

Behaviour Policy

Oxford Gardens Primary School



Approved by: Chair of
governors

Date: November 2022

Last reviewed on: November 2022

Next review due by: November 2023

Aims

We strive to create a culture of excellence, equipping all our young people to become resilient lifelong learners, with the creative skills to face life's challenges with innovation and a desire to succeed.

This policy aims to:

- Outline the expectations and consequences of behaviour
- To maintain a consistent approach to behaviour across the school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination underpinned by the UN convention on the Rights of the Child.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Stay on Green Behaviour System

The school uses a 'Stay on Green' approach to behaviour. Each child starts the day on green and they can move 'up' the colours to bronze, silver and gold for good choices, or 'down' the colours to blue, amber and red for poor choices.

The colour the child ends the day on is recorded, meaning that there is always a chance to turn poor choices around and to end the day on green or above.

Blue Behaviour:

Not following the school code of conduct.

Low level disruption

Amber Behaviour:

Not amending behaviour after being put on blue.

A child can go straight to Amber for:

More disruptive behaviours

Arguing in class

Can be used by adults to diffuse potential situations within the class.

Red Behaviour:

Not amending behaviour after being put on blue/amber.

A child can go straight to red for any of the following reasons:

Swearing

Hurting another child

Intimidating/bullying behaviour

Racist, sexist, homophobic or discriminatory behaviour

Vandalism

Theft

Fighting

Level 4 Behaviour:

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Sexual violence

Child on Child abuse

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti-bullying Policy: <https://www.oxfordgardens.rbkc.sch.uk/parents/policies>

Adaptations:

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

We also recognise that there might be exceptional circumstances for a child and therefore they might require an appropriate programme of support and personalised response to their behaviour needs.

Roles and responsibilities

The governing board

The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff consistently follow the behaviour policy
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the PPG log and behaviour incidents on CPOMS are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly

The senior leadership team (SLT) will support staff to provide a personalised approach where necessary

Parents and carers

Parents and carers, where possible, should:

- Take part in the life of the school and its culture
- Support the whole school approach to behaviour
- Encourage your child/ren to work hard for the rewards associated with appropriate behaviour and hard work
- Encourage your child/ren to take responsibility for their own behaviour
- Engage with the staff team with pastoral work

The school will build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour.

Pupils

- Take responsibility for their own behaviour in and out of school
- Follow the school code of conduct
- Report any bullying behaviour they see to a member of staff
- Not let their behaviour compromise the learning of others

Code of Conduct



Code of Conduct

1. We keep our hands and our feet to ourselves.
2. We stay in our seats.
3. We speak politely to everyone.
4. We do not swear. We do not use insults.
5. We move carefully and quietly around the school.
6. When involved in learning activities, we must wait to be asked for our contribution.
7. We do as we are asked by all members of staff.
8. We stop, keep quiet and look at the adult when we hear 5,4,3,2,1.

Mobile phones

- Pupils are allowed to bring a mobile phone with them to school if they travel to and from school independently
- They hand the phone to their teacher on arrival
- The teacher locks the phone away
- The teacher hands the phone back at the end of the school day

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will display the Code of Conduct, and Rights Respecting Charter

Behaviour Checklist For Teachers

Based on the Charlie Taylor Checklist - Do the simple things well and with consistency (Improving behaviour in schools – Education Endowment Foundation.)

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display Code of Conduct in the class - and ensure that the pupils and staff know what they are.
- Display the sanctions in class.
- Have the Stay on Green system displayed.
- Display the rewards in class: Rights Respecting Star, Learning Star, Gold Card Winners, HT Raffle.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to have poor behaviour choices.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Make adaptations
- Stay calm.
- Have clear routines for transitions and for stopping the class.

- Children to have a set Line Order which is used for all transitions throughout the day.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- Build positive relationships, particularly with parents of pupils with behaviour difficulties.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Responding to Stay on Green Chart

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Colour	Behaviours	Rewards / Consequence	Responsibility
Gold	<p>Further evidence of all behaviours in green bronze and silver.</p> <p>No more than 3 children per week per class should achieve gold.</p>	<p>Get acknowledged in weekly Achievement Assembly</p> <p>First tier: Gold Club pencil case</p> <p>Gold awards are then exchanged for Gold Card Club stationary</p>	Class Teacher
Silver	Further evidence of all behaviours in green and bronze.	Move to silver on chart	Class Teacher
Bronze	<p>Exceptional work</p> <p>Exceptional and/or exemplary behaviour</p> <p>Good team work</p> <p>Demonstrating any of the school's special words <i>CONFIDENT,</i> <i>RESPONSIBLE,</i> <i>INDEPENDENT</i></p> <p><i>SUCCESSFUL,</i> <i>INNOVATIVE</i></p>	Move to bronze on chart	Class Teacher
Green	<i>Following the school code of conduct</i>		
Blue warning	<p>Not following the school code of conduct.</p> <p>Low level disruption</p>	<p>Warning</p> <p>Card moved to Blue</p>	Any member of staff

<p>Amber immediate consequence</p>	<p>Not amending behaviour after being put on blue. A child can go straight to Amber for: More disruptive behaviours Arguing in class Can be used by adults to diffuse potential situations within the class.</p>	<p>2nd warning Card moved to Amber</p>	<p>Any member of staff</p>
<p>Red immediate consequence</p> <p>Red Card filled in</p>	<p>Not amending behaviour after being put on blue/amber. A child can go straight to red for any of the following reasons: Swearing Hurting another child Intimidating/bullying behaviour Discriminating against others (e.g. making unkind comments about people's religion, gender)</p>	<p>Timeout in parallel class for the rest of the day. Parents/ Carers will be called immediately</p>	<p>SLT</p>
<p>Teachers / LSAs record children who end the day below green and any children who ends the day on gold.</p>			

Reasonable force

'The legal provision on school discipline also provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (Use of Reasonable Force DfE: July 2013)

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- > Proportionate
- > Considered

- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Serious behaviour incidents

On Report and Detentions

If a child receives three Red Cards in a week, they will be put 'On Report'. For all children, this means completing a Report Log for the period they are On Report. The child must record which colour they end each session on during their period of report and take this with them to the member of SLT (KS2) or the Learning Mentor (KS1) on duty that day.

In **KS1** being on report also means half a day exclusion from their class.

For **KS2** children, being on report also means missing a portion of their lunch time for the duration of Report.

Off-Site and Fixed Term Exclusions

A child may receive a fixed term exclusion if the head teacher deems it is unsafe for the child to remain in school or if the child is disrupting the learning of others.

Please note, all behaviour will be dealt with on an individual basis and consequences applied are at the discretion of the Head Teacher and staff involved.

Pupils' Conduct Outside the School Gates Including Trips

The law gives teachers 'a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' This statutory power applies in the case of all school visits and trips, or at any time when a pupil's misbehaviour may 'have repercussions for the orderly running of the school...poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.' (Behaviour and Discipline in Schools, DFE Guidance 2022)

Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils. This could involve therapeutic support or support from external services.

Pupil transition

We offer induction to pupils joining the school.

We handover information & prepare pupils for transition when leaving the school

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors

Linked policies

Complaints procedure

Anti-Bullying policy

SEN Information

Disability Equality policy

Supporting Children with Medical Conditions

Child Protection and Safeguarding Policy