



Oliver Goldsmith PRIMARY SCHOOL

Behaviour policy

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Behaviour Policy

Contents

- Core Purpose Statement
- Aims of Oliver Goldsmith
- The Teacher's Responsibilities/Core strategies for ensuring outstanding behaviour
- The Parents'/Carers' Responsibilities
- The Child's Responsibilities
- Principles of Good Practice
- Reward Systems
- Sanctions
- Confiscation of items
- Sexualised Behaviour
- Links with other policies
- Appendices: Incident Report Form, Parental Contact Form, Behaviour Report Form

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 free from abuse.

At Oliver Goldsmith we:

- Teach responsible academic and social 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.

- 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 and equity 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 so that learning opportunities are consistent across year groups and key stages.
- To ensure the efficient use of resources – human, physical and financial to maximise educational outcomes for all children.

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.
- *High expectations* of behaviour for learning to ensure learning and achievement are at the forefront of practice.
- *Providing opportunities* for pupils to work collaboratively, teaching core skills around tolerance and respect for other people's ideas.
- *Praising* exemplary behaviour and encouraging integrity.
- *Teaching* children to take responsibility for their learning both at school and at home.

Responsibility of adults working with children:

- *incentives* – using the **good to be green system*** children can earn silver and gold cards for going above and beyond and will receive a bookmark or certificate from the head teacher. Additionally, teachers may use other forms of motivators such as dojo points, table points or positive messages to parents.
- *Good positive relationships with parents* strengthened by being available in the playground at the start or 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 teacher's own role in the behaviour of a class* & being reflective on or about the reason certain behaviours may occur such as teacher or pupil tiredness or under preparation of resources or transitions. It is important to build positive & quality relationships, separating the behaviour from the child when addressing poor behaviour. Balance of reward & sanction – meaning not always punishing a whole class for the actions of individuals and knowing that sometimes it is enough to have restorative conversations with the children.
- *Knowing the children as individuals.* This means where they are in their learning, how they learn, what barriers they may face, 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 appropriate 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 you will need to sit on your own table'*
- 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 adults or answering back and teachers modelling the same to the children.
- By refusing to engage in argumentative conversations.
- 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

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 in line with this policy.
- Negotiating, agreeing and implementing 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 a buddy system for pupils who may not follow the rules appropriately without adult guidance. For medical issues evidence should be provided to the office so that the correct adaptations can be made.
- 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.
- By liaising with SLT and parents if behaviour concerns continue or further guidance is needed.

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 working 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 school, 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. In addition to a site ban, referrals to the police / child social care may be deemed appropriate.
- *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. Please refer to the attendance policy for further guidance.

- *Sending your child to school ready to learn.* Children need to 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.*

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. 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.

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 a good to be green behaviour system where the children can earn silver and gold for outstanding behaviour. Teachers and support staff will also use incentives such as stickers or additional play for pupils who consistently adhere to the behaviour outlined in this policy. Individual teachers may use other rewards such as prizes or dojo points to reward excellent behaviour.

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. 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 or 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. Any mobile phone or electronic item that is brought to school will be confiscated and 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
- Weapons will automatically be dealt with under the exclusion policy guidance.

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 and a possible referral to the Education Inclusion Team, Child Social Care or The Early Help Team if attendance is not improved.

Chill Out Club:

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 club 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.

Chill out club 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 club 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 club 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 club 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 club 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 club in conjunction with the SLT, the adult who runs chill out club, the SENCO. Some children are casual users of Chill Out Club by choice, where they have self-referred.

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 Club 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
- Art activities, colouring or make a create sessions to engage the children in creative or mindful activities.
- Construction activities using blocks or Lego to encourage imaginative and collaborative play.
- 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 an external agency such as CAMHS 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. Serious behaviour concerns may be shared with secondary schools when references are called for.

Good to be green system:

Rational: to embed expectations for all children in school consistently and positively.

Every child should be on a positive start to the day and try to maintain this. Children who have had a warning should be given opportunities to get back to the positive. By encouraging the opportunities to be recognised and being good/positive/following the rules some children’s negative image of themselves can be improved.

The children who are showing exemplary behaviour, co-operation then also have an opportunity to be rewarded for being that positive member of the class.

<p><u>GOLD</u></p> <p>I have shown that my attitude, belief in my self and determination has made me a role model for everyone in my class and the school</p>
<p><u>SILVER</u></p> <p>I am being additionally helpful and determined in class today</p>
<p><u>GREEN</u></p> <p>We all start our day being positive and a great member of our class</p>

<p><u>Stop and Think!</u> <u>I</u> am beginning to make choices that are not helpful to my learning – I need to think about my class rules.</p>
<p><u>Amber</u> Oops, I need to remember to follow my class and school rules. I will try hard to get back to green</p>
<p><u>RED</u> I am having difficulties managing at the moment and I might need to have a space to think about what I need to do to improve and follow the school rules</p>

As outlined within this policy all classes will use Good to be Green as the primary behaviour system, this allows children to have a clear understanding of the expectations, rewards and sanctions. Those children who exceed behaviour expectations will receive a silver level and will get a sticker and book mark from the Headteacher. Those who make it to Gold will get a sticker and certificate. This should be for exceptional attributes and treated as a special award. Most children will stay on green as this is the expectation of school. It is not an award to do the right thing as we need to encourage the expectation as normality.

Gold – Certificate
Silver – Sticker
Green – teacher praise
Amber – Stage 1 and 2 consequences
Red – stage 3 and 4 consequences

Note: class teachers may also have individual awards they set up in their class. This is not required but depending upon the class teacher and age of the children individuals have the choice to do so as an addition if they wish.

	Behaviour	Appropriate	Comments
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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 warning Statement of inappropriate behaviour and consequences for repeating it Change of seating Stop and think card 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-minute KS1 and 10 mins KS2 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.	Peer Mediators TA/Teacher on duty to report playground incident to class teacher Repeated incidents within a short time frame may require pupil to have reflection time in their partner class Repeated incidences in the playground – consider Chill Out Club 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	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	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 Club 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.

Stage 4	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 or homophobic incidents (1 day internal immediately) Truancy Malicious or inappropriate use of new technologies (see also ICT policy) Sexualised behaviour towards a peer or adult	Formal telephone call/contact/ letter/ meeting with parents by above. Possible recompense for damaged/stolen property from parent School 'community service' An individualised 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 Withdrawal from whole school events e.g. trips Internal exclusions either on site.	Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques 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. ¹ Incidents recorded on green form (to be kept on file) Parental contact recorded on yellow form & circulated Repeated exclusions should be brought to SLT to think about Managed Move. Persistent stage 3/stage 4 behaviours – SLT complete a chronology (interventions, meetings, incidents) for child to ascertain what other support
Stage 5	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 Possession of illegal drugs	Immediate Exclusion, internal, fixed term or permanent. (see below) Could be external but held on another site (where there are extenuating safeguarding circumstances) for 3 or 5 days.	Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques Parallel Procedures for official out of school activities (PRU) Could also be managed move depending on context.

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.

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

Internal 1 day
Internal 3 days
Internal 5 days
External 3 days
External 5 days
External 5 days
PERMANENT

Present code in register
(code B in register)
(where safeguarding
(code E – counted

Not counted or reported.

Not counted/not reported

*issues are known
Code E in register.
Counted and reported)*

and reported)

This order is at the discretion of the headteacher and there may be incidences where it is deemed necessary to move directly to an external exclusion. This will be judged on seriousness of the behaviour incident and the impact of the behaviour on pupils and school staff.

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.

External exclusions are fixed term exclusions and will be recorded on your child's file and will be reported to the Governing Body and Local Authority.

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.

Racist, Xenophobic or Homophobic behaviour

Racist and homophobic comments will not be tolerated under any circumstances. Within the curriculum and in line with British Values, we teach the children about respect and tolerance and valuing differences, it is the expectation at Oliver Goldsmith that everyone feels safe and free from discrimination.

This behaviour is considered stage 4 or 5 and parents will receive a formal letter and it will be recorded on their child's file and may be reported to the Governing Body and Local Authority. This behaviour could lead to a fixed term exclusion and repeated behaviours of this type may lead to a permanent exclusion.

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