

# Olive Hill Primary School



Learning together, achieving success.

## Behaviour Policy

*Amended June 2017*

# Behaviour Policy

## Purpose:

This purpose of this policy is to outline our expectations of behaviour and to clearly explain how we encourage appropriate behaviour and how we respond to inappropriate behaviour. Staff, children and parents all know what is expected, so that we can work together to develop **outstanding** behaviour throughout the school. All members of staff are expected to **know** the policy and to apply it consistently. **All staff members are also expected to actively promote and praise good and outstanding behaviour and to challenge inappropriate behaviour.**

## Rationale:

At Olive Hill we believe that our school should be a place where everyone feels safe and secure. We want every child to thrive, learn well and develop the skills and dispositions that will enable them to be happy and to develop their potential. We expect everyone to show consideration and to have respect for themselves and others. At Olive Hill we aim to promote excellent behaviour (**both in their conduct and in their learning**) through positive behaviour management and the development of self-esteem and personal responsibility.

## Principles:

- Good **and outstanding** behaviour should be recognised and rewarded.
- There should be a consequence for inappropriate behaviour.
- We disapprove of the inappropriate or unacceptable behaviour not of the child.
- We acknowledge that children come into school having experienced different expectations of behaviour. However, we have high expectations of behaviour and are committed to enabling all children to improve their behaviour whatever their starting point.
- We have a collective responsibility for developing excellent behaviour

## General Expectations:

Expectations of behaviour must be clearly and consistently communicated to children. All staff share the responsibility for promoting good behaviour with all children, at all times, wherever they are in school. Staff provide **excellent** role models and work to develop positive relationships throughout the school.

We are committed to giving children every opportunity to behave well and this is reflected in our daily routines and interactions. Teaching is well matched to children's abilities, needs and interests to ensure that children are well motivated and involved in their learning. Children

are well supervised and staff are vigilant. School and classroom routines are carefully considered and support excellent behaviour. At lunchtimes, equipment and games are provided so that children can play individually or co-operatively.

We expect children and adults to move safely around the school. We aim to develop a **responsible and self-disciplined approach**, good manners, consideration for others and a supportive ethos where children feel valued and able to be themselves and to contribute to school life. We aim to develop learning behaviours where children consistently display a thirst for knowledge and a love of learning that contributes to a positive climate for learning.

## The Golden Rules:

Children are taught the Golden Rules, what they mean and why they are important. They are displayed in every classroom and are discussed regularly in school. The rules are promoted through assemblies, the school council, class discussions and regular circle times. The Golden Rules are:

- We listen and follow instructions given by adults
- We are gentle and have kind hands and feet
- We respect everyone and use kind words
- We take care of property
- We work together and always try our best
- We are honest

Each class also decides on a weekly behaviour target for which a maximum of an extra 10 minutes of Golden Time can be awarded to the class.

## Rewards:

We consistently reward and encourage good behaviour. We reward children with:

- Verbal praise and smiles
- House points/stickers
- Golden Time (from 2.55 pm each Friday)
- Star of the Week
- Telling parents
- Visiting another member of staff to celebrate good behaviour
- Visiting the headteacher/**deputy** Headteacher to celebrate good behaviour
- Extra Golden Time (10 minutes at the discretion of the classteacher)
- Half-termly **extra playtime** for the house with the most points
- Individual bronze, silver, gold, platinum **and headteacher** awards for house points earned during the school year

- Moving up the Golden Time board to purple zone (this results in a certificate being sent home and a prize from the purple box)

## Sanctions:

Sanctions are used consistently throughout the school to deal quickly and calmly with inappropriate and unacceptable behaviour. An effective sanction is one which encourages better behaviour in the future; therefore we do not impose sanctions which are designed to humiliate a child. Often it is appropriate to ask a child to make amends for their behaviour, for example, by apologising or tidying up. Staff may ask children to 'make amends' in addition to the sanctions outlined below. If necessary, privileges, such as representing the school or special events may be withdrawn for inappropriate behaviour. The sanctions are:

- 'Look' or verbal reminder
- Warning
- Move down the Golden Time board to yellow zone (this results in the loss of 5 minutes Golden Time)
- Time out in the classroom (2-10 minutes)
- Loss of playtime/break (partial or complete)
- Move down the Golden Time board to red zone (this results in the loss of half of Golden Time)
- **Isolation**
- Parents informed by Classteacher
- Time out with the Phase Leader
- Time out with the Deputy Headteacher/Headteacher
- Parents informed by Deputy Headteacher/Headteacher

**NB Children will be expected to move rapidly back up the Golden Time board to green zone. Staff will move children up the board one section at a time as they demonstrate appropriate behaviour.**

## Lunchtime Sanctions:

- 'Look' or verbal reminder
- Warning
- Time out (2-5 minutes stood with a lunchtime supervisor in the playground)
- **For repeated inappropriate behaviour or deliberate aggression - time out (5-10 minutes with a lunchtime supervisor on the playground)**

- Incidents of **serious** unacceptable behaviour (e.g. **deliberate** physical **aggression which has/could have injured**, **serious** verbal aggression or **persistent** refusal to follow instructions given by an adult) **are rare and** should be referred to the **Headteacher/Deputy Headteacher/Assistant Headteacher** (or in their absence a **Phase Leader**). If the situation needs immediate intervention, then the nearest teacher will be asked to support. However, a member of the lunchtime staff will then continue to look for the **Headteacher/Deputy Headteacher/Assistant Headteacher/Phase Leader** to ensure that they are quickly made aware of the situation.

## **Persistent and or Serious Unacceptable Behaviour**

We will always make every effort to contact parents/carers to discuss any persistent or serious unacceptable behaviour. We will aim to work with the parent/carer to rapidly improve the child's behaviour. Actions may include: putting in place an individual behaviour plan, feeding back to parents on a daily basis, involving the Special Educational Needs Coordinator, Learning Mentor, Children's Centre or drawing on the support of an outside agency.

In cases of persistent or serious unacceptable behaviour the Headteacher may consider a fixed term exclusion **or exclusion/return from an off-site activity**. **The decision to return a child from an off-site activity should be made by the senior accompanying member of staff**. **Whenever possible, the decision should be discussed with a senior leader at school**. In exceptional circumstances, where the health, safety, welfare or education of others is threatened, the Headteacher may consider permanent exclusion.

## **Use of restraint**

We have duty of care to ensure that our children are safe at all times. It may sometimes be necessary, and in the best interests of the child, to restrain a child to safeguard the individual, other people or prevent significant damage to property. It should only be used as a last resort when other less intrusive options have been considered and judged to be ineffective or inappropriate. Any form of restraint (whether it be to guide, support, hold, escort or secure) should be reasonable and proportionate to the circumstances it was intended to prevent in relation to the context in which the action was applied. All forms of restraint should be reported to the deputy headteacher/headteacher.

## Appendix One – House Points

House points are used to reward individuals and to encourage the children in a house to work together as a team to gain a reward. All children are a member of one of our four houses: **Red, Yellow, Blue, and Green**. Each child also has an individual **housepoint** card. When a house point is awarded the child receives a sticker **and this is acknowledged on their** card and also puts a cube in the appropriate class house point jar. House points are usually given out one at a time, although if behaviour or effort has been exceptional then a member of staff may decide to award two house points.

Lunchtime supervisors are encouraged to award house points (up to five each day) by writing down the names of the children and passing the list to the Classteacher.

Children can only **earn** house points if they are in the green zone on the Golden Time board. If a member of staff considers that they have earned a house point when they are in yellow or red zone, this will mean that they will move one step back up the Golden Time board.

Bronze, silver, gold, platinum and **headteacher** awards are given for **50, 100, 150, 200 and 250** house points respectively. These are awarded during Star of the Week assembly.

House point totals are collected each week, celebrated at Star of the Week assembly and recorded on the **house scoreboard**. **Every half term the winning house has 10 minutes of additional playtime supervised by a member of the Senior Leadership Team**. The house trophy then wears the winning house colours and is displayed in the entrance to the school.

Once a house point has been awarded it cannot be taken away except in exceptional circumstances, for example the child has been dishonest about what they have done.

## Appendix Two - Golden Time and the Golden Time Board

Each class has a Golden Time Board and each child's name starts the week in the green zone. If a child behaves appropriately throughout the week then their name will remain in the green zone and they will have earned their Golden Time (20 minutes with extra 10 minutes at the discretion of the Classteacher). *If a child consistently demonstrates outstanding conduct and outstanding learning behaviour throughout the week then their name will be moved to purple zone and they will be able to select a prize from the purple box; in addition a certificate will go home to inform the parents that their child has been in purple zone for that week. Moving a child to purple zone will be in consultation with all members of staff who directly support the child's learning and with the child's peers. Please note that only children who have remained in green for the week will be eligible to move to purple zone as we are looking for consistency.*

For each move to yellow zone during the week a child will lose 5 minutes of Golden Time. A more immediate consequence such as time out or lost playtime may be given in addition to the move to the yellow zone. Lost Golden Time cannot be earned back. What can be earned back is a place in green zone and therefore the opportunity to earn house points. A child will move back up through the three sections of yellow zone as they demonstrate good behaviour (i.e. appropriate behaviour for one lesson/breaktime/lunchtime will result in one move up). House points awarded to a child in yellow zone cannot be taken as house points, but will mean that a child moves more rapidly through the sections back to the green zone.

Repeated inappropriate behaviour or more serious inappropriate behaviour (for example refusing to follow an instruction, deliberately being unkind or hurting another child) will result in a move to red zone. For each move to red zone in a week a child will lose half of Golden Time. A more immediate sanction such as time out or lost playtime will always be given for repeated inappropriate behaviour or more serious inappropriate behaviour **and the Phase Leader should always be informed**. Serious physical or verbal aggression or behaviour which results in a serious disruption of learning should always be referred to the **Deputy Headteacher/Headteacher (or in their absence the AHT/Phase Leader)**.

**Warnings about moving to yellow or red should be visual, and a strike system should be in place to support this. Three strikes will result in a child moving down the board. A total of nine strikes in a consecutive morning/afternoon will result in isolation.**

Golden Time will take place on a Friday from 2.55 - 3.15 pm. Up to an additional 10 minutes of Golden Time can be awarded to a class that has met their class behaviour target for the week. Golden time can be taken in the classroom or as extra playtime. Playground equipment

can be used as long as it is put back. If staff are available, structured games or other activities may be organised. Classroom activities may include games, extra time on the laptops, use of the interactive whiteboards, creative activities, a dvd (classified U), an age appropriate television programme etc. Golden Time should be enjoyable for the children, but it should also be purposeful. Toys from home should not be brought in from home for Golden Time. Toys from home may only be brought into school on the last day of term. During Golden Time staff should be interacting with children unless specifically taken off timetable.

At the end of each week classteachers are expected to identify where each individual child is on the zone board using the behaviour tracking system. At the end of each half term phase leaders are expected to analyse this information and report this back to the deputy headteacher/headteacher.

## **Appendix Three – Penalty Notices**

*Parents/Carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the exclusion letter as to their whereabouts during school hours throughout the duration of that exclusion.*

*It is a rule of this school that a leave of absence shall not be granted in term time unless there are exceptional reasons, irrespective of the child's overall attendance. Only the head teacher (not the local authority) or her designate may authorise such a request and all applications for a leave of absence must be on a form provided by the school. Where a parent takes a leave of absence to which the application was refused or takes a leave of absence where no application was made to the school, the issue of a penalty fine (upon a return from such leave) by the local authority may be requested. When requesting a penalty fine the school may calculate the period of days taken within a 12 month period.*

*Parents/Carers should ensure that the Application is made as far as possible in advance of the leave. Parents/carers are advised to apply for Leave of Absence before planning, booking or paying for any part of a Leave of Absence. Only in the case of an emergency should these requests be made at short notice.*

## Appendix Four – Isolation

When a child goes into isolation they need to be very clear that they have been removed from their peers as they are not making the right choice about their behaviour. The choices in their behaviour are not showing that they can be part of a community and as a result they are being isolated from their community.

At Olive Hill we believe that every child is entitled to the highest standard of education at all times, therefore we must ensure that when a child is placed in isolation they continue to be educated to high standard. The learning set must be of the right pitch and would usually be the same learning as is taking place in the classroom (exceptions to this would be practical subjects such as PE). The learning should be completed in the relevant book and marked where appropriate.

Wherever possible the child will be isolated away from their immediate peers, in the first instance this will usually be with another class teacher or teaching assistant, this can then be escalated to phase leader/AHT etc. The isolated child should not disrupt the learning of other children, if this is a concern then the child should be isolated in a separate room and this may involve releasing a TA to supervise.

When a child is isolated they will not be able to join their peers for breaktime or lunchtime. Supervision will need to be arranged for these times. The child should be given the option of having fresh air at some point during isolation time.

If a child is isolated parents must be informed. The child should be moved to red zone (if not already moved as a result of the behaviour that led to isolation) and it should be recorded on the behaviour tracker.

Isolation must be such that it deters the child from repeating the behaviours that led them to isolation in the first place.