

# **Oxhey Wood Primary School**

## **Behaviour and Relationship Policy**



Reviewed: October 2016	Reviewed by: SLT and staff
GB: curriculum	To be reviewed: Autumn 2018

### **Introduction**

Everyone at Oxhey Wood Primary School has a part to play in the promotion of high standards of behaviour this includes staff, children and parents. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

We have introduced various approaches to improve behaviour in school such as; skillsforce in year 6 to develop resilience and teamwork, focussed pastoral support, staff development in understanding mental health, focussed assemblies and the development of our PSHE curriculum to develop emotional literacy, social skills and spiritual development in a way that aims to improve behaviours and relationships.

All staff, regardless of the nature of their employment, make decisions that are consistent with the policy and that will be supported by colleagues. All staff will be receiving training in Herts Steps in Spring 2017 which includes a common language and understanding. It is vital that all parents understand this policy and support their children and trust the school by sharing any concerns, meeting with staff but at all times leaving any questions, investigations or consequences to the school. If an incident has occurred in school parents will never approach other parents with concerns as they will not have been involved in any investigation, it is important these concerns are shared with school staff.

### **Principles:**

When deciding how to respond to a child or situation, staff will be guided by the following principles as identified by school:

#### **Child:**

- Every day is a new beginning
- Ensure the safety of children and adults
- Develop pride in self and respect for others
- We all need to learn from our mistakes
- Self –assessment is the key to behaviour change
- Children will be encouraged to reflect on the natural consequences of their actions alongside the ‘smiley’ reward system
- Children will understand that being honest is important; any false accusations against other children or staff will be taken seriously.
- Children will understand that they represent Oxhey Wood at all times they are in school uniform; on trips, walking to and from school- any complaints from members of the public, other parents, children or staff will be investigated.

- Children will take responsibility for their learning and safety and that of others; if they have personal belongings with them that prevent this staff will look after these items and ask a parent to collect the items at the end of the day.

#### All-child, staff and parents

- Everybody is welcome and belongs at Oxhey Wood
- The child, teacher, staff member, parents and peers may all contribute to the difficulty and all have a part to play in the solution which may take more than a day to resolve
- Encourage collaborative problem solving between staff/ children / parents
- Children, staff and parents need to feel they are heard and understood

#### Staff

- We will teach the language of collaboration
- Support is tailored to the individual (one size does not fit all) and is confidential to the child and their family
- There will be agreed acceptable behaviours i.e. non negotiables- no swearing, punctuality, no hurtful comments/ physical harm, taking care of property
- We don't label children- expect the best not the worst
- Prepare for lifelong learning
- Exclusion is only carried out when a risk assessment finds it is unsafe for the child to be in school. Steps to make the child/ environment more safe must be part of the plan
- Interventions and support must be linked to the cause of the behaviour
- Staff will be given training to update their knowledge and skills around child psychology and appropriate interventions/ curriculum/ techniques to help children to meet their emotional and social needs
- As a school we recognise there will be a reason for any inappropriate behaviour and we will seek to establish the underlying cause

#### Adults-staff and parents

- All adults that either work in school or attend as visitors including parents consistently model behaviours such as empathy/ manners/ valuing others explicitly- we talk to children as we expect them to talk to us.
- Protect and nurture the child's sense of belonging and connection with other children and adults. We will not compare with older/ younger siblings.

### Learning Habits at Oxhey Wood

We will be introducing seven learning habits across the school. The aim will be to focus initially on one word to describe the behaviour to make them easier to remember with the long term aim of securing a joint understanding of what each really means in practice.

Oxhey Wood Learners:

- **Ignore** distractions and not make them
  - Don't copy others being silly
  - Know the right things to do
- **Independently** work
  - Get what you need
  - Do it yourself
  - Use prior learning to help

- Use working wall to help all to learn independently
- **Actively** take part in their learning
  - Put your hand up
  - Ask questions
  - Answer questions
- **Support** each other
  - Be prepared to teach a friend
  - Work as a team
- **Open** to feedback
  - Welcome feedback
  - Ask for feedback
  - Use feedback
- **Resilient**
  - Try, try, try again
  - Know that mistakes are an opportunity to learn
- **Responsible** for their own learning
  - Identify their own targets
  - Self assess
  - Ask what next

## Mechanisms to engage children:

- Children will be involved in developing the 'system' through:
  - Each class taking a behaviour and exploring it and presenting in an assembly
  - All children to design an idea for a character to represent a particular behaviour
  - A character design idea to be chosen to be made into a soft toy to be displayed in school
  - Children will create stories about the characters
- Displays in school:
  - There will be a dedicated display in the hall for the learning behaviours which will include; the character, a story about the character, a quote from a significant person based on the behaviour, photos of children displaying the behaviour, work examples achieved by those using the behaviours, achievement certificates of those showing the behaviours.
  - Each classroom will have a small display reminding the children of the behaviours.
- Recognising children who show the behaviours:
  - Teachers will be asked to consider giving children the weekly achievement award to those displaying the behaviours
  - Smileys will be given, by all adults in school, to children who are observed to use behaviours
  - At the end of year achievement assembly awards will be given to children consistently using the behaviours and achieving through the use of the behaviours.

## **Teacher's Role and all staff responsibility**

Teachers need to establish consistent levels of excellent behaviour with the support of the Leadership team, Governors and parents. Positive expectations, praise and reward will support this. Pupils need to know how to make good choices, they need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. It is paramount that all staff follow the teachers lead and maintain these expectations.

## **Links with home**

At Oxhey Wood we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school, support the school in decisions it makes and are able to participate in their children's education by having two-way communication with the school. This information is contained in:

- Our Home School Agreement
- Parent/carer Behaviour leaflet
- Newsletters and through awards which are sent home
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues
- The procedures as laid out in our Attendance Policy for parents/carers

This information is shared with parents as their child starts school and information is also available on our school website.

Children will at times need support to remember school rules and make appropriate choices. School will deal with most minor issues without having the need to contact parents. It is only when an incident happens a number of times or is more serious that parents will be contacted. Any investigation into a particular incident will take time and will be dealt with by school. Parents will be informed of the outcome but information about other children will not be shared with them.

## **Assertive Mentoring-KS1**

The colour coded system will be visible in all classrooms with all children starting on the green smiley face at the start of each day. They can move up to the rainbow for exceptional behaviour. Children will be given a maximum of 3 warnings before being moved to the yellow face, they can earn promotion back to the green.

If a child's behaviour does not improve after moving to the yellow and subsequent warnings have no impact the child will be referred to the relevant phase leader. This will be noted in the class behaviour file.

A child will NEVER be sent out of a classroom/ learning area- if needed a member of senior staff will be called for using the red triangle system.

In KS2 this progresses to:

KS2 behaviour chart.

The system continues to be based on the traffic light system with a large green circle in the middle. Above this is first a silver circle and then a gold. Below the green are two amber circles and a red circle. Two ambers so the children can see that they have two chances before moving to red for constant poor behaviour or something extremely out of line.

All the children will have laminated names, they start on green everyday as each day is a new opportunity. The children can move from green to silver for good behaviour or something that shows their effort in class or outside. They can then move to gold for continual good behaviour or being a kind person to others among other things. Children can't move straight to gold as it must be seen as a progression and so they can see that just one action doesn't mean they jump straight up. They can also move down from green to 1<sup>st</sup> amber for poor behaviour or something that does not agree with school rules. If their behaviour does not improve then they will move down to second amber. If they continue to be disruptive or act in a way which is not acceptable for school then they move down again to red. Red is the lowest they can go and means there will be a sanction further than a loss of points. Children usually are very keen to improve and move off of these colours quickly.

At the end of the day, the colour children are on denotes the points that they will receive. This should be saved onto an excel sheet with the scores being added onto the previous days to give a running total.

- Gold = 10 points
- Silver = 5 points
- Green = 2 points
- 1<sup>st</sup> amber = 0 points
- 2<sup>nd</sup> amber = -5 points
- Red = - 10 points.

These points should be then tallied up at the end of each term or half term depending on the class and a top 3-5 should be found. There should be a prize giving or celebration of their success. Each child gets a prize (usually books) to reward them.

Names should not only be moved up for high scores or correct answers but for effort and perseverance from a child no matter their attainment level. This ensures there is a level playing field for all.

### **School Rules**

School rules must be kept to an essential minimum with the children involved in deciding classroom rules.

The rules relate to our code of conduct:

1. TAKE CARE OF YOURSELF
2. TAKE CARE OF OTHERS
3. TAKE CARE OF YOUR SCHOOL

We have a behaviour pyramid that clearly sets out expectations and consequences.

### **We have a listening code:**

When I am asked for my attention I:

Stop what I am doing

Empty hands/ show me five

Look at the teacher/member of staff

Keep quiet  
Listen to instruction

**Our line up code:**

When I am asked to line up I:  
Walk to the end of the line  
Leave a person space  
Keep my hands and feet to myself  
Keep quiet and still  
Listen to instructions

**Behaviour Guidelines-for all staff**

Create an interesting, stimulating classroom environment

Make sure all children know what they are doing and that their work is matched to their ability

Be aware of what is going on around you

Apply rules firmly and fairly

Avoid confrontation

Know the children as individuals

Praise the behaviour rather than the child e.g. I like the way you are sitting x, rather than good boy x

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. The quieter adult voices are the quieter the children will be.

All staff should ensure the use of positive phrases e.g. walk thank you as opposed to don't run.

No child should ever be sent to the head teacher as a sanction, as there is no guarantee the child will get there. The head/ member of LT should be sent for using the red triangle system.

Our physical intervention policy clearly defines what is and is not acceptable practice should physical intervention be required. Physical intervention of any kind will be a last resort.

If a child should run out of school for whatever reason, staff should not over react and must never run after them as this may place the child in greater danger. The head teacher should be informed immediately.

**NEVER:**

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you

- Over punish - never punish what you cannot prove

## **Movement in and around school**

**All children must walk inside school. If a child is observed running they should be asked to go back and walk correctly, accompanied by positive verbal feedback such as 'well done for walking sensibly'**

**Encourage children to walk to the left of the corridors.**

### **Rewards:**

Smiley's

House Points- linked to smiley system

Attendance certificates 95% and above and 100% at end of each half term

Individual achievements in assembly each week

### **Smiley system**

Smiley faces may be awarded for any actions, deeds or attitudes which may include: particularly good work/ effort, good manners, displaying a caring attitude, staying on task etc.

Once a smiley has been awarded it can never be deducted.

They are intended to focus on the positive rather than negative behaviour.

The reward system is graded as follows:

Any noteworthy behaviour                      1 smiley recorded on class chart

10 smileys

100 smileys    Bronze Award

200 smileys    Silver award

300 Smileys    Gold award

400 Smileys

500 Smiileys

### **10 smileys = 1 house point**

A smiley can be awarded by any member of staff. All staff should carry smileys at all times. Each class will also have individual and whole class reward systems in place to reward and encourage good behaviour. These may include:

Stickers

Certificates

Tokens

Smiley Faces

Marble Jar

Graphs

Wow words

Raffle tickets for a prize draw

Table points leading to extra incentives

Showing work to headteacher, other teachers, classes and also in assemblies

Being sent to another teacher or to the Headteacher for praise

Sharing and discussing work with other children

Contacting parents with positive comments (face to face, phone, letter, 'Postcard of Praise')  
Child of the Week for working hard

*Food is not used as a reward (in line with ECM agenda where we promote healthy lifestyles and choices.). Sweets can only be given for birthdays if provided by parents. Classes may have a 'treat tub'*

## **Consequences**

### **Unacceptable behaviour**

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Code of Conduct. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable and support the development of strategies to avoid future wrong choices. This may mean that on occasions children may spend time with an adult at break or lunch, this may include completing a consequence sheet. When appropriate restorative justice will be used as opposed to a set sanction.

**Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Code of Conduct. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards ( a behaviour card), alternative rewards or consequences and the use of outside agencies ( Education Support Centre ESC, Educational Psychologist etc.) Parents will be continually involved in supporting the school in managing their child's behaviour issues. It may also be appropriate to complete a Common Assessment Form CAF if multi-agencies are involved with the child or a Pastoral Support Plan PSP if the child is at risk of exclusion.**

**In extreme circumstances** the use of foster classes ( generally their parallel class) could be used to break the cycle of inappropriate behaviour. The child will complete a sheet to explain their actions and the impact of them on others. Children will be escorted to a foster class and must not be expected to go there independently.

- 30 minutes is the maximum time in a foster class
- The foster class teacher will not stop teaching their own class to discuss the sheet with the child. Responses made (either written or drawn) should be discussed with the child at an appropriate time (e.g. playtime or lunchtime) to ensure they have taken responsibility for their actions, understand how they should have behaved and also how to make amends. This to be done by class teacher. This will be logged for future reference and the Thinking Sheet will be stored as part of the class teacher's behaviour records. Any work missed to be made up in child's own time

It is important that, once the child returns to their own classroom, their name is returned to the green smiley face so that they know they can make a positive change for the rest of the day.

N.B. Each classroom needs to have an area which is quiet and separate from the main part of the room. This could be a Thinking Chair. Children should be able to sit here to think about their behaviour and how to make a positive change. There can be books in this area linked to children's social, emotional and behavioural skills i.e. 'I feel angry!' and 'I feel jealous!' which could offer children support whilst they are there. Images can



be displayed in the area which may help the children to think through their behaviour and therefore support them to make a change.

### **More serious behaviour problems**

Children displaying more serious behaviours will be referred to a member of the SLT and will receive an appropriate consequence. The incident is recorded in the class/School Behaviour Log and parents/carers will be informed.

For children who find it continually difficult to follow the Code of Conduct, special strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. The Senior Leadership Team will decide on when parents are contacted and what future strategies will be used.

### **Bullying and harassment**

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

### **Procedures for review and evaluation**

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- School council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

### **Complaints**

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints

### **Related Policies:**

- Anti-Bullying Policy
- Race Equality Policy
- Complaints Procedure
- Preventing and dealing with racist incidents
- Inclusion Policy

### **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our community cohesion policy is part of our commitment to the Equality Act. We offer as a school to read through and translate all correspondence with our community so that all members of our community can access information equally.

## **References**

This policy should be read in conjunction with the relevant passages in:

The *School Standards and Framework Act* (1998), regarding adults working in school;

The *Human Rights Act* (October 2000);

Section 89 of the Education Act and Education Inspection Act 2006

And the following policies: Inclusion Policy, Volunteer Policy, Homework Policy, ICT and E-safety policy, Child Protection Policy, Equality Policy