



ORCHARD VALE COMMUNITY SCHOOL BEHAVIOUR POLICY A GUIDE FOR PARENTS ABOUT BEHAVIOUR MANAGEMENT AT OUR SCHOOL

We want Orchard Vale Community School to be a happy and caring community where pupils feel safe and secure and where they learn to be courteous, tolerant and considerate of others. Our Behaviour Policy outlines how we try to achieve this very positive environment and how we go about resolving conflict. Every child has the right to learn and no child has the right to disrupt others. The policy has been developed by pupils, staff and Governors and is written for the benefit of the whole school community.

Why have a behaviour policy?

We want to encourage a calm, purposeful and happy atmosphere where pupils are aware of what is appropriate behaviour and acceptable boundaries are made clear.

The co-operation of parents is very important as we aim for a consistent approach to discipline throughout the school. We want to work together in a positive and caring way to instil tolerance and understanding, increasing independence and self-discipline, and a responsible and co-operative attitude towards work. Achievements at all levels are valued and our hope is that each child will reach their potential not only academically, but also in terms of self-esteem, spiritual awareness and appreciation of the world around them. All of these aims are the basis of our behaviour policy.

Every member of the School Community has a part to play!

The Head of School, Deputy Head and Governors take a lead in setting the tone of the school.

They know that an excellent learning programme has a positive influence on behaviour and motivation. They monitor behaviour and constantly review the behaviour policy and support all the staff in carrying it out. Attendance and punctuality are recorded as are incidents of serious misconduct. They make sure that the school is secure and encourage the community to use our facilities.

All staff have a role to play. They treat all children fairly and with respect, praising good behaviour and using rules clearly and consistently. Quick, firm

action is taken where necessary. They do their best to provide pupils with a safe and pleasant environment, physically and emotionally. Children and parents are involved as we work together for a common purpose. Teaching staff provide challenging, interesting lessons so that pupils reach the highest standards of achievement. They give pupils opportunity to discuss behaviour and develop a set of rules for their particular class.

Pupils have their part to play. They work to the best of their ability, allowing others to do the same. They are co-operative and treat both adults and other children with respect. A growing sense of responsibility is encouraged towards their work, their environment and their conduct. They play an important role in deciding on the school's code of behaviour.

Parents are vital in pursuing the school's behaviour aims. They can make sure their children come to school in good health, regularly and punctually (this includes taking holidays out of term time). Any absences are explained quickly. It's great when parents are interested in their children's work and support them in homework and reading. Parents can encourage independence and self-discipline by giving children increasing responsibility as they get older. They need to be realistic about their children's abilities, offering lots of encouragement and praise, and keeping a good relationship with the school, ready to discuss progress or problems. Parents accept responsibility for the conduct of their child and provide a good role model whilst on the school site.

Encouraging good behaviour

Pupils are more likely to behave well if they are happy in their school work, which should be neither too hard nor too easy. If they have definite goals to aim for and know that their effort is rewarded, then they feel good about themselves. Good work and good behaviour can be shared with the rest of the class, or with the Deputy or Head of School. They can have their name in the Happy Book, take part in celebration assemblies, gain team points, stickers or certificates which go into their Records of Achievement.

Positive news is fed back to parents. We want the children to feel important as individuals and to know that they are listened to. They learn that if they work hard and behave well they will receive recognition. There is plenty of opportunity for pupils to take responsibility for themselves and to make choices. Happy play at break times is encouraged both by the facilities we provide and by organising clubs and games. We are committed to making school a bright, stimulating place which is well cared for and secure.

Keeping the lines of communication open

It's important that everyone involved in the life of the school feels they are able to discuss their concerns. Staff have regular meetings and parents can talk to teachers before and after school.

The 'Home/School Link' book can be used to communicate with parents and of course there are parents' meetings throughout the year where the pupil may also be involved.

New parents are offered home visits. There are regular newsletters and an annual report which charts each pupil's progress both socially and academically. We have parent governors who are always ready to listen and support parents' views. Pupils have plenty of opportunities to discuss behaviour issues; both through the Health, R.E. and P.S.E. curriculum and informally in 'Circle Time' which is a classroom-based discussion held regularly.

Classes often have a confidential 'class concerns' box, where pupils communicate their worries. Finally, there are constant informal opportunities during the day when pupils can talk to any member of staff if they have a worry or niggle.

Miss Felgate's role is to support these conversations individually with pupils or, where appropriate, in small groups.

How the children can sort out their own difficulties

We try to help the children to sort out their own problems. They are encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. This is the strategy we suggest if a conflict arises:

Each child has a turn to say: -

- What the others have done to upset them
- How they feel about it
- How they would like them to behave in future

The others are encouraged to listen with no interruptions and to maintain eye-contact.

The adult is the referee, making sure turns are taken. If the children can't resolve the conflict then the adult can decide to make a judgement and take appropriate action.

What if?

Each class has clear rules about what happens when a pupil misbehaves, either by being aggravating or by repeated and persistent misbehaviour.

Sanctions

Whilst we expect most children to follow the rewards system and enjoy the whole process, there are some individuals who will require strategies to help them to learn to develop more positive behaviour habits. Sanctions are intended to help this small group and are designed to give children every possible chance to reflect and turn their behaviour around. Staff will try to offer strategies to these children to help them develop a more positive approach.

A 5 steps sanctions procedure is in place across the school, although there are variations in presentation between the key stages so that they are age appropriate (ie in the Nursery this starts with 3 'clouds', moving to 5 in Reception, reflecting Steps 1-3 mainly).

The STEPs are part of the general class routines in key stage 1 and 2 and are fully explained to all pupils.

- Step 1 Gentle reminder stating inappropriate behaviour
- Step 2 Firm reminder
- Step 3 Miss 5 minutes' playtime
- Step 4 Move to another class for a short period to work
- Step 5 Involve senior staff/ head teacher and contact parents

Staff are encouraged to move clearly and consistently through the steps in order to avoid escalation.

This allows children time to take responsibility and reflect on and change their behaviour, and is a very effective behaviour management tool. Children can work themselves off steps by re-thinking and re-adjusting their behaviour at any stage in the STEPS process.

And finally.....

We hope that this very positive policy towards behaviour will provide a framework for the creation of a happy, secure and orderly environment here at Orchard Vale Community School.

Our children will be able to learn and develop as caring responsible people and all members of the community, - pupils, staff and parents, - will be able to understand and benefit from the policy of the school.

Reviewed: 16th June 2016

Next Review date: Summer 2018