



Behaviour Policy

Signed by Chair of Governors: *Paul Davies*

Dated: January 2017

Signed by Headteacher: *A.J. England*

Dated: January 2017

Reviewed: January 2017
Approved FGB: January 2017
Next Review: January 2018

Principles

At King's Oak Primary School we want to encourage a calm, purposeful and happy atmosphere.

We want to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

We will encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.

We aim to have a consistent approach to behaviour throughout the schools with parental co-operation and involvement.

We will ensure there are clear expectations of behaviour and create an environment where everyone feels safe at all times within school.

Responsibilities

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect and tolerance.
- To follow the instructions of all adults in school
- To take responsibility for the care of all property and the environment.
- Work cooperatively with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise self-esteem and help children to reach their full potential.
- To create and deliver an engaging and challenging curriculum.
- To maintain a safe and engaging learning environment.
- To be a positive role model at all times and consistently follow the school's behaviour policy.
- To form positive relationships with parents and children so that we are all working towards a common goal.
- To recognise that all children are individuals and to be respectful, courteous and inclusive.
- To ensure that all behavioural incidents are logged in the pupil's individual behaviour log on the central system and are kept up to date and accessible at all times.

Parental responsibilities are:

- To support children to take responsibility for their behaviour and make the right decisions.
- To encourage independence.
- To show an interest in their child's school life.
- To read and agree to the home/school agreement.
- To develop a good relationship with staff in supporting the implementation of the behaviour policy.

TO ACHIEVE POSITIVE DISCIPLINE

Staff should:

- Treat all pupils as individuals and respect every person.
- Make the rules and procedures for classroom behaviour clear to pupils from their first lesson and explain why they are necessary - be specific about what is expected of a pupil and what is acceptable.
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This requires attention to furniture layout, grouping of pupils, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Ensure the curriculum is effective by ensuring all pupils are challenged.
- Ensure all explanations are clear and concise and all pupils understand the expectation of them for each lesson.
- Have high expectations of all pupils in terms of achievement and behaviour.
- Encourage pupils to positively involve themselves in their own learning goals - to improve self-worth.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or scan the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and control of voice, implement discipline procedures calmly.
- Model the standards of courtesy and behaviour they expect from pupils.
- Emphasise the positive, including praise for good behaviour they expect from pupils.
- Ensure children are not left outside of the classroom without supervision.

Encouraging Good Behaviour.

To encourage good behaviour at King's Oak Primary School we:

Use the positive Good to be Green Behaviour system-outlined below:



It's Good to be Green.

At King's Oak Primary School we encourage good behaviour and will reward it in different ways. We strive to;

- Promote mutual respect and tolerance.
- Ensure children to take responsibility for their own actions and behaviours.
- Set standards through good examples of behaviour.
- Praise and share good behaviour both privately and publicly through celebration assemblies, sticker charts, weekly rewards, golden time and visits to the Head teacher.

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Each class in school follows the Good to be Green Behaviour system.

1. All children start each session on a green card.
2. Each child gets a record sticker after finishing every session on green for one week.
3. Rewards:
 - 1 week = round sticker.
 - 2 weeks = praise pad.
 - 3 weeks = pencil.
 - 4 weeks = badge.
 - Daily reward 5mins golden time.
4. Consequences include:
 - Missed play time on 'Time Out' zone.
 - Time out in another class.
 - Visit to SLT.
 - Liaison with parents.
 - Internal exclusion (isolation).
 - Fixed term exclusion.
 - Permanent exclusion.

Rewards

At King's Oak Primary School we encourage good behaviour, effort and attainment and like to reward it in different ways.

All children are working towards a reward at the end of the week (golden time, good to be green rewards).

Children who finish every session on a green card receive 5 minutes towards their golden time at the end of the week. **Once this has been earned, it cannot be removed.**

Children, who earn all 5 days, are given an additional 5 minutes so that they have a total of 30 minutes golden time. This is recorded on display in the classroom, using the good to be green stamp for each day that 5 minutes is earned.

Weekly assemblies take place on a Monday and 1 child is selected each week to receive the award. The parents of the selected children are invited in to share the celebration. In addition to this, each class selects one child who has demonstrated the monthly 'value' (See PSHE policy). They are given a certificate and a leaf to add to the values tree, stating how they have met that value.

Sanctions

Where there is repeated or persistent misbehaviour the following will apply:

1. Working with a partner teacher.
2. Withdrawal of privileges e.g. playtimes.
3. Informal contact with parents.
4. Involvement of Head / Deputy/Assistant HTs.
5. Formal contact with parents.
6. Report cards.

7. Behaviour Plans.
8. Exclusion- internal /fixed/ permanent.
9. For children who have consistent difficulty maintaining acceptable behaviour we will involve external agencies.

Wherever possible we will endeavour to meet the needs of pupils in order to prevent repeated negative behaviours.

This is achieved through the use of positive approaches including:

Provision of a meaningful and engaging curriculum.

Provision of a safe, secure environment.

Provision of extrinsic motivators.

Recognition of pupils as unique and valued individuals to raise self-esteem .

Low level behaviours

Through experience we have found that it is the low level behaviours that are most difficult to respond to effectively. Having a clear set of procedures helps this process.

Behaviour patterns may include:

Wandering, inappropriate calling out, interrupting others, ignoring instructions.

1st Responses

May include gestures, looks, pointing out a class rule, encouragement, focusing away from the behaviour.

2nd Responses

May include a humorous de-escalating, reminder of rules, repeating instruction, clear indications of desired behaviour, and warning of consequences. Using the yellow warning card

3rd Responses

May include sanctions such as keeping in at playtime, being moved, using time out, using a partner teacher, completing unfinished tasks in pupils own time. Using the red card

All sanctions and rewards need to be agreed by each class and their teacher.

Persistent offenders will be offered the opportunity of working with the learning mentor to help and encourage self-control and self-discipline. They will also have an individual behaviour plan drawn up by the class teacher which is then shared with the parents and all staff to ensure a consistent approach to their behaviour.

All sanctions must be balanced by an equal measure of rewards.

More Serious Behaviour – SLT Involvement

Serious behaviour may include:

Deliberately throwing or breaking property.

Harming another person- verbally or physically.

Leaving class without permission.

Repeated refusing.

Offensive abuse or challenges to authority.

Bullying.

Sanctions may include:

Exclusion from class.
Informal contact with parents.
Weekly 'encouragement' sheets.
Head teacher involvement.

Very serious behaviour

Repeatedly leaving classroom.
Fighting and intentional physical harm to others.
Serious challenges to authority.
Verbal abuse to staff.
Stealing and vandalism.
Persistent bullying.

Sanctions include:

Immediate involvement of head teacher.
Telephone contact or meeting with parents + letter.
Formal warning entry in incident log i.e. racist or bullying log as appropriate.
May include fixed term exclusion from school.

Extreme behaviour

Extreme danger or violence- this could include possessing or using any objects which may inflict harm on others.
Verbal/Physical abuse to any other person.
Running out of school.

Sanctions:

Potentially could include fixed term/permanent exclusion from school.

We recognise the need for consistent rewards and praise systems within the school. We also acknowledge that every member of our school has the right to a safe and happy working environment and the responsibility to maintain this.

Recording Procedures

Behaviour Logs

Any behaviour that warrants additional reward or consequence must be recorded on the good to be green daily logs. This information is then transferred by the end of the week onto Integris. This information is monitored and scrutinised by the behaviour and attendance administrator and any additional support put in place.

When recording incidents, remember to;

- Observe the details about the behaviour and everything around you or the child.
- Make sure you, the child and others around you are safe before you stand back and record.
- Record the facts, do not state your opinion or let this influence the consequence.
- Record soon after the episode if you are not recording during it. The sooner after the episode you record, the more details you will remember.

