



Behaviour Policy

The Whole School Community works together to ensure children:

- have good behaviour modelled to them;
- receive consistent positive encouragement;
- know how to make good choices and take responsibility for their own behaviour;
- receive the help and support they need through specially designated trained members of staff.

Skills for Learning and for Life

The children and staff worked together to choose the following skills, one to be a particular focus each half term:

- Respect
- Collaboration
- Communication
- Perseverance
- Concentration
- Independence

These skills are always referred to, particularly respect, when addressing a behavioural issue.

British Values

- Democracy
- Rule of Law
- Mutual Respect and Tolerance
- Individual Liberty

School rules

Children will:

- Be ready to learn
- Be kind and polite
- Be responsible
- Be safe
- Be honest
- Be the best we can






Expected listening skills

- Sitting still
- Staying quiet
- Looking at the person who is talking
- Listening to all the words






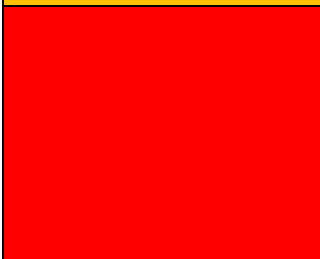
Zone boards

Zones boards are used to help the children become aware of their choices and promote positive behaviour for learning.

Reception and KS1

	Rainbow – a child has consistently shown outstanding positive behaviour through their effort, application of key skills or achieving exceptionally high standards of work. A sticker is awarded.
	Sun – a child has shown positive behaviour through their effort, application of key skills or achieving high standards of work. A sticker is awarded.
	Blue skies ahead – all children begin here with a fresh start each day. Being in the blue sky means a child is following our school rules by demonstrating positive behaviour and working well.
	Rain – warning. A child has broken the school rules and a discussion takes place around expected behaviour. They are encouraged to make the right choices to get back to the blue skies.
	Thunderstorm - loss of playtime. A child has repeatedly shown inappropriate behaviour and will miss their next playtime (this could be break, lunch or afternoon play).* The child will then be given every opportunity to move back up the zone board. In certain circumstances, a child may go straight to the thunderstorm based on the teacher's judgement.

KS2

	Gold zone – a child has shown exceptional attitude and behaviour, above and beyond that which is expected/usual for the individual child. A sticker is awarded.
	Silver zone – children showing extra effort or achievement or showing above expected behaviour towards others.
	Green zone – all children begin here with a fresh start each day. Being in green zone means a child is showing expected behaviour by following our school rules. Most children are expected to stay in green zone all day.
	Yellow zone – first warning. A child has not shown expected behaviour and is reminded of the rule they are breaking.
	Orange zone – second warning. A child has continued to break school rules. They are given a second chance to get back to green.
	Red zone – Loss of playtime/privileges (LOPs). A child has repeatedly shown inappropriate behaviour and will miss their next breaktime*. In certain circumstances, a child may go straight to red zone based on the teacher's judgement. Immediate LOPs will be given for running inside the school building, talking in assembly or for showing a lack of respect to any adult eg answering back.

* If a child goes into the thunderstorm/red zone twice in one day, they will go to a member of the Senior Leadership Team who will determine the next course of action. Parents will be contacted if their child has missed their playtime/been in LOPs 5 or more times during a term.

Serious incidents are treated on an individual basis, for example, racism, physical violence or aggression, verbal abuse, or unkind actions which are unprovoked. Any incident which is deliberate or intentional will bypass the zone board altogether and the children will be dealt with by the Senior Leadership Team. Parents will be contacted and this may also result in a temporary exclusion from school.

Rewards

Good behaviour is regularly acknowledged as the expected ethos of the school and praise and rewards have great emphasis. Children will achieve more, be more motivated and show more positive behaviour, when their effort and success is recognised.

House points

Each child belongs to one of the four house teams:



Each year a captain and vice-captain are democratically elected to lead each house. Children can earn points for their team by collecting stickers and running totals of points are announced each half-term.

Sticker reward system

Stickers are earned by particular effort in learning or behaviour and moving into the sun/rainbow (Reception and KS1) or gold zone (KS2).

- 10 stickers = verbal praise, full sticker chart taken home to share with parents/carers, and a sticker is given.
- 30 stickers = awarded a team point and choose a small reward.

Certificates

Our Celebration Assemblies are for the praise and recognition of children who have made particularly noteworthy effort or achievement. These may often reflect behaviour or attitude relating to the half-termly learning skill.

Moving into the sun/rainbow (Reception and KS1) or gold zone (KS2)

Oldbury Park's Approach to Behaviour

We have consistent behaviour management strategies at all times of the school day, including break and lunchtimes.

Our responses to behaviour:

- establish expectations for acceptable / unacceptable behaviours through understanding of the Skills for Learning, the five school rules, and the Listening Skills;
- use the good practice of Quality First Teaching;
- are clear and consistent, with the provision for flexibility to take account of individual circumstances;
- ensure children understand how they can take responsibility for managing their own behaviour;
- provide every opportunity for children to be listened to, recognise and correct their own behaviour, make sensible choices and prevent further sanctions being applied;
- minimise disruption of learning and teaching time;
- allow early involvement of parents, Class Teacher, Headteacher or member of the Leadership Team, SENCo and support agencies;
- ensure that issues are dealt with promptly and sensitively;
- are a commitment to everything reasonably possible taking place to avoid exclusion from school, including the use of a Pastoral Support Plan.

Behaviour Management Strategies

- Child to be given a visual and verbal reminder by adults as non-verbal communication is not always understood.
- Discrete reminders to be given to a child to listen, respond, stay on task, stop distracting others or any other low level disruptions.
- Child to be given the chance to manage own behaviour by moving to work at another table.
- Child to be moved to work alone.
- Child to be moved to work outside classroom under supervision.
- The child to be given the opportunity to explain his / her behaviour and any reasons leading up to it.

Racist incidents

If a racist incident is reported the following will take place:

- the staff member will establish whether the child understands the language that has been used;
- the sanctions system is used at the staff members discretion following this investigation;
- all incidents are logged in the racist incident file, reported to the Headteacher and parents of both parties are informed.

Positive handling

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others or, if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances, the school's procedures for dealing with such situations will be followed.

Autumn 2017

Agreed with all Staff and Governors