



Behaviour Policy

(This Policy links to the Equality Scheme, Anti-Racist Policy – Pupils/Children, Against Bullying Policy – Pupils/Children, ESafety Policy, Child Protection Policy and SEND Policy)

Policy Approval Date: September 2017

Approved by the Full Governing Body Meeting please see minutes dated 26/09/2017

Review Date: September 2018

The Behaviour Policy at Oughton Primary & Nursery School is a clear structure to provide clarity of expectation for our school community; staff, parents and pupils at Oughton Primary & Nursery School.

Aims and Values

Oughton Primary & Nursery School believes that appropriate behaviour is essential if all pupils are to be given the opportunity to learn and progress to reach their potential.

Rights

- We all have a right to feel safe and secure at all times
- We all will treat each other and the school environment with respect
- We all have a right to teach and learn together in a supportive and caring environment

Responsibility

It is the responsibility of all to adhere to the school's Behaviour Policy. The responsibility for day to day rewarding for good behaviour or for dealing with incidents of poor behaviour rest firmly with the class teacher who will work in conjunction with all other staff and the parents to ensure appropriate behaviour is recognised and reinforced.

All members of the school community have a responsibility to:

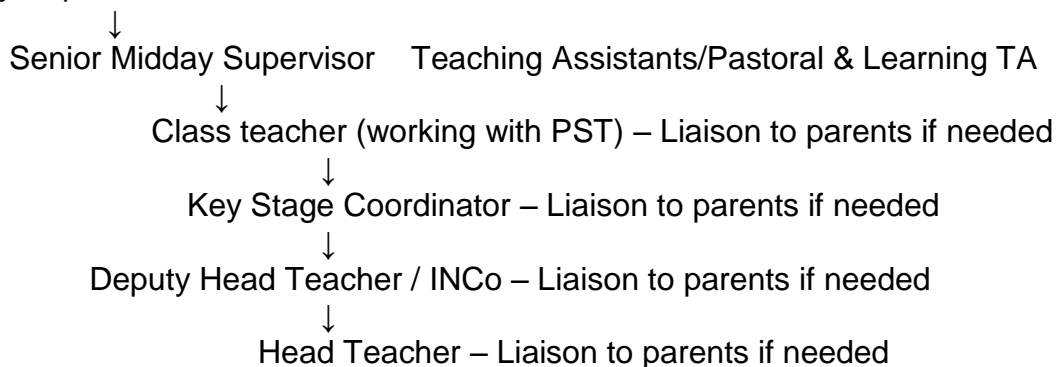
- Move around the building and grounds with care
- Respect and take pride in the school environment
- Respect others' property
- Work co-operatively in class with adults and fellow pupils

Foundation Stage

The Foundation Stage has an age related version of the school's Behaviour Policy. Please see appendix 2.

How we communicate positive behaviour and respond to inappropriate behaviour

Midday Supervisor



Pastoral Support Team

Headteacher, Deputy Headteacher, INCo and Pastoral and Learning Teaching Assistant.

How Oughton Primary & Nursery School plans for and encourages good behaviour.

Modelling

All staff at Oughton Primary & Nursery School promote and celebrate positive behaviour. Staff model good manners and respect for others and equipment. All staff speak to pupils in a calm manner, reflecting our high expectations. Rules and expectations are displayed throughout the school.

Assemblies / Curriculum

Assemblies promote positive behaviour, following the Jigsaw and Value themes. PHSE lessons promote positive actions, discussing concerns and feelings through 'Circle Time'.

Place to Talk

Pupils have the opportunity to talk about any problems or issues with staff using the Place to Talk facility in KS2 and by appointment if needed in KS1.

Responsibility

In Year 6, individual children are rewarded as Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl. These pupils are nominated by the Senior Leadership Team and their previous teacher for being positive role models. In Year 6, 2 children have also been nominated as Ambassadors as role models and these children will help support pastorally across the school, joining our Pastoral staff team for meetings. Across the year groups, pupils are picked to represent Oughton Primary & Nursery School at musical, sport events and award ceremonies. The School Council, picked through pupil voting system, promotes positive leadership and focuses upon encouraging good behaviour. Meetings discuss issues and the concerns of pupils and decisions are made to improve the school further.

Play leaders are trained to promote positive play and interaction, linked to citizenship.

Rewards

All staff have their own reward systems within their classrooms to encourage, recognise and praise good behaviour.

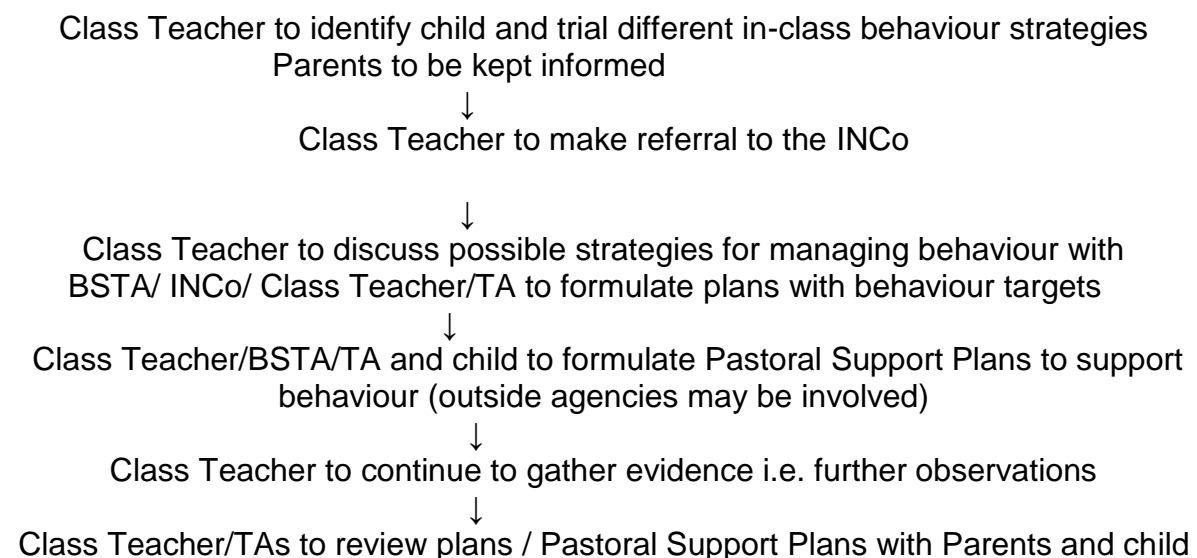
Classroom reward systems may include:

- Praise – verbal from Class Teachers / Educational Support Staff; Deputy Head Teacher; Head Teacher
- Written praise in books
- Name displayed on smiley face
- Reward charts
- Classroom certificates
- Stickers
- Star of the week or Star of the day
- Photos displayed in classroom
- Parents informed of positive behaviour via letter or phone call.
- Table points

Oughton Primary & Nursery School encourages whole school rewards, promoting team work and individual success through rewards such as:

- Certificates as a reward for positive behaviour.
- House Points – announced on a regular basis between the 4 houses and on display.
- Superstars Awards – given in assembly in front of all other pupils and parents/carers
- The Golden Book - entry into special book and Head Teacher gold sticker, plus name part of display for exceptional work and or continued good behaviour. A certificate is sent home to parents.
- Positive Play Award
- An emphasis on Values throughout our assemblies and curriculum

There is a clear structure in school to support staff and pupils.



Unacceptable Behaviour

Any behaviour is considered unacceptable if it:

- Threatens the safety of others
- Treats others or the school environment with disrespect including non-response to reasonable requests or any form of bullying or racist behaviour
- Interferes with the teaching and learning within the school

How Oughton Primary & Nursery School Responds to Unacceptable Behaviour

All pupils are treated equally at Oughton Primary & Nursery School and staff work to ensure all pupils have equality of expectation and achievement. A range of low level responses are employed such as reminding, re-directing, warning with choices and applying consequences. Pupils are dealt with in a consistent, calm, respectful manner without becoming confrontational.

Physical restraint will be used only when the pupil's behaviour is threatening their safety or that of other pupils or staff and repeated verbal requests to stop have been ignored by the aggressor.

Consequences

A variety of consequences can be put in place, depending upon the behaviour exhibited.

- Missing playtime, part of playtime or lunchtime.
- Child being reprimanded by a Senior Member of Staff.
- A lunchtime detention is with a Senior Member of staff and parents informed of this. An incident record filled in and then entered into the SIMS computer system.
- Exclusion - when a child behaves in an extreme way, internal exclusions are given and on some occasions, external exclusions.
- The decision to permanently exclude a pupil is not taken lightly. This may be considered if it is felt that the school can no longer meet the pupil's individual needs. Outside Agencies are involved at this point.

Monitoring and Evaluation

All incidents, positive and negative are recorded and kept in a class file and on SIMS computer system. Incident Record Sheets are used to give more information. The Incident Record gives an account of the behaviour seen and consequence given. These files are monitored by Class Teachers and INCo. Behaviour (positive and negative) is discussed during Open Evenings with Parents and Carers and during individual meetings if necessary. Records of positive and negative incidents will be logged on our internal SIMS system.

Recording and reporting

The use of a Restrictive Physical Intervention, whether planned or unplanned (emergency) must always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident, in a book with numbered pages. The written record should indicate:

- The names of the staff and pupils involved
- The reason for using a Restrictive Physical Intervention (rather than another strategy)

- The type of Restrictive Physical Intervention employed
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The date and the duration of the intervention
- Whether the pupil or anyone else experienced injury or distress and, if they did, what action was taken

Training in practical techniques of Restrictive Physical Intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with.

Positive Handling Plans will be filled in following the first instance of physical restraint and will be followed by staff working with the individual pupils. These records will be reviewed by the Senior Leadership Team and additional training issues and concerns will be discussed and planned as deemed necessary to best support everyone at Oughton Primary & Nursery School.

Oughton Primary and Nursery School
Behaviour Policy Levels


Examples of types of **classroom & playground** behaviour at each level and sanctions:

| Type of behaviour | | Sanctions |
|--|--|--|
| Level 1 | <ul style="list-style-type: none"> • Calling Out • Distracting others by muttering, fidgeting, fiddling etc. • Swinging on chairs • Pushing and talking in a line or queue or carpet • Drawing on books or dropping litter | <p>You will be given a verbal warning for level 1 behaviour</p> <p align="center">↓</p> <p align="center">Move to level 2 if continued Verbal – Written - Final</p> |
| Level 2 | <ul style="list-style-type: none"> • Being rude to an adult or answering back • Refusing to carry out a reasonable request or attempt work including homework • Attempting to use the security door code. | <p>You will receive time out at the time to reflect table and/ or minutes missed from playtime/lunchtime</p> <p>You and an adult will complete level 2 sheet, if appropriate.</p> <p>Move to level 3 if continued level 2 behaviour.</p> |
| Level 3 Levels 1,2 and 3 classroom behaviour management | <ul style="list-style-type: none"> • For choosing not to change Level 2 behaviour and persistently demonstrating the Level 2 behaviour | <p>You will receive time out in another class/ Time to reflect table/chair; Minutes missed from playtime/lunchtime.</p> <p>You and an adult will complete level 3 sheet depending upon the situation.</p> <p>Your parents will be informed if persistent level 3 behaviour and targets set.</p> |
| Level 4 | <ul style="list-style-type: none"> • Swearing at someone or offensive language • Damaging property intentionally • Confrontational behaviour • Choosing not to change Level 3 behaviour. • Name calling – including racism, cultural and gender • Bullying behaviour | <p>This is serious.</p> <p>You will have a lunchtime detention of 45 minutes with SLT. An Incident slip is completed and sent to the member of staff on detention.</p> <p>Your parents will be informed by class teacher by telephone and a meeting arranged if needed.</p> |
| Level 5 | <ul style="list-style-type: none"> • Bullying - continual • Stealing • Physical violence against pupils and adults • Fighting • Biting with intent | <p>This is very serious. An Incident slip is completed to ensure a clear record of the behaviour is kept. Incident slip sent to Head / Deputy.</p> <p>Your parents will be contacted and requested to come straight into school.</p> <p>Head / Deputy to decide consequences. Possible consequences:</p> <ul style="list-style-type: none"> • Police contacted • Child to spend rest of the day in seclusion with HT/DH/SLT supervision. • Exclusion <p>You may be at risk of being excluded.</p> |

Persistent behaviour at level 2 and above results in a home school liaison. All Incident slips to be kept in Behaviour File under pupil's name. Level 2 and above will be recorded on SIMS in order. Additional sheets attached if needed.

Oughton Primary and Nursery School
Reward System

To recognise pupil's achievements and/or positive behaviour Oughton Primary & Nursery School has the following rewards in place to provide positive reinforcement.

| Type of Reward | Actions |
|---|--|
| <p align="center">Verbal Praise</p>  | <p>Member of staff verbally acknowledges your achievements/behaviour</p> |
|  <p align="center">Class Rewards (Sticker, table points, levels etc.)</p> | <p>You will be given an in class reward from your teacher.</p> |
| <p align="center">House Points (1, 20, 50, 100, 150, 200, 250, 300)</p> | <p>You will receive a House Point and the more you receive you will be given a House Point certificate from Mrs Clayton in assembly (e.g. 20 House Point Certificate). Well done.</p> <p align="center">At the end of term the winning house will receive a treat!</p> |
| <p align="center">Positive Play Award</p> | <p>A midday supervisor will choose you for a Positive Play Award for your achievements/behaviour at lunch time and you will receive the certificate in assembly.</p> |
| <p align="center">Superstar Award</p>  | <p>You will receive a Superstar Certificate in assembly and your parents will be invited to come to assembly.</p> |
| <p align="center">Golden Book</p>  | <p>Congratulations! This is the highest reward and you should be very proud of yourself for achieving this.</p> <ul style="list-style-type: none"> You will be sent to Mrs Clayton or Mrs Colver who will give you a sticker and certificate to take home to show your parents. Your name will be entered in the Golden Book which is displayed in the front entrance. You will be asked to stand up in assembly and have your name will be read out. If you are entered into the Golden Book 3 times you will receive a special certificate and a gift, plus your parents will be invited to come to assembly to see you receive your rewards. If you are entered into the Golden Book 5 times you will receive a £5 gift voucher in assembly and your parents will be invited to come and see you receive your reward. <p align="center">WELL DONE</p> |

Behaviour Incident Form

Please ensure all details are completed to enable accurate information is recorded onto SIMS.

| | |
|--------------------------|-------------------|
| Childs name: | Date of incident: |
| Other Children involved: | |

Incident details:

| Incident Type | ✓ |
|---|---|
| 1+-Persistent low level behaviour | |
| 2-Being rude/answering back to an adult | |
| 3-Not changing persistent L2 behaviour | |
| 3-Minor Confrontational Behaviour | |
| 3-Retaliating to Confrontational Behaviour | |
| 3-Innapropriate language being used around school | |
| 3-Continously being rude | |
| 3-Provoking others | |
| 3-Refusing to carry out reasonable requests from adults | |
| 4-Swearing/Offensive language at someone | |
| 4-Damage property intentionally | |
| 4-Confrontational behaviour | |
| 4-Aggressive behaviour inc pushing, grabbing, shoving | |
| 4-Not changing persistent L3 behaviour | |
| 4-Name calling inc racism, cultural and gender* | |
| 4-Bullying behaviour* | |
| 4-Continuously not completing homework | |
| 5-Bullying continual* | |
| 5-Theft | |
| 5-Physical violence towards an adult | |
| 5-Physical violence towards a pupil | |
| 5-Cyberbullying* | |
| 5-Fighting | |
| 5-Biting with intent | |
| Other (Minor incident) | |
| Other (Major incident) | |

| *Type of Bullying – if required | ✓ |
|--|---|
| Gender Incident | |
| Homophobic Incident | |
| SEND Incident | |
| Religious Incident | |
| Other vulnerable characteristic incident | |

| Activity Type | ✓ |
|--|---|
| English | |
| Maths | |
| PE | |
| RE | |
| Science | |
| Any other National Curriculum subject | |
| Break time | |
| Lunch time | |
| Playing Football | |
| School Visit | |
| In class | |
| Working in a group in class | |
| Working in an intervention group in class | |
| Working in an intervention group outside the class | |
| Working in pairs | |
| Working individually | |
| Assembly | |

| Location | ✓ |
|-----------------------|---|
| Corridor | |
| Classroom | |
| Classroom locker area | |
| Dining Hall | |
| Detention | |
| Reception | |
| Gym | |
| Toilets | |
| Playing Field | |
| KS1 Playground | |

| Location | ✓ |
|---------------------|---|
| KS2 Playground | |
| Music Room | |
| Outside eating area | |
| To/From School | |
| In Walkway | |
| ICT Suite | |
| School Hall | |
| Headteachers office | |
| FS Playground | |
| Nursery | |

| Time | ✓ | Time | ✓ |
|---------------------------------|---|-----------------------------|---|
| Before School Hours | | PM Registration | |
| AM Registration | | Afternoon Session 1:00-3:15 | |
| Morning session (1) 9:00-10:30 | | End of School | |
| AM Break | | Between School Hours | |
| Morning Session (2) 10:45-12:00 | | After School Hours | |
| Lunch Break | | | |

What happened? / Further information

| Action Taken | ✓ | Pupils Role | ✓ |
|--|---|-------------|---|
| Verbal Warning | | Participant | |
| Time out - another class | | Target | |
| Time out – seclusion table/chair | | Aggressor | |
| Minutes missed – playtime | | Witness | |
| Minutes missed – lunchtime | | Bystander | |
| Parent/Guardian informed | | | |
| Detention | | | |
| Parental meeting arranged (Follow up) | | | |
| Parent to come into school immediately | | | |
| Seclusion with HT/DH/SMT | | | |
| Fixed Period Exclusion | | | |
| Referred to PST | | | |
| Permanent Exclusion | | | |
| Police Contacted | | | |

| Parents/Carers informed by | ✓ |
|--------------------------------------|---|
| Telephone | |
| Letter | |
| Email | |
| After school discussion with Parents | |

Form completed by:

Witnessed by:

Please pass to the SLT Member who is on duty when you accompany the child.

SLT Action:

Appendix 1 - Acronyms

| | |
|-------------|--|
| DH | Deputy Headteacher |
| HT | Headteacher |
| IEP | Individual Education Plan |
| PSHE | Personal, Social and Health Education |
| PST | Pastoral Support Team |
| SEN | Special Educational Needs |
| INCo | Inclusion Manager |
| SIMS | Schools Information Management System |
| SLT | Senior Leadership Team |
| TA | Teaching Assistant |



OUGHTON PRIMARY & NURSERY SCHOOL

BEHAVIOUR POLICY – Foundation Stage

Behaviour management in the Foundation Stage is based on high expectations, positive reinforcement and daily communication with parents.

Our expectations are:

- We can do good sitting, listening, looking and talking.
- We can walk indoors.
- We can find an adult to help us solve a problem.
- We can be kind to each other.
- We can do what an adult asks us to do.
- We can look after our toys and equipment.
- We can use kind words when we are talking to each other or adult.
- We can be safe.

Examples of inappropriate behaviour in the Foundation Stage.

| Level | Type of behaviour | Response |
|-------|---|--|
| 1 | Inappropriate calling out Distracting others Running indoors Not following expected behaviours – see above | Positive reinforcement eg: 'good sitting', asking the child what is expected. Giving examples of what they should be doing eg 'Please can you walk'. |
| 2 | Physically unkind to others Defying an adult Being destructive Being verbally rude Unsafe behaviour to themselves or others | Time out, followed by immediate discussion with the child about the incident. Discussion with parents at end of the day or by telephone. |
| 3+ | Continued behaviour at level 2 over a period of time | This would result in a more formal meeting with parents and monitoring of behaviour. Depending on the circumstances a referral might be made to the behaviour clinic in the children's centre. In extreme situations the INCO/Headteacher would be involved in writing a behaviour contract/ Plan for behaviour. |