

Oak Hill First School



Behaviour Policy

“Pupils have a right to learn. Teachers have a right to teach.”

Updated January 2016

Introduction

At Oak Hill school we promote a positive environment in which everyone can flourish in a safe, happy, respectful and caring community. The staff and governors at Oak Hill First School believe that good behaviour supports a school in fulfilling its duty. The last Ofsted inspection (January 2015) judged our behaviour to be good.

'Pupils have good attitudes to learning. They listen carefully to the teacher and respond quickly to reminders to concentrate on their work. The school is calm. Relationships between pupils and the adults they work with are very positive. Pupils show a good deal of care and concern for each other. Pupils are very aware of the sanctions they face should they misbehave. They say that incidents of misbehaviour are infrequent but when they occur they are dealt with promptly.'

To maintain these high standards, our behaviour management procedures are based on a system of agreed rules, rewards and sanctions. Our work to support children behave appropriately is positive and restorative and staff guide children towards making 'good' choices and to take responsibility for their actions. To do this, our curriculum, verbal and non-verbal communication, teaching and learning demonstrate the following values :

Social and emotional aspects of learning	Learning behaviours
<p>We recognise that sometimes there are reasons that children do not make appropriate behaviour choices. Children's behaviour is a form of communication and some children will endeavour to test the limits of acceptable behaviour.</p> <ul style="list-style-type: none">• Identify and manage emotions.• Develop social skills like sharing and turn taking.• Develop self awareness, confidence and self esteem.• Develop motivation to participate, work hard and succeed.• Develop empathy to see the world through the eyes of others.	<p>Develop learning habits. Prepare children for a lifetime of learning. Enhance progress and attainment.</p> <ul style="list-style-type: none">• Perseverance – hard work even when things are tricky.• Resilience – managing distractions and concentrating.• Resourcefulness – trying out different ideas – making links.• Reflectiveness – thinking about learning – trying new ideas.• Team work and relationships – sharing ideas, learning with and from others.

Aims

- For children to be safe, feel safe and be happy in school.
- For all stakeholders to create an atmosphere in which effective learning can take place and children can fulfil their potential.
- For children to learn to care for the school buildings and environment.
- To create a caring attitude towards our neighbours by behaving in a socially acceptable manner whilst working and playing.
- For children to recognise, understand and respect the fact that we are all unique and that different people have different needs and beliefs.
- For children to develop self-discipline and to encourage each child to be responsible for his/her own actions. For children to be considerate toward others and develop a personal code of behaviour.
- Through building a positive and open home school partnership, work supportively with parents to ensure a consistent approach to positive behaviour management.

Responsibilities - the law says:

- The head teacher must set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and which regulate the conduct of pupils.
- When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following: screening and searching pupils; the power to use reasonable force and other physical contact; the power to discipline beyond the school gate; when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and pastoral care for staff accused of misconduct.
- The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
- Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
- The school must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
- The school's behaviour policy must be published on its website (School Information (England) Regulations 2008)

Our School Rules

All stakeholders have agreed consistent rules. These are displayed clearly in every classroom, around school and on our website. The success of this policy depends on consistent application of these rules. We promote appropriate behaviour through the adoption of the following rules:

We follow instructions first time.
We treat others kindly.
We listen when someone is speaking.
We take care of things inside and out.
We always walk around school.

Whole School Rewards and Consequences

Zone boards are used to recognise behaviour and for demonstrating good '**social and emotional behaviours**' or '**learning behaviours**.' They also provide an effective deterrent against any inappropriate choices that children may make and remind them of the consequences of not following the rules.

Significant Incidents

If a child has caused a significant incident, they will be removed from their class immediately. This will happen when the child has not chosen / been able to respond to the zone board support and their behaviour is preventing others in the class learning. Their behaviour will have been judged to be significantly or persistently disruptive to good order, discipline or mental or physical safety to the child or the class. The Head Teacher, Deputy Head Teacher or senior member of staff will provide a safe, calm, alternative environment where the child can continue their work. Parents / carers will always be informed and involved in discussions designed to improve behaviour.

Significant incidents include :

- Physical harm or injury with INTENT to hurt.
- Repeated physical harm or injury following reminders/ advice from staff.
- Serious verbal abuse (including rude gestures) with INTENT to cause emotional hurt.
- Breaking the law for example, stealing, damage to property.

- Racial harassment. (Racial harassment incidents will be recorded separately in a log by the Head Teacher or senior member of staff).
- Repeated bullying towards a child.
- Deliberate defiance.
- Persistent low level behaviour not improving through restorative sanctions.
- Malicious accusations against school staff.

Positive Handling / Positive Physical Intervention – see separate policy

Members of staff have 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. Members of staff are trained to this safely, undergoing positive handling training every two years. Parents are informed that day if a child has been handled and then a positive handling plan (PHP) is written together with staff and parents/carers to ensure all parties are in agreement with strategies used with the child's safety at the heart of the plan.

Children with Additional Needs / SEN

Some children with special educational needs for social and emotional / mental health needs will be offered support from the SENCO if their behaviour choices are frequently inappropriate and no progress is seen using the above systems. A behaviour support plan will be written and if required a positive handling plan. The SENCO will work in partnership with the parents / carers to formulate targets that the child can work on to improve their behaviour. The SENCO will then monitor progress and liaise with class teacher, senior leaders / Head Teacher and parents / carers on a regular basis.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of inappropriate behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment.

Rights and responsibilities

We value each and every individual within the school community and encourage their contribution to shaping a welcoming, safe and fair learning environment for all. Children learn how they can make the classroom and school a safe place for everyone, and that it is unacceptable for other people to make it unsafe.

<p>Childrens' Rights</p> <p>To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.</p> <p>To have appropriate access to the school's facilities.</p> <p>To have appropriate access to the teacher's time.</p> <p>To have a safe environment.</p> <p>To be heard and be able to express opinions.</p> <p>To know what is acceptable behaviour and the consequences of unacceptable behaviour.</p>	<p>Childrens' Responsibilities</p> <p>To be cooperative and considerate.</p> <p>To do their work on time.</p> <p>To share equipment. To care for equipment.</p> <p>Not to demand attention all the time.</p> <p>To try to be receptive and cooperative.</p> <p>To act in a safe and responsible manner for themselves and others.</p> <p>To speak out but also listen. Not to put others down. Not to dominate.</p> <p>To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults.</p>
<p>Staff Members' Rights</p> <p>To work in a pleasant and safe environment and to be able to achieve job satisfaction.</p> <p>To be treated with courtesy by all.</p> <p>To have contact with and have back-up and cooperation from, parents/carers.</p> <p>To be informed of family situations and home problems where they may affect behaviour and attitudes at school wherever possible.</p>	<p>Staff Members' Responsibilities</p> <p>To play a part in the running of the school.</p> <p>To prepare lessons thoughtfully.</p> <p>To watch for unsafe things and practices.</p> <p>To have support from within the education system, including other members of staff if required.</p> <p>To provide that support both informally and formally.</p> <p>To be involved in a collaborative decision making model within the school (curriculum and organisation.)</p> <p>To consult with each other and reach agreement.</p> <p>To make an effort to be involved.</p> <p>To treat others with courtesy.</p> <p>To be able to create 'fix it' situations for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.</p> <p>Not to abuse this or use it to put down or ridicule children.</p> <p>Teachers to contact parents/carers if there is a problem. To be approachable, to listen, to make the time, to act on information.</p>

Supply Staff

Regular supply staff will be given a copy of Oak Hill First School Behaviour Policy and are expected to implement the policy with the support from colleagues. Daily supply staff are given information on arrival about our behaviour expectations including the use of the Zone Board as part of the Supply Teacher Information sheets.

Working in Partnership

At Oak Hill, we believe in working in partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know how we promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. The school works collaboratively with parents/carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We do this by:

- Developing a welcoming climate where parents/carers are encouraged to participate and be aware of what is happening in school
- Informal conversations
- Home/school communication books
- Parents' evenings
- Newsletters
- Text messages
- Website
- Providing opportunities for parents/carers to attend workshops/meetings to help support their child's learning
- Being prepared to use the expertise and willingness of parents/carers and other family members as a valuable resources
- Encouraging parents/carers and children to sign and adhere to the Home/school agreement - this is then referred to when discussing matters that arise

Parent/Carers' Rights	From Parents / Carers and Children we expect
To have information on school processes and curriculum.	Regular and punctual attendance
To ask for information if they are unsure or want to know more.	Notification of intended absence or reasons for absence
To be able to participate in school activities and decision-making processes.	Support for the Home/School Agreement and our policy of assertive discipline and self-esteem to ensure smooth working of the school
To make the time to be involved.	Acceptance of the school's ethos and positive support of the teacher's role
To make the effort.	Assistance in sustaining the importance of effort and achievement
To receive and offer information about their children's education and behaviour.	Helpful attitudes and a supportive home environment which allow the child to benefit from education and complement the work of the school
To be open and encouraging and willing to listen.	Participation in recognised procedures for the discussion of progress and attainment, ie parent consultations
To develop with staff, workable solutions to problems.	Early contact with the school via the class teacher to discuss any matters that might have a bearing on the child's progress, happiness or behaviour (this information may need to be discussed with other staff)
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To accept that staff will meet with parents/carers at a mutually acceptable time
To be involved in planning school policy.	
To let the school know of concerns about behaviour issues.	
To expect that there will be no cultural, sexual or physical discrimination against. Not to discriminate or to accept others doing it.	
To sign the Home/School Agreement and refer to it when discussing matters with parents/carers and children.	

Bullying

See also separate Anti-Bullying Policy Bullying within school and within the wider local environment is not condoned and appropriate action is taken when incidences occur. The Head Teacher/Deputy should be made aware of such incidences immediately and steps will be taken to involve the parents in the ensuing actions. The children and parents should be in no doubt that such behaviour is totally unacceptable. Children should also be aware that they must inform staff of any types or outbreaks of bullying so that these can be eliminated. This applies equally to any suggestions or indications of racial harassment.

Exclusion procedures

Exclusions are considered as a last resort and will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy (violent/abusive behaviour towards other pupils and staff members will not be tolerated – "We treat each other kindly")
- If alternative strategies have been tried and failed
- If allowing the pupil to remain in school would affect the education or welfare of others.

There are two types of Exclusions, permanent or fixed term. A permanent exclusion would result in a pupil being taken off roll. Fixed term exclusions are generally for a few days at a time although the Head Teacher does have the right to exclude for up to 45 days. Repetition of a serious or persistent breach of the schools' behaviour policy would also result in an extended, fixed term exclusion.

Parent/Carers should be notified immediately of an exclusion. Ideally, a face to face meeting will be held. However if this is not possible they should be notified by telephone followed by a letter; a meeting is arranged to discuss the incidents as soon as possible after the event. Whilst the pupil is excluded his/her welfare remains the responsibility of the parent/carer and the pupil can not come onto the school site. Work can be set for the exclusion period and arrangements can be made for collection. Parent/Carers have the right to make representations to the Governing Body's Disciplinary Committee concerning the exclusion. The parent/carer will be given the name, address and phone number of the person to contact in the letter sent by the Head Teacher.

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Behaviour Management Systems

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The Zone Board

The zone board has 5 coloured zones: gold, silver, green, yellow and red. Each day all the children start in the green zone. It is emphasized that being in the green zone is good/great. At any given time, the vast majority of children are in the green zone because they are following the rules. Children who try hard, keep the school rules and do their best DESERVE and receive verbal praise.

For demonstrating behaviours that go 'above and beyond' following the rules, children are moved further up the zone board. When the child moves to silver zone, they receive a 'Silver Award' sticker and public verbal praise. If a child continues to make extra effort, they will move to gold zone. Each child in gold zone at the end of the day will receive a 'Gold Award' sticker and a raffle ticket. The raffle ticket is given to them by the Head Teacher or other senior leader, who takes time to listen to the child and celebrate their achievements. Once a month a prize draw takes place in Gold Book assembly for KS1 and KS2 children. Foundation Stage children receive a prize from a selection of toys instead of a raffle ticket. It is preferable that children move their own name up the zone board as it reinforces self esteem and demonstrates to the class how proud their teachers and peers are.

If a child is showing 'low level disruption' or breaks a rule, they are given a verbal warning which gives the child advice about how to 'fix' their behaviour. A reminder of sanctions and rewards are given. If a child continues with this inappropriate choice, the teacher moves their name to yellow zone which is the visual warning stage. The teacher then instantly praises others in the class who are following the rules and may move some children up the zone board. This acts as an incentive and the teacher takes every opportunity to 'catch them being good' and moves them back up to green zone. Teachers move names down the zone board in an unobtrusive way as possible. Keeping the sanction 'low key' wherever possible in order to avoid drawing attention to the negative behaviours and affecting the child's self esteem. The teacher demonstrates and models positive, high expectations.

If there is no improvement and further inappropriate choices are made, the child's name is moved to the red zone. At the earliest opportunity, the teacher and child work together on a restorative 'fix it' task. Typically this happens during the child's playtime. The child is asked identify reasons for their rule breaking behaviours, recognising how they have caused harm and what feelings are involved. The class teacher provides an appropriate 'fix it' task which aims to help the child improve their behaviour next time. For example, if a child has caused disruption to others by not taking turns in a game, they might be asked to write / draw a poster showing the rules of how to take turns / share.

Friday Challenge Time – A Reward

Each Friday afternoon all the children in the school take part in activities which promote our positive values. The children may choose what they will take part in and in some cases participate in designing the programme of activities. They may work with children from other classes and form new social groups. They may work with different teachers or support staff and develop stronger relationships. The activities are highly motivating and enjoyable, fun and challenging. There is always a learning focus in terms of creative and critical thinking, problem solving and team work.

All children who have been in green zone or higher all week take part in Friday Challenge for 45 minutes. If a child has been into red zone they will miss some of Friday Challenge and they spend time working quietly with a senior member of staff. Parents /carers will be informed if their child has been in red zone and given the opportunity to discuss behaviour with the class teacher. Children enjoy Friday Challenge time and look forward to it. They recognise this as a reward for following the rules and missing any of Friday Challenge time is an effective sanction / deterrent for breaking school rules.

Behaviour at lunchtime

It is important that excellent standards of behaviour are maintained at lunchtime and that the children are aware of what is and is not acceptable. This is the time of day when children are most able to interact socially with their friends and peers. They are aware that at this time they are responsible to the Lunchtime Supervisors and should treat them with respect and courtesy. Pupils are expected to adhere to the School Rules and the Playground rules as displayed in the playgrounds.

Lunchtime Rewards

Children who follow the school and playground rules are rewarded for this through:

A smilea nod.....a winka 'thank you'

Praise or encouragement

Stickers

A message or note to teacher

Class points

Receiving Playground Super Stars Cards

Public praise (Gold Book Assembly) - all children are praised and 2 children receive 'Playground Super Star' medals.

Lunchtime Consequences

Instances of inappropriate behaviour are initially dealt with by a Lunchtime Supervisor and if deemed necessary by the Lead Lunchtime Supervisor.

Systems:

1. Verbal warning and a reminder of the rule they are not following.
2. If the child continues to not follow the school rule, the child will be asked to stand in a certain part of the playground (eg by a wall) for 5 minutes to calm down/observe others keeping the school rules. Lunchtime Supervisors will liaise with the class teacher at the end of lunchtime and inform them of any issues / concerns. Class teachers are to monitor these and raise concerns with Assistant Heads.
3. More serious incidents or repeated disruption should be dealt with by the Lead Lunchtime Supervisor who then raises it with the AHT. The AHT will discuss the incident with the child and children in KS1 & 2 must complete a 'fix it' activity.
4. AHTs will keep a record of incidents at lunchtime and raise concerns with the Deputy Head Teacher.

Playtimes

The teacher on duty will report an incident of misbehaviour to the class teacher who will follow the above procedures.

Scaffolding Children To Promote Good Behaviour

In order to achieve high standards of behaviour it is essential that pupils are supported using a variety of classroom management and other techniques. Strategies used to scaffold pupils in order to achieve high standards of behaviour include:

- Explicitly and frequently reminding children of your expectations, eg before assembly remind class that they walk into/out of assembly silently, expected assembly behaviour, before moving around the school as a class recap school rule
- Proximity praising, eg if a child is not yet listening praise a child nearby who is
- Ensuring children who might distract one another do not sit near each other before the start of a lesson, eg "make sure you're sitting on a place where you will be able to concentrate/listen"

- Using resources that are non-verbal reminders of the class/school rules, eg carpet tiles used to indicate a sitting space on the carpet, point to prompt cards for listening skills such as hand up if you want to say something
- Giving a child the chance to 'fix' their behaviour, eg you can choose to sit still and listen or if you choose to carry on talking you will get a warning
- Tactical ignoring (to be used judiciously, i.e. only ignore behaviour that is not hurting or distracting others and praise children who 'ignore well')
- Explicitly teach children classroom management techniques we use, eg explaining why certain behaviour might be ignored, discussing the meaning of non-verbal strategies used
- Brain gym and 'yoga' type activities to energise/calm children down and re-focus after a break or between lessons
- Use of music, eg calming music for quiet activities, quicker music to motivate during tidy-up/transition times
- Varying teaching styles
- Smiling and showing warmth
- Having a quiet word in the early stages of misbehaviour
- Give non-verbal signals – a steady disapproving look
- Allow a child to 'cool down' before dealing with an incident
- Allowing 'Thinking time'
- Knowing individual trigger points and avoiding them If a child has received a warning during the course of the morning or finds it hard to make the 'right choices' at particular times of the day, eg lunchtimes, during particular lessons, members of staff support children in a variety of ways, for example a class teacher may spend a few minutes at the start or end of lunchtime discussing their behaviour and reminding them that they can make the 'right choices' or may find a child jobs to do so they avoid experiencing difficulties at break or lunchtime.