



NEW OSCOTT PRIMARY SCHOOL

Behaviour Policy

Reviewed October 2015

At New Oscott Primary School we believe that everyone has the right to be respected as an individual. Our school strives to create a happy, protected and encouraging environment where our children can learn and grow into independent and respectful individuals.

We believe that teaching children the skills of self discipline, co-operation, respect and tolerance towards others are a crucial part of the curriculum and more importantly are essential skills needed in today's society. Without these skills, our academic objectives cannot be achieved and so by working closely in partnership with parents, our goals can be achieved.

All our staff, in the classroom and on the playground, share a positive approach to behaviour management and the emphasis is placed on rewards to reinforce and make examples of good behaviour at all times.

Our Aims:

- ❖ We aim to create a secure, caring and happy environment for every child and member of staff.
- ❖ We believe that teaching and learning should be achieved through an effective whole school approach to behaviour management.
- ❖ We believe that a stimulating and creative environment has a positive impact on behaviour. We provide a wide range of extra-curricular activities at lunchtimes and after school. Children are involved in developing the outdoor environment. This creates shared ownership and responsibility.
- ❖ All staff at New Oscott Primary School recognise that good behaviour is strongly linked to good relationships and mutual respect. It is therefore

important that all relationships with our pupils, and between each other are based on a fundamental respect for the individual.

- ❖ At the heart of effective learning is self-discipline. Pupils are encouraged to be responsible for their own behaviour and actions. We expect high standards of behaviour at all times.

What do we mean by good behaviour?

- By good behaviour we mean tolerance, sensitivity and consideration for the others within our school.
- Every person within our school should show good manners, courtesy and respect towards each other.
- We expect everyone to respect their own property, the property of others and resources provided by the school.

What does good learning behaviour look like?

- Good sitting and listening
- Follows instructions
- Polite and well-mannered
- Shows respect for each other and their environment
- Considerate towards others

At New Oscott Primary School we aim to

- Treat each other and our school with respect
- Always be polite and truthful
- Do our best at all times

Behaviour Support

We aim to create a supportive environment for children and staff by using the expertise and experience of:

- Highly trained teaching and support staff
- Pastoral team
- Senior Leadership Team
- PSE trained staff
- SENCO
- Behaviour Support Service
- Governing Body

and through close links with parents and outside agencies.

Positive behaviour is promoted through circle time, assemblies, PSHE curriculum, whole school system of rewards, PSE groups, School and Class council, positive role models such as Peer Pals, 'Tea with me' with the Head Teacher.

Inclusion

New Oscott Primary School is an inclusive school. We acknowledge the importance of a safe, enabling environment in which we strive to meet the needs of each individual pupil. We recognise the differing needs of our pupils when addressing any behaviour issues which may arise. Some pupils may have a special educational need (such as Autism) and may require additional support with the following:

- understanding aspects of our behaviour policy such as rules and sanctions
- why their actions are considered inappropriate
- the consequences of their actions

It is really important that school staff know the children well and that time is taken to give additional support to pupils who find appropriate behaviour more difficult.

A member of staff dealing with an issue should always speak to all the children involved and ensure it is investigated as fully as possible. The member of staff should think of the most appropriate way to follow-up an issue with a child, which still in line with our Behaviour Policy. For example, for some pupils it may be appropriate to attend *Room For Thought* on a one-to-one basis with a familiar member of teaching staff or a Lead Practitioner for ASC, and for specific approaches to be used, such as 'scales of justice' or 'comic strip'.

See Appendix A for additional information to support pupils with challenging behaviours.

Anti-Bullying Policy (see separate policy)

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. New Oscott Primary School looks on any action of bullying very seriously and pupils, staff, lunchtime supervisors, parents and governors are aware it will not be tolerated. Following the McPherson Report the school will record any racist incidents, the file is to be kept in the Head Teacher's office. All the staff are aware that racism will not be tolerated. Pupils are encouraged to talk openly and in confidence of their fears and experiences. They will be listened to, taken seriously and any incident will be carefully investigated and action taken where necessary. The responsibility for this investigation rests initially on the class teacher but he/she should be aware that help and support is available from the Pastoral Team, year colleagues, Head and Deputy Head Teacher. The head teacher will be notified of any actions of bullying and will take appropriate action, recording incidents with dates for future reference. If bullying persists, then parents of the bully and the victim are notified and are involved in dealing with the situation.

The Head and Deputy Head Teacher keep a written record of serious incidents and any meetings with parents where behaviour may be a concern.

Classroom Rules

Teachers agree their own classroom rules with their class at the beginning of each school year. Teachers make explicit the procedures, routines and expectations for:

- Gaining the children's attention (e.g. 'Are you listening?' clap)
- Using the cloakroom
- Entering and leaving school
- Registration
- Movement around the classroom
- Wet play/lunchtimes
- Going to the toilet
- Tidying up
- Staff should NEVER shout or point fingers at a child (a senior member of staff should always be contacted if a teacher is concerned about how they may react to a child)

Assembly Rules

Children are expected to walk in and out of assembly quietly. All staff have a collective responsibility for behaviour during assembly.

Playtime Code of Conduct

- *Play safely*
- *Play fairly*
- *Look after our school grounds*

Playtime Rules

- Each class is escorted to and from the cloakrooms each playtime.
- When whistle blows, everyone will stand still and stop talking. At second whistle return equipment to boxes and line up quickly and quietly. All the staff have a collective responsibility for behaviour as children line up and walk back into school.
- Walk into school quietly with class teacher.

- Litter to be placed in bins provided.
- All classes to be told specific rules regarding trim trails before using them for the first time. Regular reminders given.
- Pupils receiving injuries are to be sent to First aid.
- Children should visit toilet before going out to playground.

Wet Play

A range of resources are available in each classroom for use by the children. Monitors identified from Y6 may give support.

Peer Pals

Y6 and Y2 children are given training as 'Peer Pals' and support children at lunchtime to resolve any behavioural issues.

Lunchtime Assistants

Y6 are chosen to help in Reception and Y1 at lunchtimes. Training is given in playground games.

Behaviour Management Systems

Rewards

Our behaviour management supports a positive approach towards behaviour within the school.

We believe that positive reinforcement of appropriate behaviour is the best way to encourage good standards of behaviour. Once a reward is given, it must not be taken back.

Rewards are given in the following ways

- Verbal praise
- Written comment or sticker on pupil's work

- Stickers for good behaviour, being kind, helpful etc
- Showing good work to another teacher/Head or Deputy
- Praise postcards/note home
- Cubes in the jar/Golden Time - 1x per term. Cubes in the jar to be given a sliding scale of rewards e.g. $\frac{1}{4}$ full will be 10 minutes extra play to a full jar being given a class treat e.g. a class trip to the park, party or disco. Golden tokens, 10 tokens will be 10 minutes extra play and 20 being a class treat on a Friday for about one hour..
- House points for good work (maximum of 5 at a time)
- Raffle tickets (maximum of 5 at a time). Raffle tickets will be given for returning homework and individual behaviours/achievements.
- A different system may be used in Year 6 such as reward cards or the 'class dojo point system' which records positives and negatives. The emphasis is always on the positive and rewards are given on a weekly basis.
- Weekly/half-termly certificates. Photographs of children awarded certificates are displayed each week on our 'Star of the Week' boards.

In addition, one child in each class every day is chosen to be special person (Infants)/VIP (Juniors) for that day and may be given extra responsibilities e.g. carry register, walk at front of line, first out to play, chair in assembly etc. this child also wears an 'I am special'/'VIP' badge.

House points

- There is a 'House system' throughout the school in which each child and member of staff belongs to a particular house. Children in families belong to the same house. The aim of the house system is to encourage children to work together to earn points for their house through e.g. good work, collaboration, good behaviour etc. Each house has two captains and Year 6/staff organise half-termly house assemblies/activity days.
- House points are awarded for a wide range of achievements (behaviour and academic). The house points contribute to the weekly total of house points which are announced in assemblies on a Friday. The winning house will receive points, which will be recorded on a display in the hall and work towards a

winning house of the year. When houses receive a certain number of points on the display they will be rewarded with extra play.

- In addition, pupils take part in a range of inter-house events during the school year.

Golden Time/Cubes in the Jar

In the Infant Department there is a 'cubes in the jar' system where children can earn cubes collectively e.g. by good lunchtime behaviour or walking in and out of assembly quietly. The jar will be given levels of rewards, with the first level being given extra play, working towards a whole class treat when the final level in the jar is reached. The treats are chosen by the whole class at the start. Example rewards may be; a team building session, a class trip, a picnic, party or disco.

In the Junior Department there is golden time. Children can earn golden tokens collectively as above and these are displayed in the classroom. When 10 golden tokens have been achieved the class earns 10 minutes extra playtime. When all 20 golden tokens have been achieved they will have a golden time session for about one hour on a Friday afternoon. The children choose the activities for the golden time session.

It is expected that in most cases Golden Time/Cubes in the Jar will not take place more than once in any half term.

Consequences

At New Oscott Primary School, we firmly believe that children need to understand that their behaviour in school is their choice and that they need to learn to make the **right choices**. Staff will frequently remind children that if they **choose** to behave in a negative way then there will be consequences as a result of this. Where children choose the correct behaviour then they will be praised for making the right choices.

- We believe that pupils should understand why they are being disciplined and that consequences should respect the individual, relate to the misdeed and have a hierarchy.
- To create an environment conducive to learning sanctions must have minimal disruption to the lesson.

At New Oscott Primary School we believe it is important that the child is aware that it is the behaviour that the child is exhibiting that we find unacceptable, not the child themselves. Incidents of inappropriate behaviour should be dealt with in a calm and controlled manner.

Sanctions

At the start of each year, teachers and teaching assistants will work together with their class in order to understand the whole school rules. In addition, each classroom will display a 'zone board' for behaviour comprising of a sun, grey cloud and rain cloud in the Infant department and a green, amber and red zone in the Junior department.

Classroom sanctions

1. Verbal warning by the teacher explaining what is wrong with the behaviour (For pupils with ASC in particular, the teacher explains which school/classroom rule has been broken and then focuses on what the pupil must do i.e. what they want the pupil to do, rather than what they don't want them to do.)
2. Child moved to 'grey cloud' or 'amber'
3. Child moved to 'rain cloud' or 'red' and sent to another class with work to complete.
4. Child sent to member of Senior Management team (Head Teacher, Deputy Head, Assistant Head teacher). Head Teacher, Deputy Head, Assistant Head teacher to follow up and feedback to the Class Teacher.

When the child returns back to their own class they should return to 'amber' or the 'grey cloud'. The child has to demonstrate a conscious effort to show good learning behaviour in order to move back to the 'sun' or 'green' zone. The class

teacher should ensure that the pupil knows what he/she needs to do in order to move himself/herself back to the 'green' or the 'sun'. Every child starts a new day on 'green' or the 'sun'.

Children who go onto the 'rain cloud' or 'red zone' must be recorded in the class behaviour book. The Head Teacher and Deputy Head Teacher will monitor books every Friday (to be handed in at briefing). A class list at the front of behaviour book will record good behaviours e.g. certificates received, visits to the Head Teacher or Deputy Head Teacher.

Parent to be informed as necessary by the class teacher.

Children who exhibit any of the following behaviours should be 'referred' to a member of the

SMT using a 'referral' form: Fighting, kicking, swearing, racist comments and general disrespect. We will not tolerate these in school.

Where this happens the child will be required to discuss/write/draw about the incident in 'The Room for Thought'- what happened, what he/she should have done/what they have learned from the incident/what he/she would do differently another time etc and a letter of apology if appropriate. A letter will be sent home to parents asking for support in reinforcing school rules. Every 2 weeks the folder will be monitored by the Pastoral Team and parent return slips checked and followed up.

'Room for Thought' will be held on Tuesday, Wednesday and Thursday and Friday lunchtime, with a member of staff.

Parents will be contacted to discuss a child's behaviour if it becomes an issue. Children who continue to behave inappropriately may be considered for an individual behaviour plan (I.B.P.) Pupils may be required to attend a support group in school such as social skills group, P.S.E and friendship group, Drop-in etc. Individual pupils may be given personalised behaviour charts to track behaviour and reward progress and positive behaviour.

Movement Around School

Pupils are expected to move sensibly and quietly around school. When leading a line of pupils, the member of staff should check frequently on the behaviour of pupils in the line and consider his/her position in the line to ensure effective monitoring.

Playground

- Verbal warning by teacher explaining what is wrong with behaviour
- Stand next to member of staff on duty. Class Teacher to be informed.
- Child referred to Head or Deputy or person deputising

Parent to be informed as necessary

Lunchtime

The children should regularly be made aware that the same expectations of behaviour apply at lunchtime as throughout the school day.

Close liaison between staff and lunchtime supervisor is essential. Lunchtime supervisors share any specific concerns with the class teacher at the end of lunchtime.

Some alternative provision may be provided to support pupils during unstructured times, such a lunchtime e.g. Drop-in, lunchtime groups.

Children displaying persistent inappropriate behaviour will be seen by a member of the SMT and parents will be informed.

Parents may be required to keep their child at home during the lunchtime period if their child's behaviour does not improve.

Rewards

Rewards may be given by lunchtime supervisor in form of verbal praise shared with class teacher, stickers or cubes in the jar/golden tokens, raffle tickets.

Children can also be rewarded for good manners by being chosen to sit on Golden Table for the week. In the Infant Department Lunchtime Supervisors choose one child per class per week. In the Junior Department, 4 dinner children and 4 sandwich children are chosen each week.

Sanctions

- Verbal warning by lunchtime supervisor explaining what is wrong with behaviour
- Stand next to lunchtime supervisor
- Child referred to Head or Deputy
- Class teacher informed

Exclusion

The school follows the LA exclusion guidelines, which apply in cases of high frequency, disruptive behaviour or incidents of a serious nature.

Only after careful consideration by the Head Teacher and proper application of the appropriate regulations will the following sanctions be imposed:

- Lunchtime exclusion
- Fixed exclusion
- Permanent exclusion

The Head teacher will inform parents and the Governing Body of any incidents and the action taken leading to exclusion.

On a child's return to school a meeting between Head Teacher, Class Teacher, parents and the child is arranged to discuss a behaviour agreement contract.

SEAL

The school has adopted the SEAL approach to managing behaviour by focussing on raising self esteem and positive relationships. Themes are incorporated into

assemblies and the PSHE curriculum and each year group have an area designated to identify and recognise feelings.

Training

NQTs receive training in Behaviour Management and the Behaviour Policy is discussed annually with staff and on a regular basis with Senior Management. The Pastoral team oversee the management of behaviour and follow the SEAL scheme for promoting good behaviour management.

Behaviour Support, or other external agencies may be asked to provide training for staff on behaviour management during the school year.

Parent and Family Support

Support is given to families in need, who may be referred from the school or by other professionals.

The Head Teacher may also refer children/families to the Family Support Team, Behaviour Support or School Health who will liaise with the family. Parent permission is required for this.

The Head Teacher and Deputy Head Teacher are trained to lead FCAF support for families at New Oscott Primary School.

Records

The Head and Deputy Head keep a log of serious incidents where parents and/or children have made a complaint about the behaviour of anyone in school.

Policy agreed by Governing Body:

Date for review: October 2016

