



# **Behaviour Policy**

**Person Responsible: Jennifer McGuigan – Principal**

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## **Oaktree Primary School Vision:**

*Children First – Aspire, Challenge, Achieve*

## **Aims and Objectives**

All staff are role models in this process and we demonstrate the behaviour we expect from students by the way we behave towards them and colleagues. High expectations must be at the heart of everything we do.

## **Positive Behaviour**

Staff should recognise positive behaviour:

1. Praise – look for good behaviour; feedback should be specific for example, thank you for holding the door open. It should be natural and varied.
2. Can be seen through showing and telling – giving children time to talk about good behaviour and good work
3. Work and behaviour targets – individual targets can be set and rewards for achievement given for example, stickers and certificates.

In promoting good behaviour we aim to:

- **Promote positive relationships** within the school through clear and effective communication, good role models and providing a trusting and caring environment. This will fulfil our community and nurturing ethos.
- **Develop a strong sense of value and self-worth** by valuing children as individuals, involving them in decision making processes and giving them responsibility within the school, thus ensuring a sense of purpose.
- **Develop a sense of belonging and community** by promoting mutual respect and working alongside parents. Children will come to a good understanding of their school community and how it links with the wider community.
- **Have high expectations of behaviour** by positively reinforcing good behaviour, dealing with unacceptable behaviour fairly and consistently and establishing clear routines and procedures. Pupils will develop character and become skilled for life, becoming mature and responsible citizens who are able to maintain healthy relationships.
- **Clarify the expectations, roles, rights and responsibilities** for staff and pupils.
- **Encourage** self-discipline and self-responsibility.
- **Create and maintain a well ordered and safe environment** through well managed and cared for classrooms and grounds and through clear routines and procedures.

## **The role of staff**

- Maintain the behaviour policy and uphold the school ethos through all aspects of school life. Staff will receive support to do this (via senior staff and dedicated CPD) to ensure that the standards and practices of behaviour management remain consistent throughout the school.
- Teachers should discuss with parents any concerns or success of behaviour at an early stage.

## **Searching, Screening and Confiscation**

School staff can search a pupil for any item if the pupil agrees.

- The Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).
- The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

## **Behaviour for Learning:**

- To create a safe, positive working atmosphere that promotes the taking of risks and not being scared to make a mistake.
- Endeavour to develop an understanding of each pupil's behaviour to inform staff of any barriers to learning and make appropriate provision for them.
- Give children support in handling positions of responsibility to help them develop as an individual and a leader.
- To organise a well ordered, accessible and attractive environment both inside and outside the class
- To encourage independence through the organisation of classrooms.

- To recognise and reward academic and non-academic achievement.
- To recognise the links between the content and methods of delivery of the school curriculum and the motivation and behaviour of pupils. It is vitally important that the curriculum we offer is stimulating, challenging and suitably differentiated and that the assessment system is supportive and not threatening. It is important to achieve the best possible match between the needs and interests of individual pupils and the curriculum.

### **Behaviour:**

- Show respect to pupils through giving reasons for rules, positive instructions and requests and using appropriate body language and tone in all interactions with pupils.
- To be a good role model by showing respect and kindness and through hard work.
- To set high standards within what is developmentally reasonable for our pupils.
- To apply rules firmly, fairly and consistently.
- When dealing with problems, to listen, establish the facts, judge only when certain, use punishment sparingly (usually removal of privileges), carry out threats so as to ensure consistency, encourage peer negotiation, use cool-off time, to tactically ignore, to punish behaviour – not the person, never to degrade or humiliate, and to teach and model forgiveness.
- To recognise the importance of personal and social education as a means of promoting the values of mutual respect, self-discipline and social skills.
- To value the contribution made by all staff and ensure that everyone is provided with appropriate training that will enhance the school's values, vision and code of conduct.
- To develop good relationships with parents by keeping them well informed and by providing a welcoming atmosphere, which encourages parental involvement.
- To actively listen to the views of pupils.
- To constantly analyse and develop one's own skills and attitudes when interacting with young people, observing and sharing good practice.
- Avoid stereotyped or pre-conceived judgements about pupils.
- Celebrate cultural diversity.

### **The role of Parents:**

- To maintain regular meetings with the school and work together as a team.
- To ensure that children attend school in good health, punctually and regularly (this involves taking holidays only out of term time).
- To provide prompt explanations for all absences.
- To provide support for discipline within the school and the teacher's role in this.
- To be realistic about their children's abilities and offer encouragement and praise.
- To participate in discussions concerning their children's progress and attainments.
- To ensure early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- To take an active interest in children's learning.

**The role of Pupils:**

The responsibilities of our pupils will be in line with Our Words to Live By (school rules) but done in consultation with students to ensure ownership and understanding. These will be discussed regularly at the Pupil Parliament meetings, and in class.

## Investigating Incidents at Oaktree Primary School

### Guidelines for dealing with children

Children have a great sense of justice. It is therefore only right and necessary that we take time to listen to children who have been involved in an incident so that the picture we receive is a full one.

#### **The basic questions are:**

What happened?

Why did it happen?

Who was involved?

What are the consequences of these actions?

#### **The basic rules are:**

One person speaks everyone else listens.

Adults take notes and questions based on what was said.

All incidents need to be thoroughly investigated.

#### **CHILDREN'S ARGUMENTS:**

When children argue, name call, or start a fight, there is generally a reason that has ignited the anger. It is our role as adults in the school to calm the situation and all children involved down.

**It is not our role to take sides, nor to assume or to judge.**

#### **WHAT ADULTS IN OAKTREE PRIMARY SCHOOL WILL DO:**

- If an argument begins, take children away from any audience or send the audience away.
- Remind the children of the rules of listen and talking (one person speaks, everyone else listens).
- Let each child have their say and take notes as the children speak. As the children talk, the adult may ask them to repeat something so that notes are accurate. This will also give the adult an opportunity to clarify any aspect. Repeat for all children involved.
- Once everyone involved has had the opportunity to give their account of the situation. Any inaccuracies or mismatched ideas must be clarified and the adult must take a lead on this through questioning. Should the children not agree on the events, time must be allowed for them to talk while the adult stands away. Children can then come back to the adult to share the agreed version.
- The adult must then run through the whole version of events and seek assurance from the children that what they are saying is accurate.
- At this stage children in the wrong are then spoken to about their actions and an appropriate consequence decided with the child.
- All behaviour sheets should be given to the Principal and Inclusion Manager to file and monitor for any patterns that may form.
- Parents may need to be telephoned to inform them of the incident and to reassure them that it has been thoroughly dealt with and investigated. It will also be necessary to inform

the parents if the children have received any consequences for their behaviour e.g. time out.

### **APPROPRIATE CONSEQUENCES**

Appropriate consequences are:

- A verbal apology to the child
- A written apology to the child
- A job to do
- Missing some time from a playtime or an activity

### **INFORMING PARENTS**

- Informing parents is the responsibility of the class teacher. Teaching assistants are not to discuss incidents with parents, even in cases where they are known to each other.
- All children's parent must be informed (both the instigator(s) and the aggrieved child).
- On informing the parents, please respect the privacy of the child and the parent by speaking quietly and not in front of others.
- Do not name the other child involved.
- Explain that the situation was investigated fully and resolved.
- This is a time-consuming exercise and should not be rushed. If an incident happens during the school day it is suggested that break times and lunchtimes are used to solve difficulties.
- If it happens at the end of lunchtime then it will be dealt with by a member of the SLT so that the afternoon is productive and learning can take place.

# Behaviour Record Sheet



Name:	Date:
Class:	Year Group:
What happened today?	

The impact on others has been...
What I have learnt...
What will I do next time?

Staff member dealing with incident: \_\_\_\_\_