

OXFORD GARDENS PRIMARY SCHOOL

Behaviour policy



Aims

- To maintain a consistent approach to behaviour across the school.
- To promote a positive learning environment and develop a sense of unity and belonging.
- To develop high levels of Emotional Literacy amongst our children.
- To enable all children to be *Confident, Responsible, Independent, Innovative and Successful* learners.

Principles

- Children are at the heart of this policy and of everything we do at Oxford Gardens.
- Every child has the right to learn and no child has the right to disrupt the learning of others.
- We are committed to the success of every learner and are committed to every child achieving their potential.

Roles and Responsibilities

Children

- Take responsibility for their own behaviour in and out of school
- Follow the school code of conduct
- Report any bullying behaviour they see to a member of staff
- Not let their behaviour compromise the learning of others

Staff

- To be role models of good behaviour
- To follow the school behaviour policy consistently
- To avoid using sanctions when support strategies would suffice
- To keep parents informed about their child/rens behaviour as outline in the Behaviour Policy
- To speak calmly when dealing with off-task and challenging behaviour
- To follow the school behaviour checklist (appendix 1)

Parents

- To support the whole school approach to behaviour
- To encourage your child/ren to work hard for the rewards associated with appropriate behaviour and hard work
- To encourage your child/ren to take responsibility for their own behaviour

Proactive Whole School Strategies to Support the Aims of the Policy

All children in the school follow the same code of conduct:



Code of Conduct

1. We keep our hands and our feet to ourselves.
2. We stay in our seats.
3. We speak politely to everyone.
4. We do not swear. We do not use insults.
5. We move carefully and quietly around the school.
6. When involved in learning activities, we must wait to be asked for our contribution.
7. We do as we are asked by all members of staff.
8. We stop, keep quiet and look at the adult when we hear 5,4,3,2,1.

The school uses a 'Stay on Green' approach to behaviour. Each child starts the day on green and they can move 'up' the colours to bronze, silver and gold for good choices, or 'down' the colours to blue, amber and red for poor choices.

The colour the child ends the day on is recorded, meaning that there is always a chance to turn poor choices around and to end the day on green or above.

Colour	Behaviours	Privilege / Consequence	Responsibility
Gold	<p>Further evidence of all behaviours in green bronze and silver.</p> <p>No more than 3 children per week per class should achieve gold.</p>	<p>Mention in celebration assembly and given a gold credit card which entitles them to privileges for the week.</p> <p>Entry into Gold Card Club at lunchtime</p> <p>Photo in Gold Club Hall of Fame</p> <p>First to lunch for the week</p> <p>Sitting on benches in assembly</p> <p>Gold Card Club Instagram Post</p> <p>Gold Card sent home at the end of the week to be shared with parents.</p> <p>3 merits if the child ends the day on gold.</p>	<p>Class Teacher / LSA</p> <p>Named LSA responsible for running Gold Card Club during lunchtime.</p>
Silver	Further evidence of all behaviours in green and bronze.	2 merits if the child ends the day on silver.	Class Teacher / LSA
Bronze	<p>Exceptional work</p> <p>Exceptional and/or exemplary behaviour</p> <p>Good team work</p> <p>Demonstrating any of the school's special words <i>CONFIDENT, RESPONSIBLE, INDEPENDENT</i></p> <p><i>SUCCESSFUL, INNOVATIVE</i></p>	1 merit if the child ends the day on bronze.	Class Teacher / LSA
Green	Following the school code of conduct	If a child ends the day on green or above every day in 1 week, they have an extra 15 minute playtime on Friday afternoons.	Learning Mentors to supervise and oversee
Blue warning	<p>Not following the school code of conduct.</p> <p>Low level disruption</p>	<p>Warning</p> <p>Card moved to Blue</p>	Class Teacher / LSA
Amber immediate consequence	<p>Not amending behaviour after being put on blue.</p> <p>A child can go straight to Amber for:</p> <p>More disruptive behaviours</p> <p>Arguing in class</p> <p>Can be used by adults to diffuse potential situations within the class.</p>	<p>Child given time out away from the rest of the class.</p> <p>This is intended to be an opportunity for the child to take some time to reflect and return to the class with an attitude to turn things around before the child gets a Red Card.</p> <p>Teacher uses judgement about how long this should be.</p>	Class Teacher / LSA
Red immediate consequence Red Card filled in	<p>Not amending behaviour after being put on blue/amber.</p> <p>A child can go straight to red for any of the following reasons:</p> <p>Swearing</p> <p>Hurting another child</p> <p>Intimidating/bullying behaviour</p> <p>Discriminating against others (e.g. making unkind comments about people's religion, gender)</p>	<p>Child is sent to parallel class for 5/10/15 minutes time out with a Red Card.</p> <p>Reflection sheet completed during time out.</p> <p>Parents informed</p>	Class Learning Mentor
Teachers / LSAs record children who end the day below green and any children who ends the day on gold.			

Gold Card Club

A child who ends the day on gold, is rewarded with a gold card at achievement assembly. This means they spend the next week as a member of Gold Card Club. This comes with a number of privileges including a lunchtime club which they can attend, being first to lunch, sitting on a bench during assemblies and having their photo on the Gold Card Club Hall of Fame. At the end of the week, gold cards are sent home so the child's achievements can be shared with their family.

Merits

All staff are encouraged to give merits to children. Merits are rewarded for completion of homework, good behaviour at playtimes and exceptional work. At the end of each term, children with enough merits will take part in an end of term treat. The amount of merits needed to attend the treat depends on the age of the child.

FS & KS1 – 50 merits pre term (20 for homework and 30 for behaviour)

Year 3, 4 & 5 – 70 per term (25 for homework and 45 for behaviour)

Year 6 – 100 merits per term (30 for homework and 70 for behaviour)

Adults should not award any more than **two merits at a time**. Teachers may reward **up to five merits for home learning**.

Achievement Assemblies

Achievement assemblies are held every Monday in the Lower Hall. These assemblies are used to celebrate:

- 1) Learning Stars – awarded for significant achievement in learning throughout the previous week. This can be awarded for learning within one specific subject area.
- 2) Rights Respecting Stars – Every week a specific behaviour is focused on which has been modelled from one of the articles listed in the UN Convention on the Rights of the Child. The rights are things every child should have, or be able to do. All children have the same rights. The emphasis is that as children grow, they have more responsibility to make choices and exercise their rights.
- 3) Gold Card Club Membership - Children who have achieved gold throughout the previous week.

Headteacher's Raffle

Miss Cooper will give raffle tickets to children who are displaying exceptional behaviour, being a good role model to others, or who are making better behaviour choices. One raffle ticket will be pulled during achievement assembly each week and the winning child will receive a prize.

Sanctions

On Report and Detentions

If a child receives three Red Cards in a week, they will be put 'On Report'. For all children, this means completing a Report Log for the period they are On Report. The child must record which colour they end each session on during their period of report and take this with them to the member of SLT (KS2) or the Learning Mentor (KS1) on duty that day. A child who is On Report, will not have green playtime on a Friday afternoon and will not attend any trips during their time on report.

In **KS1** being on report also means half a day exclusion from their class.

For **KS2** children, being on report also means missing a portion of their lunch time for the duration of Report.

Year	Report duration
EYFS	1 week behaviour chart
KS1	Half day internal exclusion plus 1 week behaviour chart
Year 3	3 days
Year 4	4 days
Year 5-6	5 days

Report is designed to be a time for children to make better behaviour choices. If there is no improvement in the child's behaviour the following will happen:

- One additional Red Card, the child will receive an after school detention for 15 minutes.
- Two additional Red Cards, they will have a 30 minute after school detention. Detentions will be supervised by a member of SLT or SSSG, the children will be given jobs to complete around the school during this time. Any subsequent Red Cards whilst on report will result in an Internal Exclusion, a day away from their class, with learning set by their teacher.
- After school detentions will be given to children who receive four Red Cards over a two week period.

Off-Site and Fixed Term Exclusions

A child who is on report three times in a half term, will receive an offsite exclusion to another school for the day.

In addition to this, a child may receive a fixed term exclusion if the head teacher deems it is unsafe for the child to remain in school or if the child is disrupting the learning of others.

Please note, all behaviour will be dealt with on an individual basis and consequences applied are at the discretion of the Head Teacher and staff involved.

Pupils' Conduct Outside the School Gates Including Trips

The law gives teachers 'a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances *'to such an extent as is reasonable.'* This statutory power applies in the case of all school visits and trips, or at any time when a pupil's misbehaviour may *'have repercussions for the orderly running of the school...poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.'* (Behaviour and Discipline in Schools, DfE Guidance, 2011)

Power to use Reasonable Force

'The legal provision on school discipline also provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (Use of Reasonable Force DfE: July 2013)

Searching of Pupils

Searching, Screening and Confiscation, DfE 2014 states:

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Allegations Against Staff

Where allegations are made against staff, or concerns raised, in respect of a child's wellbeing, procedures laid out in the statutory guidance from the Department for Education shall be followed. The Head Teacher and the Local Authority Designated Officer (LADO) will consult within the framework set out by the London Safeguarding Children Board to decide one of the following outcomes, after an investigation has been carried out: No Further Action, Professional Advice, Formal Warning, and Cease to Use Services. Where the Head Teacher is the subject of the allegation, reports will be made to the Chair of Governors. Disciplinary action will be taken against pupils 'who are found to have made malicious allegations against school staff.' (BEHAVIOUR AND DISCIPLINE IN SCHOOLS: DFE Guidance, 2011)

This information should be read in conjunction with the Child Protection and Safeguarding Policy.

Reviewing the Policy

This policy is reviewed annually

Linked policies

Complaints procedure

Anti-Bullying policy

SEN Information

Disability Equality policy

Supporting Children with Medical Conditions

Child Protection and Safeguarding Policy

This policy is reviewed annually by the Inclusion Manager, in consultation with the Head Teacher.

Signature of the Chair of Governors (Ms Christine Blewett): _____

Signature of the Head Teacher (Ms Sarah Cooper): _____

Signature of the Inclusion Manager (Miss Eileen Keogan): _____

Review Date: July 2019

Next Review Date: July 2020

Behaviour Checklist For Teachers

Based on the Charlie Taylor Checklist - Do the simple things well and with consistency (Improving behaviour in schools – Education Endowment Foundation.)

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display Code of Conduct in the class - and ensure that the pupils and staff know what they are.
- Display the sanctions in class.
- Have the Stay on Green system displayed.
- Display the rewards in class: Rights Respecting Star, Learning Star, Gold Card Winners, HT Raffle.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to have poor behaviour choices.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Children to have a set Line Order which is used for all transitions throughout the day, for off site visits and assemblies.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- Build positive relationships, particularly with parents of pupils with behaviour difficulties.