

The Oaks Community Primary School Behaviour Policy



At The Oaks, everyone is CELEBRATED

The community is at the heart of everything we do and we explore a world of endless opportunities. Through questioning and challenge, children develop a love of life-long learning and our enabling environments empower every child.

We are always helping children to belong through a brave and balanced curriculum and we are Ready, Respectful and Responsible in all that we do.

We Aspire, Achieve and Appreciate to realise our ambitions and together we flourish and grow. Every encounter is an opportunity to develop independence, confidence and resilience. Our dedicated and determined staff go above and beyond to help children to become unstoppable.

Overview

At The Oaks, we look at behaviour through a trauma-informed lens. We place an emphasis on restoration and not on blame, aiming to reduce the feeling of shame in the child.

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, pupils and parents;
- 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.
- Every member of staff is held responsible for the good behaviour of children in their care.
- Class teachers should seek advice from the SENDCo for children with SEND who display behaviour issues.
- Where behavioural issues present to be a problem or are persistent, the class teacher will discuss it with the Headteacher, Deputy Headteacher or Key Stage Leader who will agree an appropriate strategy of help and support. If a teacher holds concerns over a child whereby an emotional need is identified or if the child is currently receiving ELSA intervention, the teacher will seek support from the pastoral manager.
- The class teacher the Headteacher, Deputy Headteacher or Key Stage 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 pupils with an Education Healthcare Plan. (see CWAC Exclusion Policy).

School Rules

There are 3 whole school 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.

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 - 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.

*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.

- 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: "unconditional positive regard."

- All staff model a positive attitude to learning and encourage children to embrace all subjects.
- 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). All classes have a poster displaying these strategies.
- Pupil signals - 1 finger = sharpen pencil, 2 = tissue, 3 = drink, crossed fingers = toilet

School Behaviour Rewards

All behaviour rewards used focus only on positive recognition of the agreed behaviour and promote and celebrate pupils for demonstrating a positive learning attitude and going over and above in their behaviour. 1. Class Dojo All teachers will use 'Class Dojo' in their classroom to promote our school rules. Dojo points are always positive and cannot be taken off a child once given. All classes work towards achieving a whole class target.

The main aim of dojos is to teach, promote and recognise learning skills and attributes that are an example of our school rules.

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 can be 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 headteacher. The class/classes earning the 'Dojo Masterclass' receive an extra 15 minute break time at a time of the teachers choosing.

1. 3 R's certificate - the classroom team 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.

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

If a member of staff deems 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.

3. Star of the week

Classroom teams 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 teachers keep a record of who receives the certificate each week.

4. Text message / Postcard 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.

5. Postcard home

High level recognition to the child's home through a postcard when a child has gone over and above in their behaviour or learning. At least one postcard is sent home every Friday from each class.

Sanctions – see appendix 1

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 (break time, lunchtime, and 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. This will happen either via telephone or in private. This must end on a positive note to set up the next day.

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 Key Stage Leader, Deputy Headteacher or Headteacher. This will be recorded as an ABCD incident on CPOMS.

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 class teacher will take advice, then work with parents/carers to write and implement an individual behaviour wheel 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 learning hub. When the child is in the right headspace the behaviour presented is discussed through a de-brief, 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 if 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 Deputy 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 under the ABCD category.

Lunchtimes

It is everybody's role to promote positive lunchtime behaviour. The school's Senior Leadership Team (SLT) 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.

PSHE & RSE Curriculum

Over curriculum teaches children to be good friends, keep themselves safe and to listen to and negotiate with each other. Class teachers will bring forward a lesson where appropriate or repeat a lesson as needed.

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. It 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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