

**Broad Oak
Primary
School**



BEHAVIOUR POLICY

September 2016

BROAD OAK PRIMARY SCHOOL BEHAVIOUR POLICY 2016

'Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying,' The White Paper 2010.

Contents

- Aims
- Behaviour Expectations
- Common Language
- Our systems to promote positive behaviour
 1. House Points
 2. Good to be Gold
 3. Always
- Recording behaviour
- Extreme inappropriate/high level behaviour

At Broad Oak Primary School, we aim:

- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions
- To create conditions for an orderly school community in which effective learning can take place
- To ensure there is a mutual respect between all members, and where there is proper concern for the environment

We do this by:

1. Maximising the amount of attention given for positive and desirable behaviour choices.
2. Valuing and rewarding appropriate behaviour by 'catching children making the right choices.'
3. Striving to influence the behaviour of pupils in positive ways.
4. Encouraging the development of a positive self-image, self-management and a consideration for others.
5. Supporting children to change patterns of inappropriate behaviour.
6. Ensuring consistency in our delivery of managing behaviour.
7. Informing the children and parents of the standards of appropriate behaviour and the consequences for inappropriate behaviour.
8. Developing a sense of ownership over children's behaviour by supporting them to understand that they make a choice about how they behave and in doing so, develop their ability to manage their own behaviour.
9. Developing a consistent 'Language Code' for informing children of their behaviour choices.
10. Promoting a positive school ethos where everyone feels happy, safe and secure.

Behaviour Expectations

The school expects openness and honesty from everyone. We expect people to respect and value each other's views and opinions. Where these differ, we work together to resolve differences calmly and constructively.

Children, staff and parents all know the basic expectations of behaviour in and around school. They understand that there are rewards for following these expectations and consequences for not following these expectations.

Our behaviour expectations are illustrated in our Broad Oak Charter (see appendix 1):

- Follow safety rules
- Respect the opinion of others
- Take care of all school materials
- Treat others fairly and never bully
- Participate in all learning experiences positively
- Always try your best

Common Language

We use the language of rights and responsibilities to encourage everyone to take responsibility for their own behaviour. Children choosing to manage their behaviour and make the right choices are choosing to be rewarded with the 'House Point' system and 'Good to be Gold'. Children struggling to manage their behaviour and make the right choice are consistently supported to develop this further, being provided with clear behaviour choices and the 'House Point' incentives. Children making mistakes, and therefore making the wrong choices, are dealt with fairly and consistently, using the 'Good to be Gold' system. Where children make mistakes, they are supported in understanding what has happened, how they can make it right again and how to move forwards.

Everyone in our school community is responsible for managing children's behaviour and applying our three systems:

- House Points (see appendix 5)
- 'Good to be Gold' (see appendix 6)
- Always badges

These two systems run alongside:

- Verbal praise and encouragement
- Stickers
- Weekly award assemblies with certificates
- Taking good work to Assistant Head teachers, Deputy Head teacher and Head teacher
- Individual behaviour support to meet individual needs, including Child Centred Plans and additional behaviour charts (see appendix 7)
- Reporting positive behaviour to parents
- Personalised provision mapping and reasonable adjustments made to the 'Good to be Gold' system to enable children that need support with their behaviour to succeed (see appendix 8)

Our Core Community Values

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

The seven core values enable staff to provide children with consistent and positive feedback and clear praise is useful for children in understanding their behaviour choices.

When praising children, adults will describe the behaviour that is being rewarded and link it to the core value.

Our systems to promote positive behaviour:

1. House Point System

Every class is part of a house and children earn House Points for their positive behaviour choices and following the behaviour expectations. Each house's total points are calculated weekly and ranked: first place earns three stars, second place earns two stars and third place earns one star in each Key Stage. Stars are given to House Captains in the whole school assembly on Tuesday to be added to the House Point display in the hall.

Each term the stars are totalled and the house with the most has their house colours tied to the House Points cup:

Pankhurst – Blue

Paulhan – Yellow

Williamson – Red

Visual representation of House Points in class

The class is randomly split into five teams and each team has a pot that they can fill with marbles when they make the right choices and follow the behaviour expectations. These teams are changed half-termly, in order to keep it fair (where classes do not have a total number of children as a multiple of five). When children are noticed making positive choices, they are rewarded with a marble. The marbles in the jars amount to house points, with a full jar being worth fifty House Points. This enables us to reinforce and reward positive behaviours. All staff have a responsibility to 'catch children in a positive light'. As staff say, "go and put a marble in," children work together to fill their pots.

In addition to the competition between houses, there is also a competition between teams in each class, to see which team earns the most House Points. Each Friday at home time, the

pots are checked and the team with the most house points are rewarded by going in the prize box.

Common language

All staff will explain the children's positive behaviour by linking it to our seven core values:

Attitude, e.g. "I like the way you were really positive then, even though you found that task difficult, put a marble in"

Behaviour, e.g. "I like the way you managed your behaviour then and walked away from a disagreement, put a marble in"

Courage, e.g. "I like the way you showed great courage then, when you told the truth even though it was difficult, put a marble in"

Determination, e.g. "I like the way you didn't give up then, you showed great determination, put a marble in"

Enthusiasm, e.g. "I like the way you were so excited to share your idea then, you were very enthusiastic, put a marble in"

Friendship, e.g. "I like the way you went to check in on your friend because you could see that they looked upset, put a marble in"

Resilience, "I like the way you tried to smile then, even though you were disappointed that you did not win, put a marble in"

Children will be rewarded with one house point at a time, as all effort is equal. This will ensure that there is no discrepancy between how the children are rewarded, e.g. should one staff member reward four house points whereas another may reward one house point for the same behaviour. Therefore, individual house points will be rewarded, one at a time.

If all the children are managing their behaviour and making the right choices, they can be rewarded with a 'Class House Point reward'. This means that five house points will be put in each team's pot (no matter what the size of the class is). For a class house point reward, all children should be making the right choice all together.

The house points are intended to be used to reinforce a positive classroom ethos, making clear to children that everything that they do is of value. All staff can reward all children with house points at all times. House points are not to be used as a consequence, and will therefore not be removed.

EYFS – Reception

In Reception the children will have just one class pot. Once the pot is full, all children will be rewarded with the same prize from the prize box, e.g. each child will receive some bubbles. Where possible, children are to put their marble in the pot immediately. At the end of group time, staff will reward children with their marble, so that the children can put their marble in immediately, without forgetting. If children are awarded when they are outside, staff will use the 'diddy dot' stickers as a visual reminder that when the children come back to class they need to put a marble in the pot.

2. 'Good to be Gold' system

The Good to be Gold system will run alongside the House Point system, but this is used to support children in understanding their inappropriate behaviour choices and to visually see the consequences of their behaviour.

Each class has a blue folder displayed with a yellow card for each child. Each child starts every day with three stars – one gold, one silver and one bronze. Having all three stars on a name card is a visual representation that a child is making all the right behaviour choices.

When children do not manage their behaviour and follow the expectations, there is a simple five step system:

- 1) Reminder
- 2) Warning
- 3) Loss of gold star
- 4) Loss of silver star
- 5) Loss of bronze star

In KS1, Children are reminded that they are displaying inappropriate behaviour, "You are speaking when I am, please stop." Then given a verbal warning, "you are still talking when I am, this is your warning, if you continue you will lose your gold star." If the child continued, they would then be asked to remove their gold star and put in the pockets at the bottom of the chart.

In KS2, children will be given an indicator that they are making inappropriate behaviour choices and then receive a verbal warning, and if the behaviour continues then a star will be removed.

Good to be Gold Year 2 – 6

For children that keep all of their stars all the time, there will be a half termly reward, hence 'good to be gold'. If a child loses all three stars, they immediately lose their participation in the half termly reward. Children are allowed to make a certain number of mistakes each half term and still participate in the 'Good to be Gold reward'. The exact amount of stars that are allowed to be lost will be reviewed regularly by staff and the behaviour council. However, all is not lost if a child does not earn their Good to be Gold reward because the child can still earn house points and can therefore still be rewarded for positive behaviour choices by dipping in the prize box.

When stars are lost this is to be recorded in the behaviour book, noting the date and time, reason for loss of star and which stars were removed. The behaviour books will be monitored weekly by the Assistant Head teacher for Behaviour. If all three stars are lost, this is a high-level behaviour and must be recorded by staff on CPOMs.

The Inappropriate Behaviour and Consequences sheet explains the low level, medium level and high level behaviours and how this links to the loss of stars (see appendix 2 and 3).

- Stars can be lost as part of a build-up of inappropriate behaviours, e.g. first a child loses their gold, if the behaviour continues they lose their silver and have a time out

and if inappropriate behaviour still continues then they lose their bronze and lose a play time.

- The five step system can be bypassed at any point if the behaviour is serious, e.g. children can lose gold and silver at the same time, or gold, silver and bronze at the same time (see Appendix 2 & 3).

Good to be Gold Reward Year 2 - 6

This will be a fun 45-minute activity that takes place in class. Children that have not earned their Good to be Gold reward will reflect upon why they are not participating in the Good to be Gold reward with a member of the Senior Leadership Team.

In Years 2 and 3, the children will complete their reflection activity for 30 minutes and then return to class to join the last 15 minutes of the Good to be Gold reward. In Year 3 the children will complete their reflection activity for the full 45 minutes during the Summer term.

In years 4, 5 and 6, children that have not earned their Good to be Gold reward will reflect for the entire reward session, the whole 45 minutes.

Good to be Gold Reception & Y1

In Reception & Year 1 the chart is used in a very similar way, however to account for developmental needs, the children will not be part of the half termly reward. Reception & Year 1 children will be rewarded immediately, as children that have all three stars on their chart will receive a golden star sticker at the end of the day for a more immediate celebration.

In Nursery the star chart will not be used. Staff have an effective method for recording incidents on CPOMs, completing their daily incidents book and making judgements as a team at the end of the day as to whether to incident is that of a higher level, thus resulting in CPOMs.

Year Group	How Good to be Gold looks
Reception	Daily reward – gold sticker
Year 1	Daily reward – gold sticker
Year 2	Half termly reward – fun activity in class Autumn, Spring and Summer term - children that have not earned the reward miss 30 minutes
Year 3	Half termly reward – fun activity in class Autumn and Spring term - children that have not earned the reward miss 30 minutes Summer term – children miss out on the whole 45 minute reward
Year 4	Half termly reward – fun activity in class Children that have not earned the reward -miss out on the full 45 minute reward
Year 5	Half termly reward – fun activity in class Children that have not earned the reward -miss out on the full 45 minute reward
Year 6	Half termly reward – fun activity in class Children that have not earned the reward -miss out on the full 45 minute reward

House Points and ‘Good to be Gold’ – Two systems to complement each other

It is important to remember that the two systems run alongside one another, to as best as possible, embed a positive classroom ethos, focusing for the most part on the positives. If children lose stars in their ‘Good to be Gold’ chart, they can still earn House Points for their team. Likewise, if a child makes wrong behaviour choices and loses their stars during their week, they still can receive their House Point prize should their team win on Friday. This enables us to remind children that ‘all is not lost,’ they can still manage their behaviour and experience a positive. They may have lost out on the ‘Good to be Gold’ half-termly reward, or their sticker for that day, but they can still put marbles in their jar, thus embedding the positives.

3. ‘Always’ badges

Each class discusses the behaviour expectations in an age appropriate way, considering behaviour that the class should always demonstrate, e.g. in Year 1, ‘we *always* line up quietly’ and in Year 6, ‘we *always* show respect to people.’

Each class creates a display with a journey of four steps and a character/marker/photograph for each child. These displays can be any theme chosen by the class. All children begin with their marker at the beginning of the path and as they consistently demonstrate following our behaviour expectations and being ‘Good to be Gold’, their marker can move upwards along the path towards an ‘Always’ badge.

When a child completes the ‘Always’ journey, s/he will receive an always badge in a special ‘Always’ assembly, being congratulated for receiving their special award. Once awarded, the ‘Always’ badge should be worn every day with pride. The child must continue to always demonstrate the behaviour expectations and the Always expectations, or the badge can be taken off them. If this happens, then the child’s marker returns to the beginning of the display and the child must travel the four step path again.

Recording Behaviour

Behaviour book

The behaviour book is used to record both the House Point rewards (who goes in the prize box) and the children whom lose their star/s.

CPOMs

Staff must record the loss of all three stars on CPOMs. If staff have any concerns about a child’s behaviour or feel that an incident was significant, this must be recorded on CPOMs.

Informing parents

Parents are always informed of both appropriate and inappropriate behaviour, verbally, by text, phone call or letter. In Reception and Year 1, whether children receive a gold star at the end of the day is an additional signal to parents.

Extreme inappropriate/high level behaviour

Children whose behaviour choices are regularly at a high level and extremely inappropriate will be supported immediately. The Assistant Head teacher for Behaviour will meet with the

child and parents and develop a plan for supporting behaviour in class which may result in a personalised behaviour system and reward, perhaps personalised timetable. Individualised behaviour plans will be set up.

If inappropriate behaviour choices continue, the Senior Leadership Team may make the decision to withdraw from class, or the Head teacher and/or (in the Head teacher's absence) Deputy head teacher may issue a fixed term or permanent exclusion.

Positive Handling (see Positive Handling policy)

We acknowledge that there are times when behaviour may require staff intervention to ensure the safety of the pupil, pupils and staff and that this may require the use of physical interventions and positive handling. Staff at Broad Oak Primary school are fully trained by TEAM TEACH and are skilled in a variety of de-escalation techniques. Staff will only intervene physically when:

- A child is in danger of hurting themselves
- A child is in danger of hurting other people
- A child is putting themselves or others at risk

The actions that we take are in line with TEAM TEACH policy. Where serious inappropriate behaviour is apparent, a Positive Handling Plan will be in place to ensure that the team around the child recognise the signs/triggers of the conflict spiral for the child and can use de-escalation techniques as appropriate.

This adopts a proactive approach to managing high level incidents, ensuring that:

- The pupil can be encouraged to succeed and reactive strategies are planned to de-escalate a conflict where possible
- Parents are involved and fully updated with the specific actions that school may take
- Staff understand exactly what action should be taken
- A plan is in place to ensure that additional support can be summoned if necessary

Physical intervention will be employed as a last resort by TEAM TEACH trained staff, who will make the necessary dynamic risk assessment.

Recording extreme inappropriate/high level behaviour

All extreme incidents must be hand recorded in the bound and numbered book on the same day as the incident. The date, time, names of those involved, witnesses where applicable, trigger if known, details of de-escalation techniques used, and details of the incident are recorded by the staff involved. Additional information to reflect the post incident debrief will also be recorded if necessary. The bound and numbered book is reviewed regularly by a member of the Senior Leadership Team. Parents/carers are informed on the day of incident.

Review of extreme inappropriate/high level behaviour

For children that are exhibiting high level behaviours and have PHPs in place, there will be a regular review of the provision that is being made for the child in school. Parents and carers and Broad Oak staff will have regular meetings to discuss the parent views, the school staff views and plan for moving forwards with future actions, which will be signed and dated (see appendix 9).

Absconders

If a child chooses to abscond, staff should not engage in a chase. Keep the child in sight and keep calm, stay objective and in control. If a child leaves the school grounds, the police and parents will be immediately informed.

Bullying (see anti-bullying policy)

Broad Oak does not accept bullying of any kind. If an act of bullying is discovered, the class teacher will inform the Senior Leadership team and actions will be taken immediately to stop further occurrences of such behaviour. We will do everything in our power to ensure that our children feel safe and happy to attend school, free from fear. If a child is consistently losing all of their stars and the reason is for how they are treating others, the Assistant Head teacher for behaviour will investigate this as part of the weekly review of inappropriate behaviours recording in the class Behaviour book.

Appendices

- Appendix 1 - Broad Oak Charter (Our Rights and Responsibilities)
- Appendix 2 - Inappropriate Behaviour and Consequences Chart Y1 - 6
- Appendix 3 - Inappropriate Behaviour and Consequences Chart Reception
- Appendix 4 - List of Partner Classes for time-out
- Appendix 5 - Mind map explaining 'Good to be Gold' system for new staff and supply
- Appendix 6 - Mind map explaining House Point system for new staff and supply
- Appendix 7 - Examples of additional behaviour charts to support individual needs in mainstream class
- Appendix 8 - Examples of reasonable adjustments to 'Good to be Gold' chart to support children with high-level of behavioural need
- Appendix 9 - Review of high level behaviour (meeting with parents)

Broad Oak Charter



Rights & Responsibilities

You have the right to feel safe in school.	You have the responsibility to follow safety rules.
You have the right to voice your opinion.	You have the responsibility to respect the opinion of others.
You have the right to use school books, materials and equipment.	You have the responsibility to take care of all school materials.
You have the right to fair treatment and to feel accepted.	You have the responsibility to treat others fairly and never bully.
You have the right to ask questions.	You have the responsibility to participate in all activities positively.
You have the right to a good education.	You have the responsibility to always try your best.



Appendix 2 - Inappropriate Behaviour and Consequences Chart Y1 – 6

Children who maintain all three stars for the half term will enjoy a ‘Good to be Gold’ reward at the end of the half term. Teachers can follow the five steps to losing gold, silver and bronze stars, or they can bypass consequences and immediately remove the stars they feel best fits the behaviour.

Attitude Behaviour Courage Determination Enthusiasm Friendship Resilience

Low Level behaviours	Consequences
<ul style="list-style-type: none"> *Not following instructions/talking at an inappropriate time *Not following the Broad Oak charter (not respecting others opinions, not taking care of school materials, not treating others fairly, not participating in activities when given appropriate support to do so, not working to the best of our ability) *Name-calling/being unkind *Shouting out/interrupting/disrupting learning *Inappropriate noises/gestures/distracting others *Refusing to cooperate *Invading the space of other people *Running/being noisy on the corridors *Scuffling/pushing/play fighting *Throwing objects *Disrespectful attitude 	<ol style="list-style-type: none"> 1. Reminder of the rules (verbal and visual) – 2. Verbal warning “This is your warning...” 3. Loss of gold star *Record loss of gold star in ‘Good to be Gold’ book 4. Loss of silver star * go to link class for time out (5/10/15 minutes) OR (Teacher’s discretion) * Loss of free time – 5 minutes missed from break *Record loss of silver star in ‘Good to be Gold’ book *Inform parents/carers
Medium Level behaviours	Consequences
<p>Build-up Persistent low level behaviour</p> <p>Individual</p> <ul style="list-style-type: none"> *Lying *Tampering with other people’s property *Unsafe behaviour *Intentionally hurting someone *Emotionally/physically hurting someone *Swearing at someone *Openly defiant *Threatening behaviour *Intimidating/sabotaging others 	<ol style="list-style-type: none"> 5. Loss of silver/bronze star – teacher discretion <ul style="list-style-type: none"> *Loss of free time: miss a full break (this may need to be carried over to the next day) *Record loss of bronze star in ‘Good to be Gold’ book and CPOMs *Inform parents/carers *Inform phase leader
High Level behaviours	Consequences
<ul style="list-style-type: none"> *Fighting *Racism *Assault and physical aggression *Bullying *Leaving/attempting to leave school *Vandalism *Spitting at others *Stealing 	<ul style="list-style-type: none"> • Immediate loss of all three stars <i>At Head Teacher’s and Deputy Head Teacher’s discretion:</i> *On report to HT/DHT *HT/DHT meeting with parents *Seclusion *Exclusion *Police

Appendix 3 - Inappropriate Behaviour and Consequences Chart Reception

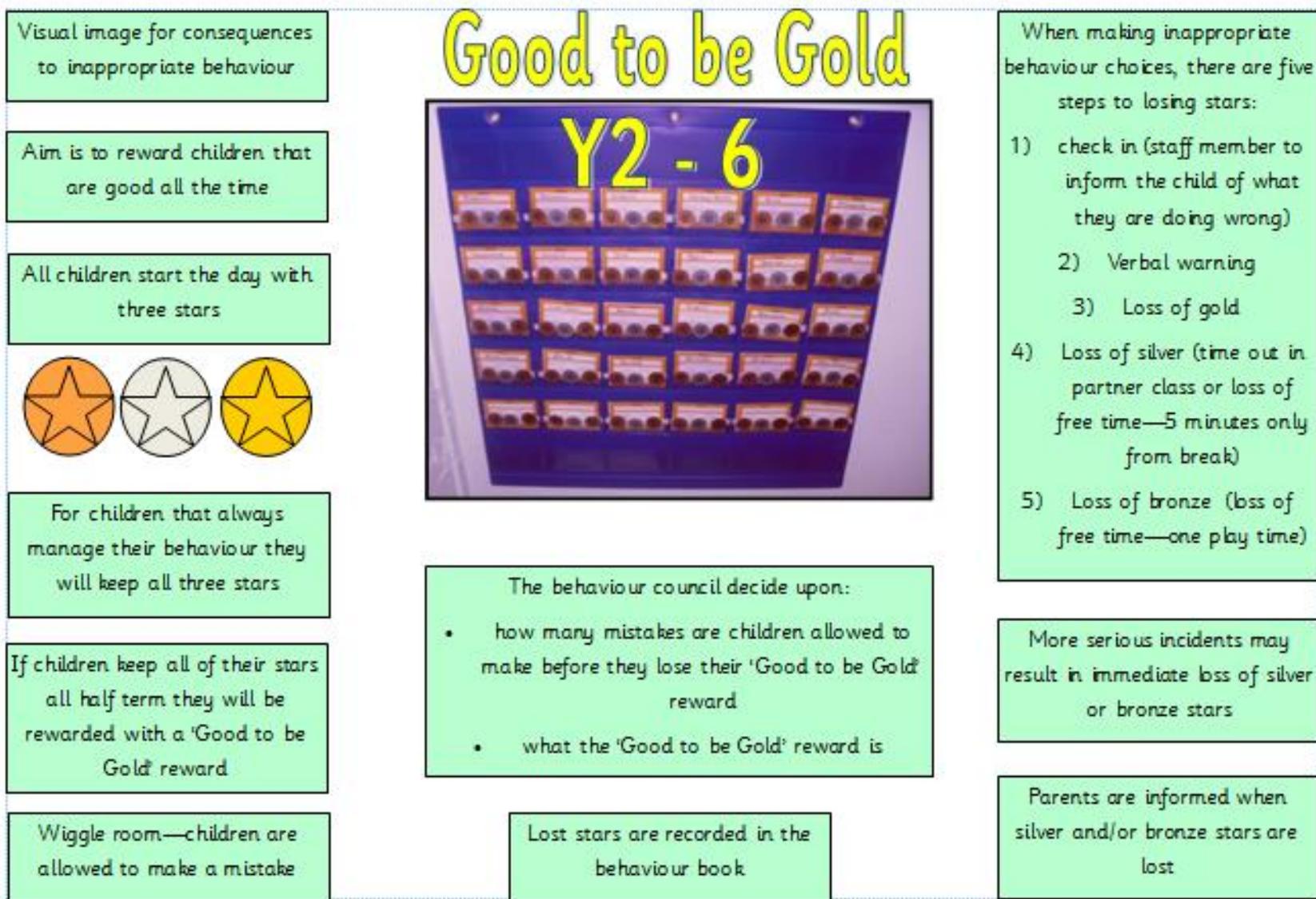
Children who maintain all three stars for the day will receive a 'Good to be Gold' sticker at the end of the day as a signal to parents that their child has made the right choices. This is based on the premise that staff in early years are, laying the foundations for behaviour in school and are teaching children how to make choices and become more aware/responsible for their behaviour.

Action	Consequences
Inappropriate behaviours from child	1. Adult speaks to child and explains right choice/wrong choice Adult links explanation to Board maker symbols or thumbs up/thumbs down
Repeated inappropriate behaviours from child	2. Reception - No verbal response (if appropriate) from adult, just visual reminder using Board maker symbols Right choice behaviour modelling from adult Year 1 – “This is your verbal warning...”
Repeated inappropriate behaviours from child	3. Child loses gold star Adult to explain that they have made the wrong choice three times and now they have not got all of their stars Visual image for the child that they have made a wrong choice, which is embedded through loss of star Child does not receive their gold star at the end of the day Record in behaviour book
Repeated inappropriate behaviours from child	4. Child loses silver star Adult to explain that they have made the wrong choice again and now the teacher will speak to their parents/carers at the end of the day about their wrong choices Record in behaviour book
Repeated inappropriate behaviours from child	5. Child loses bronze star Time out Parents informed Record in behaviour book Record on CPOMs

Appendix 4 - List of Partner Classes for time-out

Class	For time out, sent to -
RF	RCP/RB
RCP	RF/RB
RB	RCP/RF
1E	1I
1I	1E
2H	2C
2C	2S
2S	2H
3R	3J
3J	3T
3T	3R
4H	4B
4B	4H
5B	5S
5S	5B
5H	6S
6S	5H
6K	6P
6P	6K

Appendix 5 – Mind map explaining 'Good to be Gold' system for new staff and supply



Visual image for consequences to inappropriate behaviour

Aim is to reward children that are good all the time

All children start the day with three stars



For children that always manage their behaviour they will keep all three stars

If children keep all of their stars all day they will be rewarded with a gold star sticker at home time

Gold star sticker is a signal to parents of a successful day

Good to be Gold



Reception & Y1

Common language

Children are supported to understand their behaviour choices through the language of right choice and wrong choice



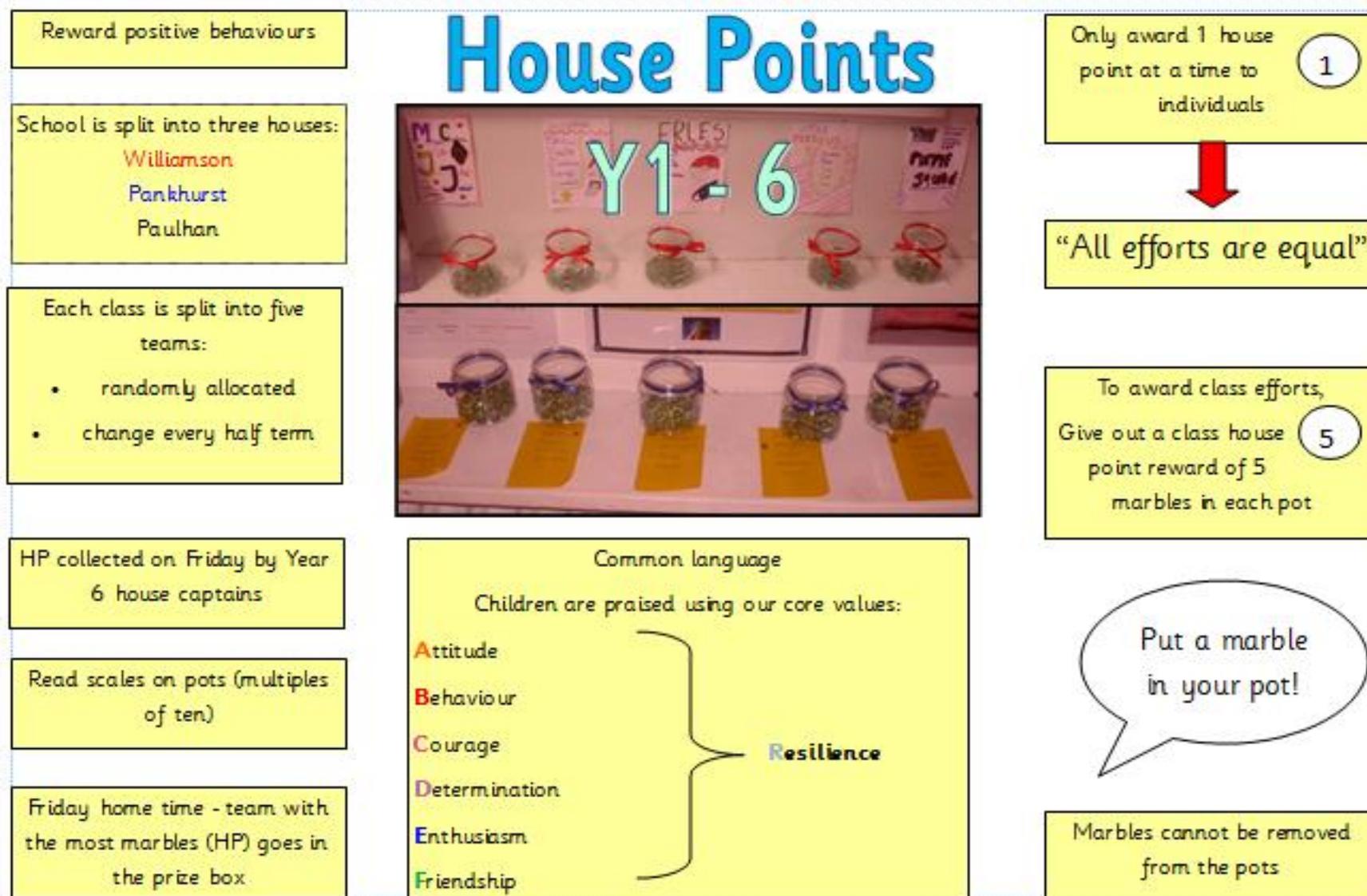
Lost stars are recorded in the behaviour book

When making wrong choices, there are five steps to losing stars:

- 1) check in (staff member to inform the child of what they are doing wrong)
- 2) Use of right choice/wrong choice symbols as reminder
- 3) Loss of gold
- 4) Loss of silver (time out in partner class)
- 5) Loss of bronze (loss of free time—one play time)

Parents are informed when silver and/or bronze stars are lost

Appendix 6 - Mind map explaining House Point system for new staff and supply



Reception House Points

Reward right choice behaviours

One class pot

Once class pot is full, all children are rewarded with a prize

Same prize for each child

At the end of each group time, staff can choose a child to go and put a marble in their pot

Diddy dot stickers used outside as a signal that children need to put a marble in their pot when they return inside



Common language

Children are praised using the language of right choice



Only award 1 house point at a time to individuals

1

“All efforts are equal”

To award class efforts, Give out a class house point reward of 5 marbles in each pot

5

Put a marble in your pot!

Marbles cannot be removed from the pots

Appendix 7 - Examples of additional behaviour charts to support individual needs in mainstream class

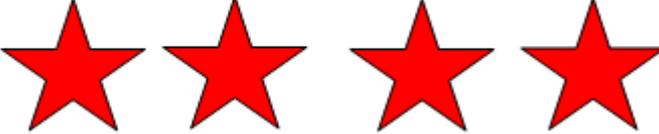
Name: _____		
M		
T		
W		
Th		
F		

Name: _____ I make the right choice.
I have kind hands and feet.

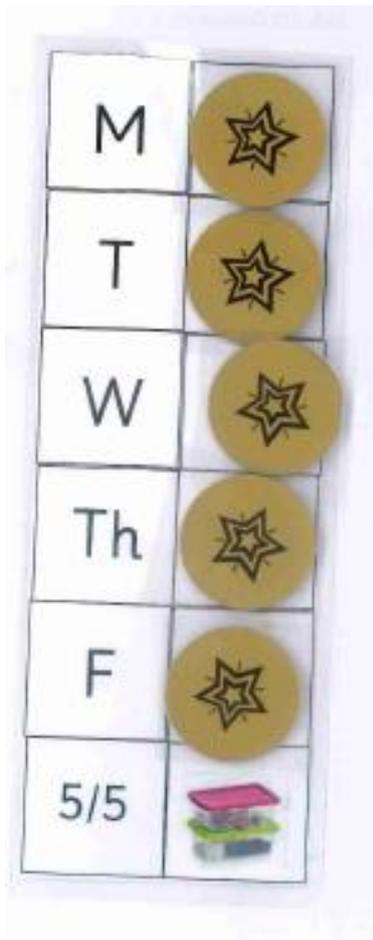








Appendix 8 - Examples of reasonable adjustments to 'Good to be Gold' chart to support children with high-level of behavioural need



Appendix 9 - Review of high level behaviour
(meeting with parents)



Name of child:	
Date:	Present:
Date of last meeting:	Actions/points from last meeting to address:
Number of serious incidents since last meeting (briefly outline):	Number of holds since last meeting:
Our views (school):	Our views (home):
Moving forward (what the school can do):	Moving forward (what home can do):
Signed by:	