

# Oak Hill C of E Primary School

## Behaviour Policy

This policy was written in consultation with staff and governors

Agreed by Governors: March 2020

Review Date: March 2022



### Introduction

#### **“Love one another as I have loved you” John 15 v12**

Oak Hill C of E Primary School’s behaviour policy is a statement of the aims and strategies for ensuring positive behaviour. We believe that good behaviour needs to be nurtured. We recognise that what children learn in terms of attitudes, beliefs, habits, expectations and behaviour will depend largely upon the environment in which they find themselves.

This policy outlines the underlying philosophy, purpose, organisation and management of behaviour at Oak Hill. It reflects current practice within school and its consistent implementation is the collective responsibility of all staff.

### Aims

At Oak Hill we aim for every member of the school community to feel valued and respected, and for all persons to be treated fairly regardless of race, gender, ability or other circumstances through spiritual, moral, social and cultural teaching. We are a caring community, whose values are built on the Christian faith, British values, mutual trust and respect. We strive to establish and maintain a happy and secure learning environment in which pupils interact and participate with enthusiasm so enabling full access to the curriculum.

Our aim is that children will leave Oak Hill with the ability to take on the demands of secondary education and beyond, with enthusiasm and an appetite for learning that will remain with them for the rest of their lives. We especially want our children to become responsible global citizens with a caring attitude towards the environment and who are able to make positive lifestyle choices. Furthermore we aim for our children to develop into young people who believe in themselves and who are confident, fair minded and inquisitive and **can take their place as citizens in society.**

For all this to become a reality we have to ensure that equality of opportunity and respect are at the forefront of everything we do. We need to demonstrate a commitment to value and develop the skills of everyone who works in and with the school community. We must ensure an ethos prevails throughout the school that with hard work, ambition and determination children can achieve anything they put their minds to.

Our behaviour policy is designed to support the way in which all stakeholders can work together in a supportive way. It aims to build self-esteem and encourage mutual respect for peers, adults and property, thus promoting an environment where all can feel happy, safe and secure.

Staff make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow. We will treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

This positive approach to behaviour management is designed to help us to best ensure high standards of Child Protection. If a behaviour incident indicates a possible safeguarding concern then refer to our Child Protection policy.

We will achieve our aims by:

- ensuring that fairness and equality exist in practice
- addressing inappropriate behaviour consistently through appropriate sanctions
- maintaining a consistent approach throughout the school
- reinforcing good behaviour positively
- recognising children’s views
- involving parents fully in decisions where necessary

**Expectations**

Good discipline arises from good relationships and from setting expectations of good behaviour.

At Oak Hill we will:

- Provide a positive role model for the children by treating everyone with respect at all times.
- Support everyone in working together to create an environment where effective learning can take place.
- Reward good behaviour
- Teach through the curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Encourage children to take responsibility for their own behaviour

Behaviour we encourage:	Unacceptable behaviour includes:
<ul style="list-style-type: none"> <li>•Respect for other people, their views and their work.</li> <li>•Attentiveness.</li> <li>• A sense of right and wrong.</li> <li>• Self-respect.</li> <li>• Respect for the environment.</li> <li>• Working co-operatively.</li> <li>• Honesty and trust.</li> <li>• Fairness.</li> <li>• Self-discipline.</li> <li>• Politeness and good manners.</li> <li>• Setting a good example.</li> </ul>	<ul style="list-style-type: none"> <li>•Racial harassment.</li> <li>• Violence and aggression.</li> <li>• Hurting other people’s feelings.</li> <li>• Threatening behaviour including bullying.</li> <li>• Dishonesty.</li> <li>• Deliberate disobedience.</li> <li>• Discrimination.</li> <li>• Lack of respect.</li> <li>• Using unacceptable language.</li> <li>• Deliberately damaging property.</li> <li>• Disrupting teaching and learning.</li> <li>• Taking things that do not belong to us.</li> </ul>

It is important to consider the following:

1. Consistency - throughout the school. A whole school framework should ideally have some approaches used by everybody and have flexibility for individuals.
2. Fairness - it is easy to miss out the 'in the middle' children who do not stand out. It is important that teachers keep some sort of checklist to ensure that all children are considered.
3. Ground rules - used for ongoing class management and individual to each class.
4. Communication - within school, but also between school and home (good news letters).
5. Variety - so that approaches do not become stale, but at the same time some strategies should remain constant for stability.

Oak Hill CE Primary School will always take into account, offer special support and make reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing out behaviour policy.

### **School Values and Rules**

As a school we have adopted a set of Christian values that embody positive expectations.

- Friendship and respect
- Compassion
- Humility
- Forgiveness
- Perseverance
- Courage

Individual classes have also set their own classroom rules. These rules are drawn up by the teacher and children at the beginning of each academic year. These are displayed in individual classrooms.

### **Valuing appropriate behaviour**

We aim to help pupils see that good behaviour is valued and rewards are used to play a motivational role.

- Verbal or written praise
- Stickers and charts

- Celebration assembly – certificates from Head for good work, attitude, behaviour and demonstrating school values.
- KS2 Stars of the Week have a tea party with the Head following celebration assembly
- Star of the day
- Housepoints – the winning House in KS2 is rewarded with 5 mins extra playtime following our celebration assembly
- At KS2 children who have no recorded levels by the end of the week place their name in the 'Stars' on display in the hall.
- Golden Time

### Golden Time

Golden Time is a reward for children when they behave well. Children earn minutes during the week for good behaviour and attitude. This ensures those who behave well are rewarded. Individual teachers organise how this is implemented and recorded in their own classrooms.

EYFS – Reception do not follow the Golden Time model due to their curriculum. Children who do not behave appropriately receive warnings and then time out from the rest of the class.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

### **General Classroom Management**

Reward systems acknowledge appropriate, positive behaviour but it is also necessary to have a consistent system to acknowledge inappropriate or negative behaviour. The system is explained to children very carefully and clearly so that everyone understands the procedures.

With inappropriate behaviour, interventions can be made in a low-key way, with as little disruption as possible. However, if an incident should escalate and a child needs to be removed from class then some disruption cannot be avoided.

In the first few minutes the following strategies can be used:

**1. Firm tactical ignoring.** For behaviour such as playing with equipment or daydreaming it is sometimes effective to avoid eye contact or commenting. Other children can be praised for on task behaviour, whilst being aware of the moment when the misbehaviour changes to being on task behaviour so praise can be given.

**2. Simple direction or rule restatement.** For example, "Joe, the task was to work without talking, thank you". Using the words "thank you" communicates the expectation of compliance. Then, turn the eye focus away to the 'on task' members of the class. If the behaviour continues teacher response should be as follows:

**1. A warning** – the name of the child should be written on the board and given a verbal warning. This is not connected to a consequence.

**2. A second warning.** This warning has a consequence – five minutes taken from the next break in the classroom. In KS 1 and 2 the child's name would move from green to amber on the traffic light.

**3. A third warning,** to result in the loss of 15 minutes to be spent with the teacher in classroom at lunchtime carrying out an activity which is supervised or carrying out a 4W form if applicable (see 4W form). In KS1 the child is sent to another class for time out. The child should take a

5 minute timer with them to another class directed by the class teacher. The child's name should be moved from amber to red on the traffic light. The child should also sit alone for the rest of the session if appropriate.

Parents will be informed of the third warning via a note home.

**3. Removal from their classroom.** Any further misbehaviour will result in the child being sent to another class for the remainder of the session. They should take work to do either from their lesson or another activity if necessary. In order to account for the whereabouts of children it is important for them to take a transfer form, with reason for removal, time to be spent in different class, work to be achieved and the receiving teacher to sign. Should the child disrupt the new class, the Headteacher will become involved to remove them.

**4. Excessive removal from class** will lead to communication asking parents /carers to come in to discuss the behaviour with the class teacher. (Appendix 8 & 10)

**5. Exemplary behaviour is to be rewarded by moving the child's name to the Gold spot. Good behaviour sticker/Merit to be given.**

### **Children who do not respond**

There may be occasions when in the event of a serious incident, e.g. fighting, use of aggressive language etc. when teachers will need support from the SLT straight away. A teaching assistant (not the teacher) must be sent to get help from the Headteacher or school office (the school office staff can then contact the head and/or be an extra witness to the next steps as required).

If the behaviour is serious the teacher, or other named members of staff may decide that it is necessary to use positive handling techniques to control or restrain children. Only those who hold the Team Teach certificate are able to use positive handling. In extreme cases and if no member of staff who holds the qualification is present then the Governing Body have endorsed the ruling that any responsible adult is able to use positive handling to restrain the pupil if there is a significant threat of harm to the pupils' safety or the safety of others.

If a child runs off site a member of staff is to follow them as best they can, taking care to remain safe themselves. They are to notify staff remaining on site of what has happened and where the child is going. Mobile phones and/or walkie-talkies are to be used to try to staff in communication with school in such an event. If possible the child is encouraged to walk safely back to school. If there is no sign of them returning to school additional staff may have to be called off site to support with the effort to return them to school and the child's parents are to be telephoned. A child should never go missing but in the event that they do, staff are to telephone parents and the local police to request additional support. Staff may be pulled from classes across both sites to support with events such as these.

Children who do not respond to action to combat disaffection as above may be seriously at risk of exclusion and the following strategies may be necessary:

**1. Children's personal property** – staff have the right to remove children's property should the item be considered to be a distraction from children's learning, inappropriate to task or a health and safety risk, keep it in a safe place and return it to the parents at the end of the day. School staff will always refer to the Headteacher for guidance and support and all items will be safely stored in the school safe for the period of time agreed. Parents will always be involved if this action occurs. In the unlikely event of staff suspecting that children are carrying items that could harm others, staff have the right to

search children. This will be with 2 members of staff present. This is to ensure the safety and wellbeing of the entire school community. Parents will be notified of this action.

**2. Detention** – lunchtime. All school staff will be empowered to issue a detention which will be in agreement with the Headteacher.

**3. Setting up an Individual Behaviour Plan (examples found at the end of this policy).**

**4. Exclusion (See separate exclusion policy).**

### **Learning Areas**

A well organised class with good routines supports good behaviour. Timetables and targets help children understand what they need to do next and reduce uncertainty. Orderly and tidy environments with things in familiar places promote a feeling of security. Routine, clear instructions and learning objectives support good behaviour. Clear expectations and clear rewards and sanctions consistently applied are essential. Setting time-constrained activities and mini targets during lessons help children to focus and reduces distractions. Ensuring that the level of the work set meets the needs and ability of the child ensures good motivation and concentration.

All teaching staff maintain a positive atmosphere in lessons through praise and encouragement.

### **Recording behaviour**

At Oak Hill CE Primary School we work to record both positive and negative behaviours. The Acorn book is used to record Stars of the week, certificates are sent home weekly to show our appreciation of children showcasing attitudes and behaviours that we value and leaves are added to our value trees to showcase modelling of our school's Christian values. Negative behaviours are recorded in the behaviour log book in the Headteacher's office.

### **Bullying**

At Oak Hill we do not tolerate bullying of any kind. We believe bullying means that a child is deliberately using his or her power over another to upset them.

Bullying usually has three common features:

- It is deliberate, hurtful behaviour
- It is repeated
- It is difficult for those being bullied to defend themselves.

There are three main types of bullying:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting, racist remarks
- indirect/emotional: spreading nasty stories, excluding from groups.

Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry.

If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. (See Anti-Bullying Policy for further information)

### **Parents**

We work to establish a positive partnership with parents, promoting and maintaining high standards of behaviour. We explain the school rules in the prospectus and expect parents to read and support them. At the first parents evening of the year parents are asked to sign the home school agreement which confirms the shared commitment of staff, children, parents and carers. It is important that parents share with staff any factors at home which may influence a child's behaviour and inform staff if any incidents or concerns arise.

### **Governors**

The governing body has the responsibility of setting out general guidelines on standards of behaviour and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement this policy.

### **Monitoring and Evaluation**

The effectiveness of this policy will be discussed at Leadership Team meetings and Staff meetings. Overall strategies, general concerns and problems affecting individual children can be discussed at these meetings.

Evaluation of the policy will be by reference to the frequency and severity of incidents of unacceptable behaviour. If the policy is working, children will report bullying less frequently; the behaviour of difficult children will improve; classrooms will be more settled working environments for staff and children and fewer incidents will be recorded in the behaviour logs. The Headteacher will record in a log when children are sent to her. This record will include the reasons for being sent to the Headteacher and any subsequent actions which are taken.

The Leadership Team will review the policy at least annually. Suggested revisions and amendments will be discussed with all staff involved before changes are made.

# **Charter of Rights**

**at**

## **Oak Hill Church of England Primary School**

Children have the right –

To be treated with respect

To be treated kindly

To be listened to

To be helped

To have a friend

To join in class games and other games by agreement

To be happy To feel wanted

To be safe

To be special

To lead a healthy lifestyle

To have an opinion

To be treated equally

# **Adult Charter of Rights**

**at**

## **Oak Hill Church of England Primary School**

Adults have the right –

To be treated with respect by everyone

To be treated kindly

To be listened to

To be happy

To feel wanted

To be safe

To be special

To be treated equally

To be valued for who and what they are

## Strategies for Positive Performance

- Invite, model and expect respect.
- Separating behaviour from the person.
- Allowing the consequence to do the teaching.
- Use private rather than public reprimands.
- Take children aside to focus on what they should be doing.
- Avoid bearing grudges.
- De-escalate tension, use humour.
- Re-establish the relationship as soon as possible after correction.
- Avoid sarcasm or idle threats.
- Target specific behaviour.
- Re-focus the children.
- Adopt a no-blame approach.
- Use praise!
- Describe the behaviours you want.
- Model fairness, consistency and problem solving and staying calm.
- Make your classroom a 'no put-down' zone.
- Start positively and stay there.
- Teach, and use, 'I' messages.
- Separate the person from the behaviour.
- Set a time or positive deadline.
- Be specific with your language.
- Give single instructions.
- Teach and use active listening skills.
- Practise behaviours and be consistent.
- Use a timeline for behavioural flexibility.
- Use names when addressing children.
- Tactical ignoring and use of silence.
- Give choices.
- Be aware of your own behaviour
- Body language
- Tone of voice (respectful)
- Posture
- Eye contact

## The 4W Thinking Sheet

1. What happened?

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2. Which rule did you break?

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3. What was the consequence of your action?

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4. What could you do to make things better in the future?

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## Guidance for Midday Supervisors

### General

Be observant on the playground. Look for negative body language, loners and children annoying/chasing/interfering with other children's games.

### Action:

- Distract the child and give them a job to do or give them a red card so they can go inside to the Sizzle Room (the old school office, in the Uppers) (Tuesday – Friday)
- If the child ignores or is rude to you the child should be brought in for 'time out'.

### Additional Actions

- Send for the teacher (staffroom) or area leader who should not the child's behaviour in the Day Book.

### Important

- Always try and build up a positive relationship with the child you are trying to manage. Model positive language using the 3 phrases on the back of this card at all times.
- It is important that all adults in our school model our school values of 'love, respect, honesty and kindness'.
- Always be visible on the playground and move around a lot to ensure that you are not in 'pairs' so that you miss children's behaviour.
- Teachers should inform you of any pupils who have had a difficult morning prior to lunchtime so that an eye can be kept on them.

### Use the following phrases:

xxxx.... I can see that something is wrong/has happened and you are feeling angry/unhappy.  
I am here to help/talk/listen.

Do you want to tell me about it/talk to someone/ or go to X [offer a specific place] to calm down first?

Tell me what happened.

What do you think need to happen/you could do next?

Do you know a good way to sort this out/make this better?

**Oak Hill Church of England Primary School**  
**Individual Behaviour Plans**

Pupil name:	Class teacher:	DOB:
Strengths:		
Areas of concern:		
Effective strategies to date:		
Specific issues that may impact on this pupil:		
External agencies involved:		

### Individual Behaviour Plan

<b>Behaviour focus</b> My targets 	<b>Prevention</b> What I need to do 	<b>Support</b> Who or what is going to help me and when? 	<b>Response</b> How did I get on? 
Listen to and follow instructions.  Not to lose my temper on the playground.	Chose a good place to sit away from...  Come into the classroom when starting to get upset.	My teacher/teaching assistant will remind me at the beginning of each lesson.  I will use my time out card when I feel I need to.	
<b>Rewards</b> What will happen if I make the right choice 	<b>Sanctions</b> What will happen if I make a wrong choice 		
Name:	Class teacher:	Date agreed:	