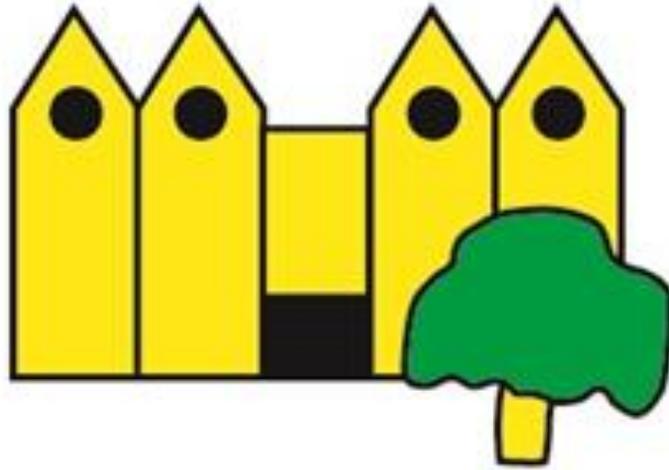


West Oxford Community Primary School



CARE-INSPIRE-THINK-ACHIEVE

Positive Relationships and Behaviour Policy

Date reviewed; September 2017

To be Reviewed; September 2019

West Oxford Community Primary School

Positive Relationships and Behaviour Policy

Introduction

**Positive relationships and behaviour underpins our core values and ethos of
CARE – INSPIRE – THINK - ACHIVE**

CARE

We are a happy and inclusive school community that seeks to nurture the whole child.

INSPIRE

We provide a diverse and imaginative learning environment that creates confident, enthusiastic learners for life.

THINK

We promote an understanding that solutions can be found through many different routes.

ACHIEVE

We are all learners at West Oxford. Staff and Governors work in partnership with other local schools and the wider community to make West Oxford Primary School a great place to learn and grow

The purpose of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within our ethos and policy is CHOICE: we refer to good choices (which lead to good consequences) and choices which are not good (which lead to negative consequences, usually based around our system of warnings).

There are two key reasons for using the language of 'choice': it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) ie there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and; it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' and praise good behaviour to avoid children who always make good choices being marginalised or becoming invisible.**

Roles, Rights and Responsibilities

Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. All classes devised their class charter in the first 2 days of the academic year based on the needs and expectations of the class.

Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.

A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following

school rules) and positive relationships – ‘catching’ pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- praise children in referring to how they have upheld the school ethos or demonstrated one of our monthly values
- follow our warnings system, making explicit why: always state what rule they have broken, and always
- record the incidents
- display in the classroom the consequences of their choices this can help when you explain why you are praising / warning
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning having followed regular procedures and consequences, seek help and advice from a colleague (eg member of Leadership Team)
- liaise with external agencies, as necessary, to support and guide the progress of specific children
- report to parents about the child’s social and emotional aspects of school life, including behaviour and relationships.

Support Staff

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in ‘catching’ pupils behaving well and exclaiming about how well a pupil has behaved.

Headteacher

In addition to the above, it is the responsibility of the headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ensure the health, safety and welfare of all children in the school
- maintain record of all reported serious incidents of misbehaviour
- issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child

Parents / Carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child’s welfare or behaviour – this includes if there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- be aware that we have school rules (often communicated to parents) and to support them co-operate with the school
- support the school’s decision when applying consequences to deal with any specific incident / issue

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

Consequences

Positive consequences

Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships.

Some of the positive consequences for the good learning, good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- house points are awarded
- children are moved up a behaviour ladder or similar
- reference to good role models
- children are congratulated
- stickers or other small prizes / treats
- during Thursday WOW learners assemblies which is an opportunity to publicly celebrate the good choices children have made in school by reading from the Golden Book

It is important to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded through Mrs Carr's attendance award. We give termly certificates for good attendance and at the end of the year all children who have attained outstanding attendance receive a certificate.

The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Billy, you're climbing over the fence.

Never ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it! After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Billy, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

Billy, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing

and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Billy, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say eg 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personally 'against' them.

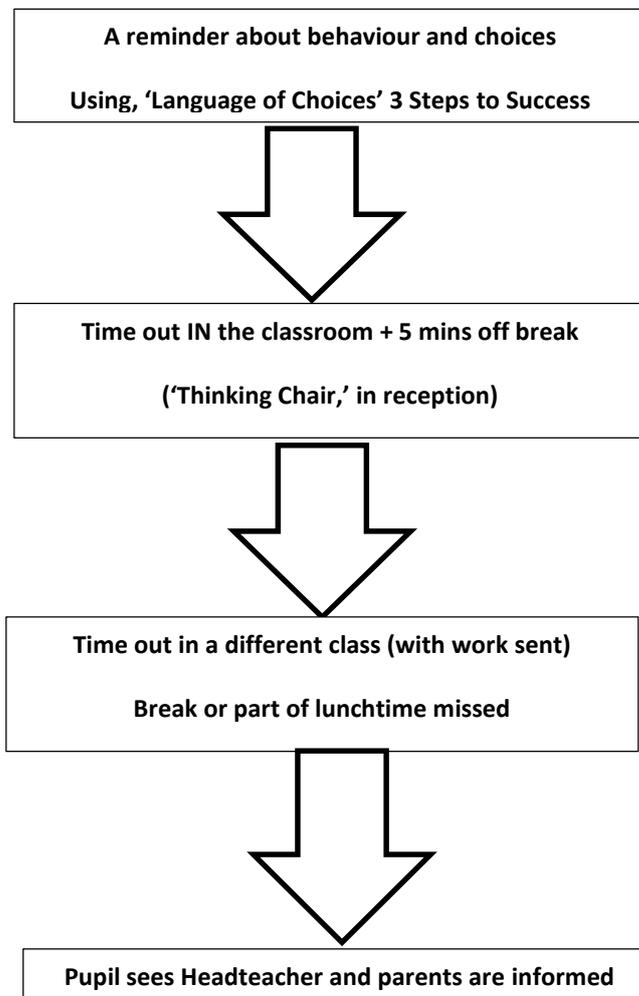
Adapted from lunchtime supervisor training,

Melanie Barber and Mary Strode, Primary Strategy Consultants – Behaviour & Attendance / SEAL

Negative consequences

Staff at West Oxford Primary employ consistently and clear hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have a series of consequences if someone breaks a rule:



If a child has 3 or more time outs in a week then the teacher will inform the parents verbally.

Serious misbehaviour (e.g. disrespect to staff, property or cultures, swearing, fighting) is very rare at West Oxford.

Such behaviour would mean warnings are automatically by-passed and children are sent straight to headteacher. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate and these will be outlined in an Individual Behaviour Plan in consultation with the parent and Behaviour Support Services. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Restraint

All members of teaching and support staff are training in Team Teach. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour and these are reported to the LA electronically. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Racial and homophobic incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Anti-Bullying

Bullying can happen in any school. At West Oxford Primary, it is rare. We ensure that bullying is quickly stopped.

Definition

Bullying is actions that are premeditated, meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). There can be specific types of bullying, including homophobic, racist and cyber-bullying. All are treated extremely seriously at West Oxford Primary.

Aims and objectives

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. For further information see Anti-bullying Policy.

Fixed-term and permanent exclusions

A less extreme form of exclusion is the first consideration: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents and Headteacher if this were to happen.

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion.