



Approved by the Governing Body on: 28 February 2017

Review Date: Spring 2019

## ONGAR PLACE PRIMARY SCHOOL BEHAVIOUR POLICY

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

At Ongar Place Primary School we believe that learning should be a rewarding and an enjoyable experience and that this should take place in an environment where everyone feels safe and secure. All members of the school community should be aware of the expectations of behaviour we have at Ongar Place and the rules and routines. We have a duty to support children as they develop their understanding of the need for positive attitudes and behaviour towards their learning and their social encounters. Through our teaching, expectations, guidance, modelling and agreed strategies we equip children with the skills, knowledge and understanding necessary to make informed choices regarding their behaviour.

### **Aims:**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **Standards of behaviour**

When behaviour management is at its most effective the following are common factors:

- Classroom Management is clear to the children and routines and rules are understood and followed.
- Children have high self-esteem and feel that they are valued.
- The classroom/school ethos is strong and promotes a happy and enjoyable learning environment.
- Children have a positive attitude to learning and are intrinsically motivated.
- Children take responsibility for their own behaviour and are involved, as far as possible, in reviewing the way they behave and reflect on how they behave.
- Children are given choices and chances to make reparation for inappropriate behaviour.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children

in their own learning, and structured feed- back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

The school uses the SEAL project (Social and Emotional Aspects of Learning) as a vehicle for focused teaching of social and emotional skills in all year groups. This programme supports children in learning how to manage their own behaviour and feelings, build positive relationships and resolve conflict. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities.

Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **Effective Behaviour Management**

The following arrangements are in place in order to support the children in meeting our expectations of behaviour:

- We have developed and adopted 'Ongar Rules', these are displayed in each classroom (see appendix)
- Ongar Rules and class rules are discussed and agreed with the children at the beginning of each year ensuring children have a clear understanding of what constitutes appropriate behaviour.
- Rewards and consequences are discussed and agreed, with the understanding that these will be applied consistently across the school as appropriate to the child's age and maturity.

Appropriate behaviour and attitudes to work are recognised and rewarded in class and at a whole school assembly. This is conducted in a manner that is appropriate to the child's age and maturity but may be in the form of praise, stickers, team points, learner of the week certificates, taking learning or evidence of caring behaviour to another teacher or a member of the Leadership team, communication with parents. Rewards are given individually, as part of a whole class reward scheme and as part of the school team scheme.

Consequences are reasonable, appropriate and proportionate to the circumstances of the specific case. This is conducted in a manner that is appropriate to the child's age and maturity but may be in the form of time-out of the class room or group situation, loss of playtime, being taken to another teacher or member of the Leadership team, communication with parents. The use of consequences should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are expected.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

### **Serious Behaviour Difficulties**

At Ongar Place we believe that equality of opportunity should be the concern and responsibility of all staff and Governors. The Governors of Ongar Place recognise that they have a duty to provide equality of opportunity for all children and staff of the school and to ensure that school policies and procedures are implemented effectively.

We approach the management of behaviour with consistency and agreed expectations but with the understanding that 'one size does not always fit all'. We recognise that certain factors, including

medical conditions can contribute to patterns of poor behaviour. These factors will be considered when dealing with severe behaviour and in conjunction with our Equal Opportunity Policy. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective and careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures has been eliminated as contributory factors, additional specialist help and advice may be sought. Children who demonstrate persistent or entrenched inappropriate behaviour or disturbed behaviour will be dealt with on an individual level. Their specific behaviour management needs will be supported by staff within the school and by outside agencies if appropriate and use will be made of individual behaviour programmes and the SEN code of practice.

### **Exclusion**

Only the Head Teacher or the acting Head Teacher may exclude a child from school. This may be for one or more fixed periods for up to 45 days in any one school year. The Head Teacher may also exclude a child from school permanently. A decision to exclude a child would be taken in line with Government policy.

### **The Role of Staff**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to facilitate good behaviour management. In order to achieve this they must:

- have a clear vision of what good behaviour management looks like
- be inspirational
- be at the heart of the ethos of the whole school
- celebrate appropriate behaviour
- monitor, advise and support staff in the management of children who show persistent inappropriate behaviour and liaise with staff and parents
- assist staff with their professional development
- provide staff with the resources they need

### **The Role of the Governors**

The Governors at Ongar Place school support the behaviour management in the school by:

- overseeing the staff in the effective allocation of resources
- providing support to the Headteacher in the celebration of appropriate behaviour and the management of inappropriate behaviour

### **The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn how to behave appropriately. We support this by:

- encouraging parents to attend parent consultation evenings which provide the opportunity to discuss their child's behaviour
- sending home certificates or verbally communicating incidents of outstanding behaviour
- arranging an appointment in cases of persistent or serious inappropriate behaviour and involving them in the consequences set
- encouraging parents to promote positive attitudes towards school and associated social encounters

### **Continuous Professional Development**

At Ongar Place School we have a commitment to Continuous Professional Development for all our staff and training is provided on behaviour management and the behaviour management policy.

Policy: **Statutory**/Recommended

# Ongar Rules!

**We are gentle**

We don't hurt others

**We are kind and helpful**

We don't hurt anybody's feelings

**We listen**

We don't interrupt

**We are honest**

We don't cover up the truth

**We learn well**

We don't waste our own or anybody else's  
time

**We look after property**

We don't waste or damage things