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ONGAR PLACE PRIMARY SCHOOL BEHAVIOUR POLICY

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Behaviour in schools Guidance September 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Aims:

High expectations for pupils' behaviour and conduct which are commonly understood and applied consistently and fairly.

- Pupils follow appropriate routines.
- There is a positive environment in which bullying is not tolerated.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive.
- Behaviour Management Plans and Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Standards of behaviour

When behaviour management is at its most effective the following are common factors:

- Classroom Management is clear to the children and routines and rules are understood and followed.
- Children have high self-esteem and feel that they are valued.
- The classroom/school ethos is strong and promotes a happy and enjoyable learning environment.
- Children have a positive attitude to learning and are intrinsically motivated.
- Children take responsibility for their own behaviour and are involved, as far as possible, in reviewing the way they behave and reflect on how they behave.
- Children are given choices and chances to make reparation for inappropriate behaviour.

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Effective Behaviour Management

The following arrangements are in place in order to support the children in meeting our expectations of behaviour:

We have developed and adopted 'Ongar Rules', these are displayed in each classroom (see appendix 1). Ongar Rules and class rules are discussed and agreed with the children at the beginning of each year ensuring children have a clear understanding of what constitutes appropriate behaviour.

Rewards and consequences are discussed and agreed, with the understanding that these will be applied consistently across the school as appropriate to the child's age and maturity and with additional support if required.

Trained Emotional Literacy Support Assistants (ELSA) in addition to other adults in the school will provide children with opportunities to discuss their behaviour and the reasons for it.

Appropriate behaviour and attitudes to work are recognised and rewarded in class and by members of staff. This is conducted in a manner that is appropriate to the child's age and maturity but may be in the form of praise, stickers, team points, learner of the week certificates, taking learning or evidence of caring behaviour to another teacher or a member of the leadership team, communication with parents. Rewards are given individually, as part of a whole class reward scheme and as part of the school house scheme.

Consequences are reasonable, appropriate and proportionate to the circumstances of the specific case. This is conducted in a manner that is appropriate to the child's age and maturity but may be in the form of a verbal reprimand, time-out of the class room or group situation, loss of playtime, being taken to another teacher or member of the Leadership team, communication with parents. The use of consequences should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are expected.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Serious Behaviour Difficulties

At Ongar Place we believe that equality of opportunity should be the concern and responsibility of all staff and Governors. The Governors of Ongar Place recognise that they have a duty to provide equality of opportunity for all children and staff of the school and to ensure that school policies and procedures are implemented effectively.

We approach the management of behaviour with consistency and agreed expectations but with the understanding that 'one size does not always fit all'. We recognise that certain factors, including medical conditions can contribute to patterns of poor behaviour. These factors will be

considered when dealing with severe behaviour and in conjunction with our Equal Opportunity Policy. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective and careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures has been eliminated as contributory factors, additional specialist help and advice may be sought.

Children who demonstrate persistent or entrenched inappropriate behaviour or disturbed behaviour will be dealt with on an individual level. Their specific behaviour management needs will be supported by staff within the school and by outside agencies if appropriate and use will be made of individual behaviour programmes and the SEN/D code of practice. Incidents of serious inappropriate behaviour will be recorded on MyConcern and shared as appropriate. Any behaviour that requires physical restraint will be recorded on MyConcern.

In cases where a child's behaviour causes us to suspect that a child or family members are suffering, or are likely to suffer, significant harm, school staff should follow the schools' safeguarding policy.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Exclusion

Only the Head Teacher or the acting Head Teacher may suspend a child from school. This may be for one or more fixed periods for up to 45 days in any one school year. The Head Teacher may also exclude a child from school permanently. A decision to exclude a child would be taken in line with Government policy.

<https://www.gov.uk/government/publications/school-exclusion>

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. (See Appendix 2 Pupils with SEND Additional Guidance)

Mobile Phones.

Mobile phones belonging to pupils must be handed in to the office as soon as the pupil arrives in school and can be collected at the end of the day.

The Role of 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.

As adults we aim to

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all in line with our equality objectives;
- show appreciation of the efforts and contribution of all.;
- implement the agreed reward programmes.

Teachers have the power to discipline pupils for misbehaving outside of the school premises.

Teachers may discipline pupils for misbehaviour that occurs when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school alone
- wearing school uniform or in some other way identifiable as a pupil at the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The Headteacher or DSL must be informed before a search or as soon as possible afterwards if the staff member believes the pupil is at serious risk of harm if the search is not conducted immediately.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

The Role of the Headteacher

It is the responsibility of the Headteacher to facilitate good behaviour management. In order to achieve this they must:

- have a clear vision of what good behaviour management looks like
- be inspirational
- be at the heart of the ethos of the whole school
- celebrate appropriate behaviour
- monitor, advise and support staff in the management of children who show persistent inappropriate behaviour and liaise with staff and parents
- assist staff with their professional development
- provide staff with the resources they need

The Role of the Governors

The Governors at Ongar Place school support the behaviour management in the school by:

- overseeing the staff in the effective allocation of resources
- providing support to the Headteacher in the celebration of appropriate behaviour and the management of inappropriate behaviour including those involving suspension

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn how to behave appropriately. We support this by:

- encouraging parents to attend parent consultation evenings which provide the opportunity to discuss their child's behaviour
- sending home certificates or verbally communicating incidents of outstanding behaviour
- arranging an appointment in cases of persistent or serious inappropriate behaviour and involving them in the consequences set
- encouraging parents to promote positive attitudes towards school and associated social encounters

Continuous Professional Development

At Ongar Place School we have a commitment to Continuous Professional Development for all our staff and training is provided on behaviour management and the behaviour management policy.

Policy: Statutory/Recommended

Ongar Rules!

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We learn well

We don't waste our own or anybody else's
time

We look after property

We don't waste or damage things

Ongar Consequences!

Warning

Time Out

Sent to another class or quiet area

Sent to Mrs Good or Mrs Pirie

Parents informed

Ongar Rewards!

Praise

Housepoint / Sticker

Talk to another teacher or show them your learning

Show Mrs Good or Mrs Pirie your learning

Parents informed

Appendix 2

Pupils with SEND – Additional Guidance

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account if the pupil:

- was unable to understand the rule or instruction?
- was unable to act differently at the time as a result of their SEND?
- is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.