

OAKFIELD PRIMARY BEHAVIOUR POLICY

At Oakfield School we will all behave with courtesy, consideration and mutual respect for each other, to ensure we maintain our happy caring atmosphere in order to safeguard and promote the welfare of all pupils (Ref: Equality Act 2010).

We believe that:

- All individuals will show care and respect for each other
- All have the right to be listened to and heard
- All individuals will have a clear understanding of the shared expectations of their own and others' behaviour
- All individuals will take responsibility for positively encouraging each other to behave in a way that fits the caring ethos of the school
- All individuals will try to emphasise the positive and seek positive solutions to problems
- All individuals will be consistent in supporting this ethos

This policy will apply to **ALL** individuals who are involved in the life of the school (all staff & children, parents, governors, students, volunteers and visitors).

The behaviour policy also applies when children are off site on day visits and residential trips.

Our Golden Rules

In our school we expect all children and adults to follow these -

- We show respect for others (Do speak politely to one another)
- We listen to others (Do not interrupt)
- We are kind and helpful (Do not hurt anybody's feelings)
- We are gentle (Do not hurt others)
- We are honest (Do not cover up the truth)
- We look after our property (Do not waste or damage things)
- We always follow instructions

The golden rules are at the centre of our behaviour policy and are displayed around the school. It is vital that all children and adults understand the rules and that they are applied and followed through consistently.

Good Practice in encouraging Good Behaviour

- All adults are expected to act as role models for the children
- Adults need to remain calm and use an authoritative tone
- Children are expected to be quiet in assembly and adults need to also respect need for quiet
- Rules need to be made explicit and taught
- Clear classroom routines need to be established
- Clear signals need to be given to cue children in how to behave
- Rules & routines need to be explained and reasons given why and when there is a need to behave in a particular way

Positive rewards and consequences

Praise

Verbal and non-verbal praise should be used frequently within the classroom and around the school by all staff who see pupils behaving well.

Daily Rewards

All children start on stage 3 (sun / you're great) every morning.

If a child finishes the day on stage 1 (star / superstars) they receive a dot/tick on a class list (kept by teacher).

Prizes are awarded for gaining 3 dots/ticks for Years R, and 5 dots/ticks for Years 1- 6.

Class teachers organise prizes and children pick a prize (brain tub) when they have gained appropriate number of dots/ticks.

Strikes are recorded on a class list/chart by the teachers/LSA.

All adults may reward effort. Good learning attitudes and academic achievement in lessons is rewarded with House points. Good behaviour is awarded with dots/ticks. Stickers are also used as a reward for good work and behaviour.

Pupil of the week certificate

Each class decides on a child who has made a particular effort during the week- pupil/mathematician/reader/writer of the week. They are chosen by peers and the teacher.

Golden time

In FS and KS1 the children will have Golden time on a weekly basis. In the autumn term children in Y3 will have weekly Golden Time. In the spring term they will move towards half termly Golden Time. In Y4, 5 & 6 the children will have half termly Golden Time. Golden time is a reward for consistently good behaviour and teachers may apply sanctions as age appropriate.

If a child chooses to break the Golden Rules - Sanctions

One verbal warning is given before child is moved to cloud/stop & think – stage 4. The child's name is taken off the Sun/You're great and moved to the side of the behaviour chart so that they child understands that they have been given a verbal warning. Follow behaviour flowchart as appropriate.

In the following stages the teacher/LSA records strikes on a class list.

Stage 4 - cloud/ Stop & think –

- Child misses 5 minutes of their next playtime

If behaviour does not improve then go to stage 5 (thunder/strike)

Stage 5 –

Thunder cloud/strike

- child misses 15 minutes of next playtime parents informed by class teacher

If the behaviour continues then the child is sent to the Deputy Head or Headteacher.

At any stage children through positive behaviour children can move back up through the stages.

Records must be kept of meetings with parents outlining what has been agreed.

Individual Behaviour

Some children may exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable.

There is often an underlying reason why a child behaves in an unacceptable way. Behaviour patterns need to be tracked and identified so that they can be targeted.

These children will have Individual Behaviour Management Plans (IBMP) which have smaller targets & more frequent rewards.

The SENCO is responsible for putting these programmes into place in consultation with the child, teacher, LSA, parent and Head.

Regular behaviour records will be maintained by the class teacher/LSA and will be updated at least once each half term.

Serious Behaviour Concerns

If a child breaks a rule by -

- Refusing to follow reasonable instructions or to work
- Leaving the school premise without permission
- Showing aggression and physically hurting another child or an adult
- Swearing at an adult

The child will receive an instant strike and will be referred to the Headteacher. In extreme circumstances an orange ! card will be sent to the Headteacher/Senior member of staff to signify the immediate need to go to the classroom to deal with the child concerned.

A phone call/letter will be sent home by the Head/Deputy Head to inform parents/carers of their child's unacceptable behaviour and to ask them to arrange a meeting with the Head and the class teacher.

If after this meeting the behaviour continues the child's parents /carers may be called to collect their child and there may be a fixed term exclusion. Advice and support will be sought from the Primary Behaviour Support Team.

Permanent exclusion would only be considered after discussion with the Local Authority Inclusion Team and the Behaviour Support Team.

Outside school

Head teachers have the legal power to make sure pupils behave outside of school premises (Section 89(5) of the Education & Inspections Act 2006) Any incidents will be investigated, parents spoken to and appropriate action, in line with the Behaviour & Anti-bullying policies, will be taken. This includes bullying that happens anywhere off the school premises, School staff can also choose to report bullying to the police or local council.

Malicious allegations

In circumstances where there has been a malicious allegation then appropriate sanctions will be taken in line with the behaviour & Anti-bullying policies.

Breaktime and Lunchtime procedures

Lunch time staff will follow the same behaviour procedures and sanctions already outlined. They will note down names against the star/sun/cloud and thunder and at the end of lunchtime the Senior Lunchtime Supervisor will inform teachers about the children's behaviour.

The behaviour policy is supported through class circle time, PSHE, assemblies, paired or group work, ELSA, celebration of good news/behaviour and other positive ways which promote good behaviour and reflect the caring, supportive ethos of our school.

Remember – CONSISTENCY!

Behaviour Flow Chart – quick reference

Remember – **CONSISTENCY!**

