

# Oldfleet Primary School



## Policy Document

### **Behaviour policy**

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Date	Jan 17
Review Date	Jan 18

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## **Oldfleet Primary School Behaviour Policy: 2017 to 2018**

### **Aims**

- We aim to provide a positive environment where children feel safe and happy.
- We expect appropriate behaviour. Good behaviour will be rewarded.
- We expect that all children will follow the school expectations
- All staff will acknowledge and praise good behaviour and will make full and consistent use of all school reward systems.
- All children will be motivated to enable them to achieve their full potential.
- All behaviour will be dealt with using a 'restorative' approach.

### **Expectations**

All classes were asked to consider what they thought was expected of them in school. From this draft list a concise bank of five expectations were drawn up.

These 'expectations' will be explained by teachers to their classes and will have slightly different interpretations put on them within different year groups.

These are:

I am expected to:

- Be kind and helpful.
- Move safely and quietly around the school.
- Listen and do as I am asked.
- Learn and let others learn.
- Take pride in my school and look after it.

## **Restorative Practise**

The school deals with behaviour problems using a restorative approach. All staff receive training on how this is achieved and it is the responsibility of all staff to follow this method. On encountering an incident, restorative questions are used, to find out what happened, with all children involved. Circles are used to solve problems so that all those affected have an opportunity to explain what happened and to share feelings. If there is a serious or recurring problem, parents will be invited to attend a restorative circle.

Check in and Check out circles are used at the beginning and end of the day in class to build relationships between staff and pupils. These are also used on a more proactive basis, to solve problems within the class. It is important that feelings are discussed so that pupil's empathy is fully developed.

The school operates a 'Buddy' system, where children have been trained to help staff resolve conflict with a restorative approach.

## **Physical Management of Pupils**

Key staff have been trained in Team Teach (use of restraint for pupils) and this will be activated if deemed necessary.

When can reasonable force be used?

Physical restraint should only be used as a last resort; other non-physical strategies for diffusing the situation must be tried first. Whenever possible, the age, level of understanding and gender of the pupil should be considered. The degree of force used should be the minimum needed to achieve the desired result.

Examples of when it may be necessary to use reasonable force.

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a physical attack by a pupil on an adult or other pupil;
- A pupil behaving in a way which places other pupils at risk eg pushing, tripping, rough play, running in corridors;
- Prevent a pupil running into a road
- Prevent a pupil behaving in a way that disrupts a school event or a school trip/visit;

Any incident on which force has been used is to be recorded and the record kept centrally. The report will be used by the school to check that policy guidelines have been followed, to inform parents/carers and to prevent misunderstanding or misinterpretation of the incident.

Using physical restraint can potentially result in the child receiving scratches/marks or bruises. When physical restraint has been used, the child will be checked for scratches/marks or bruises and any evident marks will be recorded centrally. Parents/carers will be informed.

## **Behaviour Causing Concern**

It is the initial responsibility of the class teacher to contact a pupil's parent or carer if a pupil's behaviour is giving cause for concern. All meetings will be recorded by the class teacher using SIMS.

Should pupils be continuously disruptive during the school day and show little respect or regard for the agreed school expectations, then the following will happen:

- A behaviour Clinic will be held involving the pupil (if appropriate), the class teacher, Mr Conlon and Mrs Mounsor. A way forward will be agreed at the clinic and a date set for review.
- A Personal Support Programme (PSP) will be constructed and agreed by staff and parents. The PSP will include targets/rewards that can be initiated in both school and home. The PSP will be reviewed at subsequent Behaviour Clinics

Should pupils continue to be disruptive during this period and the pupil continue to cause concern then the pupil will be regarded as in danger of exclusion. The school will formally contact the White House Unit for advice and support. In the period of time between the White House responding to the referral and undertaking an assessment, the pupil will be monitored on a daily basis and have restricted access to break and lunchtimes, with additional support provide in the classroom if needed.

Should the pupil continue to cause concern during this period of time, the pupil will spend between one and three days at the BEST Inclusion Unit. Parents will be consulted and should they fail to agree to the use of the BEST Inclusion Unit, then the pupil will be temporarily excluded for a period of between one and three days.

## **Breakfast Club**

Pupils who fail to follow the school expectations during Breakfast Club will have their names and incident recorded on a Behaviour Log by the Breakfast Club lead and passed onto the head teacher.

The head teacher will meet with the pupil and discuss the pupil's failure to follow the school expectations. Parents will be informed

Should a similar incident occur again, then the pupil will miss a number of Breakfast Club sessions agreed by the head teacher and the parent/carer.

## **Playtimes/Break Times**

Children who cause problems at playtime will lose their right to the following playtime. They will stay in and work with their teacher, or another member of staff if necessary.

Depending upon the severity of the incident this could result in a yellow or red card.

## **Lunchtime**

Pupils who fail to follow the school expectations during the lunch break will have their names and incident recorded on a Behaviour Log by the Senior lunchtime Assistant lead and passed onto class teacher, head teacher or senior member of staff. The member of staff will meet with the pupil and discuss the pupil's failure to follow the school expectations. The incident will be recorded on SIMS and parents/carers informed.

Should a similar incident occur again, then the pupil will be isolated for the next lunchtime under the supervision of the head teacher or senior member of staff. The incident will be recorded on SIMS and parents/carers informed.

Should a similar incident occur again, then parents/carers will be contacted by the head teacher and it will be requested that pupils go home for an agreed number of lunchtime periods. If parents do not support this request, then the pupil will be formally excluded for the following lunchtime time and full afternoon session.

## **After School Clubs**

Pupils who fail to follow the school expectations during After School Clubs will have their names and incident recorded on a Behaviour Log and passed onto the head teacher. The head teacher will meet with the pupil and discuss the pupil's failure to follow the school expectations. The incident will be recorded on SIMS and parent/carers informed. Should a similar incident occur again, then the pupil will not be allowed to attend the after school club. Parents will be informed by the head teacher

## **Anti-Bullying**

Bullying is not tolerated at Oldfleet Primary School and any incidents that are reported by pupils, parents or staff will be fully investigated.

At Oldfleet bullying is defined as when someone or a group of people hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. It is behaviour repeated over and over again. There will also be an imbalance of power between the perpetrator and the victim.

Pupils are also taught STOP which stands for Several Times On Purpose. This is easier for pupils to remember than the full definition.

Pupils are expected to report any incidents either involving themselves or another pupil immediately to a member of staff.

All reports are fully investigated following school procedures (please see the Anti-Bullying policy).

Any necessary consequences will be implemented following the school Behaviour Policy.

Both victim and perpetrator will have follow up discussions with the Anti-Bullying Coordinator to help repair any harm done

## **E Safety**

Pupils are expected to follow the agreed procedures for E Safety. Any pupil who tries to access inappropriate materials on school equipment will be stopped from using school equipment until the matter has been fully investigated. A formal meeting with parents or carers will be conducted within 24 hours of the incident. Should a similar incident be recorded, then the pupil concerned will be temporarily excluded for a period of one day

**The Head Teacher and Governing Body, reserves the right to bypass the formal stages of this process and use the BEST Inclusion Unit, temporary exclusion or permanent exclusion should it be felt that the behaviour exhibited by an individual pupil demands such sanctions.**

**The following systems of rewards and sanctions are in place between 7.45 am and 4.30pm. They will also apply for the duration of all extended day trips, after school sports events and residential visits.**

### **The Reward System**

A properly structured reward system with all staff applying rewards consistently has a positive effect on attendance, presentation and on the quality of work produced by the children.

### **Good to be Green**

We want to acknowledge the children who follow school expectations and end every term and academic year on green.

The system will work as follows:

- If a pupil remains in Green all year they will receive an extra reward afternoon in the summer term.
- If a pupil remains in Green all term, they will have access to their reward party and will be entered in the end of term bicycle draw
- If a pupil has one red card or less, they will have access to their end of term reward party
- Two or more red cards and pupils will not receive any rewards.
- Every Friday yellow cards will be turned to green providing school expectations have been followed since the incident.
- If the behaviour has not been modified by the end of the week and the pupil continues to break school expectations, the yellow card will turn to red. A pupil will lose all of their Golden Time for that week if they receive a red card. If they receive a yellow card they will lose an agreed part of their Golden Time. All red and yellow cards are formally recorded on Sims along with negative behaviour which did not result in a yellow or red Card with a brief explanation of the negative behaviour exhibited.

### **Golden Time/Choosing Time**

Golden Time/Choosing Time will be class based and it will be dependent upon the completion of work to a satisfactory standard and the following of school expectations throughout the week.

- Children who complete all work to the best of their ability and follow school expectations will be rewarded with choosing time in their own classroom at the end of every week.
- Children who have not completed work (ie: class work, book logs, spellings, homework, reading) will be expected to finish all tasks before they can begin Golden Time/Choosing Time

- Sometimes it may be necessary for this work to be completed during a playtime/breaktime rather than in Golden/Choosing Time. Should this happen, Golden/Choosing time will still be offered  
Should a pupil be issued with a red card at the end of the week, then they will miss all their Golden/Choosing Time.

### **Planet Points and Prizes**

Pupils will be awarded planet points on a regular daily basis. At the end of the week, the points for each planet are calculated and a trophy awarded to the planet that has been awarded the most points. Individual planet points can be exchanged for a prize/voucher. Prizes/vouchers will be available in different bands, for example, 100 points, 500 points and 1000 points. Example prizes/vouchers will be displayed in a cabinet in the dining hall

### **Praise Assembly**

Every half term, the school conducts an assembly to celebrate the achievements of selected children throughout the school. Each teacher nominates one child from their class, and invites parents/carers to attend the assembly. The children receive a certificate and a badge. The children and adults are then invited into the canteen for refreshments to further celebrate the achievement.

### **The Best and Tidy Class**

A 'Best Class' Trophy is awarded for both Key Stage 1 and 2 during the Friday assembly to the class whose behaviour has been judged as outstanding by the lunchtime supervisors

A weekly 'Tidy Class' Award is presented to both Key Stage 1 and 2 during the Friday assembly for the class whose room and cloakroom is the tidiest.