



Oswald Road Primary School

Behaviour Policy

Approved by Governing Body: September 21

Headteacher: Deborah Howard
Chair of Governors: Peter Martin

To be reviewed in 2 years: September 23



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.

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 can 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.

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.

Each class within the EYFS has a Rights and Respecting charter which the children have decided upon with the support of Staff.

Children in EYFS will get Dojos for visual support of their good behaviour choices.

Inappropriate Behaviour

Each class within the EYFS has a Rights and Respecting charter which the children have decided upon with the support of Staff. Where there are poor choices and the child's name has been moved to the 'Sad Owl', they will be asked to sit on the reflection chair for no longer than 5 minutes. The children in EYFS have a reflection chair, so any reflection needed is instant.

If the behaviour is more significant, then the teacher may ask the child to reflect in another classroom (Nursery – the other side of the nursery; Reception to FS2LT; FS2LT to another Reception class). This is to be logged on CPOMS.

If there are three reflections within a half term, then it is to be discussed with their parents by the Behaviour Lead. This is to be logged on CPOMS.

If a child has been asked to reflect in another classroom, then the parents are to be told that day.

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). This will always be logged on CPOMS.

Year 1 upwards:

There will be a celebration within class weekly and this will have a focus of the message given at a Monday virtual greeting from the Headteacher. Changes will be implemented following work done with the Rights Ambassadors and Prefects.

Each class can choose to add positive elements to our behaviour policy if they wish (eg marbles in a jar, star charts etc)

What is displayed in the classroom?

Each class has a Rights Respecting charter which the children have decided upon with the support of Staff.

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'.

If a child is moved to reflecting on rights, they will attend a reflection session at the next morning breaktime.

Within the reflection session, the member of staff on duty will talk to the children about their choices and expectations moving forward.

This will be logged on CPOMS as a 'reflection' by the class teacher with brief description of the reason. The office are to be informed of who is on reflection from the staff member in the reflection room and they will send a generic email to let the parents know their child has had a reflection the same day as the reflection.

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

If a child receives three reflections within a half term, then the Behaviour Lead will meet with the child's parents. This is to be logged on CPOMS.

If behaviour continues, the child will be put on report. Parents will be informed by the Behaviour Lead. 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. 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. This will be logged on CPOMS. It is at the discretion of the school if they want to amend the length of the report (either shorter or longer).

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). This will be logged on CPOMS.

Quick reference:

	Action	CPOMS tag
EYFS – child has reflected in another classroom.	Reflection in another classroom; noted on CPOMS by class teacher; teacher to let parent know at end of the day.	Reflection
Child has had name moved to 'We're reflecting on our rights'	Reflection; reflection noted on CPOMS by class teacher Member of staff on reflection duty to let office know the names of the children and an email to be sent.	Reflection

Three 'We're reflecting on our rights' within a half term	Behaviour Lead to call and arrange a meeting; recorded on CPOMS	Behaviour Lead meeting
Continued poor behaviour or significant behaviour	Report; parents contacted by Behaviour Lead; noted on CPOMS	On report
General behaviours to note		Behaviour
General conversation with parent via class teacher about behaviour		Behaviour discussion
Statement taken		Uploaded and tagged as Behaviour

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). This will always be logged on CPOMS.

Where a statement is needed, teachers or Teaching Assistants are to take the statement using the five questions proforma and this is to be uploaded onto CPOMS for the Behaviour Leads to advise on next steps.

Lunchtimes:

EYFS:

In Nursery and Reception, if a child is making a poor choice they will receive a warning. If the behaviour persists, they will be asked to reflect sat on a chair in a similar way they would in class time. The reflection will never be longer than 5

minutes. This would not need logging on CPOMS, however if there is a pattern this will be logged as 'behaviour' by the class teacher.

Year 1 upwards:

Children will be given one warning which is shown with a yellow card.

If the behaviour continues, they will be shown a red card and the Lunchtime Organiser is to pass this onto Chelly Singh who will write it down and pass it to the class teacher. The class teacher will decide on any consequence needed and if it needs recording on CPOMS.

If the behaviour is more significant, the Lunchtime Organiser may choose to show a red card and therefore it be reported to class teacher.

If there is a high-level incident, a member of SLT is to be called.

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

