

The Oaks Community Primary School

Behaviour Policy



Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity, independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

Overview

High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of school life.

In order to maximise learning by empowering pupils to take responsibility for their own behaviour and learning, the school set whole school universal **rules, routines, rewards** and **sanctions** as outlined in this behaviour policy.

To ensure expected behaviour becomes learned behaviour, all school staff consistently and relentlessly apply the agreed rules, routines, rewards and sanctions and sustain high expectations of pupils. Across the school and in every classroom, we adopt the approach of **firm, fair and friendly**. This approach supports high expectations and the strong nurturing ethos of the school.

At the start of each academic year, class teams create a 'classroom management plan' detailing rules, routines and expectations for their classroom (including planning for key moments such as sitting, listening, lining up and transitions).

We work in partnership with parents/carers to involve parents in their pupils learning and in promoting our school behaviour policy and school motto of 'make a difference' and school values of 'aspire, achieve and appreciate.'

Teachers' Standard – Part 1, 7

Each member of staff is held responsible for the behaviour of children in their care as outlined in teacher standard part 1, 7.

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Teaching Assistant Standards

- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.

Objectives

In order to ensure that our pupils feel safe, secure, valued, respected and equally treated, and to support our inclusive approach we aim to:

- Create an ethos of excellent and positive behaviour in school;
- Promote a positive climate of learning;
- Promote and build excellent rapport between teachers and pupils;
- Help children lead disciplined lives and to understand that good citizenship is based upon good behaviour;
- Build a school community based on our school values of 'aspire, achieve and appreciate' and British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect;
- Promote values linked to high standards of behaviour and citizenship, including kindness, friendship, care, good manners, good humour, good temper, obedience and empathy for others.

School Golden Rules

There are 3 whole school golden rules:

1. Listen.
2. Work well with others.
3. Do your best.

Each class teacher, in conjunction with their class, selects 3 additional rules to implement in their classroom.

Universal behaviour strategies

To provide consistency in approach and clarity of expectation for pupils, the school consistently and relentlessly use the following agreed strategies.

- **Meet and greet** - all pupils are individually greeted by their teacher or teaching assistant at the classroom door when they enter school in the morning.
- **Universal stopping cues** - 1 stop, 2 everything down, 3 eyes on me.* A visual/non verbal cue is always used as part of the stopping cues. Stopping cue is used to gain attention of the class. NB - in larger group situations (assembly, whole school, trips) the non-verbal stopping cue of one hand raised into the air is used and pupils are expected to quiet and raise their hand in the air.
- **Non verbal cues** - slow down (hand in front moving downwards), walking (2 fingers walking), sit down (one hand slowly moves on top of the other hand), stop talking (one hand to mouth).
- **Positive praise** - **find every opportunity to praise pupils** including specific and descriptive verbal praise and non verbal praise (e.g. smile, thumbs up, nod of the head). Use the mantra: "over the top with positive praise."
- **Praise In Public (PIP)** - praising pupils publicly, using specific and descriptive language.
- **Reprimand in Private (RIP)** - if pupil demonstrates undesired behaviour speak to pupils privately, quietly and not in front of the whole class. See 'Staircase of Sanctions.'
- **Independent learning 4 B's - Board, Book, Buddy, Boss. To foster independent learning skills**, pupils are taught to look for guidance first in their book, then on the board, then to ask a buddy and finally to ask the boss (an adult in the class).
- **Pupil signals** - 1 finger = sharpen pencil, 2 = tissue, 3 = drink, cross fingers = toilet

*One approach for 'whole body listening' used throughout the school is the 1, 2, 3 model. At each stage the member of staff models what is expected. The member of staff also delivers the instructions in a very clear and assertive way so the message carries weight. Pupils who follow the instructions straight away are immediately praised. The teacher waits for the ones who do not follow it straight away and uses PIP and RIP (*see staircase of sanctions*).

School Behaviour Rewards

As recognition and celebration of pupils behaviour and learning, the school use a layered reward system.

Layered reward system

1. British values house point system

The school house point system promotes the fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect

Pupils are awarded house points when they demonstrate behaviours linked to these core British Values. *Reference: see British Values Policy for an overview of British Values.*

Teachers and teaching assistants award a maximum of 2 house points at a time. NB - House points cannot be taken off a child once earned.

House points are collected by Year 6 'House Captains' every Thursday afternoon, and in the celebration assembly on Friday children will be informed of which 'House' has won. Children in the 'House' that has accumulated the most points by the end of every half-term will receive a reward, e.g. film-time in the hall, a trip to the cinema or an own clothes day. NB - on the house point display each ping pong ball represents 5 points. The ping pong balls are added to every Friday by Year 6 house captains and the Year 6 Teaching Assistant.

This system enables British Values to be embedded throughout the school day and supports the development of pupil awareness, knowledge and understanding of British Values.

2. Class Dojo & Behaviour 4 Learning (B4L)

We promote 8 agreed B4L skills across the whole school. Each learning skill is represented by a named Dojo monster. All teachers will use 'Class Dojo' in their classroom to promote 'positive learning behaviour' and reward pupils with 'Dojo points' when they demonstrate any of the 8 B4L skills. Dojo points cannot be taken off a child once given. All classes work towards achieving the same 8 learning skills which are:

- Listening and focus - Larry Listener
- Perseverance - Poppy Perseverance
- Independence - Ian Independence
- Managing distractions - Margaret Managing Distractions
- Problem-solving - Pete Problem-Solver
- Collaboration - Colin Collaboration
- Absorption - A... Absorption
- Achievement - A... Achievement

Pupil achievement in earning Dojo points will be recognised and celebrated in three ways:

- **Individual** - pupil who scores the highest Dojo points in their class is awarded with a Dojo Master certificate in celebration assembly.

- **Group** - within each class pupils are grouped and awarded group Dojo points. On Friday each week the highest scoring group are the group winners and are given a special privilege for the coming week (e.g. posh pencil pot, cushions to sit on).

- **Whole class** - the class who achieve whole school agreed target are awarded with a 'Dojo Masterclass' certificate in celebration assembly. NB- whole school agreed target is reviewed weekly by the school pastoral manager and Behaviour 4 Learning Ambassadors. The class/classes earning the 'Dojo Masterclass' receive an extra 15 minute break time

immediately after celebration assembly on Friday.

In addition, at the end of each half term, in each class a child is selected to represent and lead a B4L skill as an award for showing most progress in that skill (- teachers are to use class Dojo to view the areas children have excelled in through the half term). NB - a child may lead a maximum of 2 skills. A photograph of each pupil leading B4L skill in their class will be added to the B4L classroom display.

To support pupils in developing their learning powers and skills, teachers train pupils in the 8 B4L skills, through for example using teacher modelling or activities or games focused on each skill.

3. Golden Book - Headteacher's award

If teachers deem that a child has gone above or beyond in their work, they may send them to the Head Teacher to celebrate their success. At this point, their name will be placed in the Head Teacher's 'Golden Book' and the child receives a golden sticker. This is celebrated in celebration assembly. In addition, the child writes their own name on a raffle ticket and this is put in the golden box. One child a week is drawn at random from the golden box in celebration assembly and chooses a prize.

4. Star of the week

Teachers will award one 'Star of the Week' certificate that will be presented in whole school celebration assembly every Friday. Parents of these children will be invited to attend.

5. Text message home

Each class teacher sends a minimum of 3 text messages home a day to parents. The text messages home promote and recognise school values. A message is sent to different children for: 1. Aspire. 2. Achieve. 3. Appreciate.

6. Raffle tickets (break & lunchtimes)

All members of staff, including the school Cook, and our Year 6 prefects give out raffle tickets during break or lunchtime (only in the dining hall) to promote and reward excellent behaviour in the lunch hall. Staff (or pupils) write the child's name on the raffle ticket and pupils place it in the raffle postbox in the lunch hall. Year 6 prefects are able to give out a maximum of 4 raffle tickets each day. 6 raffle tickets are pulled out of the postbox by the Year 6 prefects in celebration assembly on Friday and the 6 pupils receive a reward.

To support equality for all pupils, teachers are to keep a record in their mark-book of the following:

- 'Star of the Week'
- 'Dojo Master'
- 'Dojo Masterclass'
- Dojo representative/leader for each skill

In addition, teachers are able to use their own class behaviour reward system, for example - marbles in a jar, golden time, star of the lesson/day.

To ensure fairness as well as clarity and consistency for pupils, staff are not to give pupils gifts (such as sweets, pencils) to take home as there are ample opportunities for pupils to feel recognised and celebrated within the layered reward system.

Layered Sanctions

The school's sanction system focuses on empowering pupils to take responsibility for their behaviour and to make the right choices. The system is based on choice and consequence - a child either chooses to comply or chooses the sanction. If a child chooses a sanction because they do not correct the behaviour, the class teacher supported by the school leadership team ensures the certainty of the sanction.

Staircase of sanctions

- 1. Rule of 2 - 2** interventions used to support the child in correcting the behaviour e.g. proxy praise, non verbal cue, walk and whisper).
- 2. Relocation to another seat** - amber card turned to the side and child relocated to another seat in the classroom or in Reception child located to another area.
- 3. Amber card and see me** - amber card issued and child spends 5 minutes with the teacher at the end of the lesson to discuss and reflect on the behaviour.
- 4. Red card** - red card issued and child misses 15 minutes at next interval in the class with the teacher. The 15 minutes is used as a debrief, reflection and an opportunity to reinforce expectations.

Immediate step 4 and phone call home by class teacher if child is verbally or physically aggressive towards another person. This includes hurtful comments to another person or damage to property.

When a child reaches stage 4 (red) they stay at stage 4 for the rest of the day. Teachers keep a note in their mark book of children receiving a red card.

- 5. Buddy class** - child is sent to buddy class for the remainder of the lesson, followed by a debrief with the teacher.

Class	Y6	Y5	Y4	Y3	Y2	Y1	R
Buddy class	Y4	Y6	Y3	Y5	R	Y2	Y1

- 6. SLT & parent meeting** - child is sent to Headteacher. Headteacher organises meeting with child's parents. If headteacher is not present, child is sent to Mrs Jeffs, Miss Jackson or Miss Harper. Child is isolated out of the classroom with a member of SLT.

For continued negative behaviour - if a child receives a red card 3 consecutive days in a row they are internally excluded and isolated from the classroom with a member of SLT. The child's parent/s is informed and a meeting organised. The class teacher and a member of SLT are both present at the meeting.

In extreme cases, a learner's inappropriate behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Head Teacher in accordance with the Local Authority Guidelines and the Chair of Governors informed. Only the headteacher authorises exclusions. A school exclusion is the last resort (see CWAC Exclusion Policy).

Scripts for success

When addressing behaviour, all adults use the language of choice by clearly giving pupils two choices i.e. the child is given the chance to choose to correct their behaviour or they choose to continue the undesired behaviour and therefore choose a sanction. In this way, pupils take responsibility for their behaviour and the sanction.

All incidents, including concerns and parental contact, where children do not follow the school rules are reported on the online system CPOMS. Accounts on CPOMS are factual reports of what happened, including preventative steps and next actions. The school's Pastoral Manager regularly checks CPOMS.

The school recognise that the behaviour policy and sanction system will work for the vast majority of pupils at the school. For exceptions (1% of the school), the school work with parents/carers to write and implement an individual behaviour or learning plan suited to the needs of the child.

Positive handling

In more severe situations, positive handling may have to be used, by trained staff, if a child does not stop aggressive behaviour when requested. This is used as a last resort. Positive handling is only used in incidents where the child is causing harm to others or themselves. If a trained member of staff uses positive handling they must include the preventative steps they took prior to the positive handling in their CPOMS report.

Lunchtimes

It is everybody's role to promote positive lunchtime behaviour. Prefects and staff members hand out raffle tickets as recognition of excellent behaviour. The school's pastoral manager takes responsibility for managing lunchtimes and is the first point of call for midday assistants and TAs on duty.

Adults on duty on the playground are responsible for their designated zone. Adults are to interact with pupils supporting them in positive play, promoting social, communication and team work skills.

Lunchtimes are further supported by:

- Premier Sports - every lunchtime a sports coach sets up physical activities or games for pupils to join in.
- Lunch bunch - lunch bunch clubs run once a week to support children who may experience some difficulties with lunchtimes or social interaction.

Circle Time

To support behaviour management, the school deliver quality circle time once a week (except one week every half term) on a Monday from 10:10 - 10:30. The purpose of circle time is to enhance pupil self-esteem and self-discipline and to promote positive relationships and positive behaviour. Circle time also provides pupils with a safe platform for raising concerns and asking for help. Class teachers agree and implement circle time rules with their class and follow the circle time structure laid out in Jenny Mosley's Quality Circle Time book.

Learning environment

To match its high expectations and to encourage pupil pride in themselves and their school, the school provide the highest standard of environment. The corridor environment celebrates artwork created by pupils and reflects the diverse range of artists studied by pupils and the importance the school place on art. The classroom environment is focused on enabling pupil learning (*see classroom environment non-negotiables*).

Classroom layout - to support positive behaviour and minimise distractions, teachers organise tables into L-shapes, lines, horse-shoe shapes or single desks to best suit their class.

Transitions

To support pupils so that they are in the right mind-set for learning, 'Ready 2 Learn' activities are provided for all learners at the start of the school day, after break time and after lunchtime. Ready 2 Learn activities are quick, simple and doable. The setup for Ready 2 Learn activities is outlined below:

KS2

Morning - Ready 2 Learn (Creative design, Fast Maths, Literacy, Fast Maths, Values & British Values)

Break - straight into reading

After lunch - Ready 2 Learn 9 square menu board (4 maths, 2 topic, 2 science, 1 mindfulness, differentiated 3 ways and kept for a week)

KS1

Morning - Ready 2 Learn

Break - Ready 2 Learn 3 square menu board (1 maths, 1 picture, 1 mindfulness)

Lunch - Ready 2 Learn 3 square menu board (1 maths, 1 basic skills, 1 mindfulness)
(1 menu board a day)

Reception

Morning - Ready 2 Learn (letter formation, tricky words, number)

Break - Ready 2 Learn (1 picture prompt)

Lunch - Ready 2 Learn (1 picture prompt)

When transitioning between rooms and walking in the corridors, classes walk in a quiet sensible line with the teacher leading the line. The class stop at checkpoints which the teacher uses to check the class are demonstrating expected behaviours.

Teachers plan for other transitions including lining up, moving around the classroom, washing hands for lunch, moving between classrooms, walking to assembly.

Outcomes

This policy promotes the excellent nurturing ethos of the school and plans for behaviour as well as learning. It ensures that children and staff are happy and that they enjoy coming to school. It enables teachers and pupils to maximise learning time and thus supports pupil progress and attainment. Through whole school universal strategies, rules and routines, it ensures a consistent approach.

Monitoring and Review

This policy is monitored by the Head Teacher and the Governing Body. It will be reviewed within three years, or earlier if necessary.

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Signed: J McCaffery

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