

Behaviour Policy 2018



At Corby Old Village Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the children is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Corby Old Village Primary School.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support children in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our children to understand how their behaviour affects others and its impact on others. Children are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching children that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

AIMS

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community
- Through shared experiences and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work
- To establish a partnership approach which draws on those involved with the school
- To provide systems which promote positive behaviour and which support all members of the school community
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures

RESTORATIVE PRACTICES

Being 'restorative' focuses on building positive relationships based on respect and fairness. In turn

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this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of restorative practices and we understand the importance of modelling positive language behaviour and take time to develop positive and meaningful relationships with colleagues and children. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

POSITIVE BEHAVIOURS

Our children and staff are considerate of each other and our surroundings and always try to behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with affirmative statements and recognition through rewards such as:

- Staff congratulating children
- Giving children stickers
- Stamps
- House points
- Star of the Week certificates

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone
- Reading records or home-school books are used to send messages home or into school
- The Parent Consultation Evenings also provide a forum for discussion
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school
- Celebration assemblies, celebrating behaviour and achievements
- Certificates and stickers that children take home

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- Humiliation – it breeds resentment
- Shouting – it diminishes us
- Over reacting – the problem will grow

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- Blanket punishment – this is unjust towards the innocent
- Harsh sarcasm
- Threatening children with someone else’s discipline
- Using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

As part of promoting positive behaviour and providing positive role models, children are provided with the opportunities to take on responsibilities within their own class, and across the school. These include, but are not limited to:

- House captains
- Membership of the School Council
- Classroom and school wide monitors e.g. taking the register to the school office, setting out the hall for assemblies

THE RESTORATIVE APPROACH – BUILDING A POSITIVE COMMUNITY INCLUDING RULES AND HIGH EXPECTATIONS

The ethos of the school underpins all rules relating to behaviour within the school. Children need to know and help set the class rules. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. During PSHE and class discussion, expectations of behaviours are taught and reinforced on a regular basis throughout the year. Each class will develop their own class rules for learning and behaviour. The agreed rules are on display in the classrooms.

Children are therefore encouraged to take responsibility for their own actions and behaviour, as well as, consider the impact of their actions and behaviour on others. Children who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the children and the consequence enforced.

Appendix 1 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

WHAT ARE OUR EXPECTATIONS FOR CHILD AND ADULT CONDUCT?

We are proud to have created a well-organised, attractive and stimulating learning environment. We have consistent expectations for the various areas within the school as well as for behaviour during specific ‘whole school’ activities such as assemblies.

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. It is the responsibility of adults and children alike to maintain our school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration.

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Assemblies

Staff and children are expected to enter and leave the hall quietly, unless choosing to sing along to any music being played, and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually do this using signs rather than speech.

The lunch hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

At Corby Old Village Primary School, we do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Senior Leadership Team). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the Senior Leadership Team for further investigation.

THE RESTORATIVE APPROACH – DEALING WITH INAPPROPRIATE BEHAVIOUR

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become very actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

Where there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

THE RESTORATIVE QUESTIONS

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

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Who has been harmed/affected and how? Older children are encouraged to think about the wider implication of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? Staff support children in this process but try to ensure the children form their own agreement when possible. The children consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving children this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if children reach their own agreement as to how to move forward after conflict, they are more likely to abide by it than if it is suggested by an adult or imposed on them. By involving the children in the design of the agreement we give them ownership over it and ensure that it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with conflict. This enables them to draw out more from those involved.

- Encouraging – tell me more about that?
- Acknowledging – that sounds important; that sounds like that was difficult for you...
- Checking – so did I hear you say... am I right in thinking...
- Clarification – can you help me understand that more...
- Affirmation – thanks for telling me that... I appreciate you talking about this with me
- Empathy – it's understandable that you are worried/upset about this
- Reflecting – so you are saying... (repeating back last few words)
- Summarising – so there seem to be several things bothering you

THE RESTORATIVE APPROACH AND USE OF CONSEQUENCES

When using consequences the children should always be involved in a restorative conversation and take an active part in deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. We aim to help the children look at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. Appendix 1 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

IMPLEMENTATION OF THE RESTORATIVE APPROACH – PRACTICALITIES

At Corby Old Village Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour.

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The stages of the restorative approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the child's age and level of understanding.

When working with children in the EYFS our focus is on the initial stages of the restorative approach. Staff working with these children focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the children's understanding and development of empathy.

This approach is also adapted for other children throughout the school. Children with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Children are supported in developing their understanding of the restorative approach using tailored resources/lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the children involved to determine how best to implement this approach and who to involve.



Appendix 1

Behaviours	Adult responses/options to discuss with the child
<ul style="list-style-type: none"> • Low level disruption • Boisterous behaviour (playground) • Uncooperative actions • Not getting on with the task in hand • Using avoidance tactics • Disrupting others 	<ul style="list-style-type: none"> • Preventative actions/de-escalation • Calming time within class • Individual working space • Informal discussion to support child (RP questions, choices) • State the facts/affective statements • Validate and redirect
<ul style="list-style-type: none"> • Repeatedly disrupting others • Inappropriate discussions and statements • Inappropriate language • Poor choices • Teasing • Hurt someone (carelessness) • Lack of respect for people or property 	<ul style="list-style-type: none"> • Catch them being good • Say sorry and mean it • Miss part of next playtime • Catch up on missed work • Do something nice for those who have been upset • Inform parents
<ul style="list-style-type: none"> • Severe swearing/verbal abuse of another • Physical assault (kicked/hit/bit as part of an incident) • Refusal to accept prior guidance • Continual disruption over a period of time • Vandalism 	<ul style="list-style-type: none"> • Miss a play time • Discussion with parents or carers • Work in another class • Reflect on their action (mind map, letter, picture, feelings work) and make amends • Work outside class
<ul style="list-style-type: none"> • Ongoing of the above behaviours or extreme example of above behaviours • Extreme reaction to a situation • Physical assault – member of staff • Physical assault (kick/hit/bit without provocation) • Bullying 	<ul style="list-style-type: none"> • Formal conversation with parents • Staff member support • SLT support • Internal exclusion • Explore external agency support
<ul style="list-style-type: none"> • Racism • Specific behaviours related to an ongoing issue 	<ul style="list-style-type: none"> • Headteacher intervention • Multi-agency meetings • Exclusion

Depending on the age and particular circumstances, different behaviours may warrant one or a combination of consequences, all of which are to be decided within the Restorative Framework. Adults should use their professional judgement when deciding which responses/options are most appropriate.

Appendix 2

This appendix is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in 'School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012'.

PRINCIPLES

1. Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A pupil may be at risk of exclusion from school for:
 - Verbal or physical assault of a pupil or adult
 - Persistent and repetitive disruption of lessons and other children's learning
 - Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions
2. A Fixed Term Exclusion from the school can only be authorised by the Headteacher or Deputy Headteacher
3. A Permanent Exclusion can only be authorised by the Headteacher or Deputy Headteacher, and must be done after consulting with the Chair of Governors about the intention to impose this sanction, although the final decision rests with the Headteacher.
4. The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.
5. Fixed term exclusions are rare, but in the event of exclusions taking place, the school will monitor the number of Fixed Term Exclusions to ensure that no groups of children are unfairly disadvantaged through their use, and that any underlying needs of individuals are being fully met.

NOTIFICATION OF AN EXCLUSION

1. Parents will be notified as soon as possible of the decision to exclude a child and the reason for the exclusion. This will be done by the Headteacher on the day of the exclusion, either by direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
2. In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
3. A child who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
4. The school will also work to put into place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies. Should it be decided for whatever reason that the matter needs to be put into the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and

that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

5. The Chair of Governors, Local Authority and relevant school staff will be notified of all Fixed Term Exclusions on the same day of the production of the exclusion letter, of which they will receive a copy outlining the reasons for the exclusion.

PUPILS RETURNING FROM A FIXED TERM EXCLUSION

All pupils returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent/carer. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the pupil, parent and school.

PERMANENT EXCLUSIONS

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a child because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the Local Authority
- The school must explain in a letter how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion

APPEALS

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Appendix 3

RETURNING TO SCHOOL JUNE 2020 (COVID-19)

Expectations of Parents/Carers

- Only one adult to bring child(ren) to school
- No siblings to be brought to school unless absolutely necessary
- Ensure social distance from other adults whilst waiting for gates to open – as per government guidance (please do not arrive too early to avoid congregation)
- Parents/Carers cannot enter the school site unless in an emergency
- Collect your child as soon as possible if called regarding illness/symptoms
- Stick to allocated drop off/pick up times and locations – if allotted time is missed the child will not be able to enter the school
- Parents/Carers to collect their child if not adhering to rules in place to maintain the safety of other children and adults in school (reminders given prior to this)

Expectations of children

- Normal behaviour rules and rewards will apply
- Children to enter and leave the building separately and patiently using external classroom doors
- Children to wash hands when entering the building and at regular intervals throughout the day
- Children should stay at a social distance as much as possible, including when lining up (adults in school to remind children when necessary)
- Children to sit in their allocated space within the classroom and use only the resources provided for them
- Children to remain with their 'bubble' both within school and on the playground
- Children should not play games that include touching others (e.g. tag, stuck in the mud)
- Toilets will be accessed by 1 child at a time, adults will supervise to ensure hygiene standards are maintained
- Children to follow any signs and special routes in place (e.g. one-way system)
- Children to bring a filled water bottle into school for their use only
- Children to avoid touching their mouth, nose and eyes and follow the 'catch it, bin it, kill it' advice
- Any deliberate coughing/spitting on another pupil will result in being sent home
- Children who can't adhere to distancing rules will be reminded and parents informed to support with reinforcement
- Children who cannot adhere to rules in place to maintain the safety of all will be sent home