

Oakridge CP School

Behaviour Management Policy



Policy administration	
Date of issue:	January 2022
Date of review:	January 2023
Person responsible for review:	SENCO / Head teacher
Copies of this policy are held:	In Policy file in Head teacher's office and on school website

Rationale

Children come to school with a variety of experiences and expectations. They are learning how to respond and act in a wider variety of situations and with a larger group of people beyond their immediate family.

At Oakridge we see a key role of the school is to be in partnership with parents / carers in teaching children the personal, social and life skills necessary for success in school and to make a positive contribution to the life of the school and the wider community. In order to achieve this we need the commitment to and from pupils, parents, staff and governors.

We recognise that the quality of relationships at all levels in the school is fundamental to providing the type of environment necessary for effective learning to take place and for the promotion of positive self esteem.

In our school we aim to promote an atmosphere of mutual respect where caring and sharing predominates.

Our relationships are based on mutual respect:

- Pupil to pupil
- Pupil to adult
- Adult to pupil
- Adult to Adult

It is expected that **all staff and visitors** to school will provide role models that demonstrate a caring attitude and respect for others.

All pupils need guidance through clear expectations of how they should behave. All staff recognise their responsibility to model and teach these expectations. They are committed to supporting children in achieving high standards of behaviour through promoting positive self esteem and responding to all behaviours fairly and consistently.

Aims

All children feel happy and secure in school

That all children feel valued as individuals and that their efforts and achievements are recognised and celebrated.

That children are enabled to develop self discipline and are encouraged to become independent learners

That children learn how to behave appropriately in a variety of situations

Children learn to accept responsibility for their own behaviour

That Oakridge School is a caring and pleasant environment for all, where visitors feel welcome

Rules and routines

Classes will draw up a list of rules that will apply at all times and may be positively expressed. These will be displayed prominently in the classroom.

Teachers will help children to understand how they might follow these rules on a daily basis

Routines

- Movement around school
- All pupils will walk sensibly , quietly and in an orderly manner around the school
- Pupils coming into the hall for assembly, will enter in silence accompanied by their Class Teacher. They will leave in a similar fashion.
- Whenever pupils leave the classroom (at any time during the school day), they will do so in an orderly manner.

In class routines

Teacher will establish very clear routines and expectations of behaviour, appropriate to the age of the pupils and the activity being undertaken (reference should be made here to the School's Policy on Learning and Teaching).

Well established routines that are clearly articulated, taught and understood and which are consistently applied are paramount to effective behaviour management. It is therefore expected that teachers will establish consistent routines for different activities that will include:

- Appropriate movement within the classroom
- Acceptable noise levels
- Ways to access materials and resources
- Attracting teacher attention
- Tidy up songs
- Procedures on completion of work

The Headteacher will have specific responsibility to systematically monitor the consistent application of these routines throughout the school.

How we teach and encourage the behaviours we wish to see

Children learn best in a positive and encouraging environment and it is the corporate responsibility of the whole staff to promote this ethos and culture within the school.

The whole staff includes everybody.

We recognise that different children require different levels of motivation to achieve high standards of behaviour.

Staff will reward children by a variety of means and at a variety of levels, appropriate to the individual child. These may include:

Individual and Class Awards

- Overt verbal praise
- Body language e.g. smile
- Written comments
- Postcards home or Headteacher awards
- Certificates and stickers
- Marbles – whole class treat
- Healthy treats
- Recognition in assembly (where appropriate and wanted)
- Star of the day/week
- Class raffles
- Star charts in each class which result in awards – 10=bronze certificate, 20 = silver certificate, 30 = gold certificate and book voucher 60= platinum certificate and special prize

Staff members would be expected to keep some form of record of any rewards in order to ensure that **all children** have an equal opportunity to receive recognition for their efforts. Also a Behaviour Worth Recording (BWR) form (see Appendix 1) will be completed for exceptionally good behaviour – this will vary from child to child.

School systems

- Fortnightly celebration assembly, children from each class will be chosen to show their work and receive a certificate. Newsletter will go home on Thursday inviting their parents into the assembly on Friday.

Consequences to behaviours we do not wish to see

It is important to make it clear to the individual and the whole school community that there are some behaviours that we do not want.

Our consequences will be applied fairly and consistently, without losing the need to be sensitive to individual circumstances.

Our consequences are hierarchical because we believe that punishments should usually start with the least severe intervention.

Procedures

Each a.m and p.m session of the day will begin with a 'clean sheet' eg each a.m or p.m lesson

- a) Reminder – either verbal or gesture
- b) Recorded formal warning using Pupil Tracking Sheet' (see Appendix 2) and using agreed script '*You have been reminded ...*'
- c) Consequences can be either
 - Consequence 1 (KS1 & 2) – loss of playtime – 5 minute blocks
 - Consequence 2 (KS1 & 2) – time out within another class

Consequence 1 (R) – 1 minute off playtime

d) Consequence 3 – referred to Headteacher and possibly a letter home, where necessary an appointment with parents will be made

e) If a child misses work through silly behaviour or defiance they will complete missed work at the next break or after school with parental agreement.

EYFS – consequences in nursery are through time out and usually only for 1 minute due to the young age of the child. Each incident is dealt with individually taken into account the maturity of the child. Give me 5 is a strategy which works well with the younger children.

All incidents of unacceptable behaviours will be recorded on a BWR form and discussed with staff members. Examples of severe behaviour include serious physical violence and rudeness and defiance to staff. For severe incidents the child will have a letter sent home immediately detailing the incident and where appropriate, inviting parents to a meeting. For some children a home/school book will be set up.

Restrictive physical intervention (full details found in Physical Handling/care Policy)

Restrictive physical intervention can be used and justified when:

Someone is injuring themselves or others

Someone is damaging property

When a child is trying to leave our school and it is judged they may be at risk.

This extends beyond the setting boundaries, when staff have control or charge of children off site (e.g. on trips).

There may be times when restrictive physical intervention is justified but the situation might be made worse if restrictive physical intervention is used. If staff judge that this method of intervention would make the situation worse, it would not be used.

At Oakridge School we aim to do all we can in order to avoid using restrictive physical intervention. However, there are clearly rare situations of **such extreme danger** that create an immediate need for the use of restrictive physical intervention. In cases like these all other strategies will have been exhausted.

Restrictive physical intervention will only be used when staff believe its use is in the child's best interest, their needs are paramount. All staff have a duty of care towards the children and when children are in danger of hurting themselves, others or of causing significant damage to property, staff have a responsibility to intervene. This may involve an attempt to divert the child to another activity. However if it is judged necessary, staff may use restrictive physical intervention using an amount of force in proportion to the circumstances. **Staff will use as little restrictive force as necessary in order to maintain safety in the shortest period of time possible.**

Staff Training

At Oakridge Community Primary School we recognise and acknowledge the entitlement of all staff teaching and support staff to appropriate training opportunities.

Consequently, provision will be made during the course of each academic year for relevant training in behaviour management. In the case of the latter, this training may be provided 'in house' or provided by some outside agency.

Behaviour Plans

For those pupils for whom behaviour continues to be a 'cause for concern', their behaviour will be assessed in accordance with the School's procedures, being identified as either requiring '**SEN support**'.

'**SEN Support**' will involve the formulation of an Individual Behaviour Plan which will clearly identify the inappropriate behaviour to be addressed as well as clearly identifiable targets to bring about improvement. These targets will be reviewed at least termly as part of the Schools' termly SEN review. It could necessitate input from the County's Behavioural Support Team (currently Ian Johnson), who will advise and work with the school to produce appropriate strategies to bring about improvement in behaviour.

Bullying

The school operates a policy of zero tolerance towards any form of bullying whether physical, verbal or emotional. All pupils are encouraged to report bullying and these incidents will be rigorously investigated and dealt with.

Parents

It is acknowledged that parents play a vital role in the education of their children. Indeed at Oakridge, we see effective education as a partnership between the school, pupil and parents.

Subsequently, parents will be kept informed of any incidents involving inappropriate behaviour on the part of their child and likewise parents will be encouraged to bring matters of concern to the attention of the Class Teacher or Headteacher.

Governors

As part of the Governors responsibilities to monitor general standards within the school, the Headteacher will provide Governors with a termly update of standards of behaviour within the school. Reports from Governors Visits into school will also incorporate reference to general behaviour.

Exclusions

An immediate consequence of severe misbehaviour may, at the discretion of the Headteacher and Governors, warrant exclusion procedures to be initiated in accordance with the 2001 Education Act and LEA Guidance.

Date:- January 2022

Review date:- January 2023

**Appendix 1.
Behaviour Worth Recording**

Name: _____ **Date:** _____

Details of Behaviour: _____

Action taken / follow up: _____

Completed by: _____

