



NEW OSCOTT PRIMARY SCHOOL

Behaviour Policy

Reviewed January 2018

At New Oscott Primary School we believe that everyone has the right to a safe, stimulating and positive learning environment, which promotes and values all contributing members of the School community. We aim to promote this belief through praise, positive reinforcement and a learning environment where all can recognise and express emotions appropriately.

Objectives

- ❖ To create a school ethos which is positive, child centred and promotes self-discipline, cooperation, respect and tolerance towards others.
- ❖ To have a structured approach to behaviour to safeguard the physical, emotional and mental wellbeing of the School community.
- ❖ For children to follow the school rules:

At New Oscott Primary we aim to

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

When children choose to follow the school rules:

Whole School Rewards	<ul style="list-style-type: none"> ● Positive verbal praise ● House Points ● Stickers/Praise postcards home ● Star Certificates ● Golden time 	<ul style="list-style-type: none"> ● Should be given by any member of the school Community. ● House points for good work (maximum of 5 at a time) ● Stickers for good behaviour, being kind, helpful etc. ● One child in each class chosen for a special certificate in Friday assembly. One Gold certificate per class each half term. Photographs of children awarded certificates are displayed each week on our 'Star of the Week' boards. ● Cubes in the jar/Golden Time - 1x per term. Cubes in the jar to be given a sliding scale of
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	<ul style="list-style-type: none"> • Special Person/VIP • Golden Table • Visit the Head teacher/Deputy Head teacher 	<p>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 afternoon.</p> <ul style="list-style-type: none"> • 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. • Children can also be rewarded for good manners by being chosen to sit on Golden Table for the week. • Showing good work to another teacher/Head or Deputy Head Teacher. Children who demonstrate exceptional behaviour and regularly move onto the rainbow/trophy will go to see Head/Deputy Head Teacher for recognition.
Junior Rewards	<ul style="list-style-type: none"> • Raffle tickets 	<ul style="list-style-type: none"> • Raffle tickets (maximum of 5 at a time). Raffle tickets will be given for returning homework and individual behaviours/achievements.
Y6 Rewards	<ul style="list-style-type: none"> • Class dojo 	<ul style="list-style-type: none"> • A different system is used in Year 6, the 'class dojo point system' records positives and negatives. The emphasis is always on the positive and a weekly reward of extra play is given to pupils with positives. Pupils with the highest % of positive dojos sit on the benches in assembly. Children with persistent negative dojos miss a percentage of their golden time.

When Children Choose Not to Follow the School rules- the following consequences are applied.

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.

1. The child has a clear warning about their behaviour being unacceptable. (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.)

If behaviour does not improve then

2. The child is moved to the 'grey cloud' (infants) or 'amber' (Juniors)

If behaviour does not improve then

3. Child moved to 'rain cloud' or 'red' and sent to another class with work to complete.

If behaviour does not improve then

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'. Parent to be informed if necessary by the class teacher.

Room for Thought

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

Individual Behaviour Plans (IBPs)

Some children find behaving appropriately more challenging than others. When a class teacher has concerns about an individual's behaviour they should raise this with the Head teacher.

Parents will be invited into school to discuss the child's behaviour and an Individual Behaviour Plan (IBP) will be set up for that child. This will be reviewed once every half term with the child, class teacher, Head Teacher and parents.

We also work with behaviour consultant, Mr Currigan (Beacon Behaviour Support). Mr Currigan may also support with IBP target setting and reviews.

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:

- Internal exclusion
- Lunchtime exclusion
- Fixed exclusion
- Permanent exclusion

Exclusion is an extreme sanction and is only administered by the Head teacher or the person with delegated responsibility. The Head teacher will inform parents and the Governing Body of any incidents and the action taken leading to exclusion.

Behaviour likely to warrant exclusion includes:

- Deliberate physical acts that cause significant harm
- Leave of school premises
- Significant and persistent disruptive behaviour to other children or staff
- Significant and persistent aggressive behaviour to other children or staff
- Making unsubstantiated allegations or threats to other children or staff
- Bringing weapons or any substance with the intention of misuse onto school premises

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.

Records

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

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'.

Policy agreed by Governing Body:

Date for review: January 2019

Linked policies:

- ***Anti-bullying***
- ***Attendance***
- ***E-Safety & Acceptable Use Policy***
- ***Exclusions***
- ***Home School Agreement***
- ***Safeguarding***
- ***Special Educational Needs & Disabilities***