



**Ogbourne CofE Primary School**  
Behaviour Policy

Date of approval: October 2024  
Approved by Ogbourne Academy Committee  
Review date October 2027



### Rationale

Our positive behaviour policy is underpinned by our school values:

- Relationships     - Excellence
- Integrity         - Respect
- Valour            - Service

We aim to maintain a school environment where children and adults can interact positively and enjoy learning and working together. Our children are taught to show respect, courtesy, responsibility and honesty. The children learn to develop life-long citizenship skills and the self-discipline needed to integrate successfully in all aspects of life both today and in the future.

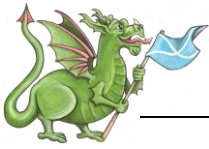
As a Church of England Academy, Christian values form the moral code that supports all our work. However, as an inclusive school we also respect people from different cultures or different faiths; our children are taught to appreciate and respect individuality and differences.

### Aims

As an Academy we will work with children, so they develop good life-long citizenship skills. As part of the Excalibur Trust, we work with St John's, Marlborough, to ensure we provide an all-through learning, including working with our children to develop exemplary learning behaviours. We recognise that this is best achieved through collaboration with parents / carers. Through our work, our children will learn the values of respect, responsibility, and honesty.

As an Academy, we expect:

- ✓ All adults and children to promote and celebrate the school's positive behaviour ethos and approach to learning.
- ✓ All adults and children to care and show respect for others, including those who might not be a personal friend.
- ✓ All adults and children to care and show respect for our learning environment.
- ✓ A consistent, whole school approach, in line with this policy.
- ✓ All adults and children to care about, and be responsible for, their own conduct.
- ✓ All teachers and adults to teach and expect responsible, positive learning behaviours both within and beyond the classroom environment.
- ✓ Any inappropriate behaviour to be dealt with firmly and fairly, with understanding for the learning needs of the individual.
- ✓ The children to develop into autonomous responsible citizens, people who consistently demonstrate the highest levels of honesty, respect, courtesy and integrity.



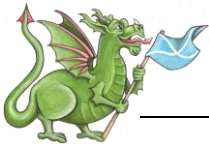
We will not tolerate a lack of respect, rudeness, aggressive behaviour or bullying towards others.  
See Anti-Bullying Policy.

### Good Behaviour

All adults in school are responsible for developing good behaviour. To do this we will need to:

- ✓ Expect the highest levels of good behaviour.
- ✓ Be dynamic, positive and engaging when interacting with children.
- ✓ Establish a calm, industrious working atmosphere.
- ✓ Provide a supportive, scaffolded curriculum and classroom environment.
- ✓ Provide effective behaviour and citizenship education as part of Personal, Social and Health Education (PSHE) work.
- ✓ Use the 'Zones of Regulation' to support children's understanding of emotional regulation and appropriate responses to different emotions.
- ✓ Be open, honest and fair.
- ✓ Take responsibility for dealing with inappropriate behaviour quietly but firmly and fairly, only passing on concerns up the authority chain if the concern is serious.
- ✓ Adapt and modify approaches to accommodate the needs of SEND children or children with specific behaviour needs who might be on a specific plan.
- ✓ With the consent of parents, work with the Behaviour Support Service, in order to help pupils with SEND / additional behaviour needs.
- ✓ Maintain records for individual children who are on a specific behaviour plan so that progress can be tracked and assessed.
- ✓ Report significant or repetitive concerns / incidents as part of staff meetings so that all staff are kept informed.
- ✓ Support each other as necessary during 'freer' periods such as playtimes.
- ✓ Take time so that pupils feel supported and valued.
- ✓ Plan and manage regular, effective behaviour intervention work for individuals (as needed).
- ✓ Be proactive, avoiding known / predictable 'triggers'.
- ✓ Selectively ignore inappropriate behaviour (if low key) and highlight the positive - so the pupil with inappropriate behaviour can self-correct.
- ✓ Start each day positively, with 'a clean slate'.
- ✓ Make reference to the school rules when necessary.
- ✓ Be firm, using positive language e.g. not "That's not enough writing for 10 minutes" but "You've made a promising start - just finish off that sentence as it'll soon be playtime".

### Staff Training



All staff receive training and ongoing instructional coaching using the Behaviour and Relationships Walkthrus to ensure consistency towards behaviour in all areas of school life. In addition, staff are supported with their own professional development through the school's tailored continuous professional development programme.

### Whole School rewards

We believe that praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected, and safe; they need to have a sense of self-worth and responsibility. The security of clear, fair, and consistent rules with praise for children following these rules is a major part of our policy. We believe in rewarding pupils' efforts and achievements. Crucial to this process is our house system, with reward tokens (praise points) given to children who demonstrate positive behaviours and attitudes towards learning.

### Reducing incidents of inappropriate behaviour

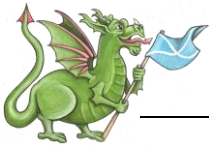
It is important to:

- a) **Avoid these whenever possible by being proactive, encouraging positive behaviour (as detailed above)**
- b) Use low level procedures first, for example:
  - ✓ Ignoring, praising positive learning elsewhere in the classroom
  - ✓ Subtle removal / distraction from the trigger
  - ✓ A look
  - ✓ Reasoning e.g. If you continue to \_\_\_ you won't get \_\_\_ finished in time
  - ✓ A prompt (e.g. a tap on the table)
  - ✓ A quiet, discreet word
  - ✓ A more public word
  - ✓ Removal / distraction from the trigger
  - ✓ Remedial actions (e.g. the pupil clearing up a mess he / she created)

Then '5 step approach' for incidents of non-compliance with behaviour expectations:

1. First warning
2. 2<sup>nd</sup> Warning
3. Time missed from playtime
4. Child goes to Acorns classroom – use of another member of staff
5. Child goes to see principal

If step 4 or 5 is used, the member of staff will assess the behaviour as significant. All significant behaviour incidents must be recorded by the member of staff on CPOMs. If step 5 is reached, parents will be informed.



If inappropriate behaviour is significant or repeated, the school will operate zero tolerance. Each situation will be judged on an individual basis. However, likely strategies could include educating the child away from the rest of the class, providing opportunities for the pupil to improve the situation, catching up on missed work at playtimes or for homework or referring the child to the principal / deputising teacher.

If the behaviour is severe or persistent, the principal may consider exclusion (see Exclusion Policy).

### Use of Force

The law, at the time of writing, states that school staff can use reasonable force to prevent injury, damage to property, or disorder.

Children who present a health and safety risk to themselves or others will be removed from the situation. The method of restraint used will use a minimum of force for a minimum amount of time. The member of staff using force should make reasonable adjustments for children with SEND.

All staff are able to use reasonable force in an emergency or Health and Safety situation. However, if a pupil has known specific behaviour problems, requiring occasional intervention, staff likely to operate the restraint will receive appropriate training. When force or a restraint procedure has been used, it will be recorded, and the incident will be reported to parents.

We will pay due attention to whatever is the current guidance, regulations specified by the DFE. Currently, this is: *Use of Reasonable Force*, July 2013.

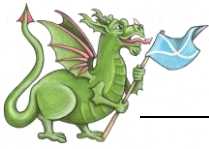
### Good behaviour beyond the classroom

Good behaviour expected in the playground and on school visits. As a school we recognise the important role that MDSAs play in supporting our Behaviour Policy. We recognise that their role can be more challenging (as the playground is a less structured environment) and therefore, as an Academy, we expect teaching and non-teaching staff to support the work of the MDSAs, as needed.

MDSAs can support children to integrate well during play time by:

- ✓ Teaching and joining in with playground games
- ✓ Being pro-active – diffusing potential problems
- ✓ Showing children how to use playground equipment with respect and care
- ✓ Encouraging the ethos of care and respect – helping older children to support younger children or children with particular behaviour needs
- ✓ Showing children how to respect and care for each other
- ✓ Expecting integrity
- ✓ Allowing children space and time, when necessary
- ✓ Facilitating the specific needs of children with additional behaviour needs
- ✓ Talking to staff, highlighting good behaviour as well as raising any growing concerns

### Parents / Carers



We recognise that school works best in collaboration with parents and carers. If necessary, regular contact should be maintained as a way of celebrating the positive as well as keeping parents informed about inappropriate behaviour.

If significant or repeatedly inappropriate behaviours are evident, parents will be kept informed. Parents are encouraged to let school know if there are any circumstances that might affect the emotions or behaviours of children at school.

### Monitoring and Evaluation

The impact of this policy will be monitored by the Ogbourne Academy Committee when it reviews the responses from the annual pupil and parent questionnaire. The principal will also report on behaviour, including racist incidents, use of force and exclusions as part of the regular principal reports.

### Associated Policies

This policy should also be read alongside the Exclusions Policy, the Health and Safety Policy, the SEND Policy, the Home / School Agreement, the Anti-Bullying Policy and the Safeguarding and Child Protection Policy.