


OAK VIEW PRIMARY & NURSERY SCHOOL



BEHAVIOUR POLICY

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Signed by Chair of Governors: 	

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It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership, this is designed and created ensuring a clear vision and values that focus on realistic social and academic expectations for all.

Expectations of pupils' emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effective and improvements secured. To achieve this, all school staff have a consistent approach for every child at Oak View

1. Vision Statement

- To create a learning culture that empowers skilful, independent learners for the future.
- This will be achieved through the development of a creative curriculum which engages all its pupils in rich experiential learning.
- **We will foster a love for learning that will stimulate, enhance and enable all members of the school and wider community to succeed.**

2. Aims

- At Oak View, we aim to provide an engaging curriculum through experiential learning, which children enjoy and attain high standards in all curriculum areas.
- To develop independent learners who enjoy school, persevere, are resilient, motivated, actively involved in school life and the wider community as good citizens.
- To develop highly communicative young people who have their own ideas, verbalise their learning, work creatively and think critically.
- To value and work in partnership with parents, carers and the wider community, as a child educated only at school is an uneducated child.

3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

4. Definitions

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour. A behaviour policy should increase positive social behaviour and reduce anti-social behaviours through planned responses.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a positive social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop positive social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Child A kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Child B continually shouting out is difficult within a group teaching activity'.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Prosocial behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

5. Prosocial Behaviour

Definition:

Prosocial behaviour is a behaviour which is positive, helpful, and values social acceptance.

At Oak View, we want every child and adult to model, share and value this type of behaviour. Prosocial behaviour (PSB) is a natural part of school life, which the community can talk about with clear understanding, use language that is age appropriate and can recognise and celebrate PSB when it is displayed in others.

Rights and responsibilities

All children have the right to work and play in a safe, non-threatening environment where they can achieve their full potential. Teachers and other staff members have the right to teach and work in a safe and secure environment and focus on children achieving high standards of attainment. Parents have the right to expect both their children and themselves to be treated with respect and to be kept informed of significant incidents of behaviour, appropriate and/or inappropriate.

All children, parents and staff are responsible for creating a school community in which everyone is treated with respect and an individual's self-esteem can flourish. All adults have a responsibility towards the emotional and social development of all children. All children have a responsibility for their own behaviour to each other and adults, showing their willingness to behave in an appropriate manner.

Promoting positive behavior

It is recognised that children learn best when they feel secure and valued. The school therefore aims to promote classroom environments which give the children the greatest opportunity to learn.

This is achieved through:

- Modelling respectful behaviour in the classroom
- Ensuring teaching includes activities designed to promote children's social and emotional development
- Structuring lessons to be interesting and appropriately challenging
- Helping children to identify their own and others' strengths and to value the diversity within their class
- Ensuring there are clear classroom routines to reduce uncertainty and promote an appropriate learning environment
- Recognising appropriate behaviour quickly and celebrating this
- Ensuring there are clear systems, understood by all, for dealing with inappropriate behaviour

We have high expectations of behaviour at Oak View and aim to teach children to take responsibility for their actions and to recognise that they have choices. Children must inform

adults about any behaviour that is making them feel worried, unhappy or unsafe. This is a key message to all children.

Promoting children's social, emotional and mental health and wellbeing

The school recognises its responsibility to ensure that it address the well-being of the children and their families. We work with NESSIE to provide a counselling service for children. This provision can be used to support children and families in dealing with particular issues, whether long or short term, and can form part of a programme of support for a child. The school also engages with outside agencies as appropriate and is very much aware of the importance of successfully engaging parents in this work.

This area also features in the curriculum under the PSHE component and is delivered and explored in class by teachers and other staff.

School systems for promoting positive behavior

The school aims to reward good behaviour in order to foster an ethos of kindness and cooperation. This may be done informally through an encouraging compliment, with a smile or thanks, or it may be shared with the parent, another member of staff or other children. The school has systems set up to reward children for good behaviour more formally. These are both individual rewards and also whole class rewards, since the school wishes to foster an ethos of classes working together and supporting each other.

The systems outlined below are adapted for use in the Nursery and Reception classes.

i. Green Cards / School Sticker

When a child produces / achieves excellent outcomes in their work, they receive a green card, which allows them to go to any adult in the school and show case their successes. The child will be congratulated in a variety of ways. E.g. stickers, cards, hand shake, oral praise etc.

ii. Recognition Board:

Pro social values board
Value per half term linked to developing character education (see below).
Faces on board
Assemblies linked to value
Marble Jar (50 marbles) – Reward is half day off timetable

iii. Post Card Home/ Phone call

The class teacher / school adult can either make phone call to a parent / guardian (sunshine call) or write a short Oak View post card to celebrate a child's success or excellent behaviour.

iv. Golden Ticket

Non uniform day
15 minutes choosing time
Treats with Mr Richardson
Choose from the school shop
Walk Bella

Character Education develops self-regulation skills (the ability to delay gratification) and is associated with improved behaviour and greater attainment levels. The moral virtues respect, courage, honesty, compassion, integrity and gratitude will be the foci for each half-term's Celebration Board; they will equip our pupils with character traits that enable them to act well in situations that require an ethical response.

Promoting positive behaviour at lunchtimes

It is important that the ethos of good behaviour developed within the school is promoted in the playground and in the dinner hall also. Playtimes and lunchtimes are to be used as opportunities to extend social skills and develop independence and responsibility.

Good behaviour will be rewarded by the Meal Time Supervisors on duty at lunchtime by giving children merit stickers. These behaviours include; showing good manners, being helpful, displaying self-regulation, playing well with other children, queuing patiently and asking someone to join in a game.

Meal Time Supervisors also inform teachers of any inappropriate behaviours. These include calling someone an unkind name, ignoring an instruction, hurting another child physically, being rude to an adult or breaking the safety rules.

Systems for minimising and responding to inappropriate behavior

It is the aim of the school to minimise opportunities for inappropriate behaviour by setting clear boundaries and expectations throughout the school. The use of routines and practices within a nurturing environment that are understood by all staff and children supports this. It is also our aim to create an inclusive environment where children recognise the role they have to play within the school community.

Listening

It is important that children feel they are listened to and their problem discussed. This in itself may be enough for a child to be able to deal with a situation. It must be recognised that every child is given equal opportunity for any issues to be discussed.

6. Teacher Strategies for Low Level Behaviour

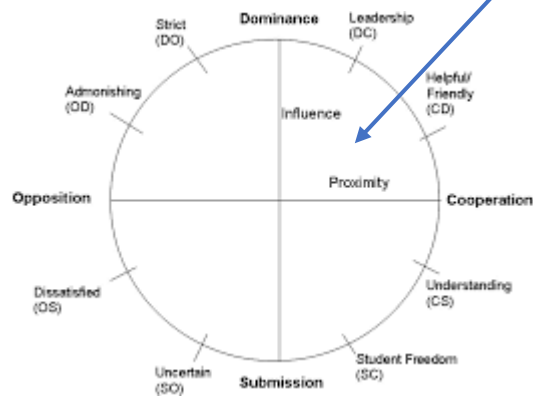
In the classroom, teachers and support staff will use a range of strategies to manage low level behaviour, that will allow learning to continue and children to self-correct themselves, before it turns to anti-social behaviour.

These strategies come from research-based theories from, *Jacob Kounin and Theo Wubbels* and advocate good classroom management techniques, such as the 'Four Corrections model' and intervene strategies.

Jason Kounin's research focuses on teachers ensuring these 4 key aspects are part of their teaching practice.

1. Clarity
2. Stretch
3. 100% rule
4. Presence

Theo Wubbles focuses on staff creating an **optimal learning environment**, which allows children to maximise their learning.



The Four Correction model is a behaviour management technique to help children self regulate their behaviours. An adult uses one of the four actions below:

- Non verbal
- Public Anonymous
- Private individual
- Public name

Intervene strategies must be:

- Invisible
- Quick
- Light
- With a correction

These are designed to limit disruptions to the flow of learning and for the child to be corrected without interference/interruptions to other learners.

7. Anti-Social Behaviour

Definition:

Anti-social behaviour is a behaviour that causes harm to an individual, the community or to the environment. A behaviour that is likely to cause injury, harassment, alarm or distress. It violates the rights of another person and is contrary to the laws and customs of society.

At Oak View, we wish for children to understand the key differences between positive social and anti-social behaviours. In doing so, they can they make good choices, but also understand that anti-social behaviour choices will have consequences.

Across the school there is a consistent method of managing anti-social behaviours.

In both the classroom and in outer school areas (playground, school fields, Forest School, lunch hall, corridors etc), anti-social behaviours are classified into two groups- difficult behaviours and dangerous behaviours.

Difficult Behaviours:

A 'difficult behaviour' is anti-social, but not dangerous.

Anti-social behaviour is when a child is unwilling or unable to behave socially in the company of others and not following instructions.

In the classroom, these actions are identified as difficult and will stop a child / class from learning.

- Shouting out
- Disrupting learning
- Rudeness to an adult
- Not following instructions
- Swearing
- Lack of work produced over a period of time

The consequences will be:

- Level 1 = 2 verbal warnings from the class adult
- Level 2 = Moved to a different learning area within the classroom
- Level 3 = Moved to the parallel class – 15 mins – Reflection sheet completed
- Level 4 = SLT intervention.

Every child will start the day with in a positive way and reminded of pro social behaviours. If a child does move to a level / levels during the morning lessons, these will be wiped clean after lunch providing a new opportunity to correct their behaviour in the afternoon by starting again.

Levels 2-4 will be recorded on to the school monitoring system, CPOMS and if a child reaches levels 3 or 4 parents will be informed. If a child completes 3 reflection sheets in one week, a meeting with the child's parent will be arranged.

In the wider school community (playground, sports fields, lunch hall, corridors etc), these actions are identified as difficult and will prevent children from not enjoying their free time or feeling safe within the school environment.

- Not following instructions
- Swearing
- Being rude to adults
- Purposely damaging school property

The consequences will be:

- Level 1 = 1 verbal correction of behaviour
- Level 2 = A adult conversation about school expectations
- Level 3 = 10 minute time out
- Level 4 = Inform Deputy Head Teacher of behaviour, which will then be managed and recorded by them.

Level 4 will be recorded on to the school monitoring system, CPOMS.

Dangerous Behaviours

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse, physical harm etc.

In the classroom these actions are identified as **dangerous** and will put a child in danger / harm.

- Throwing objects
- Leaving the classroom without permission
- Locking / hiding away from adults
- Bullying
- Peer on Peer abuse (racist, violence, sexual)
- Not responding to SLT

These behaviours would be managed a member of SLT, followed by a parent meeting and a protective consequence.

If a child is a repeat offender of these behaviours then a behaviour plan will be put into place and if these behaviours continued, an internal or external suspension will occur.

In the wider school community (playground, sports fields, lunch hall, corridors etc), these actions are identified as dangerous and will put a child in danger / harm.

- Peer on Peer abuse (racist, violence, sexual)
- Running away from an adult
- Bullying
- Throwing objects with intent to harm
- Not responding to SLT

- If a child is in serious danger or putting others in danger the SLT will intervene and if necessary follow the [Use of reasonable force in schools](#) document to manage the situation.
- If a child / children are removed by an SLT adult the parent / guardian will be informed of the incident and reasons for the intervention linked [use of reasonable force in schools](#) document.

These behaviours would result in instant interjection from a member of SLT, followed by a parent meeting and an internal consequence.

8. Unforeseeable Behaviours

Unforeseeable behaviours or circumstances are not covered by the school policy as these have not previously been experienced. These can be planned or unplanned behaviours.

If these were to occur within school SLT would manage on a case by case basis.

9. Reasonable Adjustments

A nurturing and structured environment is used to keep children safe and we understand that all behaviour is communication.

Some children will need additional support to regulate beyond the strategies within the Behaviour Policy. Working within the Herts STEPS therapeutic approach we will support children and use a range of resources to plan an individual approach e.g. roots and fruits, de-escalation scripts.

Parents will be involved with this process and regular monitoring meetings will be held.

10. Recording and Communication

Recording

All behaviour incidents will be recorded by staff onto the schools CPOM system. <https://www.cpoms.co.uk/>. This will keep all pupil incidents logged and will give a time line and outcomes of the different behaviours managed. This system will be used as evidence to share with parents and external agencies if required.

All school staff will be trained and refreshed on the system, so incidents are recorded efficiently, effectively and managed correctly.

SLT will monitor the incidents and meet weekly to discuss concerns, patterns of behaviours and impact of interventions/protective consequences.

Half termly behaviour reports will be collated by SLT and analysed / evaluated in relation to types of incidents, intervention support and parenteral involvement.

Termly reports will be shared with the Full Governing Body, as part of their evaluating cycle.

Parental Involvement

It is very important that children know that their parents will be informed if their behaviour is unacceptable. The aim is to contact parents early, to prevent low level poor behaviour escalating into more persistent poor behaviour and parental support is a key factor to improving behaviour.

It is essential that parents are able to discuss any matters causing such behaviours with the teacher or Headteacher, so that the parents and school can support each other. The school needs the parents' full cooperation if the Behaviour Policy is to be effective. It is essential that parents support the school.

Support for children whose behaviour indicates significant problems

The school and parents will work together to offer support for the very small number of children who have significant difficulties with behaviour. It may be that outside agencies are involved to offer support. In some circumstances a reduced curriculum may be offered. All parties will think creatively about how best to support the child but the welfare and education of other children must not suffer as a result.

Support for staff in developing skills and confidence in managing behavior

This policy aims to support staff in managing behaviour. Training in behaviour management will be offered through In-Service Training. Monitoring by Phase Leaders may identify teachers needing further support. In all cases asking for support and help from colleagues should be encouraged and seen as a sign of strength and professional development.

Support for staff with well-being

The school will support all adults working with pupils to ensure they are safe and that they have a clear understanding and knowledge of the school's working practices. It is school practice to discuss and resolve behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. All staff have access to copies of this policy. Staff can receive support from the Senior Leadership Team and SENDCo This could include emotional support, coping with challenging behaviour, how to seek advice and help in dealing with challenging behaviour, in functional analysis of behaviours and the development of APDRs.

Support for parents in developing their child's social emotional and behavioural skills

In some cases, parents request and need support in managing their own child's behaviour. This support can be offered in school and parents can be referred to outside agencies that have experience in working with families. The Head Teacher, Deputy Head teachers, Assistant Headteachers and SENDCo will have further information.

11. Suspension / Exclusion

Where poor behaviour persists or where very serious incidents occur, children may be suspended. These may be internal suspensions, lunchtime suspensions, fixed term suspensions or permanent exclusions. Where children have a fixed term suspension or at risk of permanent exclusion, the parents and school will draw up a behaviour support plan and may involve outside agencies to offer support and guidance. Permanent exclusion can only be considered when all other options have been tried and failed. The Governing Body will be informed of any fixed term suspensions or decisions to consider permanent exclusion.

12. Other Relevant Policies

- Safeguarding Policy
- Accessibility Plan
- Health & Safety
- Race Equality
- Teaching & Learning

Process for review and development

This policy will be successful when:

- Monitoring demonstrates that the needs of children are provided for and that progress is made

- Monitoring demonstrates that children at particular risk eg SEND, children in care, minority ethnic children, travellers, young carers, those from families under stress and Children Looked After are well provided for and supported.

13. Appendix

- A. Anti – Social Behaviour Script
- B. Anxiety Mapping Template
- C. Predict and Prevent Plan
- D. Behaviour Analysis Template
- E. Conscious Table Template
- F. CPOMs proforma
- G. De Escalation Script
- H. Risk Calculator Template
- I. Risk Reduction Plan Template
- J. Roots & Fruits Template
- K. Sub Conscious Table Template
- L. Touching Policy
- M. Pro Social Touching Techniques