

Oakwood Primary Academy

Behaviour Policy 2014-15

There needs to be a system that, as a whole school, we agree upon and is fundamentally the same across all the key stages. We need to reward all the children who make the right choices on a daily basis so when we have children who need extra support with their behaviour and they then need more than we already have in place, we will know we are rewarding those consistently following our rules. We also need to make it our aim to ensure everyone has a positive day and therefore need to build every opportunity for the children to 'turn things around'. To support this we are going to divide the day up to morning and afternoon so everyone has a fresh start after lunch.

1. Recognition needs to be given for good behaviour, good manners, being kind and thoughtful, for being a good friend etc. The children can be given recognition MORE than just once!

a. **Remember always start with positive comments, as examples, using those doing the desirable behaviours** (Well done Billy you are sitting in your seat starting your work) Use visual cards if you would like.

b. We need to recognise those who need 'rewarding' so we will have a smiley face on the board/at the front of your class to record children's names, if they get more, add ticks next to their name. Reward for those on list...raffle tickets, stickers, transferred to merits?

2. Children who need a formal warning, because they have already had one informal warning and behaviour has not changed, need to have their name added to a face with a straight mouth. **It is your role as class teacher to try and prevent the pupils going onto the sad face. What intervention/strategy could you use?**

3. When behaviour is repeated after a formal warning or when someone gets hurt but not seriously children's names need to be added to the sad face. At the end of the morning and afternoon names need to be added to the weekly class list, which will be collected at staff meetings by the behaviour lead, this information will then be recorded and monitored.

4. A cross is to be added if the behaviour continues, despite some intervention (timer, adult sitting nearby, visual reminder, sitting in isolation, quiet chat with teacher). At this stage the child will need to go to Red Zone at lunchtime or the following day, if in the afternoon.

5. If the behaviour still continues in class and there is some time until lunch or the end of the day children need to be sent to the office to work. Children sent to work outside SLT offices **MUST** be sent with work that the children can do **INDEPENDENTLY** and an adult informed of why they are there and how long they must stay. **A SLIP MUST BE FILLED IN AND SENT WITH THE CHILD** (they will be sent back to class if they arrive outside SLT offices without a form stating why they are there and for how long they are to stay)

6. If (by the end of the day) **no-one has been added to the sad face** the class will be awarded a marble in a pot/jar/box etc (your choice)

At the end of each calendar month the class with the most marbles will be awarded a 'Great workers' cup and a mufti-day – if two classes in a key-stage have the same number of marbles, they will share the cup and both have a mufti day.

7. Please feel free to add your own daily rewards, for example stickers, certificates, table points, table 'cups', small toys to add as a mascot and given to the individual or table working hardest/quietest/best work etc.

What if this is not enough?

For those who find behaviour difficult and are constantly on the sad face list thus spoiling their class' chance of getting the cup:

1. A **1,2,3, sheet** with 3 targets will be issued and they will be removed from having an impact on the class system (parents informed) – If this has a positive impact, after 2 weeks they will be returned to the class system.

2. If this fails to have an impact – they will go to a **yellow report card** (similar to 1,2,3 sheet) when parents will be involved – this will contain 1 target and will have room for comments both by teachers/TAs and parents (who will also need to sign that they have seen it) – If this has a positive impact, after 2 weeks they will be returned to the 1,2,3 sheet with 3 targets. At the end of the day children need to go to the Head, Deputy or behaviour specialist (a member of the SLT if no-one else available) When a child's card is signed SLT will keep a record of their scores so we can check for improvements.

3. If there is still no improvement in behaviour then the child will move to a red report card (teachers/TAs/parents to comment/sign – similar to yellow report card). Parents will then be asked to attend a meeting and the possibility of exclusion will be discussed. – If this has a positive impact, after 2 weeks they will be returned to the **Yellow report card**

4. All children on a 1,2,3, yellow or red card will be listed in the staff room and updated weekly so all staff are aware who is being monitored.

Persistent/Serious Offenders

- If a child gets onto the sad face, with two crosses, they will have to go to Red Zone (lunchtime detention)
- Children who persistently get their name on the sad face throughout the week will also be considered for 1,2,3 sheets (parents informed)

- 3 x Red Zone in a week will instantly be referred to 1,2,3 sheets (parents informed)
- If a child deliberately puts themselves or others in any form of danger (i.e. staying or wandering outside, climbing fences etc) they will instantly go to a **yellow report card** and parents will be involved.

- If a child deliberately hurts (even verbally) another child in a way that implies intimidation or revenge and is in any way serious, their parents will be asked to attend a meeting and they will go instantly to a **red report card** with at least 1 x day internal exclusion

Children who cannot/will not stay in class:

- Children sent to work outside SLT offices **MUST** be sent with work that the children can do **INDEPENDENTLY** and an adult informed of why they are there and how long they must stay. **A SLIP MUST BE FILLED IN AND SENT WITH THE CHILD** (they will be sent back to class if they arrive outside SLT offices without a form stating why they are there and for how long they are to stay)

- Please ensure that children are out of the classroom for the **shortest** possible time so the minimum amount of learning time is lost – for persistent offenders a 1,2,3, sheet will be considered.

RED ZONE

Red Zone is not the time for a nice chat and will take place in silence, in the classroom, walking up the corridors and eating lunch. Work will be provided for the children to keep them occupied.

A register will be kept of all the children attending and again this will be monitored to look at individuals, clusters of children, which classes they are from and reasons for being sent. Children who continue with defiant or rude behaviour whilst in red zone are to be sent to the Head teacher (or another member of SLT if Head is out of the premises).

Children will be allowed 5 minutes to run around the back playground whilst afternoon registration takes place.

This system is to be followed by EVERYONE (Class teachers, TAs, INAs, office staff, cleaners, dinner supervisors, parent helpers, governors etc)

This is a work in progress, if there are any initial 'glitches' please let SLT know in staff meetings so the policy can be adjusted accordingly.