



# Oswald Road Primary School

## Behaviour Management Policy

Policy approved by Governing Body: March 18

(New policy to be brought to Governing Body May 2018)

Headteacher: Deborah Howard

Chair of Governors: Richard Price



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.](#)

## **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. These are displayed (see appendix 1) prominently in classrooms and communal areas and discussed regularly. [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 and listed below.

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

School behaviour targets will be displayed around the school for all staff to encourage. As part of our commitment to encourage pupil voice, the 'Behaviour Working Party' and the 'Rights Respecting Team' helped to develop this behaviour policy and were consulted on what rewards should look like in our school. A Parent forum was also arranged to gain input and suggestions into the new behaviour system to ensure that all stakeholders had managed to have a valued contribution to produce a policy and guide behaviour consequences so that they are clear, appropriate and that they meet the needs of our children, community and vision for a school on its journey towards Outstanding.

## **Managing behaviour-general day-to-day management.**

### **Positive behaviour**

When children demonstrate our Rights Respecting ethos, they will receive positive consequences.

At Oswald Road, we recognise that many of our pupils continually demonstrate the high expectations we have for behaviour. As a result, there is an additional outstanding star level on the display 'Outstanding Behaviour Choices'.

Names move to this level throughout lessons. Other rewards are listed in order of precedence on the rewards display. Lunchtime organisers expect the same behaviour and give the same positive consequences during the lunchtime period.

#### **• House points**

Every child is part of a House and children can earn house points. Points are given for a range of things including schoolwork, behaviour, effort and demonstrating our Rights and Responsibilities ethos.

Each House's total points are calculated weekly and the House ranked 1st will be celebrated in highlight assembly each week by revealing the winning team colours on the House points cup. The team will also be displayed on the House Team display board.

The chart for recording individual house points should be clearly visible in each classroom.

Each "Child of the Term" assembly will have a "big reveal" for which House has ranked first. The trophy will be displayed at the front of the school with the House colour ribbons on.

#### **• 'Freestyle' Friday**

Every Friday, at 3pm, there will be a half an hour slot in each class's timetable for Freestyle Friday. This will be an opportunity for children to choose a creative activity that they can respond to in their own unique and independent manner. It will be facilitated by teachers, however it will not be guided and the activity will be led by pupil voice. The activities offered

will be wide and varied and will be a creative link to classroom learning.

- **Attendance trophy.**

This is presented to the class who has the highest attendance over the week. Attendance is also displayed on the board at the front of school.

- **Star of the week.**

Will be given in every Friday Highlight assembly and will link to behaviour and our Rights Respecting ethos.

## **Negative behaviour**

The school's consequence chart, which indicates consequences of inappropriate behaviour, is displayed in each classroom and around the school.

It is divided into three levels - low, medium and high and shows how the severity of consequence matches the seriousness of behaviour (see appendix 1).

All classes will have a tiered behaviour display (outstanding, good, warning, missed playtime, missed freestyle) with each child having a name badge which is moved along the display to show their current choice of behaviour.

All children will start each session with their name on Green - 'good behaviour choices'. If a child begins to behave inappropriately or disruptively, they will be given a warning ('Red') and asked to move their name appropriately.

If behaviour then improves the name can move back to the start position at the end of the session.

If they repeat this behaviour that name will move to Purple - 'think about your behaviour choices' and one minute will be taken off their playtime in accordance with the consequence chart.

Repeated inappropriate conduct will result in additional loss of playtime in chunks of 5, 10 and 15 minutes (full playtime) moving around Purple.

Children missing break, including those on Report, will stay inside their classroom and be supervised by a class teacher or Phase Leader. Phases will make their own arrangements for this.

Names will move to the Blue circle if it is necessary to take 'Freestyle Friday' off pupils behaving inappropriately, in chunks of five minutes.

The names of children missing 'Freestyle Friday' must be recorded on both the "Missing Freestyle Friday" list, which should be displayed discretely, in a file or cupboard, in each classroom throughout the week and then passed over to Behaviour Lead.

Children missing 'Freestyle Friday' will be positioned in intervention spaces outside of their classrooms and asked to complete a reflection sheet.

Children on report will spend lunchtimes in the SLT room and will eat with the supervising member of staff (SLT).

A similar consequence chart is used by the lunchtime organisers which reflects the ethos that all staff and pupils have high expectations for behaviour and have the right to work in a safe environment.

## **EYFS**

### **Positive Behaviour**

The children in Nursery and Reception have their name on an Owl on our celebration tree. Each day the children start in the nest at the bottom and work their way up the tree branches to the Golden leaf as they demonstrate great behavioural choices. When they reach the Golden Leaf they receive 'A Tweet to you' a certificate sent home with them that evening to celebrate their achievement.

### **Negative Behaviour**

Each class within the EYFS has a Rights and Respecting charter which the children have decided upon with the support of Staff. Like the main school the EYFS also has a consequence chart adapted so that is more age appropriate (see appendix2). 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 to a seclusion and extended reflection with the Assistant Headteacher or Deputy Head(see appendix 2).

## **Recording and reporting behaviour-outstanding/serious incidents**

### **Positive behaviour**

House points are tallied in class each week, and brought to assembly on Friday by the year 6 House Captains.

In highlight assembly, one child per class is acknowledged for either their impeccable behaviour/attitude or an outstanding achievement throughout the week. They receive a certificate and then their name will be placed on the website as well as having their photograph displayed on the Oswald Road 'Tree of Excellence'.

Outstanding behaviour choices will be logged by staff via CPOMs.

### **Negative behaviour**

Children losing 'Freestyle Friday' will have their name and behaviour recorded. In addition to having their name recorded, the reason why and the length of the sanction will also be collated. This information will be recorded on CPOMs and analysed by the school's Behaviour Lead each term. Results are shared with staff, governors and Phase Leaders. Data analysis for behaviour will be discussed with Behaviour lead and Headteacher each term and shared with governors so that a strategic approach can be taken towards

improving behaviour around Oswald Road.

Children demonstrating high level inappropriate behaviour will be recorded on a high level incident report form and also on CPOMS. This data is also analysed. All incidents are thoroughly investigated by the SLT and both perpetrators and victims of any serious incidents are given pastoral support to move forward.

Parents are always informed about high level negative behaviour choices or persistent medium level choices. Low level behaviour will not be reported to parents as it is dealt with by the class teacher. If the child is put on Report a member of SLT, or behaviour lead will discuss this with parents.

Children causing concern with their persistent medium level behaviour choices will have their parents invited to school to meet with the Behaviour Lead.

High Level Behaviour choices will result in a meeting with the Deputy Headteacher or Headteacher, often joined by the Behaviour Lead.

### **Extreme negative behaviour**

Children whose behaviour choices are regularly poor and who do not respect the rights and responsibilities of others, will often exhibit severe incidents of negative behaviour. If poor behaviour choices continue, SLT may take the decision to seclude, or the Headteacher (or deputy in the head's absence) may issue a fixed term exclusion.

#### **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.

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 to be restrained 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.

### **Absconders**

If the pupil decides to abscond, staff should not engage in a chase. Staff must keep the pupil in sight 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 extreme incidents and incidents where reasonable force has been used, must be recorded on CPOM's. This information is then disseminated to the Headteacher, Behavioural Lead and Pastoral Lead.