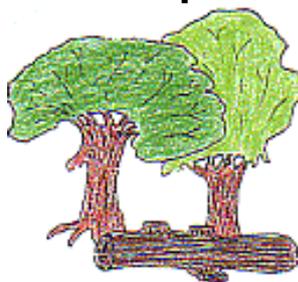


Oxhey Wood and Warren Dell Primary School

Behaviour and Relationship Policy



Reviewed: November 2019	Reviewed by: LT
GB: Full	To be reviewed: November 2020

Introduction

Everyone at Oxhey Wood and Warren Dell Primary School has a part to play in the promotion of high standards of behaviour this includes staff, children and parents. It is important that a priority is placed on building positive relationships alongside clear expectations within a secure and positive environment promoting an understanding that appropriate behaviour is the responsibility of individuals.

We have introduced various approaches to improve behaviour in school such as; assertive mentoring, resilience, philosophy for children, action research focussed on independence, restorative justice focussed on building good relationships and fostering personal responsibility. In addition to this, we use a PSHE scheme of work called 'Jigsaw'. 'Jigsaw' brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning that aims to improve behaviours and relationships.

All staff, regardless of the nature of their employment, make decisions that are consistent with the policy and that will be supported by colleagues. All staff have received training in Herts Steps which includes a common language and understanding. Some staff are trained in the Thrive approach to support the social and emotional development of our children. It is vital that all parents understand this policy and support their children and trust the school by sharing any concerns, meeting with staff but at all times leaving any questions, investigations or consequences to the school. If an incident has occurred in school, parents will never approach other parents with concerns as they will not have been involved in any investigation, it is important these concerns are shared with school staff.

Principles:

When deciding how to respond to a child or situation, staff will be guided by the following principles as identified by school:

Child:

- Every day is a new beginning
- Ensure the safety of children and adults
- Develop pride in self and respect for others
- We all need to learn from our mistakes
- Self –assessment is the key to behaviour change
- Children will be encouraged to reflect on the natural consequences of their actions alongside the 'smiley' reward system
- Children will understand that being honest is important; any false accusations against other children or staff will be taken seriously.

- Children will understand that they represent Oxhey Wood and Warren Dell at all times they are in school uniform; on trips, walking to and from school- any complaints from members of the public, other parents, children or staff will be investigated.
- Children will take responsibility for their learning and safety and that of others; if they have personal belongings with them that prevent this staff will look after these items and ask a parent to collect the items at the end of the day.

All-child, staff and parents

- Everybody is welcome and belongs at Oxhey Wood and Warren Dell
- The child, teacher, staff member, parents and peers may all contribute to the difficulty and all have a part to play in the solution which may take more than a day to resolve
- Encourage collaborative problem solving between staff/ children / parents
- Children, staff and parents need to feel they are heard and understood

Staff

- We understand and promote the idea that behaviour needs to be taught
- We will teach the language of collaboration
- Support is tailored to the individual (one size does not fit all) and is confidential to the child and their family
- There will be agreed acceptable behaviours i.e. non negotiables- no swearing, punctuality, no hurtful comments/ physical harm, taking care of property
- We don't label children- expect the best not the worst
- Prepare for lifelong learning
- Exclusion is only carried out when a risk assessment finds it is unsafe for the child to be in school. Steps to make the child/ environment more safe must be part of the plan
- Interventions and support must be linked to the cause of the behaviour
- Staff will be given training to update their knowledge and skills around child psychology and appropriate interventions/ curriculum/ techniques to help children to meet their emotional and social needs
- As a school we recognise there will be a reason for any inappropriate behaviour and we will seek to establish the underlying cause

Adults-staff and parents

- All adults that either work in school or attend as visitors including parents consistently model behaviours such as empathy/ manners/ valuing others explicitly- we talk to children as we expect them to talk to us.
- Protect and nurture the child's sense of belonging and connection with other children and adults. We will not compare with older/ younger siblings.

Learning Habits at Oxhey Wood and Warren Dell

Seven learning habits have been established to adopt across the school. The aim has been to focus initially on one word to describe the behaviour to make them easier to remember with the long term aim of securing a joint understanding of what each really means in practice.

Oxhey Wood and Warren Dell Learners:

- **Ignore** distractions and not make them
 - Don't copy others being silly

- Know the right things to do
- **Independently work**
 - Get what you need
 - Do it yourself
 - Use prior learning to help
 - Use working wall to help Able to learn independently
- **Actively take part in their learning**
 - Put your hand up
 - Ask questions
 - Answer questions
- **Support each other**
 - Be prepared to teach a friend
 - Work as a team
- **Open to feedback**
 - Welcome feedback
 - Ask for feedback
 - Use feedback
- **Resilient**
 - Try, try, try again
 - Know that mistakes are an opportunity to learn
- **Responsible for their own learning**
 - Identify their own targets
 - Self assess
 - Ask what next

Mechanisms to engage children:

- Children will be involved in developing the 'system' through:
 - Each class taking a behaviour and exploring it and presenting in an assembly
 - All children to design an idea for a character to represent a particular behaviour
 - A character design idea to be chosen to be made into a soft toy to be displayed in school
 - Children will create stories about the characters
- Displays in school:
 - There will be a dedicated display in the hall for the learning behaviours which will include; the character, a story about the character, a quote from a significant person based on the behaviour, photos of children displaying the behaviour, work examples achieved by those using the behaviours, achievement certificates of those showing the behaviours.
 - Each classroom will have a small display reminding the children of the behaviours.
- Recognising children who show the behaviours:
 - Teachers will be asked to consider giving children the weekly achievement award to those displaying the behaviours

- Smileys will be given, by all adults in school, to children who are observed to use behaviours
- At the end of year achievement assembly awards will be given to children consistently using the behaviours and achieving through the use of the behaviours.

Teacher's Role and all staff responsibility

Teachers need to establish consistent levels of excellent behaviour with the support of the Leadership team, Governors and parents. Good relationships are fundamental to outstanding behaviour and high expectations, positive praise and rewards will support this. Pupils need to know how to make good choices, they need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. It is paramount that all staff follow the teachers lead and maintain these expectations.

Links with home

At Oxhey Wood and Warren Dell we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school, support the school in decisions it makes and are able to participate in their children's education by having two-way communication with the school.

This information is contained in:

- Our Home School Agreement
- Parent/carer Behaviour leaflet
- Newsletters and through awards which are sent home
- Ensuring parents are involved in supporting the school in working together to support their child's social and emotional well-being and development
- The procedures as laid out in our Attendance Policy for parents/carers

Children will at times need support to remember school rules and make appropriate choices. School will deal with most minor issues without having the need to contact parents. It is only when an incident happens a number of times or is more serious that parents will be contacted. Any investigation into a particular incident will take time and will be dealt with by school. Parents will be informed of the outcome but information about other children will not be shared with them. It is important that parents do not approach other parents to discuss any concerns and leave this to school staff to deal with.

Assertive Mentoring

Attitude is carefully tracked every half term. Each area is colour coded: Green-excellent/very good. Yellow-acceptable/ satisfactory. Red-unacceptable. The children reflect on their attitude and behaviour and colour code themselves at the end of each half term before they meet individually with their class teacher. Targets and support are agreed where necessary.

School Rules

School rules must be kept to an essential minimum with the children involved in deciding what these rules look like in all aspects of school i.e. classroom, dining room, playground conduct:

1. READY
2. RESPECT
3. SAFE

Behaviour Guidelines-for all staff

Create an interesting, stimulating classroom environment

Make sure all children know what they are doing and that their work is matched to their ability

Be aware of what is going on around you

Apply rules firmly and fairly

Avoid confrontation

Know the children as individuals

Praise the behaviour rather than the child e.g. I like the way you are sitting x, rather than good boy x

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. The quieter adult voices are the quieter the children will be.

All staff should ensure the use of positive phrases e.g. walk thank you as opposed to don't run.

No child should ever be sent on their own to the head teacher as a sanction, as there is no guarantee the child will get there. The head/ member of LT should be sent for using the red triangle system.

Our physical intervention policy clearly defines what is and is not acceptable practice should physical intervention be required. Physical intervention of any kind will be a last resort.

If a child should run out of school for whatever reason, staff should not over react and must never run after them as this may place the child in greater danger. The head teacher should be informed immediately.

NEVER:

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Overreact - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove, think carefully about a consequence, everyday should be a fresh day, remember fair isn't equal

A child will NEVER be sent out of a classroom/ learning area- if needed a member of senior staff will be called for using the red triangle system.

Consequences

Unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our school rules. When this happens staff will treat it as a learning opportunity to encourage children to make the right choices in the future. Consequences will be used in a balanced way and will focus on the act and not the child. Children should

be helped to understand why their behaviour is not acceptable and support the development of strategies to avoid future wrong choices. This may mean that on occasions children may spend time with an adult at break or lunch, this may include completing a reflection sheet. When appropriate restorative justice will be used as opposed to a set consequence.

Some children, including those with SEN who have specific needs relating to social, emotional or mental health needs (SEMH), will find it continually difficult to follow our rules. Individual strategies will therefore need to be implemented to support them. Use of Herts Steps resources such as roots and fruits, anxiety scale and risk assessments may be used to support individual children. This may also include the use of clear targets with specific rewards (a behaviour card), alternative rewards or consequences, specific interventions and support and the use of outside agencies (Education Support Centre ESC, The Acorn, Educational Psychologist etc.) Parents will be continually involved in supporting the school in managing their child's presenting behaviours. It may also be appropriate to request support from a family support worker or Families First if multi-agencies are involved with the child or a Pastoral Support Plan PSP if the child is at risk of exclusion.

More serious behaviour problems

Children displaying more serious behaviours will be referred to a member of the SLT and will receive an appropriate consequence. The incident is firstly recorded in the class behaviour log and then on our computerised system (Arbor) and parents/carers will be informed.

For children who find it continually difficult to follow the Code of Conduct, individualised strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. The Senior Leadership Team will decide on when parents are contacted and what future strategies will be used and it is important that all staff support this and follow any agreed strategies or specific consistent language to be used.

Bullying and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

See separate Anti-Bullying policy for more information

Complaints

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints

Related Policies:

- Anti-Bullying Policy
- Equality Policy
- Complaints Procedure
- Inclusion Policy

Equality

In accordance with the Equality Act 2010 we seek to;

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our community cohesion policy is part of our commitment to the Equality Act. We offer as a school to read through and translate all correspondence with our community so that all members of our community can access information equally.

References

This policy should be read in conjunction with the relevant passages in:

The *School Standards and Framework Act* (1998), regarding adults working in school;

Keeping children safe in education 2019

The *Human Rights Act* (October 2000);

Section 89 of the Education Act and Education Inspection Act 2006

And the following policies: Inclusion Policy, Volunteer Policy, Homework Policy, ICT and E-safety policy, Child Protection Policy, Equality Policy