



Oswald Road Primary School

Staff Policy

Behaviour Management Policy

Policy approved by Chair of Governors: December 2012

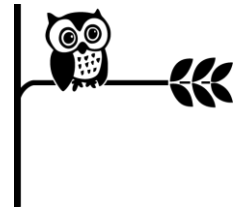
Policy ratified by Governing Body:

Headteacher: Deborah Howard

Chair of Governors: Helen Dobson

To be reviewed in 3 years.

Behaviour Management Policy



On a daily basis, children will receive encouragement, recognition and celebration. Our expectations stimulate co-operation for the good of all and the language used across school is one which focuses on effort. All children will be celebrated for their own personal learning journey and there will be opportunities each day for children to self-assess their work and actions to develop the child's ownership of their work, self-reliance and self-motivation. The steps children take will be celebrated, rather than just the outcomes and we endeavour to support our children to become self-confident and self-reliant.

In order to maintain a safe and happy environment for our children, we have School Expectations.

This policy will be applied across the school in Key Stage One and Key Stage Two. The principles will be applied flexibly in Foundation Stage and children across the school with Special Educational Needs will have a personalised, flexible approach.

Expectations

In order that everyone feels safe, teachers are able to teach and pupils are able to learn, we encourage children to follow these 'Whole School Expectations':

- Follow instructions given by all adults the first time.
- Keep hands, feet and all other objects to yourself.
- Treat each other as you would expect to be treated.
- Be in the right place at the right time.
- Look after and respect your own belongings and those of others.

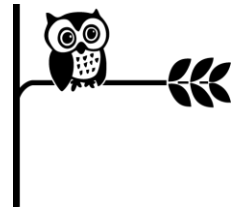
The children have the choice to follow these expectations or not; with their behavioural choices come consequences.

Positive Consequences:

If the children are seen to be making the right choice with their behaviour and are choosing to follow the Expectations, they will receive at least one of these consequences:

- Verbal encouragement
- Stickers or stamps
- Share good work with another class
- Share good work with headteacher
- Behaviour of the Week certificate
- Star of the Week certificate
- Moving up the 'Super Top Kids' system

To help support the children to make the right choices with their behaviour, we have implemented a system called 'Super Top Kids'. This allows children, who may be having difficulties with making the right choices with their behaviour, an opportunity to stop and make the correct choices before moving on to the Negative Consequences. It also allows for children to move up the display and feel proud and celebrated.



Green – all children begin the day at this stage and will continue to stay on this stage until good choices have been seen or unless they make the wrong choice with their behaviour.

Amber – if a child makes a wrong choice with their behaviour, their name is moved on to this stage and they are reminded about making the right choice with their behaviour. If a child then makes the right choice with their behaviour, their name is moved back up to 'Green'.

Red – If a child continues to make the wrong choice with their behaviour, their name is moved on to this stage and again the child is reminded about making the right choice. They also receive five minutes 'Time Out' in another classroom, where they will have a reflection sheet to fill in. After the five minutes 'Time Out', if a child then chooses to make the right choice, their name is moved back to 'Amber'. If they continue to make the right choice from there, they will move back up to 'Green'. If they come back in class and do not begin to make the right choices, they will follow the 'Negative Consequences' list.

At the beginning of the afternoon session, all children's names on 'Amber' or 'Red' will be moved back to 'Green'

Green and Beyond

If the child keeps making good choices, their names will be moved up in this order:

- Super Top Kids
- Star Kids
- Shooting Star Kids

If a child moves up the Super Top Kids system during the day, they will receive at least one of the positive consequences.

Negative Consequences

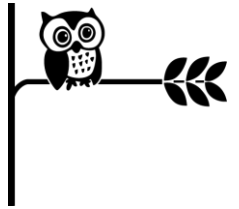
If the children are seen to be making the wrong choice with their behaviour and are not following the Expectations, they will receive one of these consequences:

- 1) 5 minutes 'Time Out' with a reflection sheet (if a child ends up on 'Red')
- 2) Work in another classroom for thirty minutes, with work set by the class teacher (if the child ends up on 'Red' again on the same day)
- 3) Sent to Headteacher / Deputy Headteacher (if poor choices continue or jump straight to this if there has been a serious incident)
- 4) Parents are contacted and informed of their child's poor choices. Any work missed is completed by the child in their own time. Meetings to be arranged with families as appropriate.

Where serious incidents are concerned, actions will be taken as deemed appropriate by the Headteacher/Deputy Headteacher.

Lunchtime Expectations

In order that everyone feels safe and lunchtimes are fun and run smoothly, we encourage the children to follow these whole school expectations:



DINING HALL

- We only eat our lunch
- We use good table manners
- We are polite to everyone
- We keep our table clean
- We walk carefully through the hall
- We speak quietly to people around us
- We line up calmly

PLAYGROUND

- We are honest
- We are gentle
- We play well with others
- We are kind and helpful
- We listen
- We care for the playground

Positive Consequences

If the children are seen to be making the right choice with their behaviour and are choosing to follow the Expectations, they will receive at least one of these consequences:

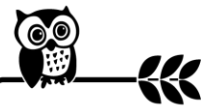
- Verbal praise or encouragement
- Stickers
- Best Time
- Behaviour of the Week
- Star of the Week

There will be a focus on positivity at lunchtimes, with a range of positive experiences planned for the children.

Negative Consequences

If the children make the choice to not follow these expectations, they will:

- Receive a verbal warning and reminded of making good choices.
- If, on the same lunchtime, they make the choice to not follow the expectations again, they will receive a final verbal warning and reminded of making good choices.
- If, on the same lunchtime, they make the choice of still not following school expectations, they will receive a red card.



Serious Incidents

There will be zero tolerance against any kind of deliberate, physical hurting and this will result in children being automatically sent to the Headteacher and actions such as these may lead to fixed term exclusion. Where serious incidents are concerned (both physical and serious verbal incidents), actions will be taken as deemed appropriate by the Headteacher.

Repeated offences (of a verbal, physical or behavioural nature) will be regarded as bullying and will be dealt with following our Anti-Bullying Policy. Every attempt will always be made to look at the behaviours of all children and consider what support as a school we can put into place.

How the Red Card system works

(Please note: Red Cards will only be given if a child has received a warning and a final warning on the same lunchtime)

- The lunchtime organiser will tell the child they have a red card, why and which expectation they haven't followed.
- They will always inform the class teacher (but as it is dealt with, the class teacher will not need to deal with it any further, to ensure it is not impacting on learning time).
- The first box of the sheet will be filled in and the child will miss ten minutes of their lunchtime (or the next lunchtime if the incident happens at the end and there isn't the time), working on a Reflection Sheet sitting outside in the Reflection Zone (or in their classroom if it is Wet Play).
- If the child receives a second red card within the half term, the second box will be filled in and the child will miss ten minutes of their lunchtime, working on a Reflection Sheet and a letter will be sent home, informing the parent / carer they have received their second red card.
- If the child receives a third red card within the half term, the third box will be filled in and the child will miss ten minutes of their lunchtime, working on a Reflection Sheet and a letter will be sent home requesting a meeting with the family and the Headteacher/Deputy Headteacher.
- If the child receives a fourth red card within the half term, the fourth box will be filled in and they will be excluded for two lunchtimes.
- If there is a serious incident, there will be a jump of the consequences and actions will be taken as deemed appropriate by the Headteacher.

The principles will be applied flexibly to children across the school with Special Educational Needs and we will have a personalised, flexible approach.

Use of reasonable force

The Governing body acknowledges the DfE advice for head teachers, staff and governing bodies on the use of reasonable force. Whilst all members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, the Governing Body also acknowledges the legal duty to make reasonable adjustments for disabled children and children with SEN.

The governing body expects that appropriate records should be kept if a serious incident requiring 'reasonable force' to be used has taken place and that parents are contacted on the same day. If staff are required to restrain a child more than once or twice, the governing body through the chair, must be informed and a risk assessment will be written and shared with the parents.