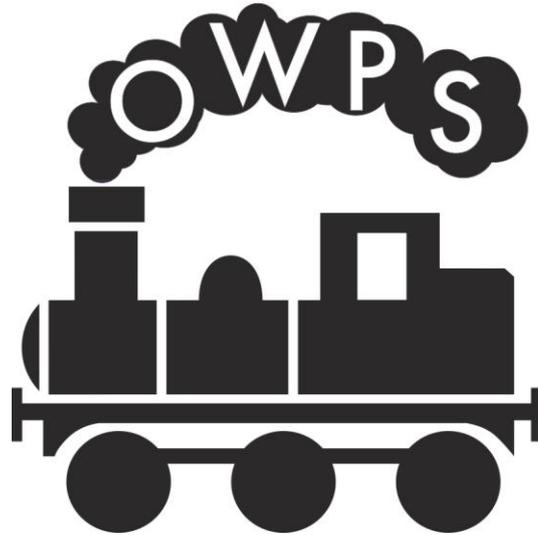


Orton Wistow Primary School



Behaviour Policy

Status	Other
GB Monitor	FGB
Staff Lead	Colin Marks
Senior Lead	Simon Eardley
Version	Final
Publication Date	Aut /17
Next Review	Aut /19

Date Agreed:	
Headteacher:	
Chair of Governors:	
How will governors assure that the Behaviour Policy has been implemented?	.

Orton Wistow Primary School

Behaviour Policy

Values

- Everyone at the school has a right to feel safe, secure and fairly treated.
- Children have a right to learn and adults have a right to teach and aid learning.
- Everyone should treat each other with politeness, respect and kindness.
- Everyone should treat property and belongings with respect.
- Appropriate behaviour should be encouraged by positive means whenever possible but effective sanctions are also needed.

Aims

- For school to be a positive experience for all concerned and a place where people feel valued.
- For the school to have a positive, calm and purposeful atmosphere where children can learn to maximum effect.
- For the school to have a consistent overall approach to behaviour that is communicated clearly to all concerned.
- For everyone to play an active part in ensuring the policy is implemented.

Outcomes

- The school has five 'PRIDE' rules that are widely communicated and frequently re-iterated. These form the basis of a leaflet given to all parents to discuss with their child.
- The school has an agreed range of rewards and sanctions that all staff operate within. Each class operates the same systems to ensure continuity of approach throughout a child's school life. Information about this range is included in the parents' information leaflet.
- The school regularly has a focus for good behaviour that all adults work together to encourage, with successes being celebrated.
- The Head and Deputy are there to back up staff and help them to deal with serious inappropriate behaviour. Their involvement should be planned and progressive.

The Pride Rules

- Polite
- Respect
- Independence
- Do your best.
- Everybody matters

Raise Responsibility System:

This system develops the children's responsibility when it comes to their own behaviour. It encourages them to make the right choice in all situations in school and when they make the wrong choice we use these incidents as a learning opportunity. The children reflect on their behaviour and try to improve. It is based upon a hierarchy:

A – anarchy (lack of law and order, without rule)

B – bothering violating the accepted standards of the class, violating others' rights and attempting to become the ruler and set standards

C – cooperation/conformity - being connected and involved with others, accommodating people and accepting the values of the group (motivation is external, behaving/making the right choices because an adult is watching or asking you)

D – democracy – the highest level of behaviour (motivation is internal)

An example to illustrate this involves a piece of paper, lying on the floor. A child at level D would pick it up because they know it's the right thing to do. A child at Level C would co-operate with a teacher's request and pick it up. A child at level B would kick it around and 'bother' people. Whereas a child at Level A would probably roll it into a ball and throw it at someone!

The hierarchy is displayed in all classrooms and is referred to by all members of staff when discussing children's behaviour and the expectations we have of them in all aspects of school life. It is vital to its success that all children understand the meaning of the 4 levels and can recognise when they behaving at each level.

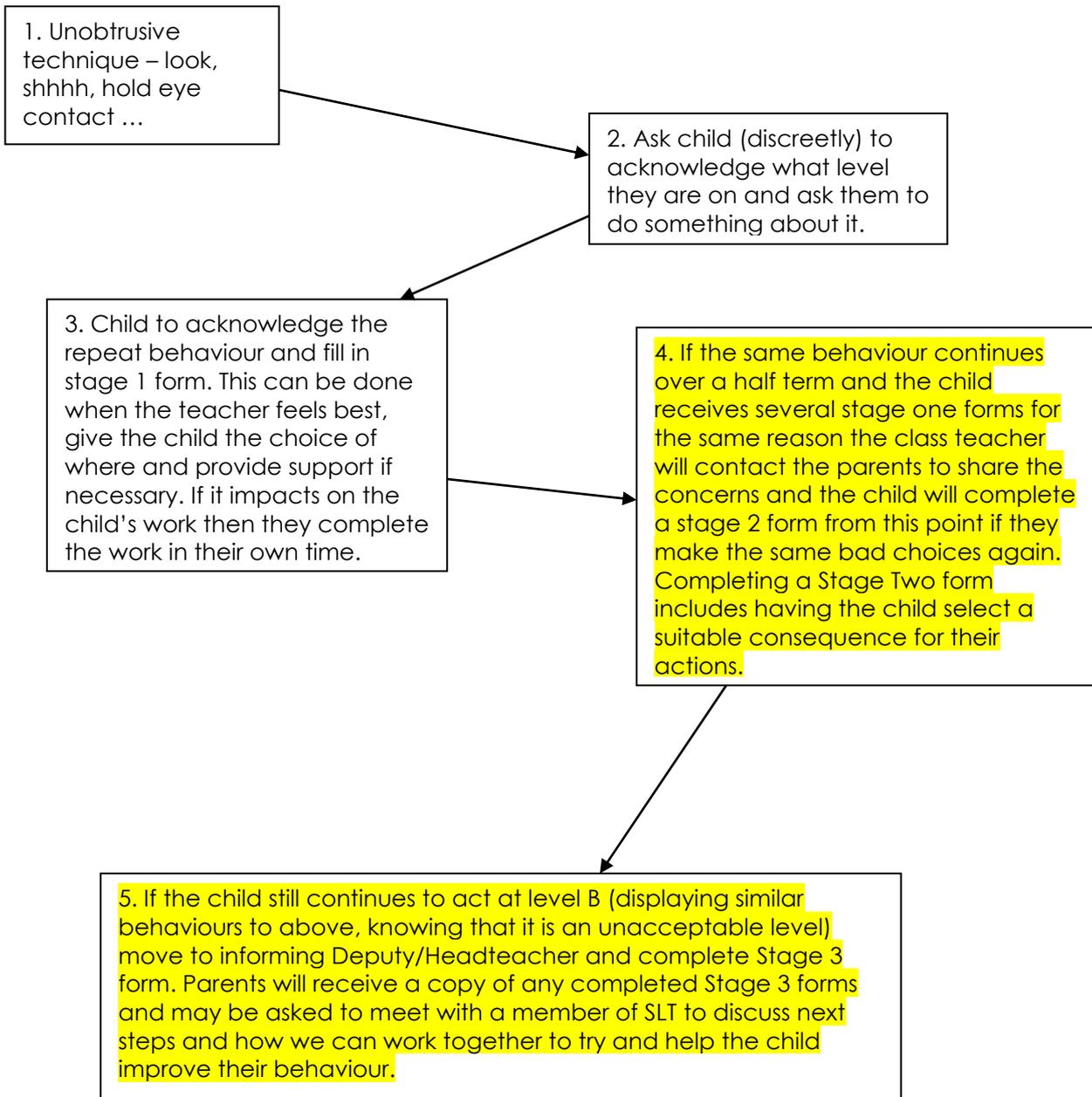
This system enables ALL children to improve their behaviour as the goal is for them to be consistently at level D, making the right choices in all situations not because they have been told by an adult or are being watched by an adult but because they know it is the right thing to do.

Depending on the seriousness or consistency of the child's behaviour when at level B or A they may be asked to fill in a 'Stage form' (see appendix).

These forms are designed to help the child reflect on the situation and the choices they made. It involves them thinking about what they should have done and what they could do in the future to avoid making the same mistake.

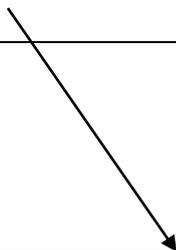
Raise Responsibility System

When a child is acting at level B (Bothering)



When a child acts at level A (Anarchy)

1. Move straight to Stage 2. Class teacher talks with them, fills in a Stage 2 form and elicits a suitable consequence from the child. Class teacher contacts the parents to explain the behaviour and hands a copy of Stage 2 form to them.



2. If there are three similar incidents over a half term the Deputy or Head are informed and it moves to Stage 3. Parents may be asked to meet with a member of SLT to discuss their child's behaviour and how we can work together to help them improve the choices they make in school.

2. If a similar incident happens in the same day or week then Deputy or Head are informed and it moves to Stage 3.

When a child acts at level A towards an adult or acts in an unusually aggressive and dangerous manner.

1. Straight to Stage 3. Deputy or Head deal with the incident. Could lead to an internal or external exclusion.

Swearing – Zero tolerance approach.

1. Straight to Stage 3. Deputy or Head deal with the incident. A copy of the Stage 3 form is sent home alongside a letter to the child's parent or carer outlining the incident and the words said.

Damage to school property - Zero tolerance approach.

1. Deputy or Head to deal with the situation. Suitable consequence elicited from the child (fixing, replacing, paying for) Parents informed.

Rewards

All children and staff in the school are in one of our four School Houses (Nene, Dempsey, Fens and Mallard). House points are awarded to children who have gone above and beyond the expectations of their teacher or another adult in the school in terms of their behaviour or work.

1. There are two House Captains for each house, a boy and a girl from Year 6. The House Captains wear purple jumpers with House Captain written on the back to show who they are.
2. House points are placed in the relevant envelope in each classroom and collected by the House Captains on Thursday.
3. During the Well Done Assembly on a Friday the house points totals are read out and the team with the highest score has their coloured ribbons tied onto the House Cup which is displayed in the entrance hall.
4. During the Well Done Assemblies on Wednesdays one child from each class is awarded a shining star certificate.
5. PRIDE postcards can be sent home by any adult in the school to tell a child's parents about something they have done in school that was above and beyond
6. Eric and Eddie the Eco- Eagles are awarded to the KS1 and KS2 class that have gained the best score from the Eco check the Eco-warriors do each week.
7. 4 children each week are selected as Monty's mealtime marvels for following the PRIDE code at lunchtime or being noticed by a midday supervisor for going above and beyond.
8. Each Monday Gordon the Good Attendance Gorilla is awarded to the class with the best attendance for the previous week.
9. Learning toolkit stickers are given out to children when they demonstrate one of the 5 toolkit skills (concentration, resilience, responsibility, teamwork and perseverance)
10. Golden tickets are awarded to children by midday supervisors during lunchtimes for demonstrating the PRIDE code in the school hall or on the playground. Each ticket is swapped for a marble which is placed in the classes jar. When the jar is full, the class can select a treat.

Restorative Justice

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

OWPS has adopted some of the approaches developed by 'Restorative Justice 4 Schools' including the 'Restorative Chat'. This is used when there has been an issue between two students (or on occasion a child and an adult). The conversation is structured using the questions below:

- ▶ What happened?
- ▶ What were you thinking?
- ▶ What do you think now?
- ▶ What needs to happen to put this right?
- ▶ What will you do differently next time?

These chats can have a very positive impact as it allows the victim to be heard and the aggressor to see clearly the impact they have had. Both individuals agree to the outcome and can see that it has been dealt with fairly with the victim's feelings being taken into account.

Behaviour Support Plans

In some cases the usual behaviour strategies need adapting for individual children. This could include the temporary use of a report card (see appendix) to enable school and home to track a child's behaviour a little more closely and focus on the positive choices the child has made. In rare cases the school may make the decision to create a behaviour support plan (see appendix) for an individual. Often this will be for a child who has special educational needs relating to behaviour. The class teacher, along with the SENCO, will write the BSP using the schools own BSP form and this will become a 'living document' that will be adapted in light of new information regarding the child or changes that have been made to their in school provision.

The school's BSP focuses on the specific negative behaviour the child displays, what are the common triggers for these behaviours, what proactive strategies are in place to try and avoid these behaviours and what should and shouldn't be done when the child is making bad choices.

Behaviour Contracts

At the end of the academic year the deputyhead will use scholarpack to complete a behaviour analysis of the year. If a child has had a significant number of stage 1 forms (and maybe some stage 2) often for the same low level behaviour a behaviour contract may be issued. This sets out the key issues from the previous year and has helpful tips and ideas to try and prevent the same pattern occurring again. These contracts are written by the teacher alongside the child and the child's parent is also involved.

Behaviour outside of the school site and school times

The DFE gives guidance on this area and it is as follows:

Teachers and other paid members of staff have the power to enforce consequences when misbehaviour occurs outside school premises.

Staff may discipline pupils for:

1. misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing school uniform;
 - in some other way identifiable as a pupil at the school;

2. or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school;
 - poses a threat to another pupil or member of the public;
 - could adversely affect the reputation of the school.

Appendix

Stage Forms

The Raise Responsibility System – Stage 1																									
At what level did you act? (circle)																									
	D	Democracy Do the right thing even when no one is watching.		B	Bothering Break rules, bother others. Must be bossed to behave.																				
	C	Co-operation Co-operate to look good, be rewarded, avoid trouble.		A	Anarchy Absence of order. Do not care about others.																				
What did you do? (Understanding)																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Reason</th> <th style="width: 50%;">Key word</th> </tr> </thead> <tbody> <tr> <td>Calling out</td> <td>Calling</td> </tr> <tr> <td>Being inside at break/lunch</td> <td>Inside</td> </tr> <tr> <td>Issues when lining up</td> <td>Lining up</td> </tr> <tr> <td>Talking in assembly</td> <td>Assembly</td> </tr> <tr> <td>Misbehaving on carpet</td> <td>Carpet</td> </tr> <tr> <td>Avoiding work</td> <td>Avoiding</td> </tr> <tr> <td>Lying</td> <td>Lying</td> </tr> <tr> <td>Rough play</td> <td>Rough</td> </tr> <tr> <td>Ignoring an adult</td> <td>Ignore</td> </tr> </tbody> </table>						Reason	Key word	Calling out	Calling	Being inside at break/lunch	Inside	Issues when lining up	Lining up	Talking in assembly	Assembly	Misbehaving on carpet	Carpet	Avoiding work	Avoiding	Lying	Lying	Rough play	Rough	Ignoring an adult	Ignore
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<div style="display: flex; align-items: center;">  <p>If I had acted at Level D, I could have made these choices...</p> </div>																									
Polite Respect Independence Do your best Everybody matters																									

The Raise Responsibility System – Stage 2

At what level did you act? (circle)

	D	Democracy Do the right thing even when no one is watching.		B	Bothering Break rules, bother others. Must be bossed to behave.
	C	Co-operation Co-operate to look good, be rewarded, avoid trouble.		A	Anarchy Absence of order. Do not care about others.

What did you do? (**Understanding**)

 If I had acted at Level D, I could have made these choices...

As a consequence of the choices I made, I am going to do the following sanctions to put this right...

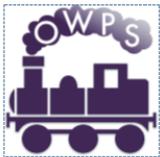
Tidy classroom
Help in library
Help in lunch hall
Litter pick
Limited choice of play
Restricted play area
Walk with an adult
Other

- Restorative Justice Questions:**
1. What happened?
 2. What were you thinking about at the time?
 3. Who is being affected by your behaviour?
 4. What impact has this incident had on you?
 5. What do you think you need to do to make things right?

The Raise Responsibility System – Stage 3

Describe the choices you made which meant you had to see _____	At what level did you act? (circle)		
		<b style="color: green;">Democracy Do the right thing even when no one is watching.	<b style="color: green;">D
		<b style="color: green;">Co-operation Co-operate to look good, be rewarded, avoid trouble.	<b style="color: green;">C
		<b style="color: red;">Bothering Break rules, bother others. Must be bossed to behave.	<b style="color: red;">B
		<b style="color: red;">Anarchy Absence of order. Do not care about others.	<b style="color: red;">A
What about your behaviour makes you think it was Level ____?			
 If I had acted at Level D, I could have made these choices...	As a consequence of the choices I made, I am going to do the following sanctions to put this right...		
Restorative Justice Questions: <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking about at the time? 3. Who is being affected by your behaviour? 4. What impact has this incident had on you? 5. What do you think you need to do to make things right? 			

Report Card

<p style="text-align: center;"><u>The Raise Responsibility System</u></p> <p style="text-align: center;">D Democracy Do the right thing even when no one is watching.</p> <p style="text-align: center;">C Co-operation Co-operate to look good, be rewarded, avoid trouble.</p> <p style="text-align: center;">B Bothering Break rules, bother others. Must be bossed to behave.</p> <p style="text-align: center;">A Anarchy Absence of order. Do not care about others.</p>	<p style="text-align: center;">Orton Wistow Primary School</p> <div style="text-align: center;">  </div> <p style="text-align: center;">This report card belongs to:</p> <div style="border: 1px solid black; height: 25px; width: 100%; margin-bottom: 10px;"></div> <p>My targets are:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 40px; vertical-align: top;">1.</td></tr> <tr><td style="height: 40px; vertical-align: top;">2.</td></tr> <tr><td style="height: 40px; vertical-align: top;">3.</td></tr> </table> <p>Date: _____ Signed: _____</p>	1.	2.	3.
1.				
2.				
3.				

	Morning Session 1	Break	Morning Session 2	Lunch	Afternoon	Signed by Teacher	Signed by Deputy Headteacher	Signed by Parent
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Instructions

Your card will be checked by an adult at the end of each session, break and lunchtime.
 The following code will be used:

- ☺ = targets completely met
- ☹ = targets almost met
- ☹ = targets not met at all

Your class teacher will sign the card at the end of the day. You must remember to ask them to sign it!
 You will take the card home to be signed by a parent.
 The card must be brought to school each day.

Behaviour Support Plan



Orton Wistow Primary School

Behaviour Support Plan

Section 1



Child's name		Year Group	
Class		Teacher	
Date of birth		Date plan started	
Staff working with pupil		Date for review	

Background information including any medical history (Every note to be dated)

Challenging behaviours	Triggers
•	•
Targets (what are we working towards?)	Early warning signs
•	•
Reactive strategies (what to do and what NOT to do when child is presenting challenging behaviours)	Support after an incident
•	•

Strategies for positive behaviour (what school systems or individual approaches are we using to promote positive behaviour?)	Date started
1.	1.

Agreement		
Parent name:	Teacher name:	SENCO name:
Parent signature:	Teacher signature:	SENCO signature:
Date:	Date:	Date:

Positive strategies available	
Positive praise and verbal recognition of good choices	Report card
Checking in/out (either in classroom or with a specific adult)	Feelings cards – allowing the child to identify any positive or negative feelings quickly
Regular planned times with learning mentor	Movement breaks
Sensory circuits	Credit card system
Fiddle toys	Personal work station