OXFORD GARDENS PRIMARY SCHOOL

Behaviour policy - Covid-19

September 2020

Our school behaviour policy remains in place, however there have had to be additions to ensure the health and safety of all, including:

- ➢ adhering to the new arrivals and departures routines;
- ➢ following the hygiene and sanitation rules;
- ➢ following instructions about moving around school;
- ➢ following the set guidelines on socialising;
- ➢ following the guidelines around the use of equipment;
- ➢ pupils not to bring any additional belongings (except packed lunch and a cup/water bottle) into school.

- ➢ **Parents/carers will be immediately asked to collect pupils who are unable to follow our Behaviour Policy and subsequently pose a health and safety risk to others.**

- ➢ **Any behaviour that puts the child, other children or staff at risk must be reported to a member of SLT straight away**

Amended Behaviour Policy:

Aims

- To maintain a consistent approach to behaviour across the school.

- To promote a positive learning environment and develop a sense of unity and belonging.

- To develop high levels of Emotional Literacy amongst our children.

- To enable all children to be *Confident, Responsible, Independent, Innovative* and *Successful* learners.

Principles

- Children are at the heart of this policy and of everything we do at Oxford Gardens.

- Every child has the right to learn and no child has the right to disrupt the learning of others.

- We are committed to the success of every learner and are committed to every child achieving their potential.

Roles and Responsibilities

Children

- 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

Staff

- To be role models of good behaviour

- To follow the school behaviour policy consistently

- To avoid using sanctions when support strategies would suffice

- To keep parents informed about their child/rens behaviour as outline in the Behaviour Policy

- To speak calmly when dealing with off-task and challenging behaviour

- To follow the school behaviour checklist (appendix 1)

Parents

- To support the whole school approach to behaviour

- To encourage your child/ren to work hard for the rewards associated with appropriate behaviour and hard work

- To encourage your child/ren to take responsibility for their own behaviour

Proactive Whole School Strategies to Support the Aims of the Policy

All children in the school follow the same 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.

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.

During Covid-19 we will no longer have Gold Card Club

Colour	Behaviours	Privilege / Consequence	Responsibility
Gold	Further evidence of all behaviours in green bronze and silver. No more than 3 children per week per class should achieve gold.	Mention in celebration assembly Gold Card Club Instagram Post Gold Card sent home at the end of the week to be shared with parents. 3 merits if the child ends the day on gold.	Class Teacher
Silver	Further evidence of all behaviours in green and bronze.	2 merits if the child ends the day on silver.	Class Teacher
Bronze	Exceptional work Exceptional and/or exemplary behaviour Good team work Demonstrating any of the school's special words *CONFIDENT, RESPONSIBLE, INDEPENDENT* *SUCCESSFUL, INNOVATIVE*	1 merit if the child ends the day on bronze.	Class Teacher
Green	***Following the school code of conduct***		
Blue warning	Not following the school code of conduct. Low level disruption	Warning Card moved to Blue	Any member of staff
Amber immediate consequence	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.	2nd warning Card moved to Amber	Any member of staff

Red immediate consequence	Not amending behaviour after being put on blue/amber.	Timeout in parallel class for the rest of the day.	SLT
Red Card filled in	A child can go **straight to red** for any of the following reasons:	**Parents/ Carers will be called immediately**	
	No following the Covid-19 rules on page 1		
	Swearing		
	Hurting another child		
	Intimidating/bullying behaviour		
	Discriminating against others (e.g. making unkind comments about people's religion, gender)		

Teachers / LSAs record children who end the day below green and any children who ends the day on gold.

The Incredible Years

Due to the age of the children within The Incredible Years, there are different consequences for any children not following the school code of conduct.

Blue warning	Not following the school code of conduct.	Warning	Any member of staff
	Low level disruption	Card moved to Blue	
Amber immediate consequence	Not amending behaviour after being put on blue.	2nd warning	Any member of staff
	A child can go straight to Amber for:	Card moved to Amber	
	More disruptive behaviours	Child spends 5 minutes in another class within The Incredible Years *	
	Hurting another child		
	Arguing in class		
	Can be used by adults to diffuse potential situations within the class.		
Red immediate consequence	Not amending behaviour after being put on blue/amber.	Card moved to red	Teacher to inform parents
Red Card filled in	A child can go **straight to red** for any of the following reasons:	Child misses part of their playtime	
	Swearing	Parents informed at end of the day	
	Hurting another child (serious incident)		
	Hurting a member of staff or being very rude to them		
	Intimidating/bullying behaviour		
	Discriminating against others (e.g. making unkind comments about people's religion, gender)		

*Children in Pixie class to spend time on the 'Thinking spot' within their class if put on amber

Allegations Against Staff

Where allegations are made against staff, or concerns raised, in respect of a child's wellbeing,

procedures laid out in the statutory guidance from the Department for Education shall be followed.

The Head Teacher and the Local Authority Designated Officer (LADO) will consult within the framework set out by the London Safeguarding Children Board to decide one of the following outcomes, after an investigation has been carried out: No Further Action, Professional Advice, Formal Warning, and Cease to Use Services. Where the Head Teacher is the subject of the allegation, reports will be made to the Chair of Governors. Disciplinary action will be taken against pupils 'who are found to have made malicious allegations against school staff.' (BEHAVIOUR AND DISCIPLINE IN SCHOOLS: DFE Guidance, 2011)

This information should be read in conjunction with the Child Protection and Safeguarding Policy.

Reviewing the Policy
This policy is reviewed annually

Linked policies
Complaints procedure
Anti-Bullying policy
SEN Information
Disability Equality policy
Supporting Children with Medical Conditions
Child Protection and Safeguarding Policy

This policy is reviewed annually by the Inclusion Manager, in consultation with the Head Teacher.

Signature of the Chair of Governors (Ms Christine Blewett): ———————————————

Signature of the Head Teacher (Ms Sarah Cooper): ———————————————

Signature of the Inclusion Manager (Miss Eileen Keogan): ———————————————

Review Date: November 2020
Next Review Date: July 2021

Appendix 1

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).

- Differentiate.

- 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. **Children to be spaced 2m apart**

- 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.