



Behaviour Policy

March 2020 [updated due to COVID]

Behaviour Policy

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It is the right of every child at Oliver Goldsmith to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.

It is the right of every teacher and adult at Oliver Goldsmith to be able to teach without obstruction and to work in a mutually respectful environment.

At Oliver Goldsmith we:

- Teach responsible behaviour to our pupils using a range of strategies.
- Raise pupil self-esteem and awareness of wider community and societal expectations of good manners and personal conduct.
- Be explicit about what adults and pupils in the school can expect from each other.
- Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.

Aims of Oliver Goldsmith

- To provide the highest standards of education through effective teaching and learning for all pupils with a broad, balanced and differentiated relevant curriculum.
- To provide equal opportunity for everyone at our school regardless of race, class, gender, special educational needs, religion, culture of ability.

- To encourage and develop independent thinking, lifelong learning, self-esteem and confidence, alongside respect and support for others.
- To provide a safe, caring, happy and stimulating atmosphere within an aesthetically pleasing environment.
- To encourage an educational partnership between children, staff, parents/carers and governors and to promote links with the wider community.
- To provide efficient management with effective communications at all levels.
- To further encourage teamwork amongst the staff.
- To ensure the efficient use of resources – human, physical and financial to maximise educational outcomes

The Teacher's Responsibilities

This document outlines a hierarchy that will ensure the appropriate degree of seriousness is attached to incidents through the fair and consistent use of both the sanction and the staff members who are involved.

All members of staff have a responsibility to proactively ensure adherence to whole school behaviour expectations. To ignore an incident is to condone it.

Core strategies for ensuring outstanding behaviour at **Oliver Goldsmith** are:

Through implementation of best practice in learning and teaching:

- *Quality first teaching* (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning.
- *Marking which provides feedback, achievable targets* that encourage positive learning and 'can do' attitudes as well as marking that elicits a response and dialogue between teacher and pupil.
- Avoiding an over reliance on 'time out' in other classrooms as this admits a teachers inability to cope, undermines their authority, severely restricts learning opportunities and quick re-integration and can cause greater disruption to other classes. A class teacher needs to assert initial authority over a situation, setting behaviour expectations to other children. The exceptions to this are Stage 3 behaviours (Sanctions).

By building positive relationships:

- *Rewards* – e.g. actively noticing good behaviour, lining up points, class table points/marbles, golden book award, positive messages to parents.
- *Good relationships with parents* built up by being available in the playground at the start & end of the day and by informing them of good behaviour as well as poor behaviour. We will endeavour to communicate key aspects of this policy in the most effective and appropriate way e.g. using translation services or communicating face to face, induction meetings.
- *Remembering a teachers own role in the behaviour of a class* & being aware of the reason that may lie behind behaviour e.g. through inappropriate activity or timetabling, teacher tiredness, excitement over

planned events, breaks in routine, accessibility of resources, building positive & quality relationships,

- Balance of reward & sanction – not punishing a whole class for the actions of individuals and knowing that sometimes a telling off is enough.
- *Knowing the children as individuals.* This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.

By modelling and teaching learning behaviours

- *Helping children become independent and active learners*, encouraging them to think for themselves, develop their own opinions, and to organise their time and resources effectively, with support from the teacher.
- Knowing that an extremely agitated or angry child will not listen until they have calmed down.
- Knowing that humour can be an extremely powerful behaviour management tool.
- Teachers giving explicit direction and being clear with reasons for actions and consequences for actions e.g. *'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'*
- By not engaging children in protracted discussion about incidents but simplifying them in relation to school expectations e.g. *'I understand that you feel something is wrong, but you are disturbing the learning of other children and I cannot allow you to do that' 'You kicked someone and even though you were provoked it is still unacceptable'*
- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- By refusing to engage in shouting matches
- By utilising *choice direction* e.g. *'You can either complete this work now or you can complete it at playtime, it is your choice.'*
- Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again
- COVID implementation for Health and Safety. Children will be supported to follow the COVID rules of not coughing out, no spitting, use a tissue to catch sneezes, not to touch other people's belongings or use other people's resources. Never use the act of coughing or sneezing on others in an attempt to intimidate others.

By ensuring consistency of expectation from all stakeholders

- All children from Nursery to Year 6 are expected to enter and leave assembly and to *walk* around the school *silently* in *single file* with hands by their sides to avoid touching others.
- *Ensuring that when a sanction is used it is fair, appropriate, proportionate and reasonable* for the action.
- Negotiating class rules with the children at the beginning of a school year.
- Actively discouraging children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to prevent incidents of vandalism and cloakroom theft.

- By active implementation of the systems and procedures outlined in this policy.
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong.
- Staff and pupils will follow the guidance in regards to Health and Safety COVID rules which are displayed in classrooms and around the school.

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

Parents can support their child to adhere to the expectations of the school community by:

- *Explaining to your child what school is for:* a place for learning where he/she will be living with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- *Helping your child with his/her learning.* This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources (books are expensive and we may have to charge up to £3.00 to replace damaged or lost books) and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- *Supporting the school.* Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding. We expect that parents/carers actively support and encourage pupils' good behaviour outside of school hours. Unacceptable and poor behaviour outside of school hours, but which clearly identifies and/or links a pupil to the Mayflower Federation, will be dealt with under our behaviour policy. Serious breaches of this could lead to sanctions and ultimately exclusion for bringing the school into disrepute. This includes inappropriate use of the internet and social media, including: bullying, defamatory comments, cyber messages using any device (please see our E safety/Cyberbullying policy). We also expect parents to understand that *where only completely necessary*; school staff will employ positive handling techniques that they have been trained in, to ensure the safety of your child and of others. (see Positive Handling Policy)
- *Acting on messages from the school.* This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that

undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.

- *Understanding that children also learn from watching the behaviour and actions of their parents and siblings.* If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- *Sending your child to school on time,* every day when he/she is fit enough to come, to notify school if he/she is not fit enough to come, and to collect him/her if they do not go home on their own.
- *Sending your child to school ready to learn.* Children to need concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- *Communicating with the school any special medical needs,* or any special circumstances at home that may affect your child's learning.
- **Supporting the school's protocols in regards to COVID measures.**

Please note: During the school day all parents, carers and visitors must report to the school office before contacting any other member of the staff or children. It is not acceptable for parents to approach staff when they are teaching. Equally, it is inappropriate for parents to approach support staff directly about their child's behaviour without first consulting the class teacher, Assistant, Deputy or Headteacher. Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

The Child's Responsibilities

The expectations and rules of **Oliver Goldsmith** are displayed throughout the school and in the playground. These rules are regularly explained and discussed with children. Examples of the behaviour we require from children at **Oliver Goldsmith** in and out of the classroom are:

- To co-operate with other pupils and staff
- To take responsibility for their own actions
- To develop self-control
- To be polite and well mannered
- To be honest
- To follow our school and class rules
- To respect the feelings of others, and learn to sort out difficulties without using physical or emotional violence
- To respect other children's and the school's property

- To listen when asked and wait their turn
- To work hard, not waste time and allow other children to do the same (this is an important aspect of Equal Opportunities)
- To try to produce their best in all aspects of school life.
- To follow the rules and protocols around COVID by listening to all instructions, follow the hygiene rules around hand washing, one person in a toilet, not crossing into other bubbles and the one way system in school.

Reward Systems

The most effective form of behaviour management is one which notices where good behaviour is occurring and promotes it. At **Oliver Goldsmith** we have a weekly whole school assembly where the behaviour and hard work of two children from each class are celebrated and a message is sent home to their parents.

Within each classroom there is an expectation that there will be reward systems related to individual, group and whole class achievements including stickers, achievement charts and extra playtime.

Behaviour Charts

If a chart is considered necessary, members of SLT / Inclusion team will look at all that is known about the child to gain a better understanding of what kind of targets on that chart, would be the most appropriate. We aim to understand the holistic needs of the child. If deemed necessary, the Family Service Team will be asked to contribute. The chart is presented and/or used in response to the needs of the child. It is recommended that the chart be used for a maximum of 4 weeks. The chart is overseen by a member of SLT and will be sent home on a weekly basis to parents/carers. We consider any chart to be part of our Pastoral Support Plan in conjunction with any outside intervention (where necessary). If the chart has been successful, i.e. the child has demonstrated consistent good behaviour, then a letter will be sent home to congratulate the child. At the end of the defined period (4 weeks maximum) the child will either be taken off the behaviour chart, and the parent / carer will be informed of this by letter. If the behaviour has not improved, parents will be invited into school for a meeting to discuss next steps and further interventions.

Sanctions/Support

The grid below outlines a hierarchy of sanctions/support and record keeping to guide teachers in consistency of approach across the school.

Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school term/until collected by a parent or carer. (Please see the confiscation and search policy)

Confiscation – please see our separate policy. We will make specific searches for MOBILE PHONES and any other electronic devices. This is because we are clear that they must be handed in at the beginning of the school day. If they are not, we see items not handed in as a threat to good order for learning. The confiscated item could be as a result of a search. Any mobile phone or electronic item that is confiscated will be kept in the office in a locked place and returned to the parent only.

List of banned items:

- Mobile phones of any kind
- I-pods or personal music devices of any kind
- Gaming equipment such as Nintendo DS, or the games themselves
- Jewellery or personal adornments that do not fit with the uniform code e.g. bracelets, chains, earrings that are not studs.
- Football or any kind of trading cards
- Sweets, including chocolate
- Gum of any kind
- All items on the list in the confiscation policy

Electronic items or any item of value will be stored in a locked cupboard, any food items will be disposed of

Repeated absence or lateness as recorded by school systems will trigger interventions by the Attendance lead for each site and the family support team together with the Educational Welfare Officer (where appropriate)

Chill Out Zone:

Ethos: Chill out zone is a place for children to relax during their lunchtime and engage in play and games that are supervised closely by an adult. It is a place to practise social skills and dealing with difficult situations in the playground and these are actively taught to the members of the club. The adult in charge of the club acts as a mentor for those children if they are having difficulties interacting with others.

Chill out zone is not a punishment and it is not a place where children must sit in silence and finish work. It is a place of learning, safety and fun. { will be reviewed due to COVID}

Chill out zone is highly effective in reducing the number of green forms that are given for incidences in the playground. This results in a more positive playtime experience for all, children and staff alike. Children are identified for chill out zone for all sorts of reasons, some of which could be:

- Repeated stage 2 behaviours in the playground resulting in being spoken to often by staff and also the child causing upset or arguments amongst a peer group, and those arguments seem not to be subsiding. A shared place in Chill out zone may be considered to move the child away from others that may be upsetting him/her or provoking the child to engage in play and behaviours that are not appropriate
- Repeated stage 3 behaviours – consider a full time place in Chill out Zone to prevent green forms from building up for the child and to address any social and emotional issues that may be occurring.

- Children who find it difficult to cope out in the playground and who find making and sustaining friendships difficult – chill out zone is a place for them to relax and make friends.
- Children who have close friends but that might engage in silliness and inappropriate behaviour with those friends, resulting in green forms.

Children are referred to chill out zone in conjunction with the SLT, the adult who runs chill out zone, the SENCO/Inclusion Manager. Some children are casual users of Chill Out Zone by choice, where they have self-referred. However, SLT should be informed of this.

The children may discuss with the leader of the club what types of activities and games they wish to play, it is very much led by them. However, a typical programme of activities for a week in Chill Out zone could include:

- Board, card, domino games –practising turn taking and how to be a gracious winner/loser
- A session in the ICT suite doing research projects or engaging in educational games
- A session out in the playground closely supervised by the leader of the club – this could be junior children playing in the infant playground and having the responsibility of being play leaders in that playground
- A talking session where the children engage in role play in how to handle difficult situations and an opportunity to talk through anything to do with friendships and play that may be worrying them.

After an appropriate period of time, under close supervision and discussion with class teacher, the children are reintegrated back into the playground for more than 1 day per week, and the situation is monitored closely. Each child is different so the time scales and support is according to the needs of the child.

Green Forms – The forms are kept by the school and do not form part of the child's official school record. The forms are not passed on to any other school. However, a child who has accumulated many green forms will have other intervention so it is important to share the main behavioural concerns with anyone who is involved in supporting the child. E.g. a child may have a referral to Chance UK mentoring and it is useful to share the child's current difficulties as exemplified by 'green form' behaviour.

It is expected that any serious incident has been shared with parents and carers already in a timely manner.

ABC (Antecedent Behaviour Consequence) Form

Where there are concerns that a child may be at risk of exclusion and strategies in place are not having a positive effect on behaviour, an **ABC form** (purple form) may be used instead of recording on green forms. This ABC form will record the antecedent (trigger) prior to the behaviour, the actual behaviour as well as the consequence. The consequences will continue to be in line with the stages as outlined in the table below. The information on the ABC form will be used to identify patterns in behaviour and inform further

intervention for the child. This will form part of the Pastoral Support Plan for the child.

	Behaviour	Appropriate Sanctions	Comments
Stage 1	Aggravations Calling out Wandering about classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/Minor Annoyances Pushing in the line Talking during silent work Minor Playground Incidents	Eye contact Reminders Verbal telling off Statement of inappropriate behaviour and consequences for repeating it Change of seating Name written on board 5 Minute playground cool down period Tactically ignore	Not recorded. No other staff members involved. Peer Mediators TA & Teachers on duty deal with playground incidents After 3 repetitions within a small time frame then move to stage 2
Stage 2	Less Serious <i>Repeated stage 1 behaviour</i> Eating sweets in school Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, off hand comments Minor challenge to authority Minor, non directed swearing Repeatedly annoying other children Playground skirmish Being in a building unauthorised Spitting Wearing of non uniform jewellery Bringing in inappropriate toys, trading cards etc Sulking Possibly withdrawn	Separation from the rest of the class within classroom Writing a letter of apology during playtime/breaktime Child to stand apart from class group 5 - 20 minute Lunchtime/playtime detentions to complete unfinished work/complete pupil behaviour frame Repair/clean up of damage. Sweets or foodstuffs will be confiscated and disposed of. Jewellery, toys, cards etc will be confiscated and returned to pupil in an envelope at the end of the day. Consider a chart – according to the child's needs.	Peer Mediators TA/Teacher on duty to report playground incident to class teacher Repeated incidents within a short time frame to be reported to appropriate senior member of staff on site (if on site) or other appropriate senior member of staff. Repeated incidences in the playground – consider Chill Out Zone to prevent escalation Repeated incidences in general – refer to SENCo for discussion
Stage 3	More Serious <i>Repeated Stage 2 Behaviour</i> Deliberately throwing small objects with intention of harming or breaking them. Harming someone Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling/Directed swearing at another child Bullying Less serious playground incidents/fighting Not handing in mobile phones or other electronic devices Not following COVID rules such as coughing in another's face, touching other people's things. Not crossing into other bubbles.	Informal contact with parents by class teacher Separation from the rest of the class - external from classroom Writing a letter of apology during playtime/breaktime A behaviour chart monitored by appropriate senior member of staff on site, copy sent home at end of week to parent Internal exclusion/Playground exclusion/ complete pupil behaviour frame Withdrawal from whole school events e.g. trips Confiscation possibly as a result of a search	Incidents recorded on green form & circulated amongst SLT (kept on file) Parental contact recorded on yellow form & circulated (kept on file) Reported to appropriate senior member of staff on site . Repeated incidents within a short time frame to be reported to appropriate senior member of staff on site Repeated and more serious incidences in the playground – definite referral to Chill Out Zone Item that has been confiscated to be kept locked in the office and returned to the parent only, unless where we have stated it will be disposed of. Repeated incidences refer to SENCo

Stage 4	<p>Very Serious <i>Repeated Stage 3 Behaviour</i> Repeatedly leaving the classroom without permission Fighting in the classroom More serious playground incidents/fighting Serious fighting & intentional physical harm to other children Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, road. Vandalism/Graffiti Stealing Persistent bullying Racist incidents (1 day internal usually) Truancy Malicious or inappropriate use of new technologies (see also ICT policy)</p>	<p>Formal telephone call/contact/ letter/ meeting with parents by above. Possible recompense for damaged/stolen property from parent School 'community service' A behaviour chart monitored by appropriate senior member of staff on site copy sent home at end of week to parent Daily home school behaviour book Possible denial of technology access rights Possible fixed term exclusion up to 15 days/Permanent exclusion Exclusion from site at lunchtimes After school/weekend detentions Withdrawal from whole school events e.g. trips Internal exclusions either on site or to another federation site for a period of 3 or 5 days</p>	<p>Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques</p> <p>If persistent, liaison with school SENCo and Family Services Team to identify whether behaviours being displayed reflect an underlying emotional, social or mental need for which a child needs additional support. In these cases, child to be placed on SEN register and to access additional support, such as a mentor, and, where appropriate, CAF to be completed to access additional services e.g. CAMHS.'</p> <p>Incidents recorded on green form & circulated or through ABC chart (to be kept on file)</p> <p>Parental contact recorded on yellow form & circulated</p> <p>Repeated exclusions should be brought to SMT to think about Managed Move.</p> <p>Persistent stage 3/stage 4 behaviours – SLT complete a chronology(interventions, meetings, incidents) for child to ascertain what other support must be put in place urgently to avoid exclusions. Children placed on the 'at risk of exclusion register'</p>
Stage 5	<p>Extremely Serious <i>Repeated Stage 4 Behaviour</i> Extreme danger or violence Very serious challenge to authority Verbal physical abuse to any staff Running out of school Possession of a weapon considered to be dangerous by an adult at The Mayflower Federation. Possession of illegal drugs</p>	<p>Immediate Exclusion, internal, fixed term or permanent. (see below)</p> <p>Could be external but held on another site (where there are extenuating safeguarding circumstances) for 3 or 5 days.</p>	<p>Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques</p> <p>Parallel Procedures for official out of school activities (PRU)</p> <p>Could also be managed move depending on context.</p>

Exclusions

Exclusions are used as a last resort after many other behaviour strategies have been tried.

An **Internal Exclusion** requires a student to be excluded from all contact with classmates during the school day including break times & assemblies and to be supervised by DH/HT with the parent or carer formally informed of actions.

During an internal exclusion on the home site – the class teacher is responsible for providing work for the child that they can complete independently. The work will be marked and given back to the child.

Internal exclusion to another site: Unless otherwise directly arranged with the parent, the home site is responsible for getting the excluded child to and from the receiving site during the days of the exclusion. If the parent is happy to allow their child to travel independently to and from the place of the exclusion, or to bring them and collect them themselves, then this must be prearranged – preferably in writing. The child is still registered under code B, on the home site – the receiving site **MUST** confirm that the child is in attendance by 9:30am. External exclusion but to another site, usually where safeguarding issues are known, will be registered as code E and be counted and reported to Governors and the local authority where necessary.

Suggested order of dealing with stage 4 and 5 behaviours that involve exclusions.

Internal	Internal	Internal	Internal	Internal	External	External	External	PERMANENT
Home site 1 day	Home Site 3 days	Home Site 5 days	Other site 3 days	Other site 5 days	Other site 3 days	Other site 5 days	At home 3-45 days	
<i>Present code in register Not counted or reported.</i>			<i>(code B in register) Not counted/not reported</i>		<i>(where safeguarding issues are known Code E in register. Counted and reported)</i>		<i>(code E – counted and reported)</i>	

Internal exclusions would not necessitate a reintegration interview unless is thought useful. An external exclusion should always have a reintegration interview. A reintegration interview should discuss the immediate support the child will receive in the week following the reintegration, in conjunction with the child. This will be recorded on a reintegration plan that must be shared with the parent and the child in an age appropriate way.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform designated Child Protection teachers (Head/Deputies).

If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child protection teacher immediately.

Repeated or serious sexualised behaviour will result in a referral to social services and/or child protection agencies

Links with other policies:

- Learning & Teaching policy
- Child Protection policy
- Positive Handling Policy
- Inclusion Policy
- Equal Opportunities Policy
- E-Safety Policy
- Marking policy
- ICT policy

- Confiscation and Search policy
- Anti Bullying Policy