



Oakfield Primary School
Behaviour and Attendance Policy

2021-2022

Behaviour and Attendance Policy

Our School Vision

- ❖ Our school will be a happy, welcoming and inclusive place, where everyone is treated equally and expectations are high.
- ❖ We will provide a safe, caring and stimulating environment in which every individual is cared for spiritually, morally, intellectually, physically, socially and emotionally
- ❖ We will combine high standards with a broad, balanced and rich curriculum which encourages creativity and inspires a commitment to lifelong learning
- ❖ We will focus our teaching and learning on the needs, abilities and enthusiasms of individual pupils, providing a tailored approach to supporting pupils with additional needs and giving extra support to those pupils that need it most
- ❖ Our children will have the skills and attitudes that will help them to be successful in the future so that they are able to develop their full potential, achieving the very best that they are capable of
- ❖ We will work in partnership with parents and stakeholders to place our school at the heart of the community it serves
- ❖ We will build on our strengths and drive our own improvement, setting ambitious targets and recognising that, for the sake of our pupils, we can always do better

Introduction

At Oakfield Primary School, we believe that every member of our school community has the right to feel valued and respected, and to be treated fairly. Our school behaviour and attendance policy is designed to promote a way in which ALL members of the school can work together in a supportive environment, where everyone feels happy, safe and secure. The purpose of this policy is to explain the approach that is taken to create an atmosphere and ethos where

- ✓ Good behaviour is the norm
- ✓ Children have a positive approach to work
- ✓ Children value their own achievements and the achievements of others
- ✓ Children develop a caring attitude towards each other
- ✓ Children develop self-discipline
- ✓ Children learn self-respect and respect for others

Rights and Responsibilities

All members of our school community have rights and with these rights come responsibilities. Some of the rights and responsibilities are common to us all. These include:

Rights

To be treated with respect
To be listened to
To share opinions and concerns

To be safe

Responsibilities

To behave respectfully to others
To listen to others
To share opinions and concerns in a constructive manner
To behave in a way which keeps self and others safe

We encourage all members of our school community to conduct themselves in a way that shows respect for the rights of others and demonstrates an understanding of their responsibilities.

The Role of Staff

Promoting Positive Behaviour

The main aim of our behaviour and attendance policy is to promote an ethos where everyone takes responsibility for their own actions and demonstrates care and consideration towards others at all times to provide a happy, caring and safe environment. All staff have responsibility for demonstrating positive behaviour and encouraging all pupils to do likewise.

We recognise our pupils' good behaviour choices by the use of positive descriptive praise, e.g. "Well done! You put your hand up before speaking."

"I like the way that you walk so smartly on the corridor."

By describing the behaviour, rather than just saying "well done," the pupil, and any other pupil in the vicinity, is clear as to our expectations.

If a child is behaving in a way that we wish to correct, this is done in a positive way

e.g. "Walking on the corridor, thank you" rather than "Don't run!"

"Quiet working, thank you" rather than "No talking!"

This approach reminds pupils of the behaviour that we want to see, rather than reinforcing the behaviour that we want to change.

Should a pupil choose to exhibit unacceptable behaviour, staff give them the time and opportunity to make a good choice and change their behaviour. The unacceptable behaviour may result in an immediate or deferred consequence. Once a good choice is made, it is essential that the member of staff involved talks to the pupil about the 'damage' that has been done and helps them to find the best way to 'repair' it e.g. by apologising.

Promoting Good Attendance

As the first point of contact for pupils each day, staff have an important role in the promotion of good attendance and punctuality. Class teachers have a responsibility for marking daily registers accurately in accordance with the school's system. The school operates a 'first day response' to pupil absence which means that either the school's Pastoral Manager or the administrative assistant will contact the parent/carer of any child who is absent on the first day of absence to ascertain the reason for the absence.

The importance of good attendance and punctuality is also addressed through the PSHE curriculum and through regular whole school assemblies.

The Role of Parents/Carers

The majority of parents and carers share and support the values of the school and convey this to their children by:

1. Making sure their child attends school regularly and punctually, and offering explanation for any absence
2. Encouraging and praising good behaviour
3. Attending parents' evenings to find out how their child is progressing
4. Talking to their child to find out what he/she does in school
5. Talking to teachers if they have any concerns about their child's learning or wellbeing
6. Avoiding criticism of the teacher or school to their child.

At the end of each half term, parents/carers receive a traffic light 'Effort Report' from their child's teacher, which includes a report on behaviour both in the classroom and around school. Parents/carers are asked to discuss the report with their child and work in partnership with school in order to support their child in exhibiting the highest standards of behaviour.

Reward Systems

In order to create a positive atmosphere in school, we have tried to establish a healthy balance between rewards and sanctions. We appreciate and use the power of praise for good behaviour as a means of suppressing unwanted behaviour. Children are given positive praise and rewards for good behaviour, attendance, effort and achievement. These are the whole-school reward systems that are currently in operation.

Merit System: Each child has a 'Ten Merits' card and can be awarded a merit for good work or outstanding examples of behaviour. Every time a child fills their card, they choose a 'Good News' postcard to take home to parents/carers. When a child has 50 and 100 merit merits, they are sent to the Headteacher to receive a special badge and a certificate.

The Praise Assembly: On a weekly basis, during the Praise Assembly, the whole school joins together to share in the success of individuals or groups who have worked particularly well. Staff select children to receive a certificate for good work, exemplary behaviour or outstanding effort.

The Team Point System: The children are divided into six teams, named after the trees ash, beech, birch, chestnut, elm and sycamore. Children from each year group are represented in each team. All staff, including midday assistants, can give team points for good work or good behaviour. These are added up each week and the team with the most points is announced at the Praise Assembly. A running total is displayed in the entrance hall. The team with the most points at the end of each term gets a special reward.

Attendance Awards: A feature of the weekly Praise Assembly is the awarding of the Attendance Trophy which is given for display by the class with the best attendance for that week. Attendance certificates are presented at the end of the year, with those children achieving 100% attendance receiving a small gift.

The development of positive learning behaviour is addressed through various aspects of the curriculum and school day e.g:

- Assemblies
- Circle time activities
- Teaching through PSHE curriculum
- Individual and group work with members of the pastoral support team
- Positive approach to behaviour management

The Oakfield Way – Our Code of Conduct

The Oakfield Way is our code of conduct, which was devised in consultation with the pupils and staff of the school. It is as follows:

- 🌳 We are kind in thought, in words in actions
- 🌳 We are respectful of ourselves, of others, of our world
- 🌳 We are ambitious for ourselves, for our friends, for our future

Each class teacher determines the code of conduct within their own classroom on an annual basis, in negotiation with the children. The level of involvement in the decision making process will depend upon the age of the children in the class. Once this is decided, it should be displayed in the classroom and shared with parents/carers.

Sanctions

We aim to foster in our pupils the understanding that they are responsible for their own behaviour, and through our ethos and curriculum, try to equip them with the knowledge and skills to make good choices. If a pupil behaves in an unacceptable way, we remind them of their choices and encourage them to make a good one. The pupil is also reminded that a poor choice will have a consequence.

In the unfortunate event of a pupil choosing not to follow the Oakfield Way, the consequence is a sanction. Effective sanctions are designed to promote positive behaviour, rather than punish the pupil. The most effective sanctions are simple admonishments backed up by the authority of staff within the school. **Consistency is essential.**

Our sanctions include:

- ↓ A verbal warning – pupil is reminded that they are not following the rules
- 2-5 minutes aside from the rest of the class within the classroom
- 2-5 minutes behind at the end of the session
- Sent to head/deputy head**
- Severe clause – parent contacted** } *severe sanctions*

When employing sanctions, staff should ensure that they

- Make it clear that they are condemning the behaviour, not the pupil
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid whole group sanctions that punish the whole group rather than individuals concerned
- Take account of individual circumstances
- Encourage pupils to reflect on the effects of misbehaviour on others in the school community, as part of everyday teaching.

Bullying

Bullying is hurtful behaviour which takes place over a period of time, where it is difficult for the person being bullied to defend themselves. It is not an exchange between equals. Bullying takes place when one person exerts power over another. Any alleged incidents of bullying are dealt with in accordance with the school's Anti-Bullying Policy.

Aggressive Behaviour

Through our delivery of the PSHE curriculum, we encourage our pupils to find peaceful solutions to conflict and we strive to equip them with the skills required to do this. Aggressive behaviour, either verbal or physical, will not be tolerated. In the event of a pupil exhibiting such behaviour, it may be necessary to fast track to a severe sanction.

Support systems for pupils

The school has a Pastoral Support Team whose main role is to address the needs of pupils who require support to overcome barriers to learning to achieve their full potential. Concerns over behaviour and/or attendance may trigger a referral to the Pastoral Support Team. Parental involvement is very important and, in such cases, we invite parents in to discuss the matter and agree a course of action designed to support the pupil. The school also engages the services of a counsellor who is able to offer support for older pupils and parents if necessary.

For any persistent or recurrent behaviour problem, a behaviour log will be kept and it may be necessary to include the pupil on the school's register of pupils with additional needs. In such cases, we would seek to liaise regularly with parents and involve them in supporting their child in improving their behaviour. It may also be necessary to involve outside agencies (e.g. Behaviour for Learning and Inclusion team, Educational Psychologist) at this point. In the unlikely event of severe behaviour problems, the Headteacher can exclude a child for a period of one or more days in any term. In extremely rare cases, a child may be permanently excluded from school.

Support Systems for Parents

At Oakfield Primary School, we strive to build positive relationships with parents and carers. Staff endeavour to make themselves available to discuss any parental concerns as quickly as possible. In this way, many difficulties can quickly be ironed out. In order to further promote good behaviour and attendance, we are also able to access support for parents by signposting to a variety of external support services. Members of the Pastoral Support Team

are available to work with parents of pupils whose behaviour and/or attendance indicate significant problems.

Attendance

Punctuality and regular attendance at school are of paramount importance for successful learning. A range of strategies to promote and reward attendance are employed as outlined above. The school has an agreed system for the registering of and categorising of absence of pupils. The school regularly and consistently challenges reasons for non-attendance and, where appropriate, does not authorise the absence. A member of the school's Pastoral Support Team monitors attendance on a daily basis and absence is followed up on the first day. Poor or unusual attendance patterns are also investigated by a member of the Pastoral Support Team. Where appropriate, identified pupils are given an opportunity to discuss any difficulties that they may be having in or out of school, and support is offered. Parents/carers are routinely contacted in cases of poor attendance and/or punctuality and steps are taken to build positive relationships and offer support in these cases.

In order to reinforce the importance of good attendance, the school has an agreed policy regarding leave of absence during term time. Leave of absence for a holiday in term time will only be granted in exceptional circumstances. Further details can be found in the school's Policy for Holidays in Term Time.

Should poor attendance continue to give cause for concern, it may then be necessary to involve outside agencies, such as the Education Welfare Officer.

Long Term Absence

On rare occasions, a pupil may be subject to a long term absence from school e.g. for medical reasons, bereavement. On the return of a pupil after a long term absence, a reintegration plan is devised to ensure the smooth transition back into school life. The plan outlines support to be provided by the class teacher, Pastoral Support Team, parents/carers and, where appropriate, the child's peers.

Professional Development

Training in Behaviour Management is available for all staff in line with the School Improvement Plan and individual staff requirements are identified through staff appraisal arrangements. This can be in the form of dedicated courses, whole school INSET, shared good practice or personal study.

This policy has been written following consultation with staff, parents, pupils and governors of Oakfield Primary School. It should be read in conjunction with the school's Single Equality Scheme, Anti Bullying, Inclusion and Holidays in Term Time policies.

Heather Farrell
September 2021

Review date: September 2022