

Osmotherley Community Primary School



Behaviour Policy

Date	January 2017
Review Date	January 2018

Behaviour Policy

Aims

The aim of Osmotherley School is for every member of the community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live, work and play together.

The primary aim of the Behaviour Policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Where possible we always try to be proactive, being positive and creating an environment where children and adults feel happy, safe and valued.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at our School. It is a working document designed to enhance the development of positive relationships between children, staff members, parents and other members of the wider school community.

Rewards / Consequences

Rewards

At Osmotherley we always try to focus on positive behaviour and reward children for this.

Rewards include:

- Maths Monkey and Writing Wolf which are given out each day to a pupil who has produced good Maths/English work
- Pupil of the Week certificates are awarded for good work or behavior to a child from each class during weekly celebration assemblies.
- House points given to children for good work/behaviour.
- Treasure marbles which accumulate to provide class rewards e.g. extended play times
- Children who exhibit constant good behavior can move from green on our traffic light system to silver and gold. If children achieve this then they will receive a special certificate

*Rewards such as jobs of responsibility are all given under the discretion of the class teacher.

Consequences

Whenever dealing with poor behaviour we always separate the behaviour from the child. De-escalation strategies are used whenever it becomes apparent that a child is having difficulty behaving.

The school's behaviour system revolves around a visible traffic light system within each class. Each child starts the day on green. If throughout the day, they do something that warrants a sanction they are asked to move their name to amber. If the child, then does something additional they will then move their name to red resulting in missing part of a playtime that day or the next day if after playtime.

Parents are notified of each missed playtime. Following three missed playtimes parents are contacted by the class teacher to discuss any possible reasons for poor behaviour and to explain the next steps within the behaviour system. After a further three missed playtimes parents are contacted by the head teacher again emphasising the seriousness of the behaviour and the next steps that school will take if behaviour doesn't improve.

If a child chooses to misbehave within a missed playtime they will be given a warning that if a missed playtime is not taken seriously further action may need to be considered.

Strategies such as minutes from playtimes, visits to 'chill out' areas and loss of class privileges are all at the discretion of the class teacher.

Finally, internal / external exclusion may be considered if behaviour continues to remain at an unsatisfactory level.

Recording, Monitoring and evaluating behaviour

Class teachers are responsible to make sure that appropriate records are kept. Whenever a child is given their first missed playtime a behaviour record needs to be started by the class teacher. This then needs to be updated of any future incidents, subsequent missed playtimes, parties involved and parental conversations. A behaviour file is to be used within each class to enable continuity.

The Head teacher needs to be notified at the earliest stage when it becomes apparent that a pupil is having trouble conducting themselves in an appropriate manner. At this point an Individual Behaviour Plan needs to be created and interventions put in place to help.

Family Support

Osmotherley School acknowledges that it is part of a wider community and understands that by supporting parents and families and involving them within school life children really benefit. We aim to keep parents informed of poor behaviour via teacher contact.

Behaviours that warrant Amber

Shouting out

Running in the corridors

Talking repeatedly whilst on the carpet

Interrupting

Not telling the truth

Name calling

Pushing in lines

Talking in Assembly

Rudeness to adults

Time wasting/work avoidance

Leaving class without permission

Talking over adult/other children

Distracting behaviour

Children in class when they should not be (i.e. playtimes)

Phones in school

Threatening actions

Unkind words

Not following instructions

Behaviours that warrant RED

Violence towards person or object

Racial comments

Taking things that don't belong to you

Constant inappropriate behaviour to other children

Inappropriate behaviour when staff are speaking

Repeated insults/antagonising – Bullying

Refusal

Inappropriate material in school

Fighting

Deliberate insolence (ignoring direct instructions from teacher)

Foul or abusive language

Threatening actions

Behaviours that warrant consideration of a Fixed Term Exclusion

Direct racism

Swearing at adult

Physical violence towards an adult

Serious violence towards a child

Continuous bullying

Deliberate vandalism

Throwing furniture

Persistent refusal to comply

Inappropriate conduct

Inappropriate sexual behaviour