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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.

Aims:

- 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.

Following COVID19 there have been changes to guidance and advice for schools from the Department of Education. These impact on our behaviour policy and can be found in Appendix 2

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.

The 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.
- 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 code of practice.

In cases where a child's behaviour causes us to suspect that a child is suffering, or is 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

Bullying is further defined in the anti-bullying policy

Exclusion

Only the Head Teacher or the acting Head Teacher may exclude 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.

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.

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

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

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

Appendix 2

New rules relating to COVID 19

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should speak to Mrs Good if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them.

- Children will join their classes on the front field at the beginning of the day. Parents will follow the one way system, be responsible for their own social distancing. Parents will only approach senior staff and Mrs. Reardon outside. Parents will only enter the school if invited.
- Children will wash their hands as requested. Younger children will be supervised.
- While in school children will remain with children in their own class and will approach teachers who are with their class
- Children will not enter a classroom that is not theirs unless with a teacher.
- Children will follow the rules regarding sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands. This will regularly be reiterated and younger children will be supported.
- Children will tell an adult if they feel unwell.
- Parents of children who display COVID 19 symptoms will follow NHS guidance. Children will only return to school following the correct period of isolation or a negative COVID test.
- Children will not share any equipment bought from home.
- Children will only use the toilet linked to their class and will wash their hands thoroughly.

Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

- Have a class assembly each week to reiterate the rules
- Display posters around the school
- Remind children regularly
- Ensure that expectations are clear and understandable.
- However, if pupils fail to follow these rules, we will:
- Children who deliberately do not follow the rules will be spoken to Mrs Good or Mrs Pirie and their parents will be informed. Advice and support will be offered to aid any children with worries or concerns that are stopping them.

Attendance

The [latest government guidance](#) says attendance is mandatory from September.

We recognise that some parents and children will have concerns around returning to school and we will support these families as far as we can.

Children who do not attend school following support and discussion with families will be referred to the Inclusion Officer and appropriate advice from Surrey will be followed.