

The Oaks Community Primary School

Behaviour Policy



Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity, independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

Overview

High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of school life.

In order to maximise learning by empowering pupils to take responsibility for their own behaviour and learning, the school set whole school universal **rules, routines, rewards and sanctions** as outlined in this behaviour policy.

To ensure expected behaviour becomes learned behaviour, all school staff consistently and relentlessly apply the agreed rules, routines, rewards and sanctions and sustain high expectations of pupils.

At the start of each academic year, class teams create a 'classroom management plan' detailing rules, routines and expectations for key moments such as sitting, listening, lining up and transitions. Teacher's and teaching assistants continually train and retrain pupils in the skills that support them in following school rules such as how to listen or how to manage their distractions.

We work in partnership with parents/carers to involve parents in their pupils learning and in promoting our school behaviour policy.

Teachers' Standard – Part 1, 7

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Teaching Assistant Standards

- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.

Objectives

In order to ensure that our pupils feel safe, secure, valued, respected and equally treated, and to support our inclusive approach we aim to:

- Create an ethos of excellent behaviour in school;
- Promote a positive climate of learning;
- Promote and build excellent rapport between teachers and pupils;
- Help children lead disciplined lives and to understand that good citizenship is based upon good behaviour;
- Build a school community based on our school rules and British Values of Democracy, Rule of Law, Individual Liberty, Tolerance and Mutual Respect;

- Promote values linked to high standards of behaviour and citizenship, including kindness, friendship, care, good manners, good humour, good temper, obedience and empathy for others.

Strategies

- All children will be taught to treat others well and their behaviour will reflect this.
- All staff will hold, demonstrate and communicate high standards of behaviour in the classroom, corridors, lunch hall, playground and at all other times they are with children.
- All staff will consistently follow the school behaviour policy and adhere to agreed behaviour management strategies and procedures.
- Staff teach children to be polite, respectful, well-mannered, well-behaved and obedient.
- Each member of staff is held responsible for the good behaviour of children in their care.
- Where behavioural issues present to be a problem or are persistent, the class teacher will discuss it with the Headteacher or another School Leader who will agree an appropriate strategy of help and support. If a teacher holds concerns over a child on the pastoral managers register, the teacher will seek support from the pastoral manager.
- The class teacher or Head Teacher or School Leader will involve parents at an early stage where a learner is experiencing problems with behaviour.
- When there is a serious problem with a learner's behaviour, the Headteacher or Pastoral Manager or SENCO will, where appropriate, involve outside agencies.
- In extreme cases, a learner's inappropriate behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Head Teacher in accordance with the Local Authority Guidelines and the Chair of Governors informed. Only the headteacher authorises exclusions. A school exclusion is the last resort and the school do not exclude SEN pupils. (see CWAC Exclusion Policy).

School Rules

There are 3 whole school core rules:

1. Ready
2. Respectful
3. Responsible

These 3 rules are the fundamental focus for all aspects of the school day and are embedded into daily classroom practice and language used by all staff. Each class teacher, in conjunction with their class, may choose to select 3 additional rules to implement in their classroom where required. The 3 rules are displayed in every classroom.

Universal behaviour strategies

To provide consistency in approach and clarity of expectation for pupils, the school consistently and relentlessly use the following agreed strategies.

- **Morning meet and greet** - smile and shake of hand. All pupils are individually and positively greeted by their teacher at the classroom external door when they enter school in the morning. At this stage, where a teaching assistant is attached to the classroom, the teaching assistant is inside the classroom supervising ready 2 learn and checking pupil reading records.
- **Universal stopping cues** - 1 stop, 2 everything down, 3 eyes on me. A visual/non verbal cue is always used as part of the stopping cues. Stopping cue is used to gain attention of the class. NB - in larger group situations (assembly, whole school, trips) the non-verbal stopping cue of one hand raised into the air is used and pupils are expected to quiet and raise their hand in the air.
- **Non verbal cues** - slow down (hand in front moving downwards), walking (2 fingers walking), sit down (one hand slowly moves on top of the other hand), stop talking (one hand to mouth).
- **Positive praise** - find every opportunity to praise pupils including specific and descriptive verbal praise and non verbal praise (e.g. smile, thumbs up, nod of the head). Use the mantra: "over the top with positive praise."
- **Positive praise** - praising pupils publicly, using specific and descriptive language
- **Reprimand in private** - if pupils demonstrate undesired behaviour speak to pupils privately, and not in front of the whole class. Occasionally, this does not apply as teacher's use their best judgement in the situation.
- **Independent learning** - **Book, Board, Buddy, Boss**. To foster independent learning skills, pupils are taught to look for guidance first in their book, then on the board, then to ask a buddy and finally to ask the boss (an adult in the class).
- **Pupil signals** - 1 finger = sharpen pencil, 2 = tissue, 3 = drink, crossed fingers = toilet

*One approach to whole body listening used through the school is the 1, 2, 3 model. At each stage the member of staff models what is expected. The member of staff also delivers the instructions in a very clear and calmly assertive way so that the message carries weight. Pupils who follow the instructions straight away are immediately praised. The teacher waits for the pupils who do not follow it straight away and uses PIP and RIP as necessary.

School Behaviour Rewards

All behaviour rewards used focus only on positive recognition of the agreed behaviour and promote and celebrate pupils for demonstrating learning attributes and going over and above in their behaviour.

1. Class Dojo & Behaviour 4 Learning (B4L)

We promote agreed B4L skills across the whole school and all teachers train and teach pupils in how to develop these skills. Each learning skill is represented by a named Dojo monster. All teachers will use 'Class Dojo' in their classroom to promote 'positive learning behaviour' and to recognise pupils achievement in these skills. Dojo points are always positive and cannot be taken off a child once given. All classes work towards achieving the same learning skills:

- Listening and focus - Larry Listener
- Perseverance - Poppy Perseverance
- Independence - Ian Independence
- Managing distractions - Margaret Managing Distractions
- Problem-solving - Pete Problem-Solver
- Collaboration - Colin Collaboration
- Absorption - Arnold Absorption
- Reflective - Ralph Reflection
- Ready, respectful, responsible - Rachael Rules

The main aim of dojos is to teach, promote and recognise learning skills and attributes. The dojos are displayed in every classroom.

Pupil achievement in earning Dojo points will be celebrated in three ways:

- **Individual** - pupil who scores the highest Dojo points in their class is awarded with a Dojo Master certificate in celebration assembly.

- **Group** - within each class pupils are grouped and awarded group Dojo points. On Friday each week the highest scoring group are the group winners and are given a special privilege for the coming week (e.g. posh pencil pot, cushions to sit on).

- **Whole class** - the class who achieve whole school agreed target are awarded with a 'Dojo Masterclass' certificate in celebration assembly. NB- whole school agreed target is reviewed weekly by the school pastoral manager and Behaviour 4 Learning Ambassadors. The class/classes earning the 'Dojo Masterclass' receive an extra 15 minute break time immediately after celebration assembly on Friday.

2. 3 R's certificate - the teacher picks one child a week who has been exceptional in following the three school rules - ready, respectful, responsible - and they receive a certificate in assembly. Parents of these children will be invited in to attend assembly.

3. Golden Book - Headteacher's award for going above and beyond

If teachers deem that a child has gone above or beyond in their work, they may send them to the Head Teacher to celebrate their success. At this point, their name will be placed in the Head Teacher's 'Golden Book' and the child receives a golden sticker. This is celebrated in celebration assembly. In addition, the child writes their own name on a raffle ticket and this is put in the golden box. One child a week is drawn at random from the golden box in celebration assembly and chooses a prize.

4. Star of the week

Teachers will award one 'Star of the Week' certificate that will be presented in whole school celebration assembly every Friday. Parents of these children will be invited to attend. To support equality for all pupils, all children will receive star of the week at least once over the course of the academic year and teacher's keep a record of who receives the certificate each week.

5. Text message home

High level recognition to the child's home through a positive text message when a child has gone over and above in their behaviour. The text messages promote and recognise over and above in following the 3 school rules - ready, respectful, responsible. At least one text message is sent over the course of the week to at least one child. Some week's the teacher may send more messages to recognise pupil efforts.

6. Afternoon tea with the Headteacher - for achieving and going above and beyond linked to a weekly given school focus, such as kindness, resilience, friendship, creativity. The invitation is for parent/carer and the pupil to enable a joint celebration of a pupils achievements and attributes. Invitation is given a week before the event. Pupils /parents are expected to RSVP and return the invitation to the school office to inform the headteacher of who will be attending. Afternoon tea is on Friday afternoons at 2pm.

7. Hot chocolate Friday - a learner who has gone above and beyond in the week is invited to share hot chocolate and a chat with the headteacher. It recognises pupils who demonstrate impeccable behaviour. This will be decided in Friday briefings.

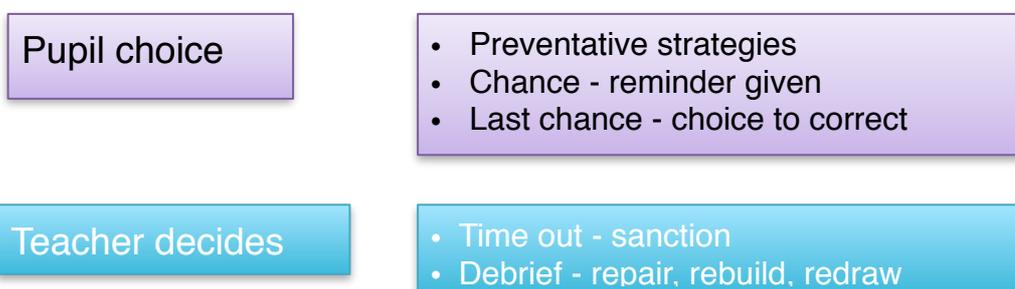
In addition, prefects and pupil ambassadors write positive notes for other pupils to recognise fabulous behaviour and effort e.g. at break and lunchtimes. Prefects supervise snack time and lunchtime are designated days.

In addition, teachers are able to use their own class behaviour reward system that focus on only recognising positive behaviour, skills and attributes. Teachers may for example choose to have a focus on one Dojo/learning skill for a chosen period of time to train and promote that skill.

Celebration assembly at 2:35pm on Friday celebrates and recognises pupil achievements linked to the reward system. The whole school attend and there is an open invitation for parents to attend and join the celebration.

Sanctions

The school's sanction system focuses on empowering pupils to take responsibility for their behaviour and to make the right choices. The system is based on choice and consequence - a child either chooses to comply or chooses the sanction. If a child chooses a sanction because they do not correct the behaviour, the class teacher ensures the certainty of the sanction. The behaviour system used is outlined in the diagram below with further explanation following it.



Preventative strategies and intervention are used to support a child in correcting the behaviour before a sanction e.g. proxy praise, non verbal cue, walk and whisper. Teachers may also give children a choice to move to another seat to aid their concentration - all classes have a concentration station or an alternative desk for pupils to work at.

If preventative strategies do not support the child in correcting their behaviour, the child sees the class teacher at the end of the lesson (breaktime, lunchtime, end of day) for a short time as loss of their time or for a restorative conversation. In this time a member of staff debriefs with the child to remind and redraw boundaries and support the child in being ready to learn in the next lesson.

If a child persists with undesired behaviour, the child sees the class teacher at the end of the lesson for a longer time - the length of time is judged by the class teacher. In this time pupils have 'time out' and a conversation is had to debrief, rebuild and redraw boundaries.

If undesired or disruptive behaviour persists, the class teacher informs the child's parents/carers so that parents and the school can work in partnership to support the child.

If a child is verbally or physically aggressive, the child loses a period of time e.g. from break time or lunchtime, and where necessary the class teacher informs the child's parent and/or the Assistant Headteacher or Headteacher.

Teachers use their professional judgement to judge the length of sanction required - the school uphold the philosophy that it is the certainty and immediacy of the sanction and not the severity of the sanction. If a child is persistently disruptive or is persistently presenting undesired behaviour, a child may have to work outside of the classroom with the supervision of an adult and this will be for an agreed period of time. If this happens, the parent will be informed - by the class teacher or a leader if they have supported and stepped in.

The school recognise that the behaviour policy and sanction system will work for the vast majority of pupils at the school. For exceptions, the school work with parents/carers to write and implement an individual behaviour plan suited to the needs of the child and where appropriate work with external agencies or professionals to support. In cases of extreme behaviour, the school adults work together to intervene and best support the child and choose an approach best suited to the child's needs and situation. A calm approach is taken and pupils are given time to calm through a neutral activity (an activity that is neither the child's like or dislike) such as a walk, meditation, colouring, breathing exercises, a drink and quiet sit or time in the calm space. When the child is in the right headspace the behaviour presented is discussed through a debrief, boundaries are drawn and an immediate sanction is set, such as loss of time or working outside of the classroom. Parent or carer is informed by the class teacher or leader the class teacher has sought leadership involvement.

All incidents, including concerns and parental contact, where children do not follow the school rules are reported on the online system CPOMS. Accounts on CPOMS are factual reports of what happened, including preventative steps and next actions. The school's Pastoral Manager and Assistant Headteacher regularly check CPOMS.

Incidents requiring intervention from the headteacher or leadership team, are communicated in person (as well as on CPOMS) as close to the point of the incident as possible to ensure immediacy of support, response and intervention

Positive handling

In more severe situations, positive handling may have to be used, by trained staff, if a child does not stop aggressive behaviour when requested. This is used as a last resort. Positive handling is only used in incidents where the child is causing harm to others or themselves. If a trained member of staff uses positive handling they must include the preventative steps they took prior to the positive handling in their CPOMS report.

Lunchtimes

It is everybody's role to promote positive lunchtime behaviour. Prefects write positive notes of recognition which are put in a box and read out in celebration assembly. The school's pastoral manager takes responsibility for managing lunchtimes and is the first point of call for midday assistants and TAs on duty. Adults on duty on the playground are responsible for their designated zone.

Adults are to interact with pupils supporting them in positive play, promoting social, communication and team work skills. Lunchtimes are supported by:

- Premier Sports -three lunchtimes a week a Premier Sports coach promotes and leads active play and sports with pupils.
- Outdoor learning instructor - two lunchtimes a week Tommy sets up structured play for pupils and manages the Year 6 play leaders.
- Lunch bunch - where required the school may choose to run "lunch bunch" clubs to support pupils who experience difficulties with social interaction at lunchtimes.

Circle Time

To support behaviour management and pupil personal development, the school deliver quality circle time once a week (except one week every half term) on a Monday from 10:10 - 10:30. The purpose of circle time is to enhance pupil self-esteem and self-discipline and to promote positive relationships and positive behaviour. Circle time also provides pupils with a safe platform for raising concerns and asking for help. Class teachers agree and implement circle time rules with their class and follow the circle time structure laid out in Jenny Mosley's Quality Circle Time book.

Outcomes

This policy promotes the excellent nurturing ethos of the school. It ensures that children and staff are happy and that they enjoy coming to school. Its supports teaching and pupil learning and progress. It promotes high standards and the expectations of "above and beyond." It ensures a consistent approach through whole school universal rules and routines.

Monitoring and Review

This policy is monitored by the Head Teacher and the Governing Body. It will be reviewed within three years, or earlier if necessary.

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Signed: J McCaffery Review Date: September 2019