



## Behaviour Policy

**Policy or procedure reference number:** C5

**Issue number:** 4

**Date:** 11/16

**Review date:** 10/17

**Responsibility for review:** Behaviour Team

The objective of our behaviour policy is to ensure that everyone can learn in a supportive, caring and safe environment and without disruption to learning.

### Core Values

Oakhurst Community Primary School maintains a set of core values:

- Respect for myself
- Respect for others
- Respect for property

Within these core values, each class has a set of 'golden rules' which are modified to suit the age and maturity of the children.

- We play well with others
- We care for property/ we care for the playground
- We work hard
- We are gentle
- We listen
- We are kind and helpful
- We are honest

### Aims

- To promote the well-being of all pupils based on trust between all members of the school community.
- To offer an environment free from verbal and physical abuse and to provide an education free from humiliation and oppression where everyone has the chance to partake in the social and educational opportunities offered by the school.
- To ensure pupils are actively involved to prevent all forms of bullying (see Anti-Bullying policy).
- To report and record all instances of behaviour concerns.
- To promote a 'whole school' approach, where signals and signs are identified and swift and effective action is taken.
- To teach pupils to recognise how others feel and treat others how they would like to be treated.

- To develop self-discipline in pupils.
- To approach discipline consistently, involving all adults: teachers, support staff, helpers, parents and children.
- To instil high standards in pupils, based on self-respect and respect for the rights of others and their environment.
- To ensure all procedures and actions reflect good safeguarding practice and promote the respect and welfare of pupils and staff (Equality Act 2010).
- To ensure all procedures and actions reflect best safeguarding procedures and promote the welfare of all children and adults in school.
- To enable pupils' spiritual, moral, social and cultural awareness which will equip pupils to be thoughtful, caring, active citizens in school and the wider society.
- To create a culture of mutual respect and showing pride in their behaviour and the behaviour within the school.

## **Roles and Responsibilities**

### **Role of Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. The policy must be annually publicised to staff, parents and pupils. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher and Behaviour Team support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **Role of Teaching Staff**

It is the responsibility of the class teacher to ensure that the school's Golden Rules and guidelines are adhered to at all times and the expectation of behaviour is consistent.

The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher is responsible for monitoring and recording behaviour incidents. Please see the 'Behaviour Steps' appendix. The class teacher liaises with the Behaviour Team and/or the Additional Needs team as well as external agencies when appropriate to support and guide the progress of each child.

The class teacher reports to parents at parent's evenings and in their end of year report about general progress and behaviour of each child in their class.

### **Role of Teaching Assistants**

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied at all times.

### **Role of Parents**

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and school and inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues. The school rules are outlined in the school prospectus and we expect parents to read these and support them.

If the school has to use reasonable sanctions as a consequence of negative behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

### **Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **Role of Children**

Children are responsible for their own actions. Adults in school will teach children to understand that their behaviour choices, whether they are positive or negative will have consequences.

The behaviour and reward steps displayed in each classroom will encourage and remind children of the systems in place. Children will feel proud of their good behaviour, the good behaviour of their class and of the school as a whole. Through effective and consistent reward systems across the school, they will learn that good things happen as a result of positive choices.

## **A Positive Approach**

All staff implement an agreed reward system to recognise and encourage good behaviour, as well as effort and attainment in all areas of school life. A positive attitude underpins all children's learning and approach to life and it is something that is strongly encouraged.

Positive attitudes are promoted through a weekly 'Sharing' assembly, which provides a vehicle for praise and celebration of success. A pupil in each class is identified by staff on a weekly basis and receives a certificate in front of the whole school. These certificates are awarded for showing:

**O: opportunities**

**A: aspiration**

**K: knowledge**

**H: happiness**

**U: uniqueness**

**R: respect**

**S: support**

**T: teamwork**

Circle time and the Personal, Social, Health and Emotional curriculum are used in class to promote and discuss attitudes, behaviour and respect for 'ourselves' and other people. Tolerance of other's opinions and feelings will also include the respect of differences between people's opinions, religious beliefs, races and cultures.

All staff, children, governors and parents are encouraged to use the School Council to put forward ideas for behaviour improvement issues, e.g. playground games, competitions, etc. These are discussed at School Council meetings and are implemented as appropriate.

## **Positive Behaviours**

All children are awarded 'wonder tokens' which are collected weekly. The reward systems continue to operate at all playtimes and off-site visits. These accumulate over the week and result in an award of privileges for example, lining up first.

Rewards such as wonder tokens, marble/cube jar and rainbow/outer space are used and displayed in classrooms. Each class has adapted their own set of golden rules which are also displayed in every classroom based on the core values.

At the end of each term, any children who have not lost any golden time will receive a certificate from the headteacher.

## **Steps for Rewarding with Positive Behaviour**

1. If a child shows positive behaviour within the school, any staff member can reward them with wonder tokens or stickers.
2. If a child is actively demonstrating a golden rule in a positive way, a marble/cube will be awarded to a class jar. Once the jar is full, the whole class will get a reward. KS1 will work towards a cube jar party at the end of each term. KS2 will work towards a smaller, more frequent reward of a game/activity.

3. When children display positive attitudes to learning or behaviour, KS1 will place the children's names on 'out of this world' and they may have the opportunity to share their success with the phase leader. Phase leaders can then reward them. KS2 will go straight to their phase leader.
4. If children continue demonstrating positive behaviour, in KS1, children will be placed onto outer space or on the stars and they can share their success with the Head Teacher or Deputy Head who will reward them with a special personalised sticker. KS2 will go straight to the Head Teacher or Deputy Head.
5. For children who consistently demonstrate positive behaviours, or children who have performed above their expectation, staff may contact parents through use of a postcard. This then gets posted to the child's home to reinforce home/ school partnership.

## **Negative Behaviours**

### **Steps for Dealing with General Incidents**

1. Children will receive a verbal warning which will be directly linked to a golden rule they are breaking. Alongside using a verbal warning, children will be given a visual warning card. If behaviour improves, (short term) the visual card will be removed and the adult will say "good choice".
2. If behaviour does not improve and the child continues to break the 'golden rule', they will lose golden time. Within KS1, children will place their name on the cloud and lose 3 minutes of golden time. Within KS2, children will place their names in the allotted golden time chart and lose 5 minutes of golden time. If children lose any golden time, the incident should be recorded by the staff member on the school '*Golden Time – Behaviour Slip*'. Miss Akif will then meet with the child and retain the purple slip. Class teachers should retain a copy of the Behaviour Slips in purple folders.

NB: Playtimes and lunch times should generally not be used for infringements of the golden rules. This can be a tool left to teacher judgement.

3. If a child loses all of their golden time (KS1: loss of 8 minutes), they will take their '*Golden Time – Behaviour Slip*' and discuss their behaviour with the Head Teacher / Deputy Head Teacher where they will have the opportunity to earn half of their time back before the next golden time.
4. If the behaviour is persistent, the teacher will contact the child's parents to discuss actions and possible causes. The teacher and parents, and if appropriate, the child will create short term Individual Behaviour Plan (IBP) containing manageable targets for the child to work towards within school. Head Teacher must be informed when any staff members are meeting parents due to behaviour concerns.
5. If these targets are not being met and the child is still continuing with the same behaviour concerns, the parents may be asked to meet with the Head Teacher/

Deputy Head Teacher to discuss ways forward. This will include inviting them to agree to a contract and explaining the ultimate sanctions of exclusion. The Head Teacher will decide if or when other local agencies/school FSW team may be required to help assess the needs of a disruptive pupil.

6. If all measures from the behaviour steps have not had no impact on the behaviour of the child then there may be possibly of fixed term of permanent exclusion from the school.

It is acknowledged that some children may need extra help to control or manage their behaviour. In all cases it is made clear to the child that it is the behaviour that is unacceptable, not the child. Children will always be given an opportunity to explain their views but they will also be encouraged to take responsibility for their actions.

- No physical sanction or verbal insult comments are allowed.
- Sanctions must be reasonable and in line with the behaviour steps as shown above
- Sanction may be made by any paid member of staff.
- A sanction must not breach any other legislation (disability, SEN, other equalities and human rights)
- Staff may confiscate children's property but must give a time/day when they will get their property back (Discipline in Schools – Teachers' Powers pages 3 and 4).
- Children working on an IBP may not receive the same sanctions as others. The appropriate sanctions will be listed within their IBP. All staff will be aware of children who have an IBP to ensure consistency. A copy of behaviour plans can be found in the staffroom and within the first aid boxes to ensure playground staff can access.
- Pupils who are disrupting learning or need isolation can use the designated rooms. This is not used as a punishment, more as an opportunity to reflect and make positive changes in a less stressful environment. Note: Children must not be prevented from participating in a National Curriculum activity (e.g. P.E.) which, is a legal right, unless to do so would be hazardous to him/herself and/or others, make it impossible for others to be taught, or unless basic requirements (e.g. P.E. kit) are not brought.

### **Behaviour Outside School**

The same school values and rules apply whilst out of school, whether part of after/before school club or whilst out on a trip. Staff can also discipline pupils in certain circumstances listed below but sanctions must take place during school time: (Section 90 and 91 of the Education and Inspections Act 2006).

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time (including online – see Anti-Bullying policy), whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

### **Fixed Term Exclusion**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion.

At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

### **Accusations**

Any accusations made against a member of staff, by either a pupil or fellow staff member will be dealt with in line with the Allegations against Staff policy (LA). This policy will be reviewed every year by the Personal Development and Well-Being Team in discussion with the Head Teacher and Governing body.