

# BEHAVIOUR POLICY

AUTHOR	REVIEWED	NEXT REVIEW
R. HORTON	March 2020	March 2022

## Oulton Primary School Behaviour Policy

'Thinking for ourselves, caring for each other'

### **What do we hope to achieve by having this policy?**

We hope this policy will help to outline our high expectations regarding behaviour, as well as the rewards and sanctions we put in place to try to ensure that the behaviour of the children at Oulton Primary School is positive and consistent.

- To encourage staff and pupils to learn, play and co-operate in an atmosphere of mutual respect, tolerance and courtesy
- To help children to be aware of their responsibilities as members of a class and the school community
- To help children to be able to understand and accept the consequences of their actions

### **How will we go about achieving these goals?**

To achieve these goals, all staff will work together and be consistent.

Children will understand the expectations there are around behaviour and co-operate to ensure that they have a calm and happy learning environment.

### **What behaviour do we expect to see at Oulton?**

If behaviour is good children will learn to deal with different situations in an appropriate and calm way. At Oulton, we expect children and staff to be polite, well-mannered, considerate and empathetic towards others. In everything we do, we should be demonstrating our school motto of 'Thinking for ourselves and caring for each other'.

Behaviour is inappropriate if it disrupts the learning of the child themselves or other children within the class. It is also inappropriate when children are rude to an adult, answer back or are violent.

Although we adopt a consistent approach to inappropriate behaviour, the way that Staff respond to positive and negative behaviours varies according to the phase that your child is in.



## **Early Years Foundation Stage**

### **Rewards**

We have a number of rewards in place within school to celebrate good behaviour;

- Certificates given weekly in class or the celebration assembly, with a small prize.
- Regular 'always' children tea parties and displays.
- Class rewards – lots of praise, stickers, certificates etc...

### **Sanctions**

In Early Years, Staff will work effectively together as a team and show a fair and consistent approach to incidents. Where unacceptable behaviour is recognised or observed, staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict.

### *Examples of Behaviour and Strategies*

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to an environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc.

Intervention will be low key and may include one of the following:

Using a positive statement, e.g. "If you want to run around, you could go outside and play a game"

Explaining any concerns e.g. "If you lean back on your chair you may fall over"

Giving choices

Allowing time to reflect upon their behaviour with the class teacher or staff member e.g. a thinking spot and timer (for 2-3 minutes)

Any unusual/extreme/ violent behaviour is luckily very rare in EYFS, but will be dealt with by the head teacher or the deputy head teacher.

Staff will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour.



## **Key Stage 1 and 2**

### **What rewards and sanctions do we have in place?**

#### **Rewards**

We have a number of rewards in place within school to celebrate good behaviour; Certificates given weekly in the celebration assembly, with a small prize.

Regular 'always' children tea parties and display.

Class rewards (each teacher operates this in a slightly different way, so please ask your child or the class teacher if you want to know more).

Golden Time, a weekly opportunity to engage in an extra-curricular activity negotiated between the class and the teacher.

Team points – each child belongs to a house team, and can earn points for their team every week.

#### **Sanctions**

At Oulton Primary, we have a STEPS behaviour system in place for KS2 and have a Traffic Light System in KS1. Please see appendices for more details of these systems.

#### **Special needs**

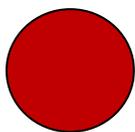
Some children sometimes need to have their own behaviour targets, and may have their own reward systems in place. Staff will always make parents aware if this is the case.

**The majority of children at Oulton Primary School are very well behaved and help make our school a happy place to be. Children learn how to behave, just as they learn everything else, and by setting a good example, giving rewards and firm boundaries, we hope they will continue to behave well throughout their time at our school.**

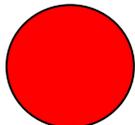


## APPENDIX 1

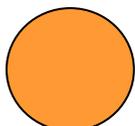
TRAFFIC LIGHTS SYSTEM – KS1 This system is intended to cover a period of a single day, where all children start each day on the green traffic light – read from bottom up.



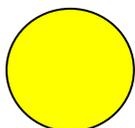
DARK RED – Go to Head teacher / Deputy head teacher



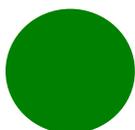
RED – Miss 10 minutes of Golden Time (each time a child gets to Red another 10-minutes will be added to the Golden Time missed. If 3 times on red in a week, all Golden Time missed)



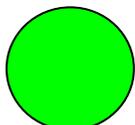
DARK AMBER – Miss all of one playtime



AMBER – Miss 2 minutes of one playtime



DARK GREEN – Warning



GREEN – all children start every day on green

The traffic light system can be reviewed at lunchtimes, with continuing good behaviour giving the children the potential to move back down a level, as long as they have not gone above AMBER. As with the STEPs system, the children may move up the colours more quickly, if there is an incident of severe / violent/ behaviour.

Tracking sheets will be kept by the class teachers, so that regular occurrences of unacceptable behaviour can be monitored. Teachers will keep a record of reasons why children are moving through the colours. Children with special needs may not be using this system, but staff will make parents aware if necessary.

**Contact with Parents** – The class teacher will contact parents if a child is regularly getting to the dark Amber colour. If a child gets to Red, the class teacher will endeavour to contact the parents on the same day to discuss that child's behaviour.



## **APPENDIX 2**

### **STEPS SYSTEM – KS2**

This hierarchy of steps and consequences is intended to cover a period of a single **day** when dealing with unacceptable classroom behaviour. The aim is to re-focus / re-engage the child with as little disruption as possible. The hierarchy of steps moves from least to most intrusive, ending in a severe clause.

**It is important that support staff in the classroom have exactly the same expectations of children’s behaviour as the teacher and they have the responsibility for using the steps without deferring to the teacher up to and including Step 3.**

Children must be aware that the steps are non-negotiable, once chosen then the sanction remains.

Step	Procedure	Sanction	Outcome
Step 1	Formal warning		Note on weekly class Steps chart, teacher to monitor
Step 2	2 <sup>nd</sup> warning		Note on weekly class Steps chart, teacher to monitor
Step 3	10 mins at time out table in class – time to calm down/ reflect		Note on weekly class Steps chart, teacher to monitor
Step 4	Removed from class to internal exclusion – return after 10 mins	Golden Time suspended. Reinstated if you don’t reach step 2 again during the week. Loss of next play/dinner times through to next day as necessary.	Class teacher to make parents aware.
Step 5	Removed again for the rest of that lesson (to head teacher or deputy head teacher; if	Golden Time suspended. Reinstated if you don’t reach step 2 again during the week. Loss of next	Class teacher speak to parent. Frequency monitored.



	unavailable, to another member of SLT)	play/dinner times through to next day as necessary. If Step 5 on Fri – Golden Time missed as sanctions are not carried over to following week.	
Step 6	Removed from class a 3 <sup>rd</sup> time that day	Internal exclusion from current lesson plus one more lesson and next 2 play/dinner times through to next day as necessary	Class teachers will keep records/ monitor incidents Meeting with parents, IBP reviewed as needed

### **Severe Behaviour**

Staff can modify the hierarchy in circumstances when severe behaviour occurs, such as pupils/staff in danger, threats or damage done to property. Obviously in such circumstances no warnings would be given to the pupil who would be placed immediately on at least step 4.

**In cases of exclusions from the school, the decision can only be made by the Head Teacher or Deputy Head. It is very serious for a child to be excluded from school. This is really a last resort.**

The kinds of behaviour that take a child from Step 6 to exclusion from the school include:

- harming someone
- violence (to others or property)
- abusiveness (e.g. swearing, spitting etc)
- behaviour has become “out of control” putting the child or others in danger

### **Internal Exclusion**

#### **Children working outside their own classroom**



An adult from the classroom will need to bring the child to the library area and stay with them for the relevant time for Step 4. Step 5 and above, the child will be escorted to the Head teacher or Deputy Head teacher, to work outside their office.

### **What do the children do there?**

Children could complete the work they have been doing in class. Generally, they need this time to calm down, so work is not the most important part. Staff monitoring will not engage in conversation, it is time for the child to reflect on what has happened.

If children need the toilet they must be escorted by a member of staff.

During exclusion, if a child moves up to the next Step, staff should write down exactly what has happened.

### **Record keeping/monitoring**

Records are kept in class. More severe incidents are logged electronically.

### **Who can impose a sanction?**

During play times the adult dealing with the incident will impose the sanction – details of these are included on the play time folder.

Incidents that happen at the end of break times will be dealt with by the appropriate member of staff (Staff on duty, CT or staff covering exclusion. They will decide if the pupil needs to miss the next break.)

