

# **Behaviour Policy**

**for School, Explorers Before and After  
School Club, Playtimes and Lunchtimes**

**April 2019**



## **Oxenhope Church of England Primary School**

**If you are concerned about the safety of a child, act!**

Our Named Persons for Child Protection are (Head of School), Alice Jones and Gillian Dyson (Pastoral Manager), Caroline Auty (Class Teacher) and Hannah Inman (Explorers Club Leader)

Useful phone numbers:

School – 01535 642271

Social Services Initial Contact Point 01274 437500

NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 999

## **Aims**

It is a primary aim of Oxenhope C of E Primary School that every member of the school community feels valued, nurtured, respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community preparing them to be good citizens in the wider community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

## **Staff Responsibility**

Behaviour Management is the responsibility of all staff at Oxenhope C of E Primary School.

### Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying, racism, sexual harassment and derogatory incidents.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

## The Role of the Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in school, and that all classes behave in a responsible manner during lesson time and through-out the school day.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Class teachers understand that it is not only the children within their own class with whom they have a responsibility to promote and challenge the behaviour of, but for all children, all the time.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class. This also applies for poor lunchtime or playtime behaviour.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Pastoral Manager, then the KS Leader or the Headteacher

The Pastoral Manager is employed by the school to support children who, for a variety of reasons, find the school environment challenging. The Inclusion Team (Head Teacher, Pastoral Manager, SENCO, SENCO assistant) agree with staff, those children who need to be supported and the Pastoral Manager reports progress to the class teachers and the Headteacher.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Pastoral Manager and the Headteacher) if there are concerns about the behaviour or welfare of a child.

It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is having difficulty with behaviour.

## The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

## The Role of the Pastoral Manager

It is the responsibility of the Pastoral Manager to liaise with class teachers, support staff, the inclusion team and parents and carers about any behaviour incident.

The Pastoral Manager will work under the direction of the Headteacher to provide nurture and support for children and families with whom behaviour is challenging.

The Pastoral Manager will work using the school's Early Help Offer providing support and making referrals to outside agencies as well as attending and chairing review meetings, alongside the Headteacher if appropriate.

It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

### The Role of Parents and Carers

Parents and Carers agree to reading this policy when enrolling their child at the school. Parents are expected to respect the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Pastoral Manager and then the Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

### Responsibilities of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

## **Procedures**

### School Rules

The main school rules were generated by the children for everybody. The school rules are put up in each classroom. They should be revisited with the children at the beginning of each term and at other times when necessary.

The School Rules are as follows:

*In our school we:*

- *Are polite and respectful*
- *Have a positive attitude*
- *Move around school quietly and sensibly*
- *Work hard and try our best*

### Traffic Lights and Sunshine and Cloud systems

Each class teacher asked the children about behaviour systems within school. The children voiced that they would like a visual system which would allow them to track warnings and final stages of behaviour.

In Key Stage two this system is traffic lights and children move their names to amber and then to red. There is opportunity on amber to move back to green, however a move to amber or red will result in missing 'Green Time' (Detailed later in this section of the policy) and parents and carers being informed. Each child begins every day on Green

In Key Stage one and Reception this is represented by a Sunshine, a Cloud and then a Storm Cloud. There is the added element of a Rainbow which celebrates fantastic behaviour.

It is the responsibility for the class teacher to ensure that this is displayed within their classroom and that a significant amount of time is dedicated to teaching the children the system and ensuring that both Christian and British values are linked with this system.

Green Time/Sunshine time is 15 minutes on a Friday afternoon where children who have remained on Green all week can have some choosing time. If a child has been on amber/cloud or red/storm cloud they lose 3 minutes of green time for each time they have been on amber/cloud or red/storm cloud in the week.

### Circle Time and oracy

All classes use Circle Time and oracy sessions as a tool for promoting positive behaviour. Circle Time and oracy sessions may be combination of games, debate and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

### Outside agencies

As part of our Oxenhope Experience we engage with the police, school nursing team and the Life Caravan to promote positive online behaviour and positive social behaviour impacting on health.

### Walking around school, Manners and Safeguarding Systems

At Oxenhope we ensure that an acceptable level of behaviour and noise is adhered to at all times and this incorporates moving around school.

We ask the children to line up quietly and move around school with hands by their side in an orderly way. This ensures that the teacher can periodically stop the children to count them, give instructions or remind them of expectations.

At Oxenhope we expect respectful behaviour from children towards teachers and other members of staff and we have a zero tolerance towards rude or derogatory attitudes. Children who are not following this procedure will be asked to move their name down their class chart and their parents or carers will be informed at the end of the day

At Oxenhope we operate a 'Be where you should be' policy which means that the children should not be in places they do not have permission to be at any time. Children who are not following this procedure will be asked to move their name down their class chart and their parents or carers will be informed at the end of the day.

For more information about Safeguarding procedure please read our Child Protection and Safeguarding Policy.

### Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

Teachers congratulate children.

Teachers give children a variety of rewards:

KS1/R – Verbal and written praise. Rainbow, Sun, (individual) Pasta Jar (whole class), Powerful learner of the week awards, work of the week awards, conversations with parents, house points, Sunshine time.

KS2 – Verbal and written praise. Traffic light, (individual) Pasta Jar (whole class), Powerful learner of the week awards, work of the week awards, conversations with parents, house points, Green time.

Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker or a Nest Superstar award

Each week two children from each class are nominated to receive a certificate in celebration assembly, to celebrate good behaviour, attitudes and achievement. This is then shared with parents at the end of each half term through a parent celebration assembly.

Each term two children receive Child of the Term award for their class.

At the end of the year the House with the most house points have a treat with the Head Teacher to celebrate their hard work

Some classes celebrate positive behaviour a raffle ticket system where each child receives a ticket which is placed in a draw at the end of the week. These tickets are also added up each term to present children with small prizes.

The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.

### **Age Appropriate Sanctions**

Oxenhope expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it at home or at Playtime or Lunchtime.

If behaviour is inappropriate, then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others this is with support for the Headteacher and or the Pastoral Manager.

This is activated through an orange or red card system. The orange card is for a minor behaviour incident that doesn't need immediate interaction from a senior member of staff. A red card is a severe behaviour incident which need immediate support from a senior member of staff. The safety of the

children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child repeatedly acts in a way that disrupts or upsets others, the teacher will contact the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Racist incidents will not be tolerated in any form.

### Foundation Stage

Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.

During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning.

During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they move their name.

Any aggressive or violent behaviour results in a child being sent immediately the storm cloud. If poor behaviour continues after this, they will be sent to see the Headteacher or KS Leader.

Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Head, Pastoral Manager and Parents/Carers.

### Key Stage 1

Teachers warn children verbally if their behaviour is inappropriate.

Second warning and the child's name is moved to the 'cloud'

If calm and returned to expected behaviour name moves to 'sun'.

If the child is not calm and cooperative after some time at the table, then they move their name to the storm cloud.

Any aggressive or violent behaviour results in a child being sent immediately the storm cloud. If poor behaviour continues after this, they will be sent to see the Headteacher or KS Leader.

If there are persistent behaviour issues or incidents with a child the class teacher will speak to the parents/carers with the Headteacher or Pastoral Manager to talk through ideas for a solution.

If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. (Please see exclusion policy)

## Key Stage 2

Try to diffuse the situation

Teachers warn children verbally if their behaviour is inappropriate.

If their behaviour continues the child receives a second warning and the child's name is put on amber and after that red.

Any aggressive or violent behaviour results in a child being sent immediately to red. If poor behaviour continues after this, they will be sent to see the Headteacher or KS Leader.

The teacher might also decide to make the child stay in at playtime or lunch time. These should be rare and parents and carers need to be informed if this happens.

If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. (Please see exclusion policy)

In cases of extreme violence, the parents are always informed either verbally, by letter, or phone call by the Headteacher, Pastoral Manager or office staff.

### **Refusing:**

If a child refuses to engage with adults either in an activity or in being asked to move the teacher/staff member should tactfully ignore, giving the child space and time to make appropriate choice, then if still refusing, give warning and move to next level.

Always keep children and adults safe. Should the child continue to ignore instructions or behave in a way that is potentially harmful to themselves or others then two children should send for staff members who are trained in Team Teach to restrain the child. A list of trained staff is kept in the staff room and main school office.

### **Team Teach Approach:**

All members of staff are aware of the regulations regarding the use of force by school staff, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: 'The Use of Force to Control or Restrain Pupils'. However, in exceptional situations, they will intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or if the use of such physical contact or restraint is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the restraint of children.

Five members of staff are trained in the Team Teach approach for dealing with extreme cases of behaviour. This involves de-escalation techniques, which are followed by all staff. The purpose of restraining a pupil is to get them to a safe space to allow them time to cool down after an incident. If this happens a record of the incident is logged on CPOMS and parents will be informed.

Please see our Physical Intervention policy for more information

### **Children with specific Special or Behavioural Needs:**

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEND or SEMH needs, the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan which will indicate the actions planned to address and support their needs. These are monitored by the Pastoral Manager and SENCO and all staff working with the pupil should know and implement the agreed strategies for that pupil.

### **Explorers – Before and After School Club**

Explorers will operate the same traffic light system as in KS2. There will be a dialogue between club staff and class teachers about behaviour within club time. This will also be recorded on CPOMS and mentioned to parents and carers at pick up.

### **Lunch time and playtime**

It is the responsibility of the on duty staff to follow the procedure set out in this policy. There will be a dialogue between on duty staff and class teachers about behaviour within these times. This will also be recorded on CPOMS.

Any behaviour incidents will need to be dealt with by the child's class teacher in the first instance who will then make an assessment as to whether to involve a more senior staff member.

### **The power to discipline beyond the school gate**

Teachers have 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 extent as is reasonable".

When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police

Written by Alice Jones

April 2019

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