



**Oakley Vale Primary School**  
**Positive Behaviour Guidance**



Within our school we believe that good behaviour is the key to a good education. We work to create an environment where everyone feels valued, secure and motivated to learn, where children can develop self-respect, a sense of individual worth and are able to co-operate with and show consideration to others. We want our learners to be independent and motivated by their natural curiosity. Therefore, we have key rules which underpin not only our philosophies, but also our principles and our day to day practice.

**We are Ready.**

**We are Respectful.**

**We are Safe.**

<b>We are Ready</b> 	<b>We are Respectful</b> 	<b>We are Safe</b> 
<p>Come to school on time.</p> <p>Looks at and listen to the person talking.</p> <p>Follow instructions the first time.</p> <p>Start work straight away.</p> <p>Wear the correct uniform/PE kit.</p> <p>Line up promptly.</p> <p>Come to school with the correct equipment.</p> <p>Be learning ready (engaged/interested) with a positive attitude.</p> <p>Be the best you can be.</p>	<p>Greet adults/peers politely when we arrive each morning.</p> <p>Thank the adults that we work with at the end of the day when we leave.</p> <p>Show respect for the school building and grounds.</p> <p>Pick up after ourselves and others.</p> <p>Do things for others because it feels good.</p> <p>Try your best in all lessons.</p> <p>Notice when others have done something for me.</p> <p>Hold doors open.</p> <p>Win gracefully.</p> <p>Kind words.</p> <p>Use our manners</p>	<p>Move calmly around the school and outside.</p> <p>Use all equipment properly.</p> <p>Kind hands and feet.</p> <p>Tell an adult if something is wrong.</p> <p>Play only in the places allowed.</p> <p>Use technology responsibly.</p>

**Our Expectations**

We understand that our principles require the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance.

At our school, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. All adults within the school environment have a duty to provide positive role modelling in all areas of behaviour.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

It is our role to educate our pupils to understand how their behaviour affects and impacts others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathetic, considerate people who have the skills to avoid and resolve problems independently.







**All adults in the school share these 5 pillars of practice;**




1. Consistent, calm adult behaviour.
2. Listen with respect and provide systems which promote positive behaviour
3. Develop positive relationships, which promote self-esteem and self-discipline
4. Establish clear expectations of all members of the school community
5. Restorative follow up.

***We praise in public, we reprimand in private.***

**Our Approach to Positive Behaviour**

We believe there should be no 'invisible' pupils and those who continuously show they can 'Be Ready, Be Respectful and Be Safe' deserve to be awarded. Please see below the behaviour rewards on offer:

Reward	When is it awarded	What is it awarded for
Class Dojo System 	Throughout each week	DoJo points can be awarded for being ready, respectful and safe.
Class Dojo Certificates 	When certain points are reached	Bronze = 100 Dojo Points Silver = 200 Dojo Points Gold = 300 Dojo Points Platinum = 500 Dojo Points 
Star of the Week Certificate 	Every week	1 pupil from each class will be awarded the Star of the Week Certificate in Friday's Celebration Assembly.
Star of the Term certificate 	End of the each term	This award is given to pupils who have gone above and beyond. This is a rare reward and pupils will receive a certificate.
Postcard Home 	As Required	The Behaviour Lead will send home postcards for improved behaviour throughout a term.

Lunchtime Staff certificates 	Weekly	Midday Assistants will award Lunchtime certificates for pupils who are going above and beyond of expected behaviours.
Lunchtime Buddy Awards 	Weekly	Our Lunchtime Buddies ensure the children are aware of our high expectations during lunchtimes as well as providing support and encouragement of our younger pupils during lunchtimes. They also award a special lunchtime buddy certificate each week in assembly.
Sports Crew Awards 	Weekly	The Sports Crew will award a Key Stage 1 and Key Stage 2 certificate each week for those bring the most active on the playground and great participation in the activities.

Consideration to children already on behaviour action plans will be given.

Children are encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

As well as this, we anchor good behaviour through a range of reinforcements such as;

- Sincere, precise and timely, verbal and written praise,
- Giving children stickers
- Team Dojo points
- Whole class rewards
- Friday star of the week certificates for celebration assembly
- Lunchtime supervisors and lunch time buddy awards shared in Friday assembly
- Positive recognition through class and school achievement awards
- Positive notes home, by the class teacher and/or Principal
- Positive phone calls home.

***Our first attention is for best conduct.***

### **Delivering Sanctions with Dignity**

Behaviour management begins at classroom level with a positive and proactive approach.

This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder

- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings, peer-mentoring

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met the expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to de-escalate skilfully.

### **Our behaviour steps**

Whilst we aim to always reward positive behaviour, we acknowledge that there will be times when unacceptable behaviour will need to be addressed. To ensure we deal with unacceptable behaviour in a consistent manner we follow the below steps.

<b>Behaviours and Consequences Classification</b>	
<b>Step 1</b>	<b>Consequence – Class Teacher</b>
<ul style="list-style-type: none"> <li>• Day dreaming</li> <li>• Looking around</li> <li>• Talking</li> <li>• Unfocused</li> <li>• Fiddling with equipment</li> <li>• Swinging on chair</li> </ul>	<p><b>Non-Verbal</b></p> <ul style="list-style-type: none"> <li>• A look, standing near the child, pointing to the class rules.</li> </ul> <p><b>Verbal Request</b></p> <ul style="list-style-type: none"> <li>• Name you (describe action) please can you (desired behaviour), Praise child/ren with desired behaviour</li> </ul> <p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>• 5 minutes in reflection (within class) if behaviour is not corrected immediately</li> <li>• EYFS – 1 minute in reflection (within class) if behaviour is not corrected</li> </ul>

<b>Behaviours and Consequence Classification</b>	
<b>Step 2</b>	<b>Consequence – Class Teacher</b>
<ul style="list-style-type: none"> <li>• Repeated Step 1 behaviour</li> <li>• Rudeness to others</li> <li>• Throwing small equipment</li> <li>• Continual talking</li> <li>• Refusal to follow instructions</li> <li>• Calling out</li> <li>• Arguing with peers</li> </ul>	<p><b>Verbal Warning</b></p> <ul style="list-style-type: none"> <li>• Name you have continued to (describe behaviour)</li> </ul> <p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>• 5-10 minutes in reflection (class teacher discretion partner classroom) completing an age appropriate reflection sheet/work</li> <li>• EYFS – 5 minutes outside Hedgehogs Classroom completing an age appropriate reflection sheet/work</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Record on CPOMS</li> <li>• Parents to be informed at the end of the day verbally if collecting, via telephone if not.</li> </ul>

## Behaviours and Consequences Classification

Step 3	Consequence – Phase Leader
<ul style="list-style-type: none"> <li>Repeated Step 2 behaviour</li> <li>Name calling</li> <li>Play fighting</li> <li>Rough Play</li> <li>Physical behaviours not intended to be malicious however acting out of silliness or to intentionally annoy another</li> <li>Spitting not at anyone</li> </ul>	<p><b>Verbal Warning</b></p> <ul style="list-style-type: none"> <li>Name you have continued to (action), you now need to think about making the right choice (desired behaviour) in reflection at break/lunch.</li> </ul> <p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>Reflection for break or lunchtime(at least 15minutes class teacher/ phase leader discretion) completing a behaviour sheet and any missed work.</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>Record on CPOMS (class teacher and phase leader)</li> <li>Parents to be informed at the end of the day verbally if collecting, via telephone if not by Class teacher.</li> <li>Phase leader to be called to talk to the child</li> <li>Implementation of behaviour plan considered – CPOMS review</li> </ul>

## Behaviours and Consequences Classification

Step 4	Consequence – Phase Leader
<ul style="list-style-type: none"> <li>Prolonged/systematic repetition of Step 3 behaviour</li> <li>Using bad language – not directed at any individual</li> <li>Refusal to come in from play/lunch time</li> <li>Leaving classroom without permission</li> <li>Stealing from other children/classroom</li> </ul>	<p><b>Verbal Warning</b></p> <ul style="list-style-type: none"> <li>Verbal de-escalation techniques to be used – state the poor choices and state what the correction would be.</li> <li>Name you need to make the right choices, or we will need to ask for other adults to help</li> </ul> <p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>1 + full day in Reflection (break and lunch) to complete behaviour log and any missed work</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>Phase leader called for if needed and talks to children.</li> <li>Phone call from Phase Leader to parents or parents contacted (by office) and meeting with Phase Leader arranged</li> <li>Record on CPOMS (class teacher/Phase Leader) and Behaviour Lead reviews chronology and discuss at weekly behaviour meeting</li> <li>Behaviour chart considered</li> <li>Implementation of behaviour plan considered</li> <li>Implementation of report card considered.</li> </ul>

## Behaviours and Consequences Classification

Step 5	Consequence – Behaviour Lead
<ul style="list-style-type: none"> <li>Continuation of Step 4 behaviours</li> <li>Swearing at an adult</li> <li>Stealing from adults</li> <li>Intentional use of inappropriate language including racist/homophobic comments directed at a person</li> <li>Upturning furniture</li> <li>Damaging equipment or property on purpose</li> <li>Graffiti</li> </ul>	<p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>Team Teach trained staff called for using Lanyards/walkie-talkies if child refuses to move and causing danger to themselves or others. (GK/BA/RE/FD/FM/LK)</li> <li>If willing to move sent directly to Behaviour Lead/VP</li> <li>Reflection for up to 7 days</li> <li>Internal exclusion</li> <li>Suspension breaktimes 1-10 days</li> <li>Suspension lunchtimes</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>Behaviour Lead phone call home and recorded on CPOMS</li> <li>Behaviour Lead meeting with parents/carers</li> <li>Report card implemented</li> <li>Follow-up letter sent to parents</li> <li>Behaviour chronology compiled and reviewed</li> <li>Consideration of Behaviour Plan implemented</li> </ul>

## Behaviours and Consequence Classification

Step 6	Consequence – Vice Principal/Principal
<ul style="list-style-type: none"> <li>Continuation of Step 4 and 5 behaviours</li> <li>Intentional Physical violence towards staff/child</li> <li>Leaving the school grounds</li> <li>Climbing on school property endangering self and others</li> <li>Bullying other children</li> <li>Intentionally spitting at a child/adult</li> </ul>	<p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>Team Teach trained staff called for using Lanyards/walkie-talkies if child refuses to move and causing danger to themselves or others. (GK/BA/RE/FD/FM/LK)</li> <li>If willing to move sent directly to VP/Principal</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>Suspension</li> <li>Permanent exclusion</li> <li>Lunchtime/break exclusion</li> <li>VP/P meet with parents/carers</li> <li>Report card implemented</li> <li>Follow-up letter sent to parents</li> <li>Behaviour chronology compiled and reviewed</li> <li>Consideration of behaviour plan implemented.</li> </ul>

*All steps are recorded by an adult in the classroom on CPOMS under behaviour. Each new session during the day presents an opportunity for pupils to have a 'fresh start'.*

If the step above is unsuccessful, or if a pupil refuses to go to time out, then, a SLT/SMT member will escort the pupil, with work, to an agreed location, for the remainder of the session.

***As part of our restorative approach to behaviour management, the adult sending the pupil to time out will meet with the pupil as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring. They will complete the 'Think About It' sheet in this time.***

***Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the pupil to readjust his/her behaviour.***

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

### **The school environment**

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

### **Corridors**

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

### **Assemblies**

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually do this using signs rather than speech, and should lead their class in and out of assembly from the front of the line or where required based on teacher discretion.

### **The lunch hall**

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground or field.

### **The playground**

We do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Principal). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the class teacher/phase leader/Behaviour Team for further investigation.

### **The Restorative Questions:**

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and



what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

### **Working with Parents/Care Givers**

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

### **Working in partnership**

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- Specialist Support Services (SSS)
- SEMH Maplefields
- Rowan Gate Outreach Service
- School Nurses

### **Serious Incidents:**

It is recognised that for some children further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any form
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language
- carrying an offensive weapon



- cyberbullying

Any of the incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the Principal.

Any suspensions would be used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention (Team Teach). No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

#### **When should Behaviour Incidences be logged?**

The child's class teacher (or HLTA if covering) should log the following incidents if they arise for a child in their class, on CPOMS:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the Behaviour Lead)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

#### **Suspensions**

The school's approach to suspensions adheres to the most current Statutory Guidance as defined in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' the most up to date version is available from the DfE website.

<https://www.gov.uk/government/publications/school-exclusion>

The school always seeks to reduce the number of incidents leading to suspensions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our Restorative Practice and Positive Behaviour Guidance. Suspensions are rare, but in the event of suspensions taking place, the school will monitor the number of suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met

The Statutory Guidance, as named above, should be read in tandem with the Brooke Weston Trust Behaviour and Discipline Policy, the school's Positive Behaviour Guidance as well as other relevant

school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equality & Diversity Policy. The Statutory Guidance also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

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