



Old Park Primary School & Nursery

Behaviour Policy

Reviewed: Autumn 2023

Next Planned Review: Autumn 2024

Person responsible: J Foster

Old Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our Aims

1. To create a culture of exceptionally good behaviour: for learning, for the community, for life.
2. To ensure that all learners are treated fairly and are shown respect so that positive relationships are promoted.
3. To refuse to give learners attention and importance for poor conduct.
4. To help learners take control over their behaviour and be responsible for the consequences of it.
5. To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
6. To promote community cohesion through improved relationships.

Our children bring to school a wide variety of behaviour patterns based on differences in life experiences, home values, attitudes and parenting skills. At school, we encourage children to make the right choices, accepting the consequences of their own actions. Children are also taught the importance of honesty, responsibility, respect and consideration to all and the school environment.

At Old Park, we recognise positive behaviour and challenge inappropriate behaviour effectively using skills and strategies that protect the dignity of the teacher and the child. It is the ethos of the school that promotes good behaviour as we endeavour to build trust and maintain children's motivation.

Our behaviour management ethos is based around the Paul Dix behaviour approaches, which has five pillars:

1. Consistent and calm adult behaviour.
2. First attention to best conduct.
3. Relentless routines.
4. Scripted interventions.
5. Restorative follow up.

Consistency in our approach

1. **Consistent** language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
2. **Consistent** follow up, ensuring 'certainty' at the classroom. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
3. **Consistent** positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
4. **Consistent** consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
5. **Consistent**, simple rules/agreements/expectations referencing promoting appropriate behaviour.
6. **Consistent** respect from the adults: Even in the face of disrespectful learners.
7. **Consistent** models of emotional control: Emotional restraint that is modelled and not just taught, all staff as role models for learning, all staff learning alongside learners.
8. **Consistently** reinforced routines for behaviour - in classrooms and around the site.

All staff

1. Meet and greet at the door and only give positive messages at the end of the day.
2. Regularly refer to 'the school rules'.
3. Model positive behaviours and build relationships. Don't take children's behaviour personally.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Every day is a new day and a fresh start.

School Rules

- **TO FOLLOW INSTRUCTIONS**
- **TO HAVE KIND FEET, HANDS AND MOUTHS**
- **TO SHOW RESPECT**



Old Park expectations



1. Kindness

2. Always try your best

3. Believe in yourself

4. Tell the truth

5. Have fun while learning

Recognition and Rewards

We believe that positive praise is the most effective way of rewarding effort and appropriate behaviour. Children love to receive praise from others as well as their class teacher. A reward system rather than punitive sanctions will be used to promote positive behaviour. Here are some of our rewards.

Whole school	Class based
<ol style="list-style-type: none"> 1. Verbal praise 2. Stickers 3. Star of the week 4. Safari rewards 5. Rainbows 6. Attendance awards 7. Headteacher award 8. 5:1 positivity 	<ol style="list-style-type: none"> 1. Verbal praise 2. Stickers 3. Class rewards 4. Notes home 5. Rainbows 6. Reading raffle

Classroom Practice

Engagement with learning is always the primary aim. For most children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Procedures

At Old Park the strategy we use is an agreed script which all staff use to manage behaviour effectively.

Step 1: When inappropriate behaviour is recognised the adult will walk past to refocus the child on the task.

Step 1: Repeat

Step 2: **Reminder** Adult to quietly talk to child, down at child's level or side by side and will say:

"(Name) I need you to..... I know you can do it."

Step 3: **Warning** Adult to quietly talk to child, down at child's level or side by side and will say:

"(Name) you know our rule about..... I need you to....."

Step 4: **Consequence** Adult to quietly talk to child, down at child's level or side by side and will say:

"(Name), I am going to need to see you for two minutes at playtime/lunchtime. Do you remember last you had a brilliant lesson/session/playtime? That's the behaviour I want to see now. Thank you."

Any further problems should be written down and addressed during the two-minute conversation.

All staff will adhere to the script and avoid being drawn into any confrontation. The agreed phrase is: **'Be that as it may.'**

Missing Child:

Check last known whereabouts of the child and conduct a search of the immediate surroundings. If a child leaves the school premises keep eyesight of the child and report into school when you can.

If the child's whereabouts are unknown a call needs to be made to the family and to the police on 999.

You will be asked the following: Name of child, Address, DOB, Clothing, Height, Hair Colour, State of mind, where they were last seen/ heading towards and where they could be going.

The Child will need to be returned to school with the family for a meeting with school staff.

Bumble Bee Procedure

When an area needs to be evacuated, the following procedure should be followed:

- The word **Bumble Bee** will be the key word for the adult to signal the children that they need to leave and go to their agreed meeting point. The class teacher will ensure that the children and all adults are clear about this procedure.
- A telephone call is to be made or the Bumble Bee Card is to be sent to Safari to alert them that you need immediate support.

Physical Intervention

Staff will not give or threaten corporal punishment to a child. The use of physical intervention is very rare and wherever possible is avoided. There may be occasions where the use of physical restraint is appropriate; for example, if a child is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded, and parents will be notified on the same day.

Equal Opportunities

Equal opportunities are about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, religious beliefs, sensory or physical impairment, social class or lifestyle.

Sanctions beyond the school gate

Sanctioning beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Searching and confiscation

All staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Exclusions

Certain behaviours will not be tolerated and will be given the immediate consequences of internal exclusion, where a child is not permitted to join their class for a period of time. Where necessary, fixed term external exclusions will be authorised by the Head Teacher and an agreed return to school meeting held with the Inclusion Manager prior to the child's return.

The Inclusion Centre 'Safari'

At Old Park Primary we recognise the individual needs of all our pupils and offer a diverse range of programmes to support them. Our Inclusion Centre 'Safari' has a dedicated team offering a wide range of skills to support children and families across the school. Staff are able to access advice and support where needed.

The Lunch Time Team

At Old Park primary we have a dedicated team of lunchtime supervisors who work in partnership with class teachers and teaching assistants to ensure each child's individual needs are met. If a child experiences a problem the lunchtime supervisor will help the child to find a solution by acting as mediator. The lunchtime supervisors encourage children to resolve issues within the lunchtime break to begin the afternoon sessions positively.