

# **FOUR OAKS PRIMARY SCHOOL Including FOSBACS**

## **BEHAVIOUR MANAGEMENT POLICY**

January 2018

### **Principle Concern:**

At Four Oaks Primary School we believe that good behaviour is necessary in order for effective teaching and learning to take place and an important outcome of education which society rightly expects. It is a partnership of trust, self-discipline and responsibility between the staff, the children and the parents / carers. Every member of the school is part of this partnership. Where pupils exercise responsibility they develop a sense of personal commitment to the school, they become more involved, better behaved and less likely to tolerate bad behaviour. The behaviour at Four Oaks is predominantly excellent and we have very high expectations of pupil behaviour. The staff know the children very well and consequently ensure that the behaviour management techniques employed are tailored to the needs of each individual child, using a graduated approach whenever possible. Some children with specific needs have strategies in place to support and manage positive behaviours and for these children we make reasonable adjustments. The school uses the Framework for Intervention Strategy, which was devised by practitioners from the support services, using information gained from school and casework studies. Framework for Intervention provides schools with advice and a “three level” structure for dealing with all behaviour problems.

### **Aims:**

The aims of our policy are: -

- (i) to develop good relationships with mutual respect between all parties in the educational process i.e. between staff and pupils, pupils and their peers ,as well as relationships involving parents and the wider community;
- (ii) for the children to have high expectations of their academic and social abilities;
- (iii) to nurture pupils’ growing maturity, self esteem and independence

### **Staff Responsibilities:**

As a member of staff at Four Oaks Primary School I understand that behavior is a collective responsibility. To promote good behaviour:

- My expectations of behaviour are clear and the children know what they are,
- I am consistent in my expectations of behaviour
- I am a positive role model
- I use positive language whenever possible
- If a child does not behave appropriately it is the behaviour I disapprove of; not the child.
- I meet all children in a positive way at the start of the day
- I work hard to build positive relationships with parents and carers.

### **Four Oaks Primary School Code of Behaviour**

At our school: We listen to instructions and we do as we are told the first time

We take turns to talk and listen

We leave other people’s things alone and look after all property

We never hurt anybody

We always remember our manners and show respect to all members of our school community

The children explore the meaning of the code at regular intervals during each year.

### **Playground Rules:** (devised by the pupils)

1. Be kind to everybody and don’t hurt anybody.
2. Stand still or line up quietly when the bell rings.
3. Look after our school grounds.
4. Remember to ask a member of staff before going inside.

### **Play Area (infant) and Trim Trail (juniors) Rules:**

1. Children only allowed on with permission and adult supervision
2. Pumps / trainers to be worn on Trim Trail (junior playground)
3. No one to push or pull anyone else on the apparatus.
4. No running on the Trim Trail
5. Children do not go on these areas either before or after school. The parents are responsible for the children before and after school.

### **Rewards and Sanctions:**

#### **Rewards**

Good behaviour is identified and rewarded at all times and the systems in place develop as the children progress through the school.

#### **Reception, Year 1 and Year 2.**

Each class has a laminated sun, rainbow and cloud that are displayed in a prominent position within each classroom. Named pegs are placed on to the sun, one for each pupil in the class. Reception, Year 1 and Year 2 class teachers will “refresh” the sun each day. Poor behaviour means that their peg is moved to the rainbow / cloud but good behaviour means that their peg can move to the rainbow and then back to the sun; enabling each child to redeem themselves. The rapidity with which the peg is moved towards the cloud, i.e. via rainbow or not, is left to the teacher’s discretion.

Smiley faces will also be awarded for good behaviour and stamped in their achievement books. Pupils are constantly rewarded for good work and good behaviour and staff can send them to the Head teacher / Deputy Head to receive a sticker.

#### **Year 3, Year 4, Year 5 and Year 6**

Each class has a laminated “traffic light” that is displayed in a prominent position within each classroom and named pegs are placed on the green traffic light, one for each pupil in the class. Poor behaviour means that their peg is moved to another traffic light (down the colours) but good behaviour means that their peg can move up the traffic lights; enabling each child to redeem themselves. The rapidity with which the peg is moved, i.e. missing out a colour on the traffic lights is left to the teacher’s discretion.

#### **Whole School**

There is a weekly “Celebrations Assembly” where children will be awarded a certificate for an achievement in an area of school life and this includes good behaviour. The certificate takes the form of a “Star” in the Reception and Key Stage 1 year groups and the form of an “Acorn” for Year 3 to Year 6.

#### **Class Rewards**

It is agreed that small rewards can be given to a well-behaved class e.g. a few minutes having a special story / a sing-song / fun few minutes. These rewards are for achieving specific class behaviour targets and can change according to the needs of the class either weekly, fortnightly or at the discretion of the class teacher.

#### **Sanctions:**

Sanctions for poor behaviour are used at the teachers’ discretion and include: (not in hierarchical order)

- Member of staff will remind the child of the appropriate behaviour
- remove the child from their position on their table / carpet, once settled the pupil will return to their place
- remove the pupil from “trouble” for a lengthier period of time
- the child can be sent to another, neighbouring class. A responsible pupil will accompany them.
- Child misses part or all of their break / lunchtime
- Child misses the class reward time
- Child sent to the department manager
- Child sent to DHT / HT

The parents will be informed at an appropriate stage dependent on the misdemeanor.

More serious misdemeanors are recorded in the Behaviour Book in either the Infant or Junior management room and, if appropriate, My Concern. It is important that the following information is noted: “name of pupil, date, details of incident, sanction, signature of staff member, and teacher informed.”

This will act as a record for the Head Teacher, class teacher, parent, BECO as well as providing information for any Individual Behaviour Plan if that route proves necessary in the future.

Lunchtime Supervisors will follow a similar system, using their discretion, warning the child displaying inappropriate behaviour etc. but they will also tell the teacher. Lunchtime supervisors can also award house points / smiley faces as well as moving a child’s peg.

Department managers are as follows:

Miss Appleby - the Infant department                      Mrs. Bambury - the Junior department

We work on the policy that each day is a chance for a fresh start, however in the cases of persistent bad behaviour or behaviour of substantial concern, parents, the class teacher, the Behaviour Co-ordinator and the Head Teacher are involved in providing support and outside help is sought if necessary.

### **Pupil Concerns and Bullying:**

**What is Bullying?** (from BLEA document)

“Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.

Bullying behaviour can include:

- physical aggression, such as hitting, kicking, taking or damaging possessions
- verbal aggression, such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls;
- indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.
- Cyber bullying – via the internet as well as text messages

Racial or sexual harassment involves the same kinds of behaviour directed against someone because of their culture or ethnic identity, their gender or sexuality.

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults.”

Pupils are constantly reminded to tell their teacher or other adult if anyone does anything to them that they don’t like. Parents are informed of this at the Induction meeting for Reception parents and every pupil and their parents are told about this on the day they are formally registered at our school. The same message is reinforced in classrooms and through assemblies throughout the year.

If a child informs an adult (teacher, teaching assistant, secretary, lunchtime supervisor, BSS, Head teacher or other adult) that someone is doing something to them that they don’t like then it is dealt with, dependent on the nature of the incident and all surrounding circumstances, as follows (non-hierarchical)

- Talk to the child concerned to gain additional information (if the situation is in relation to child protection then the child protection procedure is followed)
- Observe behaviour, eg. at break times, lunchtimes, classroom etc
- Talk to other children involved
- Discuss the situation with parents as necessary
- Decide upon appropriate action, implement and follow-up
- Record incident in behaviour book in the drawer in the H/T desk

### **Racial Harassment** (from BLEA document)

Racial harassment is acts which may be verbal or physical and which include attacks on the person as well as property, suffered by individuals or groups because of their colour, race, nationality, ethnic or religious origin, where the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

### Institutional Racism

“This is defined in the Stephen Lawrence Inquiry (Macpherson) Report as:

the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

### Forms of Racial Harassment

- Physical Assault, including jostling, physical intimidation, punching, kicking and other physical contact which may include use of a weapon.
- Verbal abuse, insults and racist jokes, including racist comments, statements, jokes.
- Provocative behaviour, including inciting others to behave in a threatening / racist way, abuse of personal property, vicious threatening behavior, racist propaganda, bringing into school racist literature, racist graffiti, wearing racist insignia.
- Alienation / refusal to co-operate or work with a pupil of a different ethnic origin, including refusal to sit next to, talk, work with, help others, parental objections.
- Incitement of others to behave in a racist way.

Any forms of harassment are recorded on the appropriate forms.

### Exclusions from School:

If a child displays continuously unacceptable behaviour and despite applying the various aspects of our Behaviour Management Policy, they still continue with bad behaviour then the child can be excluded. Any exclusion will follow the LEA guidelines as detailed in the most up-to-date documentation available.

- Individual exclusions should be for the shortest time necessary,
- Exclusions should be kept to the minimum length consistent with an appropriate message to pupils,
- If an exclusion is for longer than a day, work should be set and marked and these arrangements should be explained to parents in the exclusion letter,
- There should be clear arrangements for the pupil’s return to school after the exclusion.

All fixed term exclusions must be reported to the BLEA and the appropriate forms completed.

LEA phone number in relation to exclusions: 303 2685 - The Exclusion Team

### Assessment – Record Keeping:

Pupils displaying poor behaviour are sent to the Head Teacher and the Head Teacher or deputy records this in the Behaviour book as necessary. There is a School Behaviour Record Book in each management office. Any issue relating to Child Protection will be recorded on “My Concern.”

### Equal Opportunities:

The code of behaviour applies to all children whatever their race, gender or disability.

Every child can behave appropriately unless they have special problems.

### Special Needs:

Where a child has specific behavioural problems, initially our code is amended to suit their individual needs and following this an Individual Behaviour Plan will be written with the help of our Behaviour co-ordinator, SENCO and professional advice as necessary.

### Roles and Responsibilities:

The overall behaviour of the school is the responsibility of the Head and the Deputy but the implementation is a whole school issue, with all staff having responsibility.

The policy was reviewed in the Spring Term 2018

The policy will be reviewed in the Spring Term 2019