



Behaviour Policy

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Summary of changes

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01.25	January 2025	<ul style="list-style-type: none"><li data-bbox="683 405 906 439">● Reformatted<li data-bbox="683 439 1075 472">● General wording updates

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Philosophy

Our school plays a crucial role in equipping young people with the life skills necessary to participate safely and positively in an increasingly complex world. We believe that fostering core skills through active engagement with school policies and modelling appropriate behaviours is essential for nurturing effective citizens.

We uphold the values of respect, fairness, and tolerance, providing opportunities for all members of our community to develop a positive self-image.

Core Beliefs:

- Children should express themselves and listen to others.
- All individuals deserve to be treated fairly and equally, free from prejudice.
- Problems and disputes should be resolved fairly, allowing all parties to share their perspectives.
- Children should learn in a conducive environment, respecting others' rights to do the same.

Aims and Objectives

The aim of our Behaviour Policy is to encourage the development of attitudes and values that enable children to become responsible, autonomous adults. Our primary objectives include:

- Promoting positive self-esteem.
- Establishing a moral code through a clear code of conduct.
- Encouraging tolerance, respect, and loyalty.
- Valuing individuality and promoting non-prejudicial treatment.
- Fostering respect for possessions, property, and the environment.
- Supporting equal opportunities for all.
- Developing self-discipline and decision-making skills.
- Enhancing effective communication.
- Building cooperative and negotiative relationships.
- Recognising the role of families in developing self-discipline and shared behavioural expectations.
- Promoting positive social, emotional, and mental health through our curriculum and values.

Emotion Coaching

Emotion coaching is a key strategy in our behaviour policy, aimed at helping children understand and regulate their emotions. This approach involves:

- Naming Emotions: Adults model emotional vocabulary and help children identify their feelings.
- Validating Feelings: Acknowledging children's emotions without judgement, fostering a supportive environment.
- Teaching Regulation Strategies: Guiding children in using self-calming techniques and positive self-talk to manage intense emotions.
- Role-Playing: Practising communication and relationship skills through role-play scenarios.
- Problem-Solving: Encouraging children to think through situations and make responsible decisions.

By integrating emotion coaching into our daily interactions, we aim to create an emotionally supportive environment that enhances children's ability to navigate their feelings and build positive relationships.

Behaviour Recovery Strategy

It is likely that a large proportion of our children will remain in a positive position; however, some will need reminders to correct their behaviour. Our Behaviour Recovery strategy is then adopted:

At the beginning of every day, all children will start with a positive status using our school values to promote positive behaviour throughout the day. If an undesirable behaviour is noted, the following stages will be adopted:

Stage One – Time to Focus:

- An initial verbal or gestured warning is given to correct the behaviour.

Stage Two – Time to Stop:

- If the behaviour is not corrected after the initial prompt, the child will be moved away from the class to work at an isolated table for 15 minutes.

- If the child corrects their behaviour, they will return to their normal place in class. This will be reported to parents at the end of the school day.

Stage Three – Time to Think:

- If the behaviour is still not corrected, the child will be moved to a buddy classroom to work in isolation for 30 minutes.
- If the child corrects their behaviour, they will return to class. This will be reported to parents at the end of the school day and recorded on the school's behaviour log.

Stage Four – Time to Change:

- If the behaviour is not corrected, a member of senior leadership, who is out of class for management time, will take the child to work in isolation for 45 minutes.
- Pupils will complete a reflective task and may then continue with their in-class learning. If the member of SLT feels that the child is in the correct frame of mind, they will return to class after 45 minutes. This will be reported to parents at the end of the school day and recorded on the school's behaviour log. If they are not ready to return, they will either be given a little longer or stepped up to Stage Five, depending on their mindset.

Stage Five – Behaviour Recovery:

- If the behaviour is not recovered, the child will spend the remainder of the day in behaviour recovery and the whole of the following day.
- They will complete their work, eat their lunch, and have their breaks away from their year group. The child will also be in lunchtime detention for that day. This will be reported to parents at the end of the school day and recorded on the school's behaviour log.

The Behaviour Support Process is designed to support both children and teachers, fostering a positive learning environment for all. Its primary aim is to address disruption, defiance, and other behaviours that hinder learning. The Behaviour Recovery approach is implemented for most children to help them understand and correct their behaviour, through a restorative approach. However, for some children social, emotional, and mental health needs may mean that they may need a more individualised approach. Where this is the case Sandwell's Inclusion Support will be contacted to assist in developing and implementing tailored behaviour strategies.

A trauma-informed approach to behaviour management recognises that many children may exhibit challenging behaviours as a response to past trauma or adverse experiences. This approach prioritises understanding the underlying causes of these behaviours rather than simply addressing the symptoms. Educators are

trained to create a safe, supportive environment that fosters trust and emotional safety, allowing children to feel secure and understood. By employing strategies such as emotional coaching, restorative practice, and consistent routines, teachers can help children develop self-regulation skills and resilience. This method emphasises building strong relationships, promoting positive interactions, and providing tailored support to meet the individual needs of each child, ultimately facilitating their social, emotional, and academic growth

Parental involvement and support is crucial, parents will be fully informed and engaged in discussions regarding their child's behaviour, which will include the Headteacher, Deputy Headteacher, and/or SENCO. In cases of severe or unexpected behaviours—such as physical aggression, inappropriate verbal or written abuse, or damage to school property—the behaviour recovery process may be expedited. Teachers will assess these behaviours as risks to the health and safety of others and will respond accordingly.

This approach ensures that all children receive the support they need while maintaining a safe and conducive learning environment.

Parental Support and Involvement

The school expects parents to acknowledge that their child's behaviour may be unacceptable and to actively support the sanctions implemented as part of our behaviour management policy. By reinforcing the school's expectations at home, parents play a crucial role in fostering a consistent approach to behaviour management. It is essential that parental conduct and communications remain respectful and calm, this promotes a constructive dialogue that can lead to effective resolutions. This partnership helps ensure that children understand the importance of adhering to behaviour standards and the consequences of their actions, ultimately contributing to a positive school culture where all children can thrive.

Playtimes and Outdoors

Incidents that occur during playtime may be addressed with a slightly adjusted approach. In such cases, consequences can involve the loss of play privileges rather than withdrawing a child from lessons. This could mean losing some or all playtimes, functioning similarly to the 'behaviour recovery' process with shorter reflection times occurring in the playground area and maybe moving to a different playground. For

longer loss reflection will be indoors with SLT. During any loss of privilege, whether related to lessons or play, a portion of that time will focus on restorative practice. Children will be encouraged to reflect on the impact of their actions, understand the consequences for others, and engage in conflict resolution. This may involve direct apologies and discussions with those affected, as well as efforts to rectify their actions.

Suspension and Exclusion

When addressing lapses in behaviour, school staff will engage in discussions with the children using an emotion coaching approach to better understand the individual circumstances surrounding each situation. In certain cases, a fixed-term suspension or permanent exclusion may be necessary, with the decision resting at the discretion of the headteacher. Such decisions will be made in consultation with multiple members of the senior leadership team and may not be determined immediately following an incident. Unacceptable behaviours that may lead to these consequences include physical assault on adults or children, dangerous behaviours, repeated disruption and defiance, bringing a weapon to school, intentional damage to property, and ongoing verbal or physical abuse related to any protected characteristic. This list is not exhaustive.

Equal Opportunities

All members of our school community are entitled to respect and equal worth. We ensure equality of opportunity and access to education for all, particularly for learners with disabilities or special needs.

Our behaviour policy provides a framework for staff to exercise professional judgement in encouraging social development while balancing individual needs against those of the group.

School Values

- Optimism
- Love of Learning
- Diversity
- Perseverance
- Ambition
- Responsibility
- Kindness

These values promote a harmonious working environment, equality, fairness, and active participation in their development.

The enforcement of these values is supported by 'Monty' our moral monster who is an established and valued member of Old Park Primary.

Maintaining a Positive Environment

To maximise learning, it is essential to create a calm and respectful classroom environment. In cases of low-level disruption, a whole-class approach is necessary.

Strategies for Managing Disruptions:

1. Establish Clear Expectations and Routines:
 - Define acceptable and unacceptable behaviours.
 - Teach and model routines at the start of the year.
2. Implement a Whole-Class Warning System:
 - Provide an initial warning to the class when disruptions occur.
 - Communicate potential consequences, such as loss of privileges, to foster accountability.
3. Utilise Positive Reinforcement:
 - Regularly acknowledge and reward positive behaviour.
 - Consider a class reward system to promote collective responsibility these may not be whole school but can be developed class by class.

Behaviour Management - Positive Rewards

Effective behaviour management is achieved through promoting and modelling desirable behaviours. Our strategies include:

- Rewarding positive behaviour (e.g., School Values and House Tokens).
- Tactical ignoring of minor disruptions.
- Recognising individual strengths.
- Valuing work and contributions.
- Maintaining a calm approach to foster cooperation.
- Incorporating circle time for open discussions.

- Public praise and communication with parents.
- Setting achievable targets for all children.
- Weekly Values Ambassador, Skills Champions and Sporty Superstars.

By implementing these practises, including emotion coaching and the Behaviour Recovery strategy, we aim to create a respectful and positive learning environment that maximises educational experiences for all children.

Monitoring

Significant incidents are documented by staff on our Arbor system. Our electronic record-keeping system records the incident against the perpetrator. The victim is recorded so that trends can be monitored. If a victim is targeted multiple times by the same perpetrator, these incidents are monitored for potential bullying, in accordance with our peer-on-peer abuse policy. General behaviour standards and trends, along with formal suspensions or exclusions, are reported to the Governing Body. The Senior Leadership Team (SLT) regularly reviews these trends and implements preventative action plans to address any increases in specific behaviours within year groups, while also providing support for individual bespoke cases.