

BEHAVIOUR POLICY

Principles

At Purley Oaks, we have the expectation that everyone will behave. We expect our children to take pride in their behaviour at all times. This includes when in school, on educational visits and travelling within the local community. Our policy is based on self-management rather than imposed control; we want children to take responsibility and be able to make the right decisions for themselves about their behaviour.

We will take time to talk to children about the consequences of their actions, about how they can put them right and how they can ensure a change of behaviour in the future.

The School Ethos

The establishment of an appropriate ethos is an essential prerequisite for learning. By working together and communicating parents, carers, governors, pupils and all school staff will create an ethos where everybody takes pride in:

- Learning
- Caring
- Sharing
- Listening
- Ourselves

Responsibilities

As adults we know that we need to be persistent and consistent with the way that we deal with children. Changes in home and family life can affect school behaviour and therefore it is important for parents and carers to keep school informed of situations that might be affecting behaviour. As a school we also have a duty to talk with parents and carers about changes in behaviour. Parents and Carers are expected to talk with their children about the home/school agreement before starting at the school.

The school will not tolerate stereotypical expectations of behaviour based on gender, disability or race and is committed to high expectations of all children, treating all members of the school community equally and fairly. We expect all members of the school community to use

appropriate volume and tone of voice when talking to each other, to be polite at all times and to realise that it is the behaviour that is unacceptable not the person.

Supporting children to meet the school's expectations

As staff we will:

- Constantly make it clear to the children the expectations that we have for behaviour
- Ensure that children understand that they have choices about the way they behave and support them to make right decisions
- Help children to understand the consequences of actions and teach children how to accept responsibility for them
- Seek to identify potential problems or difficulties at an early stage
- Constantly refer to the school ethos and motto

We use the 'Good to be Green' model. This means that all children begin the day with a green card. If a child chooses to behave inappropriately, they may be given a yellow or red card as a consequence. If a child receives a red card, they will have timeout or a detention, depending on their age.

All adults in the school will notice children for expected behaviour. We encourage children to behave out of pride and a sense of growing responsibility rather than in the hope of being rewarded. Each half term there will be excellence rewards to thank those children who consistently behave in the expected way. Children need to achieve 90% green or yellow cards per half term (this equates to 27 out of 30 days or 32/35 days in a half term).

Sanctions for those children who do not make consistent efforts to contribute to the School Ethos

Those children who do not behave appropriately will not be able to participate in the excellence reward. This will serve as a major sanction. Children will not be able to participate in the excellence reward if they have been given any red cards in the half term. If a child is given a red card the parents or carers will be notified on the same day either by telephone or in person. Some children with complex needs will not receive red cards, but can still have detention as a consequence. If only one red card has been given in the half term, then it is at the discretion of the Headteacher, as to whether the child will go, as long as the child meets the rest of the green card criteria. Each half term is a fresh start.

Break times and lunch times

Staff on duty will be vigilant in observing and eliminating anti-social activity. Lunchtime supervisors will lead activities during lunchtime play to support positive play. A range of equipment and activities will be made available every day to enable purposeful play. Staff on duty will report any incidents to the class teacher. As a result the child can expect to receive a consequence.

Exclusions

For more serious incidents such as physical fighting and bullying, the Headteacher will consider an internal exclusion. This would involve a morning, afternoon or day spent out of class depending on the severity of the incident. Parents are notified in writing.

In some circumstances, fixed period exclusions or permanent exclusions have to be considered. This decision is made by the Headteacher and will be in line with government and local authority guidelines. Parents will be notified in writing of the reason and period of the fixed term exclusion; their responsibilities during the first five days of the exclusion; the arrangements that the school has made for the child if s/he has been excluded for more than five days and the process that they can take to ask for the exclusion to be considered by the governing board.

The use of restraint with children

Restraint can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder in accordance with The Department for Education guidelines. However, to maintain safety of both children and staff the expectation is that staff use de-escalation techniques rather than restraint. Staff must not put themselves in a vulnerable position with any child on their own or attempt to restrain without assistance unless the child is in immediate danger from the behaviour/actions.

All cases of children being restrained are reported to the Headteacher in writing.

Recording

Purley Oaks uses a management information system to organise and record necessary pupil data. Yellow and red cards, bullying, racist incidents and exclusions are recorded here as are Pride in Excellence certificates and Ethos awards.

Supporting the behaviour of children with complex needs

The school's Behaviour Policy outlines the expectations of the children and staff. For a small number of children with complex needs, behaviour management needs to have additional considerations to be supportive and successful. All children are expected to be given the

opportunity to attend the reward afternoon, with children who have complex needs being supported in a different way to ensure they can also access this with the school community.

The SEN Code of Practice requires schools to have a duty to use their 'best endeavours' to support children with SEN, ensuring that 'reasonable adjustments' are made to include children in all aspects of school life.

A small number of children who have social, emotional or mental health needs may need support to work within the school's behaviour policy. Staff will be assigned to support children and families where appropriate, as will external agencies such as CAMHS and Educational Psychology Service.

Managing Behaviour

Managing children's behaviour with complex needs requires staff to be flexible, empathetic and supported. For some children there are events that occur which can be a trigger point for behaviour. Staff can be supported to pre-empt triggers, but there is also the understanding that what works for many of our children on a day-to-day basis may suddenly change without warning.

Staff assist with challenging behaviour by:

- Modelling respectful verbal and body language when dealing with a confrontational situation
- Use of positive eye contact
- Use of child's name rather than phrases such as 'that boy'
- Remaining calm and not retaliating/reacting to the child's behaviour
- Avoid sarcasm or similes as many children with complex needs take language literally
- Ensuring responses are consistent
- Pre-empting situations rather than reacting
- Focussing on de-escalation techniques such as speaking quietly to the child without addressing them in front of an audience if possible
- Using time-out or walking breaks if children are showing signs that they are finding it difficult to cope
- Recognising and responding to triggers in our own practice

Rewards, consequences and sanctions

Children with complex needs must have clear rewards and behaviour sanctions. Celebrating success is important, as is consistency of approach. All children are supported and encouraged to attend the school's half-termly rewards. Children with complex needs may be supported in different ways. The school system of red cards does not work for some children, however a consequence such as a detention on the same day will be more effective. The child can still receive a consequence, but the longer impact of the red card is withdrawn so that the behaviour consequence occurs immediately and not many weeks later.

Rather than losing the entire reward afternoon, children with complex needs can be given the opportunity to earn time towards attending the activity, or may lose ten-minute increments and still be able to attend the majority of the reward. This depends on the child's needs and discretion of the teacher. Once this time is earned towards the reward it is important that it is not taken away therefore for something else, or the child will be distressed at this change in rules and not trust the system. Ensuring that success is celebrated alongside behaviour challenges will show children that staff can recognise when children are managing their behaviour and feelings effectively.

Types of successful rewards:

- Individual praise
- Pride in Excellence certificates for special efforts
- Time with a favourite toy
- Extra play time
- Stickers
- Celebration with senior leadership team
- Work displays
- Home school communication to celebrate success

Some pupils may have their own individual reward system, which is set up alongside the child's one-page profile and targets. This is followed consistently with timers used to provide instant time off choosing and rewards if there has been any negative behaviour. Any serious incidents are considered by the headteacher using the school's fixed-term exclusions guidance.

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