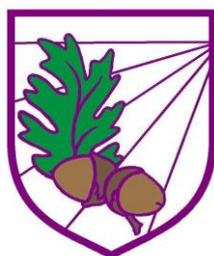


# OAK VIEW PRIMARY & NURSERY SCHOOL



## **BEHAVIOUR POLICY**

Policy Date:	October 2020
Policy Review Date	Autumn 2021
Date ratified by Full Governing Body	12/10/2020
Signed by Chair of Governors <i>alclame</i>	

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## **1. Policy Statement and Aims**

Oak View Primary and Nursery School seeks to promote positive behaviour based on mutual respect between all members of the school community. At Oak View, staff encourage the highest standards in collective and self-discipline. The ethos of Oak View and the planning of the broad curriculum, promote the attitudes and values necessary for pupils to contribute positively to their own personal development and to that of the school. Staff members have received Step on Training to develop a therapeutic approach to behaviour. We are an inclusive school and our aim is to teach behaviour through the relationships we form, role modelling, consistency, routines, positive phrasing, planning, reward and positive reinforcement, comfort and forgiveness.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

Main Every Child Matters outcomes: BE healthy; Enjoy and achieve

The voice of staff, pupils, the parent community and Governing Body agree what constitutes good behaviour in developing this policy. All pupils are consulted on the rules, rewards and sanctions. Parents are encouraged to support the policy through the home-school agreement.

The policy takes account of current statutory guidance on exclusions, notably Behaviour and discipline in schools January 2016 and Creating a culture: how school leaders can optimise behaviour 2017.

## **2. School Ethos**

At Oak View all staff have an important responsibility to model high standards of behaviour both with the pupils and with each other. We aim to:

- Create a positive environment with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Take good care of our school
- Treat property with respect
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

## **3. Zones of Regulation**

The school have implemented Zones of Regulation from Early Years to Year 6. The aim is to help a child self-regulate by recognising their emotions and control them. Zones of Regulation teaches pupils to use strategies or tools to help them to move between zones. There are 4 zones, which categorise the emotion the child is experiencing.

Blue zone - not ready to learn, tired, sad or bored

Green zone - calm, ready to learn, happy and focused

Yellow zone - frustration, worried, excited

Red zone - the child is out of control, terrified and angry

The children use their own toolbox to help them regulate. All members of staff share which zone they are in at times as part of the therapeutic environment we are creating.

#### **4. Code of Behaviour**

The school's vision is to empower and develop pupil independence. As a school community we have worked together and have adopted the following values linked to British Values to achieve a high standard of behaviour in a safe learning environment

**Respect (patience, friendliness, love, thoughtfulness)**

**Perseverance (resilience, confidence, self-belief)**

**Responsibility (self-discipline)**

**Co-operation (unity)**

**Honesty (trust)**

**British Values:**

**Democracy, Rule of Law, Individual Liberty and mutual respect for and tolerance of those with different faiths and beliefs.**

**All members of the Oak View School community have the right to be treated with respect and to work in a clean, calm and safe environment.**

This means:

- Pupils show respect for others by working sensibly in lessons and do not disrupt the learning of others
- Pupils show consideration for others by moving around the building walking quietly and carefully
- Pupils behave appropriately to support Oak View's anti-bullying ethos
- All members of the Oak View School community treat each other with respect and consideration

**All pupils and teachers must be punctual and well prepared for their lessons.**

This means

- Pupils come equipped for the day wearing the correct school uniform and with everything they need for their lessons
- Pupils attend school regularly and arrive on time

#### **5. The Framework of Conduct for Staff**

- New staff should be informed of the day to day rules of the school as part of their induction
- Each class teacher is responsible for the pastoral needs of their class
- The Senior Leadership Team may act in a pastoral role when the class teacher requires extra help or advice
- Advice from the Inclusion Leader should be identified in relation to a specific educational need
- Pastoral discussions relating to particular children may take place informally and in staff meetings
- Regular liaison meetings between the teaching and support staff should take place so that support staff are kept informed. The Teaching Assistant Leader (SLT) will be the main person liaising between TA's and the SLT

## **6. Classroom Management/Teaching and Learning**

Classroom management and teaching methods have an important influence on children's behaviour. At Oak View, classrooms are organised to develop independence and personal initiative. Displays should help develop self-esteem by demonstrating the value of every individual's contribution throughout the year. Teaching methods and lessons should encourage enthusiasm and active participation for all. Class teachers have their own reward and sanction systems in place including Golden Rules adopted throughout the school. The Early Years Foundation Stage has a separate Behaviour Policy appropriate for the age group.

Class teachers plan various class and group activities to promote positive behaviour including:

- Class councils
- Circle time
- P4C discrete lessons once a term
- Golden time at KS1 (independent activity on Fridays) and for KS2 as and when the teacher decides.

## **7. Curriculum**

We promote positive behaviour through the curriculum, expecting high standards of working together, sharing and listening to each other. There is a dedicated PSHE time throughout the school monitored by the PSHE leader. Values Education and P4C enables the children to explore and understand the wider expectations of living in a harmonious society.

## **8. Golden Rules**

We have adopted the Golden Rules system. Our Golden Rules are these:

1. Do be gentle: Don't hurt anyone
2. Do be kind: Don't hurt other people's feelings
3. Do be honest: Don't hide the truth
4. Do look after property: Don't waste or damage it
5. Do listen well: Don't interrupt
6. Do work hard: Don't waste your time or others time
7. Treat others as you would like to be treated

Oak View School rules and class rules are discussed at the beginning of each school year, and are consistently applied and enforced throughout the year, to ensure high standards of behaviour are maintained.

## **9. Rewards**

At Oak View our emphasis is to reinforce good behaviour. We believe that rewards have an important motivational role and help children to understand that good behaviour is valued. At Oak View we encourage good behaviour and a positive attitude by:

- Praising individuals and groups for good behaviour and/or work
- Showing good work to the Leadership Team.
- Good or improved behaviour/work being acknowledged in Celebration assembly and being given a certificate
- Classroom merit stickers/certificates
- Lunchtime stickers

- Displays around the school
- Being given responsibility

## **10. Sanctions**

When applying sanctions we try to:-

- Avoid confrontation and believe in de-escalation
- Listen
- Establish facts
- Judge only when certain
- Avoid group punishments – the innocent resent this

We must always be ready to praise good behaviour/achievements to avoid the situation when only bad behaviour receives attention.

The sanctions that we have chosen for inappropriate behaviour are progressive and start with a warning.

### **First Warning**

Minor incidents of disruptive behaviour are dealt with by the class teacher and the child will be given a verbal warning.

This is an important first consequence because it gives the child an opportunity to choose more appropriate behaviour.

### **Two Warnings**

If this behaviour persists or escalates after the first warning the child will be asked to move within the classroom to allow others to continue to learn.

The pupil will stay there until they are ready to follow the class rules s/he would be expected to apologise to their class teacher and peers.

### **Third Warning**

In some cases a child may then be asked to move to a different classroom (SLT member) to be separated from his/her peers. In this case, a member of the Senior Leadership Team will speak to this child about the poor choices of behaviour straight away.

A portion of the child's break or lunchtime will be taken as a consequence, depending on the nature of the incident. Parents will be informed by the class teacher verbally at the end of the school day of such action.

### **Following 3 warnings having gone through the above process (1st, 2nd & 3<sup>rd</sup> warning)**

If a child receives 3 warnings in a day or a week he/she will be placed on Lunchtime Exclusion. The child concerned will be excluded from lunchtime play for 15 minutes to reflect on their behaviour and discuss with their class teacher how they can improve. The class teacher will make an entry on CPOMS at the next suitable break time. A letter and accompanying reply slip will be sent to inform parents. Formal Exclusion Procedures may be considered should a child reach this stage regularly. Parents will be invited to discuss the child's behaviour prior to this action taking place.

## **11. Behaviour Conference**

In the event that a child persistently finds it difficult to regulate their behaviour a Behaviour Conference between the pupil, parents, class teacher and Inclusion Leader will take place. The aim is to support the child to regulate their behaviour in partnership with the home and wider agencies. A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

## **12. Headteacher**

Should a child exhibit behaviours that make him/her a danger to themselves or others then it may become necessary to exclude without a meeting with the parents. Such incidents are rare but it is necessary to maintain the well being of all pupils and adults within the school and as such must remain the final option. Should a child be excluded then the LA guidelines will be followed. Parents will be informed immediately by both a phone call (made by the Headteacher or a member of the Senior Leadership Team) and letter.

It is expected that exclusions will have a positive impact on the child's behaviour. Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion.

In severe cases, if fixed term exclusions do not help the pupil, a permanent exclusion can be enforced.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors

## **13. Fast Track/Red**

Sometimes we have to act quickly and decisively to stop a child's disruptive behaviour e.g., extreme violence or direct verbal abuse. In these severe cases a child would not receive a warning. They would lose the right to proceed through the series of sanctions and would either be escorted to the Headteacher by the Teaching Assistant, a telephone call would be made to the Admin Office to alert the Headteacher, or a responsible child would be sent to the Headteacher with a red card (this is a situation where exclusion may be considered).

## **14. Break and Lunch Times**

All pupils have a Playground License to enjoy a leisurely time with their friends during morning break time. If a child is spoken to and has not followed the GOLDEN RULES, the class teacher will take the license away, and she/he will forfeit the following morning break.

It is recognised that MSA's have an important role to play in the school. It is also recognised that their role is not always easy. At Oak View we acknowledge these facts and give maximum support whilst bearing in mind that all staff working in school are entitled to a lunch break. In light of this the Headteacher and Deputy supported by the SLT are timetabled for lunchtime duty during the week to offer support, advice and monitor the safety of pupils. The rules and consequences for lunchtime behaviour are known by all members of the school community.

### **Sanctions**

First Warning

This is giving the child an opportunity to choose more appropriate behaviour.

### Two warnings

The MSA will ask the child to stand by the school wall for 5 minutes and think about his/her action. The child will return to play following an apology to those concerned.

In the event a child refuses to stand by the wall then a red card is sent to the senior leader on duty.

### Three warnings

If the child returns to play and continues with inappropriate behaviour the child will be given a red card and sent to a member of the SLT on duty.

A lunchtime playtime exclusion will be followed the following day for 15 minutes. Playtime exclusion is supervised by the class teacher. The exclusion takes place in the teacher's classroom. In the case of inappropriate behaviour during playtime exclusion the child will lose a further playtime.

Four Warnings and Fast track - extreme behaviour (see Appendix 1 - Unacceptable Behaviour Sheet)

All exclusions parents are informed.

### Lunchtime clubs

Some children find having a longer period of play at lunchtime extremely challenging. We offer clubs for the most vulnerable to give the children the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour

## **15. Bullying**

Please refer to our Anti-Bullying policy for core guidelines.

The Headteacher and staff will apply the principles identified above when implementing whole school approaches to positive behaviour.

## **16. Links with Home**

At Oak View, we believe that clear and effective communication is crucial in promoting and maintaining high standards of behaviour. Throughout the school year there are consultation evenings, open afternoons and parent workshops that aim to involve parents and establish a positive working partnership between home and school. Parents are welcome to speak to the class teacher or Head, by prior appointment, to discuss any concerns they may have about their child's behaviour. At Oak View, staff and parents work together to ensure that our behaviour policy is adhered to and consequently that good, positive behaviour is maintained throughout the school.

### Parent responsibility

To make children aware of appropriate behaviour in all situations

To encourage independence and self-discipline

To show an interest in all that their child does in school

To foster good relationships with the school

To support the school in the implementation of this policy

To be aware of the school rules and expectations (school uniform daily, punctual, homework on time, speak to staff respectfully)

## **17. Arrangements for Monitoring and Evaluation**

The governing body will evaluate the impact of this policy by receiving data from the Headteacher analysed by year group, gender and ethnicity on:

- Fixed term and permanent exclusions - number of and analysis of behaviour
- Number of detentions and analysis of behaviour
- Incidents of bullying and racial incidents recorded on CPOMS
- Support provided for the victims
- Pupil Voice
- Staff community
- Parent questionnaire

All behaviour incidents logged on CPOMS and recorded in the MSA Safeguarding Folder (in the office) will be monitored by members of the Senior Leadership Team.

All teachers are expected to undertake positive behaviour training in order to de-escalate situations and restrain as a last resort where the child is at risk to themselves or others.