

Behaviour Policy

At Oldbury Park Primary RSA Academy, during every day, both in school or on a trip, we have high expectations of all members of our school community and work together to ensure:

- Positive behaviour is modelled;
- Consistent encouragement and praise is given;
- Children make appropriate choices and demonstrate responsibility for their own behaviour;
- Help and support is received when needed.

Skills for Learning and for Life

Our six skills for learning and life are central to everything we do at Oldbury Park. These skills are continually referred to, particularly respect, to support positive behaviour. While all the skills are important every day, one skill is of particular focus each half term:

respect

collaboration

communication

perseverance

concentration

independence

School rules

We encourage and expect all members of our school community to:

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

We support our pupils to engage fully in learning through our **listening skills**:

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






We prepare learners for life in modern Britain through the fundamental **British Values**:

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






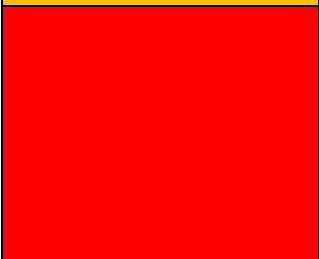
Zone boards

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

Reception and KS1

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|  | Rainbow – a child has 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 five or more times during a half 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.

In the most serious incidents, Oldbury Park will comply with the DfE Statutory Guidance for Schools (last published 2017), which states:

A decision to exclude a pupil permanently should only be taken:

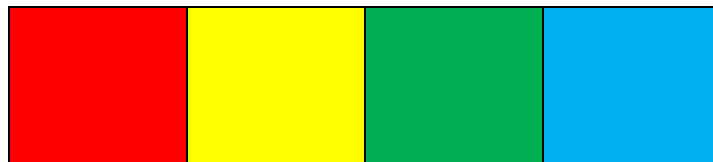
- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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 different-coloured houses:



At the present time the children are deciding on new names for the houses. These are associated with their research on the work of Fellows of the Royal Society of Arts.

Each year a captain and vice-captain are democratically elected by the children to lead each house. Children can earn points for their house 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 and a house point is awarded.
- 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, eg respect, collaboration, perseverance, etc.

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

The children are proud to have their effort and behaviour recognised in this way.

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 six 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.

Reasonable Adjustments

Reasonable adjustments are made to ensure equality for all children, including those with SEND, from different races, religions or beliefs.

Racist or other discrimination incidents

If an 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;
- racist incidents are logged in the 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 2019

Agreed with all Staff and Governors

Special Addendum – May 2020 – as agreed by the RSA

Any child who commits serious or persistent breach of the new COVID-19 protection rules, may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.