



# Oswald Road Primary School

## Behaviour Policy

Approved by Governing Body: May 2018

Update approved by Chair of Governors: October 2019

Headteacher: Deborah Howard  
Chair of Governors: Richard Price

To be reviewed in 2 years: October 2021



Throughout this policy, wherever the word 'parent' is used, it refers to parents and carers. Wherever 'RR' is used it refers to Rights Respecting.

Also, throughout the policy there are 'Articles' added that relate to UNICEF's Convention on the Rights of the Child. As a school we are committed to our Rights Respecting work and policies we write are an important part of this. Article 42.

'Pupils have the right to come to school and focus on their studies free from disruption and the fear of bullying' (the White Paper 2010). Article 19.

"State Parties recognise the right of children to education" and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity." Articles 28 and 29.

Our policy has also been informed by the Six Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives.

## Behaviour expectations/rules

The school expects openness and honesty from everyone. We are a Rights Respecting school and as such we expect people to respect and value each other's views and opinions. Articles 12 and 13. Where these may differ, we work together to resolve differences calmly and constructively. Staff are 'duty bearers' of RR language and exemplary role models of behaviour and attitudes and effectively encourage children to demonstrate these.

Children, staff and parents all know the basic expectations of behaviour in and around school. They also know the consequences for following or not following these expectations. Every class has a RR charter displayed with relevant articles chosen by the class.

We use the language of rights and choice to encourage everyone to take responsibility for their own behaviour. Children choosing to behave in the expected way will be recognised with positive consequences. People struggling to make a good choice are supported with unobtrusive prompts.

People failing to make good behaviour choices are dealt with fairly and consistently. They are never embarrassed or humiliated. Article 37. Where pupils make mistakes in their choices, they are supported in finding ways to put things right and avoid repeating the behaviour in the future.

Everyone in our school community is responsible for managing behaviour. Everyone praises or supports good behaviour choices in communal areas. RR displays, in key areas of school, support the process of children thinking not only about their own Rights but the Rights of others and how we can respect everybody's Rights. All staff in school access these displays with children to celebrate Rights being respected or to discuss children's responsibilities. Rewards for appropriate behaviour are numerous.

Prompts for appropriate behaviour will be displayed when necessary in the form of visual reminders e.g. Active Listening.

To write our Behaviour Policy, we took the following approach:

- 1) Collated teacher, TA and pupil voice on thoughts on our previous system: what was liked, what wasn't, what was and wasn't working.
- 2) Liaised closely with the Rights Respecting Ambassadors at all points.
- 3) Invited parental voice on thoughts on our previous system.
- 4) Information was used by a working party, who put together a first thoughts document on a new behaviour system
- 5) Worked as a teaching staff group, over several weeks, to unpick the first thoughts document. This then led to the policy.

### **Year 1 upwards**

## **What is displayed in the classroom?**

Key Stage Two: Two laminated posters – 'Rights Respecting' appearance. Starting point 'We are rights respecting' and 'We're reflecting on our Rights'

Key Stage One: Three laminated posters – 'Rights Respecting' appearance. Starting point 'We are rights respecting', 'Warning' and 'We're reflecting on our Rights'.

Children's names will be on the 'We are rights respecting' at the beginning of each day.

KS2: There will be a verbal warning (1 chance)

KS1: There will be a verbal warning (chance 1) before moving to 'warning' board (chance 2), which will be amber in colour

Each class will be given cards to use should they have a child who would benefit from seeing / feeling the warning issued (red and yellow laminated card). Teachers will also be given a red/yellow card for their lanyard, should this be helpful for any child in their class. These will be used at the teachers' discretion.

If the behaviour carries on, their names will be moved to 'We're reflecting on our Rights' which will mean Reflection Time.

We believe that each day is a new start and all children will always begin each day on Rights Respecting.

## **Raffle Tickets**

The positive behaviour system will be around raffle tickets. All teachers will have books of raffle tickets and a box of small prizes. Children will be handed out raffle tickets for great effort, respecting Rights, working really hard, showing perseverance etc. It could also be used in the marking (eg – 1 RT). There will be a maximum of one raffle ticket given out at a time.

Children will put their name on the back of the raffle ticket and put it in the class raffle ticket container.

All raffle tickets will be put into a large bag / box at the end of each term. Three will be picked out. The two runners up will receive a half hour extra playtime, the winner will receive a £75 voucher for their class. This will be announced and rewarded in Child of Term assembly, with a big card 'cheque' awarded to the class.

On a Friday at 3.15, it will be Celebration Time, when a raffle ticket is picked out, the prize is given and events of the week to celebrate are verbally shared.

## **Reflection Time**

Reflection Time will be available daily and held in a set classroom (Reflection Room) for Years 4-6 (Mr Salisbury's classroom - 10.45 – 11) and Years 1-3 (Miss Rice's classroom - 10.30 – 10.45). If a child has a Reflection Time, they will miss their full break – however they will of course be allowed to visit the toilet and eat their snack. Reflection Time will be staffed by SLT, Wendy Gibson, Kathryn Whalley Ben Halima or Paul Salisbury. A rota will be drawn up.

The children will fill in a reflection sheet, which they will bring with them. (Appendix A). These will be age appropriate.

On return from Reflection Time, the child will pass their teacher a slip which notes why the child has been in Reflection. This is to be sent home and is also a receipt of attendance at the Reflection. There will be a reflection time file where attendance is recorded and another way of keeping track of whether there have been three reflections within a half term (when further action would be needed). The member of staff on reflection duty, will pass the reflection sheets to the office, who will scan onto CPOMS and tag on 'reflection time' tab (no writing needed – just uploaded reflection). The office will email a standard 'no reply' email to parents to inform them of the detention.

The Behaviour Leads will keep a record from CPOMS as to how many times a child has been on Reflection and this will allow school systems to be followed as needed.

To note, the policy will be applied with discretion for children with specific needs.

## **Ongoing behaviour issues**

Should a child find themselves in Reflection Time three times in a half term, then a meeting will be made with the class teacher and Mrs Whalley Ben Halima or Mrs Gibson to speak with their parents.

If behaviour continues, the child will be put on report. Parents will be informed by Mrs Whalley Ben Halima or Mrs Gibson. When on report, a child has a report card for a week and they have break and lunchtimes indoors. The report card is commented on throughout the day by their teacher and given to a member of SLT at the end of the day to sign. The report card is also shared with

parents daily. If the child has a fully positive five days, then they come off report. If they don't, they stay on report for another week.

If behaviour continues after this, then a meeting would then be arranged with Mrs Howard and any other appropriate member of staff (eg pastoral, SENCo)

## **EYFS**

### **Appropriate Behaviour**

The children in Nursery and Reception have a system that is similar to the rest of school. They have a 'Happy Owl' where all their names are. There is a verbal warning, then if there is a second warning that their name is placed on. Their name is moved to the 'Sad Owl' should any behaviours persist.

Children in EYFS do not receive raffle tickets, but do get Dojos for visual support of their good behaviour choices. The children in EYFS have a reflection chair, so any reflection needed is instant. Further information on Appendix C.

### **Inappropriate Behaviour**

Each class within the EYFS has a Rights and Respecting charter which the children have decided upon with the support of Staff. The EYFS also has a consequence chart adapted (see appendix C). The chart is explained to the children and is used by staff to ensure the language when dealing with poor behavioural choices is consistent. The consequences are immediate and age appropriate ranging from a warning and 3 minute reflection for low level, to a reflection in another classroom and reflection with the EYFS Phase Lead to a seclusion and extended reflection with the Assistant Headteacher or Deputy Head.

### **EYFS upwards**

#### **High level incidents**

High level behaviour such as bullying, racism or assault will result in sanctions as per the Headteacher's discretion, such as report, internal exclusion and exclusion. At any point the Headteacher deems it necessary to jump to these, it is at her discretion following consultation and advice from other staff (and LA officers if appropriate).

**Circumstances justifying physical intervention** (see Positive Handling Policy)

Delegated and TEAM teach trained staff may use force as reasonable in the circumstances:

Where action is necessary in self-defence or because there is an imminent risk of injury.

Where a pupil is behaving in a way that is compromising the safety of other pupils or themselves.

Where there is a developing risk of injury, or significant damage to property.

Application of reasonable force depends on all the circumstances of the case. It will require judgement, skill and knowledge of non-harmful methods of control.

The use of force can be regarded as reasonable if:

- It is used for the minimum length of time to achieve its objective.
- It is used as a last resort
- The degree of force is the minimum necessary, and in proportion to the incident.
- It is proportionate and necessary

Reasonable force may involve:

- Physically interposing between pupils
- Blocking pupils path
- Leading a pupil by the hand or arm
- Moving a pupil away by placing a hand in the centre of the back

If it is felt that a child is in danger of ever needing physical intervention this will be done by key members of staff within Oswald Road that are Team Teach trained. A Personal Handling Plan (PHP) and risk assessment must be completed with the class teacher, Pastoral Lead and/or SENCO and shared with the Headteacher. The parents would work with the staff on this.

## **Bullying**

Please see Anti-Bullying policy for information.

## **Absconders**

If the pupil decides to abscond, staff should not engage in a chase. Staff must keep the pupil insight and follow the same procedures as for physical contact.

If a pupil leaves the school grounds, the parents and police will be immediately informed.

## **Recording**

All high level incidents and incidents where reasonable force has been used, must be recorded on CPOMs. All reflections completed in Reflection Time will also be uploaded to CPOMS and it will be recorded where parental meetings have occurred.

## **Lunchtime**

The Senior Lunchtime Organiser (SLO) will act as Behaviour Lead (and will be based on the main playground for the majority of lunchtime).

There is a four-step system for lunchtime:

- 1) Informal warning (yellow card)
- 2) Verbal warning (red card)
- 3) Written down via SLO (see below)
- 4) Teacher to decide on whether to record on CPOMS / if Reflection Time is needed (see below)

If any of the Lunchtime Team feel they need any support dealing with an issue, they would ask the SLO for support. The SLO and the team would ensure the informal warning (yellow card) then verbal warning (red card) system is being followed and also use other strategies such as:

- Guide the children to resolution
- Separating the children
- Asking the children what solutions they can think of (RR language used)
- Asking the children how they think they can resolve it (RR language used)
- If on a verbal warning, explain if there is any further behaviour they may miss a playtime

The SLO would note down on a sheet (Appendix B) if there had been any issues and she would also collect any issues any of the LOs have faced. This would only be the sorts of incidents that would be reported back to a class teacher and after two warnings have been given (unless a higher level incident – discretion in these cases would be used to jump straight to being noted down).

The SLO would pass the sheet to the class teacher at the end of lunch and the class teacher would then use their professional judgement on whether



Reflection Time was needed. The teacher would then add to CPOMS if necessary and note if a Reflection Time has been given.

If the class teacher is unsure of whether to issue the child with Reflection Time, they would ask Strategic Behaviour Lead for her advice.

The Lunchtime Team may also hand out raffle tickets, which work in line with the raffle ticket system (see earlier in policy).

### **Rights Respecting Buddies**

A group of children will be trained by Mrs Whalley Ben Halima to work as 'Rights Respecting Buddies' at lunchtimes. They will wear blue caps and will support any low level incidents. They could lead a 'Buddies Surgery' and be used for 'Time Out with the Rights Buddies' (based in Owl Garden).

### **Assemblies**

There will be the launch of the 'Rights Respecting Assembly'

#### **There will be:**

- Rights Respecting Star of the Week – teachers will be asked to talk about their Star of the Week and the child will come to the front
- Mathletes - Children's names to be called and to stand up where they are
- Times Tables Rock Stars – times tables competitions
- Attendance Trophy

Each week will be a different House Week and the Captains will support running the assembly. They will lead the part where they say: "Miss... Who is your Rights Respecting Star of the Week" and hand out the certificates.

Music will be played as the children walk in.

There will also be a Child of the Term Rights Respecting Assembly.

#### **There will be:**

Rights Respecting Child of the Term

Unveiling of class winner of the term and unveiling of the big cheque

**Appendix A** – Separate document  
(Reflection sheets)

## **Appendix B**



### **Lunchtime Incident**

Name:

Class:

Right not respected:

Clear account of incident:



## Appendix C

### EYFS Behaviour System Inappropriate Behaviour and Consequences

<b>Low-Level (examples) behaviour</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>• Not being in the right place at the right time</li> <li>• Not doing good listening</li> <li>• Not following instructions</li> <li>• Arguing with a decision made</li> <li>• Not keeping your hands and feet to yourself</li> <li>• Running in class</li> <li>• Not taking care of our things</li> <li>• Littering</li> <li>• Not trying your best</li> <li>• Not sharing</li> </ul>	<p style="text-align: center;"><b>Warning</b></p> <p>3 Minutes on the Reflection Chair</p> <p>5 Minutes on the Reflection Chair</p> <p>7 Minutes on the Reflection Chair</p>
<b>Medium-Level (examples) behaviour</b>	<b>Consequences (Log on CPOMS)</b>
<ul style="list-style-type: none"> <li>• Persistent/extreme low level behaviour</li> <li>• Disrespectful attitude to adults</li> <li>• Throwing objects</li> <li>• Play fighting and wrestling</li> <li>• Dishonesty</li> <li>• Not taking care of school property or taking it home</li> <li>• Unsafe behaviour</li> <li>• Swearing and inappropriate words</li> <li>• Refusing to accept consequences</li> <li>• Threatening/intimidating behaviour</li> <li>• Not following the lunchtime rules</li> </ul>	<p>5 Minutes on the Reflection Chair in another classroom</p> <p>7 Minutes on the Reflection Chair in another classroom</p> <p>9 Minutes on the Reflection Chair in another classroom</p> <p style="text-align: center;">Meeting with Phase Leader</p>
<b>High-Level (examples) behaviour</b>	<b>Consequences (Log on CPOMS)</b>
<ul style="list-style-type: none"> <li>• Persistent/extreme medium level behaviour</li> <li>• Fighting</li> <li>• Racism/discriminatory comments</li> <li>• Assault and physical aggression</li> <li>• Bullying</li> <li>• Leaving/attempting to leave school</li> <li>• Vandalism</li> <li>• Directed and aimed swearing</li> <li>• Spitting</li> <li>• Stealing</li> <li>• Placing other children/or yourself in danger</li> </ul>	<p>All at DHT and HT's discretion</p> <p>Extended reflection with AHT</p> <p>On report to DHT/HT</p> <p>Loss of privileges</p> <p>Internal exclusion</p> <p style="text-align: center;">Exclusion</p> <p>Police Involvement</p>

