



Over Hall Community School

"Be supported, feel supported – make a difference"

Behaviour Policy



Cheshire Academies Trust
Inspiring hearts and minds

Equality and Diversity at Over Hall Community School.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

Our Pledge as part of the school's adoption of 'Our Ways of Working'

Over Hall Community School we ensure we use a shared language in responding to children's behaviour. We aim to ensure our children enjoy learning and feel prepared for life within and outside of the school day.

We have been embedding a 'Trauma Informed approach' across the school for a number of years with the intention of our children and families feeling 'supported'. By providing this 'support' they are more likely to overcome and recover from their experiences of trauma which has undoubtedly impacted upon their mental health, physical health and social and emotional relationships both within school and wider community.

We have developed a culture of deep trust, safety and support. This approach has taken time, patience and investment in quality training for staff. Coaching trauma informed language, techniques and approaches has developed staff to be equipped in providing support at any level of social and emotional need.

We pledge to

- continue with the quality training
- effective communication with our families
- have a calm, relaxed school environment where everyone feels safe
- strive for a high standard of attendance and low/no persistent absence through regular focus and appropriate support/guidance
- ensure suspensions or permanent exclusions are only considered after a rigorous review of all strategies undertaken
- be supportive to parents endeavouring to understand & support their child's needs
- encourage exceptional behaviour
- ensure that all children including those with significant trauma and/or adverse childhood effects flourish
- ensure staff are happy - with high levels of wellbeing and low absence
- for all staff to engage and write reports to the child in a trauma informed way
- avoid retraumatizing children and causing further harm by taking the 'think family' and person-centred approach

Over Hall Community School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As members of our community, we adhere to the values that underpin '**SUPPORTED**'.

Aims

At Over Hall Community School we aim to:

- Comply with the school's pledge
- Provide an environment where optimum learning takes place and a culture of trust is apparent
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally

- Ensure all adults use consistent trauma informed language to promote positive behaviour
- Use restorative approaches and consequences instead of punishments
- Foster positive attitudes that are adopted beyond the school gates
- Model positive behaviour at all times towards children and all adults

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'poor choices'
- Children with significant trauma and/or Adverse Childhood effects flourish
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote resilience, self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must consistently and visibly:

- Take time to welcome children at the start of the day
- Take every opportunity to reward children for their efforts – Class Dojo points, class stickers, class certificates
- Reward & celebrate children who go above & beyond expectations
- Focus attention to positive choices and avoid advertising poor choices
- Always pick up on children who are failing to meet expectations regardless of their class
- Always redirect children by referring to 'Are you being supported and feeling supported?'
Which of our school values do you need support with? How can I support you with this?'
- Ensure communication is in place with parents/carers where children are excelling in their efforts alongside those who have made poor choices. This can be completed initially via Class Dojo and followed up in a conversation if the positive/negative behaviour continues.
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion – are 'bothered'
- Liaise consistently and effectively with parents/carers
- Pick up on children who are failing to meet expectations
- Praise in public (PIP), Reminding in private (RIP)
- Use consistent positive language and behaviour script.
- Encourage & recognise children walking with pride
- Signal for attention – lifting of hand in the air, expecting and modelling no talking and staying still, full attention given by all staff and children
- Make phone calls or speaking to parents at the end of the day where appropriate avoiding catching them at the door in front of others.
- Regularly use verbal praise
- Regularly award Dojos

- Feel supported in using pop up class rewards e.g. pebbles in jar for specific reasons tailored to the class
- Share work with other adults / classes
- Celebrate work in assemblies
- Celebrate with class awards in celebration assembly
- Recognise achievements outside of school

The Head teacher and the Senior Leadership Team will:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, certificates (Star of the week, Reading/Writing/Maths/Science etc specific to the identified subject/skills of the child), name on the rainbow, Dojo's, house points, notes home, face to face praise to the children and their parents and carers
- Agree where Golds can be awarded - to children who achieve three silvers within one half term in recognition for their resilience and determination in striving for success. Golds can only be awarded to those who have shown consistency in the identified area and have made positive choices over the short period of time e.g. a week. Where this is not achieved the Gold can be held in reserve and discussion takes place on what and how it can be achieved.
- Ensure staff training needs are identified and met
- Provide support upon identification of need to ensure all staff have the confidence to address or celebrate choices
- Support teachers in a trauma informed approach with children with more complex or distressing behaviours

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Show that you are interested in them
- Use a person centred approach

Behaviour for Learning

Over Hall Community School principle:

'Be Supported; Feel Supported. Make a difference'

We recognise that clear a structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix's 'When the adults change, everything changes.' Good behaviour is recognised sincerely rather than simply rewarded without meaning. Children are praised publicly and reminded in private.

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“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

Our school has a simple motto ‘Be Supported; feel supported. Make a difference.’, this is underpinned by our agreed values of

- **S**afety and sensitivity to the needs of others
- **U**nderstanding
- **P**ride
- **P**atience
- **O**wnership
- **R**espect
- **T**rust
- **E**njoyment
- **D**etermination

All of which can be applied to a variety of situations and are taught and modelled explicitly.

Staff also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Over and Above Recognition

1. Certificates (star of the week/subject specific certificates, Class Dojo winners)
2. Stickers
3. VIP lanyards for children with consistent positive attitudes
4. VIP lunch table
5. Name on the rainbow
6. Silver stickers
7. Recommendation to Headteacher, gold or HT certificate

Stepped Boundaries –

Staff deliver a gentle approach; use the child’s name; deliver at child level from a respectful distance; eye contact where appropriate; deliver key message; thank them for their respect.

1. REMINDER

Name...I noticed you chose to... (noticed behaviour) This is a REMINDER that we all need to be and feel ‘Supported’. You now have the chance to make a better choice. Thank you for listening. Example

- 'I notice that you're running. You are not following our school values of safety and pride. Please walk safely with pride. Thank you for listening.'

2. WARNING

I noticed you chose to... (noticed behaviour). This is the second time I have spoken to you. You need to speak to me after the lesson. If you choose to not show our school values again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area... (learner's name), Do you remember when ... (model of previous good behaviour?) That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation. Example - 'I have noticed you are not ready to do your work. You are not showing our school values of SUPPORTED (Highlight a specific value e.g. 'Respect'). You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

'Do you need any more support with showing our values?'

3. TIME OUT

I noticed you chose to ... (noticed behaviour). You need to... (go to the quiet area / go to sit with agreed class / go to another table...) Playground: You need to ... (stand by other staff member/ me / sit on the bench/ stand by the wall ...) I will speak to you shortly. Example - 'I have noticed you chose to use rude words. Are you feeling SUPPORTED, which school value do you need support with? (respect and trust). You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

DO NOT describe child's behaviour to another adult in front of the child unless the child is part of the conversation

4. FOLLOW UP – REPAIR & RESTORE

- Are you feeling SUPPORTED?
- Which of our values have you struggled demonstrating?
- Do you need support showing our values?
- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently?

Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Consequences:

Consequences should...

1. Make it clear that unacceptable behaviour affects others and is taken seriously.

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2. Not apply to a whole group for the activities of an individual.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. Be applied by the member of staff who dealt initially with this behaviour
5. Appropriately applied e.g. if this behaviour continues a timer will start and any time will be made up (at an agreed time and in agreement with parents)

Consequences need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly **TEACH** behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Shared Language around Behaviour

At Over Hall Community School, we understand that a common and consistent use of trauma informed shared language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group in charge when behaviour started.

Incidents are logged on CPOMS at the staff member's discretion. Significant behaviours must be logged and parents informed.

BEHAVIOUR PATHWAY

- Reminder
- Warning
- Time Out
- Follow up/Reparative Conversation

Between each of the above steps of the pathway, the child needs to be given time to change their behaviour. Thus the adult needs to give them space/time to make these changes eg walking away,

taking deliberate focus away from the child, remain calm, ensure a calm stance, clear direction, offer of withdrawal, planned ignoring, adult swap and success reminders.

Should you feel, using your professional judgement, another member of staff or senior leader needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

- Approach an available member of staff for support
- Approach a senior leader or headteacher
- Parents informed before the end of the day (where possible)
- Parents called to school (where appropriate)
- As the member of staff who was part of the initial behaviour/incident should in most instances maintain the management of the conversations
- There may be occasions where time out for this member of staff is appropriate and a change of adult can be utilized to help regulate – but they must return to the restorative conversations

Consider the possibility and impact of the following sanctions:

- Internal exclusion
- Suspension
- Permanent exclusion
-

Distressing Behaviours

Some children exhibit particular behaviours based on Adverse Childhood Experiences and/or trauma. As a school we recognise that their behaviour is their way of communicating their emotions. We also recognise that for many children they need to feel a level of safety before they exhibit emotionally and physically distressing behaviours.

These children will often have bespoke 'Risk Assessment Management Plans' (RAMP) that can be found in **Appendix A**.

When dealing with an episode of distressing behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as a last resort and by trained staff only - see **Appendix B**

The school will record all serious behaviour incidents on CPOMS and any restraints using a bound and numbered book, which is stored securely in the filing cabinet in the school office.

Suspensions/exclusions may occur following these incidents at the discretion of the Headteacher. A suspension will be enforced under consideration including:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will effectively support the child
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include an internal exclusion either in another area in school or with a member of the SLT or Headteacher. This will be recorded using CPOMS.

We understand that throughout this process, it is imperative that we explain what is happening, why it is happening and how long it will happen for to parents and arrange meetings to discuss.

Sometime a reintegration plan is discussed with the child and their parents/carer to support the transition into the classroom in a positive and supportive way.

Physical Attacks on Adults

At Over Hall Community School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with training and should call for support if needed. Only staff who have been trained in Team Teach should restrain a child and where possible a member of SLT or the headteacher should be present.

All staff should report incidents directly to the Headteacher or SLT. Incidents should be recorded on CPOMS alongside in the numbered and bound book. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover and regain their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT or the headteacher.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child in our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion or suspension will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or a managed move

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long term behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gates

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gates.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public

- could adversely affect the reputation of the school

In such incidences, the headteacher, safeguarding Lead or Senior Leader may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for their team and community. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Consequences and Disciplinary Action – Off-Site Behaviour

Consequences may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Consequences may be in the form of withdrawal of privileges, fixed term suspension or in very serious cases, permanent exclusion. In issuing consequences, the following will be taken into account:

- The severity of the behaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the behaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, but the same principles of promoting good behaviour through the policy will always apply.

Appendix A – RAMPS (Risk Assessment Management Plan)



Risk Assessment and Management Plan for Children who Present a Risk of Harmful Behaviour

'Risk is defined as 'uncertain prediction about future behaviour with a chance that the future outcome of the behaviour will be harmful or negative' (Kemshall, 1996).

Name of child:

D o B:

Year group and teacher:

Date of this assessment:

Dates of previous assessments:

Assessment carried out by:

Step One - Risk Assessment

Identification of Risk

1. What is the nature of the actual and potential risks associated with this individual?

- Physical Violence Yes / No
- Verbal Violence Yes / No
- Self Harm Yes/ No
- Deliberate damage to
equipment used by others Yes / No
- Arson Yes / No
- Sexual Yes / No
- Other risk - (specify) Yes / No
i.e Transmission Hep B Carrier, heart condition etc

Details of risk:

Please tick and number in order of most likely (1) to least likely (10).

Specific Pupils (in immediate class)

Specific Staff (working directly with this child)

Other Pupils Generally (if on playground unsupervised)

Staff Generally

School Volunteers

Visitors to School

Public (out of School Activities)

i.e Outdoor Educational Visits & Swimming Baths

Others - (specify)

Details:

Assessment of Risk

In which situations does the risk usually occur?

(e.g. what are the triggers – are they general or specific?)

How likely is it that the risk will arise?

Who is likely to be harmed?

What is the likelihood of harm based on past history and current issues and without additional control measures?

What harm is likely to be caused?

Assessment completed by (name and role):

Signed:

Dated:

Step Two - Risk Management Plan

The possible options, benefits and drawbacks of risk reduction need to be considered when formulating the risk management plan.

Measures to be Employed

Proactive interventions to reduce risk:

(e.g. IBP targets formulated with child, class management, differentiated teaching, adult ratios, named adults, reward system).

Early interventions to manage risk:

(e.g. de escalation, removal of triggers, refocus, expectations made clear).

Reactive interventions to respond to adverse outcomes:

(Please be specific; give the exact sequence of events to follow with all the do's and don'ts that will help the child achieve a positive outcome. Include details of adult involvement and try to cover all scenarios).

Do's:

Don'ts:

Risk Management Plan agreed by:

Name	Role	Signature
Mrs Edgeley	Head Teacher	
	Behaviour Lead	
	Teacher	
	Parent	

	Parent	
	Child	
	Other Agencies (name of agency)	

The Risk Assessment Management Plan will ALSO be shared with the following:

Name:

Signature:

Date Shared:

Staff Training / Support Issues:

Identified Training / Support Need:

Review will be held on (date).....

Appendix B –

Team Teach trained staff

Trained staff are:

Mrs C Edgeley (Headteacher) 29.9.23-26

Mrs A Hopley (SLT) 29.9.23-26

Mrs L Ackerley (SLT) 29.9.23-26

Mrs J Schuettke (SLT) 29.9.23-26

Miss S Marshall (SLT) 29.9.23-26

Miss A Collins (Teacher) 29.9.23-26

Miss J Stanley-Doorbar (Teacher) 29.9.23-26

Mrs L O'Donnell (Support Staff) 29.9.23-26

Miss S Haag (Support Staff) 29.9.23-26

Miss D Clews (Support Staff) 29.9.23-26

Mrs A York (Support Staff) 29.9.23-26

Miss A Brooks (Support Staff) 29.9.23-26

Appendix C – Tracking positive behaviour example – such trackers should stored in class file accessible by the team

Name	Autumn 1					Autumn 2					Spring 1					Spring 2					Summer 1					Summer 2										
Fred D	Si	Si	Si	G		R	★	Sc																												
Marg F	R																																			

Key

- ★ Star of the week
- R Reading award
- CD Class Dojo winner
- W Writing award
- Si Silver award
- G Gold Bar
- HT Headteacher’s Award
- V VIP