



# Oakfield Primary School

## Behaviour Policy

### Philosophy

We believe:

- that all staff and children have the right to work in a safe, orderly and supportive environment, where they feel respected and valued
- that everyone, including visitors, should feel welcome
- that all the children should be responsible for their own behaviour and that staff are responsible for helping children achieve this
- that parents/carers should ensure that their child(ren) actively participate in the life of the school
- in preparing children to be happy with who they are now; supporting them to become good citizens both in and outside of school.

### Aims

Oakfield Primary School aims to:

- create a positive environment so that the children and staff can work together in harmony
- create a caring school ethos where the rights and responsibilities of the individual are recognised and respected
- give recognition to those members of the school community whose exemplary behaviour promotes a positive and caring environment
- establish a set of rules that protect the rights of all the individuals
- establish a clear set of consequences for the individuals who do not accept their responsibilities and break these rules, so that they are encouraged to recognise and respect the rights of others
- establish procedures so that conflicts can be resolved in a positive, non-violent manner.

### Roles

The teacher's role is to:

- develop and maintain a positive classroom environment
- consistently apply the school's behaviour for learning policy
- document child misbehaviour and correctional strategies, including communication with parents when appropriate
- contribute to reviews of this policy
- advocate the children in your class
- use choices to help children make the right decisions
- form positive relationships with all children in the class and others across the school
- be objective about a child's behaviour
- be relentlessly optimistic about every child

- display and discuss:
  - Oakfield Values Charter
  - Classroom Rules.

The Leadership team's role is to:

- provide a link between parents and staff
- support teachers with behaviour management
- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school
- facilitate parent/teacher conferences
- assist with designing programmes for individual children with behaviour difficulties
- provide supply teachers with guidelines pertaining to this policy
- monitor the implementation of this policy
- facilitate the review of this policy at regular intervals.

## **Rights**

Children have the right to:

- be treated with respect, courtesy and honesty
- learn in a purposeful, non-disruptive and supportive environment
- work and play in a friendly and clean environment
- feel safe and secure at school
- have a teacher who provides engaging, purposeful, well prepared and differentiated learning
- be heard in an appropriate forum on matters related to these rights.

Staff have the right to:

- to be treated with respect, courtesy and honesty
- teach in a purposeful, non-disruptive and supportive environment
- receive co-operation and support from parents
- be heard in an appropriate forum on matters related to their work as a teacher
- respect, courtesy and honesty from the school community.

Parents have the right to:

- to be treated with respect, courtesy and honesty
- receive on-going open communication about the social and emotional development of their child, including their child's behaviour
- be informed about their child's learning, behaviour management procedures and decisions affecting their child's health, safety and welfare
- be informed of their child's academic progress
- expect access to a meaningful and appropriate education for their child
- be heard in an appropriate forum on matters related to the rights of their child.

## Responsibilities

Children have the responsibility to:

- show courtesy and respect toward members of the school community, including temporary members of staff and supply teachers
- ensure that their behaviour does not disrupt the learning of others
- make sure that the school environment is kept neat, tidy and secure
- ensure that they are punctual, polite, well-prepared and display a positive attitude
- behave in a way that protects the health, safety and wellbeing of others
- respect their own personal possessions, those of others as well as school property.

Staff have the responsibility to:

- model respectful, courteous and honest behaviour
- ensure that school environment is kept neat, tidy and secure;
- establish and facilitate positive relationships with children, parents and staff
- ensure lessons are well organised and planned so that the learning is relevant and interesting, always reflecting on the success of the lesson and looking for professional improvement
- report on a child's progress, behaviour and social/emotional development to parents in an ongoing, open and supportive way
- resolve any difficulties in the classroom as far as is possible, de-escalating these difficult situations using positive behaviour management strategies

Parents have the responsibility to:

- ensure that their child attends school and arrives punctually
- request a forum to discuss matters related to the rights of their child as necessary
- communicate with school staff in a courteous, respectful and open manner
- support the academic, physical, social and emotional development of their child
- ensure that their child is provided with appropriate materials to make effective use of the learning environment
- support the school in efforts to provide a learning programme for their child.

# The Oakfield Primary School Values Charter

**Respect Others and Property**

**Always Try Your Best**

**Listen**

**Be Kind, Helpful and Gentle**

**Be Safe**

**Everyone at Oakfield Primary School follows  
our Charter**

## Behaviours for Learning

<b>Respect</b> – Pip the penguin as penguins respect each other and support one another	<b>Resilient</b> – Tommy Tortoise as tortoises are slow but keep on going and never give up	<b>Reciprocal</b> – Bertie Bee as bees work together in a team in the hive and are dependent on one another to keep the hive going
<b>Reflective</b> – Oscar Owl is reflective as owls carefully consider things and think about things before acting	<b>Resourceful</b> – Abby Ant as ants are resourceful and use things around them to keep the ant colony alive	

## Positive Behaviour and rewards at Oakfield Primary School

There are a number of positive behaviour strategies that we will use as a school to support the children in their learning:

**Class dojos** - Children will be able to earn a dojo for demonstrating any of the charter values or the behaviours for learning. Rainbow certificates will be awarded each time a child reaches a 25 point marker.

**Verbal feedback** – Positive verbal recognition given by adults or peers.

**Golden Ticket** - Children who demonstrate good manners at lunchtime will be able to earn their name in a box for each time they are recognised as displaying great table manners. Each term, 6 tickets will be drawn out of the box and those 6 children will earn a golden ticket - the right to have a special lunch with the Head Teacher. The more times they demonstrate excellent manners at lunchtime, the more tickets (and chances) they have of winning a golden ticket.

**Top Table** – Each class will have an opportunity to be part of the Top Table over the course of the year. 6 children will be selected by their class teacher for various reasons and will be able to sit at the special Top Table during lunchtime once weekly.

**Headteacher Gold Book** – Children who demonstrate excellent work or effort will be able to share their exceptional work with the Headteacher. This will then be written into the Gold Book and the child will receive a golden coin and a Headteacher sticker.

**Oak Leaf Certificate** – Each half term one child from each class will earn a certificate for consistently demonstrating one of the selected Charter Values.

**Attendance Awards** – Each half term children will receive an attendance award if they have maintained 100% attendance.

**Lunchtime folder** - During lunchtime, we aim to catch the children being good and following the Oakfield Primary School Values Charter. These good deeds will be logged in the playground file and in one assembly each week, children who have demonstrated good playground behaviour will be praised.

**Message home to parents** – These will be used when children have demonstrated exceptional learning skills in an area of the curriculum. The message will be sent via a telephone call, parent-mail or a postcard.

**V.I.P** - Each week one child will be selected from each class to be the V.I.P. They will wear the VIP jumper for the week and will be given important jobs to do. Then, during Friday morning assembly the VIPs will each be given a certificate celebrating their uniqueness. At some point during the week or the following week, the VIPs will be invited to take part in a tea party with the Head Teacher. Every child will get an opportunity to be a VIP once annually.

## Strategies for dealing with inappropriate behaviour

### Unacceptable behaviour

Behaviour that is unacceptable will result in sanctions. The behaviour ladder below sets out examples of different levels of inappropriate behaviour and is a guide for staff to follow. It should be noted that the list is not exhaustive as there could be other behaviours displayed. There must always be an element of discretion, as behaviour must be managed sensitively, with due care of any special needs that a child may have. It is also worth noting that short after school sanctions are used to enable the school to effectively deal with all experiences of negative behaviour on the day that it occurs. Children with IDMP's are not required to follow the step system in the same way – they will be following their IBMP

Level	Behaviour Examples	Actions/Sanctions
Step 1	Poor effort Disruptive fidgeting Inappropriate interruption Distracting others Disruptive noises Unkind remarks Deliberately annoying others Bad language (one off) Answering back e.g. questioning the situation Wandering around the room at the wrong time Dropping litter	Reminder of charter values Positive reinforcement for those doing the right thing Count the individual: 1 = warning 2 = movement in class 3 = 5 minutes out of play or lunch or after school
Step 2	Persistent low level behaviour Refusing to work Misuse of school equipment Dangerous play Improper use of toilets Inciting other children to misbehave Intentional swearing or verbal abuse Stealing Telling lies Disobedience or rudeness towards adults Leaving class without permission	Count the individual (1 <sup>st</sup> offence) Community service for one session Withdrawal from a fun activity within class Parents informed verbally Miss a whole play or lunch Complete a reflection sheet Apologies to be written kept on file Damage to school property – letter to parent requesting replacement cost Complete CPOMS if necessary May be fast tracked to Step 3 Possible intervention from external professionals, e.g. police, social workers
Step 3	Persistent moderate level behaviour Deliberately hurting another pupil either physically or emotionally (e.g. kicking, hitting, spitting, biting, pinching) Throwing/kicking objects that could cause harm Vandalism Children excluding each other because of looks, colour, race, belief, gender or disability Going into areas of school that are out of bounds Leaving the school site without permission Aggression towards adults Bullying, depending on the seriousness of the incident	Record on CPOMS Complete ABCCD for 1 day period Complete or update risk assessment and IBMP Parents informed via letter Cost of vandalism paid by parents Possible internal/external fixed term exclusion Report card for one week Miss one day of play and lunch or 5 minutes after school Possible intervention from external professionals, e.g. police, social workers
Step 4	Persistent serious level behaviour Serious violence with intent against another pupil or member of staff Sexual abuse or assault Supplying an illegal drug Carrying an offensive weapon Repeated bullying, depending on the seriousness of the incident	Fixed term internal, external or permanent exclusion Complete or update risk assessment and IBMP Complete ABCCD for period of 1 week Record on CPOMS Meet with parents Possible intervention from external professionals, e.g. police, social workers

## **Bullying**

Please refer to our anti-bullying policy

## **Behaviour Log**

The behaviour log is kept using the CPOMS programme.

## **Poppy Room**

Some children may need to have their thinking space outside the classroom on occasion and in this instance they can use the Poppy room. The same rules that apply to the thinking space can be applied to the use of the room. Teachers and other adults can negotiate with individuals how they may use the Poppy room.

The Poppy room can also be used to provide a calm space for children who may be distressed or needing a little time to make a good choice about their conduct.

## **Promoting Good Behaviour**

It is the child's responsibility to behave in a way that allows themselves and others to learn and stay safe at school. Adults will talk to the children in terms of "making good choices" to make it clear to them that they are responsible for their own behaviours.

## **Modification of behaviour**

- It is always the school's intention to modify unacceptable behaviour rather than to contain it or simply manage it.
- Children who are regularly requiring sanctions should be referred to the emotional literacy support assistants in the first instance who will work with the SLT where appropriate
- Teachers should keep in close contact with parents where there are concerns about a child's behaviour
- If a child does not respond well to behaviour modification it may be necessary to write a behavioural management plan (Individual Behaviour Management Plan - IBMP) to ensure there is consistency in the treatment of the child across the school
- Some children may need some additional rewards for shorter period of time in response to specific targets – these would be detailed in the behavioural management plan.

## **Outside the classroom and serious incidents**

- If a serious transgression takes place anywhere in the school and another adult is required the member of staff can use the Orange Emergency Card (Orange Alert) to summon an additional adult or use a walkie talkie

## Exclusions

- Exclusions will only be used in extreme circumstances
- If it is warranted the headteacher has the authority to enforce a fixed term or permanent exclusion which will be done in accordance with local and national guidance.

## Other agencies

The school is always willing to seek advice and support from other agencies. This could include:

- Educational psychology service
- Behaviour support team
- Inclusion team
- Social care
- Primary mental health (CAMHS)

## The success of this policy

The success of this policy will be judged according to:

- The total number of fixed term and permanent exclusions
- The anecdotal comments of the school community
- Comments from children in the school's council and parent and staff evaluations

Policy reviewed September 2018

Agreed by Governors \_\_\_\_\_

Signed by Governors \_\_\_\_\_

Date for review: September 2019