

Oakley Vale Primary School Behaviour Policy

A Whole School Approach

Within our School we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- * We aim to promote high standards by modelling positive behaviours at all times.
- * We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- * We aim to ensure that all adults and children treat each other with mutual respect and consideration.

Rights and Responsibilities

Everyone within our school community has rights and responsibilities to ensure that Oakley Vale Primary School is a safe place to learn, work and play.

- * Children have the right to learn, work and play in a friendly, safe and helpful school.
- * Teachers and staff have the right to teach and work in a friendly and safe school, which is supported by the community.
- * Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

The School Environment

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

At Oakley Vale Primary School we follow a behaviour management system which is consistent throughout the whole school.

Positive Behaviour Management

Praise is the most powerful form of influencing children's behaviour. In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim within our school is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundations of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. All adults have a responsibility in setting a good example as well as ensuring that the rules are followed.

Oakley Vale School Expectations are;

- ▶ **Be gentle**
- ▶ **Be kind and helpful**
- ▶ **Work hard**
- ▶ **Look after yourself and our school**
- ▶ **Listen to people**
- ▶ **Be honest**
- ▶ **Take responsibility**

The children are taught what these expectations mean in context as much as possible. We teach the children the expectations as part of lessons, out on the playground as well as in assemblies. The school expectations are displayed throughout our school.

Our whole school positive behaviour management strategies include;

- Bronze, silver and gold
- Gold prize
- Star of the week
- Happy notes for parents
- Stickers
- Individual target charts
- Attendance awards
- Lunchtime table award
- Lunchtime buddy award

Our whole school behaviour consequences include;

- Verbal Reminders
- Verbal Warnings
- Time out in class
- Time out in another area
- Exclusion
- Yellow, orange and red

Whole School Behaviour Management System

The principles behind Oakley Vale Primary School behaviour management system are:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who consistently follow the expectations are noticed and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole group and individual reward system.
- Teaching of specific behaviours and routines

Oakley Vale Primary School Behaviour Management System

Gold

If a child ends the day on gold they are rewarded with;

Being sent home with a sticker.

Name is put in the golden draw to try and win a prize in assembly.

Silver

Bronze

Blue

Everyone in the class starts on blue at the start of everyday.

Yellow

Verbal warning followed by moving down to yellow.

If a child is moved down to yellow then they have 5 minutes time out in class.

When the child has completed their time out in class then they need to be verbally encouraged to earn their way back up to blue and/or higher.

Orange

If yellow behaviour continues after a verbal warning then the child needs to move down to orange.

A child can be moved straight down to orange if the behaviour action is deemed to be serious enough.

If a child is moved down to orange then they have 10 minutes time out in the year leader's classroom.

When the child has completed their time out in class then they need to be verbally encouraged to earn their way back up to blue and/or higher.

Orange behaviour needs to be recorded in the classroom behaviour log.

Red

If orange behaviour continues after time out in the year leader's classroom and a verbal warning then the child needs to move down to red.

A child can be moved straight down to red if the behaviour action is deemed to be serious enough.

If a child is moved down to red then they have time out with a member of the SLT.

If a child reaches the red level then parents will be contacted as soon as possible by a member of SLT.

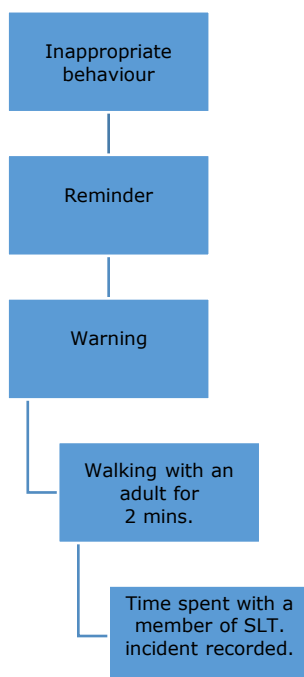
Red behaviour needs to be recorded by the SLT member who managed the red time out.

Further Consequences

Repeated 'red' behaviours will require further out-of-class consequences.

Whilst the school aims for a consistent approach to delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

Behaviour Management during Lunchtimes



Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The behaviour logs which the teachers complete are reviewed. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Education and /or Behaviour Plans.
- Pastoral Support Programmes.
- Support from outside agencies.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties with managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans (IBPs).
- Support from the SENCo (Special Educational Needs Co-ordinator), possible identification of teaching assistants.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional learning support where this is identified as a barrier to learning and impacts on the pupil's behaviour.

- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA, Behaviour Specialists etc.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Oakley Vale Primary School has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force to support a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted. This is only to be carried out by a member of school staff who have carried out the appropriate team teach training.

Bullying

Please refer to the separate bullying policy.

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Written by - Mrs Nicola McDonald

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