

# Oakdene Primary School



## Behaviour Policy

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Ratified by Governors Oct 2020

## Oakdene - Growing and Learning Together

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene. We will try to achieve this through our aims in everything we do at Oakdene.

At Oakdene, we have the following aims:

- 🌳 to enable all members of our School community to reach their full potential. (*Being Healthy; Enjoying and achieving.*)
- 🌳 to prepare each child, through all aspects of School life, to become responsible citizens respecting themselves, others and the environment. (*Economic well being*)
- 🌳 to become independent and highly motivated learners. (*Make a positive contribution; Enjoy and achieve*)
- 🌳 to equip children to be flexible and adaptable to the modern world (*Economic well-being; Make a positive contribution*)
- 🌳 for each child to feel valued, safe and confident. (*Staying Safe*)

The School Community will achieve these aims through:

- 🌳 engaging all members of the School community in providing a broad, balanced and challenging curriculum for every child.
- 🌳 opportunities for continuing professional development for all members of staff.
- 🌳 children becoming partners in their own education and make a positive contribution to the school environment and ethos.
- 🌳 opportunities for children to take responsibility for their own learning.
- 🌳 using technology effectively to improve children's learning.
- 🌳 a secure and safe environment.
- 🌳 sport, exercise and healthy living.
- 🌳 an enriching programme of extra curricular activities and visits.
- 🌳 learning partnerships between home, school and community.

The statements in brackets relate to the 'Every Child Matters' Agenda. At Oakdene we always believe that Every Child does matter.

We have very high expectations of behaviour as we believe if we ensure that each child has a firm grounding in the basic principles of right and wrong then they will develop into well rounded, successful citizens in our Community.

### Oakdene Values

Our core school values underpin everything we expect from our children in terms of behaviour. These values are as follows:

- Responsibility
- Friendship
- Respect
- Honesty
- Determination
- Excellence

Each class looks at these values at the start of the school year. Staff and children together come up with their own class rules which link to the values. All children in the class should agree to follow these rules (e.g. through compiling and signing a class charter).

Values are mentioned as part of our curriculum work in class to underpin learning. Each half-term also sees a particular value as the whole school focus, with assemblies and hymn practices focusing on aspects of that value.

Through explicit work and implicit expectations of these values, we promote good behaviour at all times and show respect to all people in school; we ensure that all children are able to complete their work and we ensure that all children are treated fairly at all times.

By following our school values, in conjunction with our systems of rewards and sanctions (see below), we aim to encourage good behaviour and respect for others on the part of pupils and, in particular, to prevent all forms of bullying among pupils. See Anti-Bullying Policy.

We have very high expectations of all our pupils. Our school values and class rules apply whenever they are wearing the Oakdene uniform or when they are out of school as a group of Oakdene pupils. This means that the same sanctions will apply to children when they are walking to and from school and on school trips as would apply on the school site. The reputation of Oakdene School must be upheld at all times and we will aim to continue with our very high standards of behaviour at all times. We will ensure the health and safety of all our children, staff and members of the public associated with Oakdene and we will use our Behaviour Policy to enforce sanctions so that all children, staff and members of the public are free from harm.

Acceptable behaviour at Oakdene is when children follow our school values and class rules. Unacceptable behaviour is when these values and rules are not adhered to. At Oakdene we have very clear behaviour management techniques throughout the School, laid down by each Class teacher and the Senior Leadership team. We have a number of significant rewards for children who work and behave well, as well as sanctions for those who do not adhere to our values.

We will liaise with Parents at the very earliest opportunity if a child's behaviour is causing concern in School. We ask that all parents sign our Home School Agreement at the beginning of the school year or when children start at the School. This states that the family will support the School's Behaviour Policy (this document), resulting in very high standards of behaviour in school at all times.

## Rewards in School

- 🌟 Staff praise and commendation
- 🌟 Stickers in class or lunchtimes
- 🌟 Dojos given in class and around school. These are for work, behaviour, upholding our values and being excellent role models. Children score 'double points' if they are awarded a dojo for the current value of the half-term.
- 🌟 Dojo awards given on a weekly basis in Celebration Assemblies. These are for the two children who have earned the most dojos in each class during the week.
- 🌟 All dojo winners from a half-term have the opportunity of winning a book token.
- 🌟 Team dojo awards. Our children are all part of one of four teams - St Andrew, St David, St George and St Patrick - dojos are accumulated for Celebration Assembly each week and an overall team winner is announced. The most successful team across the term receives a reward.
- 🌟 Bands of Excellence - awarded to two children in each class who show consistently high levels of behaviour throughout the week and will continue to show this 'excellent' behaviour throughout the next week.
- 🌟 Certificates are awarded in our Celebration Assembly on a weekly basis for good work, attitude to learning or promoting our values.
- 🌟 Headteacher's Awards and Deputy Headteacher's Stickers given for exceptional work or behaviour in School.
- 🌟 Values awards given every half term for children who have upheld our current value and shown this in class and/or across school. There are two per class, with one voted for by staff and the other voted for by children in the class.

## Sanctions

Foundation Stage: Bees will start in the Honey Pot each day and if misdemeanours occur, each Child's Bee may be removed from the Honey Pot. All Children can earn their way back into the Honey Pot. At the end of the week, if Children have not been out of the Honey Pot they will be considered to take Jeremy Bear home for the weekend.

Each infant and junior class has a behaviour ladder displayed. This can take different forms but should have five sections. All children start each day on the middle rung of the ladder. The child's name is moved up for good behaviour and work, with dojos given if they finish the day on the top two sections. Children's names are moved down for misdemeanours. If a child has reached the bottom of the behaviour ladder then the following consequences will be followed:

- ➔ The child will be sent to 'Reflection Time' in the Year 2 classroom (for Rec, Year 1 and Year 2 classes) and the Year 6 classroom (for Years 3 - 6). This will usually be covered by Miss. Barlow or Mr. Weston (as key stage leaders). Mrs. Lee or other staff members may also cover reflection times.
- ➔ Reflection time will be for a period of 15 minutes if a child has reached the bottom of the ladder after a graduated move down the behaviour chart. This takes place during the last 15 minutes of lunchtime, and the members of staff running the Reflection Time will call children in from the playground at the appropriate time.
- ➔ If a child has been in Reflection 3 times or more in the half-term, reflection time will be increased to 30 minutes. The key stage leader or class teacher will also inform the child's parent at this time.

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- ➔ In Reflection, children will reflect upon their behaviour. This will include writing down what has happened on a Reflection sheet, talking about their actions and consequences, considering any repercussions, and developing strategies to improve behaviour in future.
- ➔ If appropriate, other tasks may be given to the children during Reflection Time.

Children can also receive Reflection time for isolated incidents that are more serious and mean that they would move straight to the bottom of the behaviour ladder. These more serious misdemeanours include:

- Physical Force
- Hitting
- Spitting
- Inappropriate use of language (eg: swearing, name calling).

Children's names will automatically be moved to the bottom of the ladder irrespective of any other sanctions applied. Parents may be alerted by the class teacher or key stage leader.

If a child has reached the bottom of the behaviour ladder, they will spend 15 minutes in Reflection. Their names can be moved back up the ladder throughout the rest of the day if their behaviour improves. However, they would still be required to spend time in Reflection. One move down the ladder should be seen as a warning and the time to modify behaviour, rather than waiting for two moves down before children start to modify behaviour.

### Playtimes & Lunchtimes

Members of teaching staff and midday supervisors can also move children's names up or down the behaviour ladder at playtimes and lunchtimes, as well as give out dojos at playtimes and lunchtimes. Children should demonstrate our values of honesty and responsibility in informing their class teacher of any dojos given, or by moving their name on the behaviour ladder appropriately.

At the end of a playtime or lunchtime, the class teacher will also be informed of any issues that have occurred when they collect their class from the playground.

On both playgrounds, a child may be asked to stay with the teacher on duty or lunchtime supervisor for a number of minutes to calm a situation. If a serious occurrence takes place Miss. Barlow or Mr. Weston will be sent for (or in their absence another member of SLT).

### Behaviour Endangering Self or Others

If the behaviour of a child jeopardises the health and safety of the individual child, other children in the class or adults in the class, the following system will be adhered to:

1. Teacher in class will send a red card to the Headteacher (if on the premises), to ask for assistance.
2. If the Headteacher is not on the premises or is not available, then a red card will be sent to the Deputy Headteacher or Assistant Headteacher and one to the nearest available adult.
3. Once the red card has been sent, this means that the rest of the class will be sent from the classroom and the holder of the red card will ensure the safety of the full class.

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4. If at any time a child needs restraining in class, staff trained in Team Teach techniques will be used to ensure the safety of all children and adults. Staff receive regular updates on training. Team Teach trains staff in many de-escalation strategies so that restraint is only an ultimate option.
5. The child will be contained either within the classroom with at least 2 adults in the room, with de-escalation strategies used and restraint techniques to only be used if necessary. Alternatively, the child may be moved to a safe area outside the classroom. Positive handling techniques will be used at all times by trained staff.
6. If a child leaves the class at inappropriate times, school policy is that they will not be followed around school. However, staff will monitor the child at an appropriate distance.
7. If a child leaves the school premises, school policy is that no staff will follow. The police and parents will be informed.

Once all these systems have been put in place and there is still persistent bad behaviour then further options to use are:

- ✘ Reporting system which goes home each day.
- ✘ Relinquishing of playtimes and dinner times.
- ✘ Setting up of a pastoral support programme.
- ✘ Using external agencies to improve behaviour
- ✘ Setting up an Individual Behaviour Plan.
- ✘ Removal of child from particular lessons/activities in school
- ✘ Exclusion at dinner times.
- ✘ Fixed term exclusion
- ✘ Placement at Inclusion Centre (if place available)
- ✘ Permanent exclusion.

All these options are available at Oakdene and we will put these systems into place as soon as the need arises. For further details see Oakdene Primary School Exclusion Policy

If physical or verbal abuse/threatening behaviour takes place we reserve the right to instigate any sanctions, including exclusion (in accordance with Local Authority Guidelines), regardless of previous sanctions in place.

The Health and Safety of all our Children, Staff and members of the public on School premises is of paramount importance and, if necessary, we will use approved restraint techniques to ensure the safety of everyone at Oakdene.

### Equal Opportunities

Oakdene has an equal opportunities policy. All children have equal curricular entitlement. We use resources that are free of gender bias and represent different cultural and ethnic backgrounds, to enhance learning and behaviour at Oakdene School.

### Extended Services

All Children attending our Extended Services Provision (including our Out of School Club and After School / Before School Activities and Holiday Club) will follow our Behaviour Policy. Our Extended Services Providers all agree to follow our Behaviour Policy.