaviour of all members of the school community.
- All members of staff are responsible for maintaining good behaviour and school discipline in their own classroom but also generally across school.
- Members of staff must clarify incidents with all parties involved and act with fairness, not reacting to only one side of any disagreement – a restorative approach is used.
- All members of staff should seek to notice and reward examples of good behaviour.
- All members of staff are responsible for dealing with and reporting cases of bullying.
- All children and members of staff are responsible for behaving well and within the school's stated expectations of good behaviour.
- The headteacher will record in the Behaviour Log, stored in a central electronic location, any serious incidents of poor behaviour.

It is the policy of Offenham CE First School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies.

This policy was reviewed and updated during the Autumn term 2024 and will be reviewed again in the Autumn term 2025.