



# **Behaviour Policy**







## **September 2021**

The aims of the policy are to:

- Promote a positive school atmosphere based on sense of community and shared values
- Promote mutual respect, self-discipline and social responsibility
- Have a consistent approach to behaviour throughout the school
- Empower children to resolve issues
- Include all members of the school community in the process of promoting appropriate behaviour
- Be positive, with an emphasis upon praise when the appropriate behaviour is achieved
- Identify clear expectations which are easy for everyone to follow
- Provide an effective communication system between our school, parents, governors and the community
- Ensure equal access for all children to a purposeful learning environment and fair treatment in all aspects of school life

This policy must be read in conjunction with the school’s Child Protection and Safeguarding Policy, the school’s anti-bullying policy, Single Equality Policy and Cyberbullying Guidance from Barnet Council and Discipline in Schools Advice for Headteachers and School Staff, Department for Education January 2016. This policy takes account of the Equality Act 2010.

### **A Whole School Approach**

 <p><b>Captain Care</b></p>	<p><b>Captain Care</b> takes care in all that he does and is caring to friends and others in school.</p>	 <p><b>Major Respect</b></p>	<p><b>Major Respect</b> respects the environment and listens carefully to others’ views and opinions.</p>	 <p><b>Officer Honesty</b></p>	<p><b>Officer Honesty</b> is honest about mistakes she may have made and knows herself as a learner.</p>
 <p><b>Doctor Determination</b></p>	<p><b>Doctor Determination</b> keeps trying (even when work is hard) and has a Growth Mindset.</p>	 <p><b>Sergeant Responsibility</b></p>	<p><b>Sergeant Responsibility</b> is responsible for his learning and behaves sensibly at all times. He takes responsibility for the choices that he makes.</p>	 <p><b>Admiral Appreciation</b></p>	<p><b>Admiral Appreciation</b> remembers to say thank you and recognises that some people are less fortunate.</p>

## Managing Behaviour

At Osidge we teach the pupils to take responsibility for the choices that they make. Our regular whole school behaviour reminder is: *make good choices*.

### Managing behaviour positively

Praise is the most powerful form of influencing children's behaviour and at Osidge this will be the most frequently used strategy to manage behaviour.

Children who make positive choices around their behaviours and attitude in and out of the classroom will be recognised and used as role models for other pupils.

### Supporting children to make positive choices with peers:

We promote a culture of a 'telling school' where children are encouraged to tell an adult if they see or hear unkind behaviour.

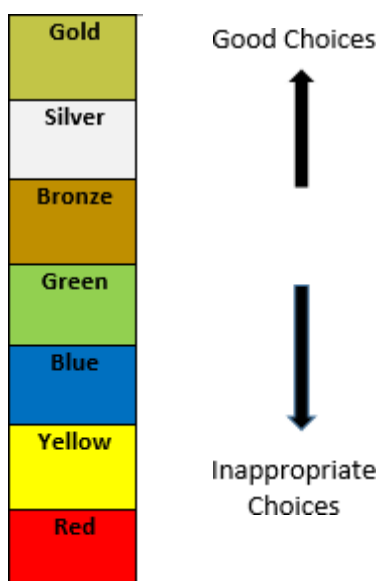
Being a telling school includes:

- Explicit links to the school values
- Wellbeing monitors
- 'Tell' box
- Empowering children to 'call-out' others for their inappropriate behaviour choices
- PSHE /Circle Times

### Supporting children to make positive choices in the classroom:

We use a 'Learning Ladder' to support the children to make positive choices and to give them opportunities to improve and redress their inappropriate choices.

### How the Learning Ladder Works:



- All classes will have a display showing the scale with every child's name displayed. At Osidge we call this *The Ladder*. All pupils start on green every day.
- If a pupil makes positive individual choices about their behaviour or effort the name is moved one space 'up' the ladder'. If they continue to make positive choices in the same day, the teacher may continue to move their name up the ladder.
- If a pupil makes negative individual choices their name is moved 'down' the ladder. This act as a clear indicator to the child that he/ she will need to consider their behaviour, and make positive changes to move back up the ladder.
- Teachers will give reminders/warnings before moving a pupil down the ladder in order to give them an opportunity to improve their behaviour choices.

### Rewarding Positive Choices:

### **Individual Rewards: Merits and Badges**

Pupils who make positive choices can earn merits depending on where they end the day on the ladder:

**Green:** One merit

**Bronze:** Two merits

**Silver:** Three merits

**Gold:** Four merits

Children collect merits towards a badge. For each 100 merits collected a child will receive their 'next' badge.

100 merits = bronze

200 merits =

silver badge

300 merits = gold badge

Badges will be awarded in a special half-termly badge assembly. Badges must be traded in for the next badge up but pupils will be able to keep their gold badge(s). Badges can be worn on school uniform as a mark of how well pupils are achieving.

### **Whole Class Rewards**

The class will work together towards a whole class reward through collecting points. Points are collected depending on the pupils' end of day point on the ladder.

Green = 1 point; Bronze = 2 points; Silver 3 points; Gold = 4 points.

The total should be displayed in class and visible to everyone. When the class reaches the agreed total, they can have a predetermined whole class reward eg time outside; games.

### **Celebrating Positive Choices**

There are other moments of recognition and celebrating those children who consistently display positive choices or show they are actively trying to improve their choices and to engage with the school values positively through their learning, around school and in the playground.

This could happen through weekly values assemblies, a half-termly tea party with the Headteacher and certificates of achievement.

### **Sanctions for inappropriate choices:**

#### **In-class Consequences**

Teachers use least intrusive skills to redirect behaviour (see appendix 1).

If they decide to move a child's name down the ladder, they must give a clear reason to the child for doing so, and explain what the child can do to change this decision.

At least one warning is **always** provided for pupils before any moves are made.

Teachers constantly support pupils to make their right choices so that they can move their name back to green, and beyond.

There may be times when teachers use their discretion to remind the whole class about expectations and appropriate behaviour choices. This may be during break or lunchtime.

The following colours are consequences:

**Blue** - Colour reminder

This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to green.

**Yellow** - Colour reminder

This provides the opportunity for a pupil to start making the right choices so they can move back to green. Staff look for opportunities to move pupils back to blue and green.

**Red** – Pupils sent to SLT and have a consequence. Incident logged.

***At all times staff will be looking for opportunities to move pupils back up the ladder.***

### **Reaching Red**

A child may end up on red for:

- Persistently not making the right behaviour choices (down the ladder - blue, yellow, red)
- Inappropriate choices that breach our school values.

For persistent low level disruption, a child on red will miss break and will go to the allocated space for a reflective conversation, recorded on the relevant document.

For a 'straight to red' the sanction will be at SLT discretion based on the incident and the individual pupil's behaviour history.

If a child reaches red, SLT must be informed and the behaviour logged on the school system by SLT.

If a child refuses to go to a member of SLT, their parent will be phoned and they may be excluded from their class for the remainder of the day.

In serious cases a child will be given an internal exclusion and in exceptional circumstances a child will be given a fixed-term external exclusion following Government Policy.

### **Parent/ Carer involvement**

Working together in partnership with parents is the most effective way of dealing with pupils' inappropriate behaviour choices, so that together we can support the child so that positive behaviours and choices are encouraged.

The school will inform parents of persistent low level or more significant behaviour. Ideally this should happen on the day the incident(s) occur but may not be possible due to parent/carer or school time constraints. The school will endeavour to inform parent/carer as soon as possible thereafter.

Once three 'Reds' have been reached, or sooner if necessary, parents/carers will be called in to a meeting with the class teacher/SLT so that a plan can be put into place to support more positive behaviour. An Individual Behaviour Plan may be put in place at this stage

## Supporting Pupil Behaviour

During their time at school some pupils will require extra support in managing their behaviour.

Strategies that staff may use include anonymous and named interventions.

### **Anonymous interventions include:**

- Whole class
- Small group
- 1:1

### **Named intervention include:**

- Whole class
- Small group
- 1:1
- Restorative
- Time with the learning mentor/school staff
- Peer supported
- Home/school individual behaviour support plan
- Referral to outside agencies
- Supported break times

The school will involve parents as much as possible and will engage with outside agencies appropriately in order to ensure the right support and provision to support the child's behaviour.

Adaptations may need to be made to support vulnerable pupils or those pupils with SEN where it impacts their behaviour.

In the event of extreme behaviour where the child puts others' safety at risk, the child puts his or her own safety at risk, school property is seriously or repeatedly damaged or there is persistent breach of the Behaviour Policy, there may be no option but to impose a Fixed Term or Permanent Exclusion. Any child considered to be at risk of exclusion will be subject to a Pastoral Support Plan formulated by a multi-disciplinary team and parents, to try to minimise that risk.

## Restorative Approach

A restorative approach is one where pupils are able to reflect, empathise and seek to repair any harm caused from a situation.

Staff may work with children, using restorative strategies to support them to make better choices in the future.

**Bullying:** Bullying is considered to be extremely serious and is treated with zero tolerance.

All staff who become aware of an allegation of bullying must refer to the school's Anti-Bullying Policy. This includes bullying related to gender/sexual orientation.

**Racism:** In addition to the sanctions contained within this policy, all incidents of racism must be reported to the Headteacher who will inform the appropriate authority as stipulated by the London Borough of Barnet. For further information the school's Equality

Policy should be referred to.

**Radicalisation/Extremism:** Behaviours that cause concern and with possible links to radicalisation and extremism will be referred to the LA Safeguarding team as with all other child protection concerns.

### **Monitoring and Review**

Pupil behaviour is monitored regularly as part of SLT observations and updated to reflect the changing needs of the school.

This policy will be reviewed as part of Governors' policy review cycle.

This policy should be read in conjunction with other school policies e.g. anti-bullying; safeguarding; SEN

## Appendix 1

### Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring  
For short period of time.
- Tactical pausing  
Pause, emphasises attention and focus.
- Non-verbal cueing  
A clear, discussed cue that gives message.
- Name reminder  
Integrate name into teacher talk.
- Proximity praise  
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction  
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder  
Could ask a question 'What is our rule for.....?'
- When.....then.....  
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement  
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record  
I would like you to..... The rule is.....
- Direct questions  
'What', 'when' 'how' rather than 'why are you'. Direct the responsibility to the child.
- Directed choices  
Within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command



# Appendix 2: Pupil reflection Sheet



## Reflection and Time to Think

Name: .....

Date: ..... Class.....

<p>What happened?</p>	<p>What happened next?</p>	<p>What were you thinking?</p>
<p>What were you feeling?</p>	<p>Who else was affected or hurt?</p> <p>How?</p>	<p>What can we DO to put things right?</p>