



Oxpring Primary School

Good Behaviour Policy

Adopted July 2014

The Promotion Of Good Behaviour Policy

Introduction

This document has been produced following the guidelines provided by B.M.B.C. policy for promoting good behaviour and through consideration of issues raised by the Elton Report.

It has been developed with the participation of the whole school community including Governors, Head teacher, Teaching and Support staff, pupils and parents. This policy will be reviewed on an annual basis.

1. Aims and Principles

At Oxspring School, good behaviour is seen as an essential element in quality teaching and learning. The encouragement of good behaviour through a range of means within the school is also seen as a major contributory factor so that each individual can take his/her rightful place within the community and world environment. The policy is underpinned by the central aims of the school and values held by the staff at the school.

2. Rules

- A set of 'Golden Rules' has been developed in the form of expectations. The rules were developed by teaching staff and discussed and agreed with pupils. Comments have been invited and received from support staff, parents and Governors
- The rules are displayed around school and referred to as and when necessary. A number of assemblies are devoted to reminding children what is expected of them.

GOLDEN RULES

Treat others the way you want to be treated.

Always be polite and well-mannered to everyone.

Keep yourself and others safe in the playground.

Think before you do anything silly that could hurt someone.

Ask before you touch someone else's property

Work sensibly and speak to an adult if anything or anyone is stopping you from learning.

3. Rewards

The staff at Oxspring School feel it is very important to stress that good behaviour is beneficial to all and is a reward in itself. It is expected of all pupils regardless of

- a) verbal praise for individuals
- b) verbal praise in front of large groups
- c) special privileges or responsibilities within a class depending on the age and ability of a child or a group
- d) the awarding of C.B.G. (caught being good) stickers for any child who consistently behaves very well or who demonstrates very caring attitudes. Recommendations are sought from teaching and non-teaching staff
- e) regular excellent learning assemblies are held to highlight good behaviour and good work
- f) the awarding of house points for good work
- g) Use of the Good To Be Green system for behaviour.
- h) Oxspring University on Fridays.

4. Sanctions

If rules are broken it may be necessary to refer to a flexible hierarchy of measures.

- a) appropriate eye contact/non-verbal gesture
- b) verbal reminder
- c) Yellow card issued, resulting in 5 mins loss of playtime.
- d) Red card issued meaning 15 mins loss of playtime, plus 5 minutes university time.

In addition, in appropriate circumstances, the following steps may be taken.

- a) in the classroom isolation for a short time from the main group (may be increased if necessary)
 - b) for playtimes - banishment to a certain area of the playground standing in isolation in the playground or the hall (see specific playtime sanction) for multiples of five minutes
 - c) Withdrawal of certain privileges/responsibilities i.e. clubs
 - d) Head teacher seen to be informed
 - e) Head teacher to talk to individual
 - f) parents informed
 - g) meeting with parents to agree a suitable course of action

exclude a child from school, either on a temporary or permanent basis. This action would only be taken after consultation with parents and after all other measures have failed.

5. Management and Organisation of the Curriculum and Classroom

It is recognised that there is a close relationship between content and delivery of the curriculum and pupil behaviour.

Oxspring School staff considers the following features:

- a) a range of teaching methods are used
- b) the children are appropriately grouped when necessary
- c) work is matched to the children's needs
- d) responsibility (age appropriate) is given to pupils in the classroom
- e) a wide range of achievement is celebrated
- f) clear set of high pupil/teacher expectations
- g) similar pupil management in terms of rewards and sanctions are applied consistently throughout the school
- h) time in the classroom is set aside to give children a chance to discuss concerns, problems or achievements through a range of means i.e. showing/telling time, circle time, news or thinking and writing. Each class also has a worry box for children to post any problems they want help dealing with.

6. Self Esteem

We recognise the impact of a child's self-esteem on their behaviour and take steps to promote the development of positive esteem in the children. Along with general strategies employed by teachers to value the individual, e.g. positive reinforcement of good behaviour, we use other school-wide strategies:

Circle time activities

Development of a sense of identity through class names

Use of individual's digital photographs

Giving children chance to share experiences from home

School and class councils

7. Pupil Circulation

Children are expected to move around the school in a sensible and safe manner. They are expected to come into assemblies quietly and to be sensible when moving around, leaving and entering classrooms and the school.

8. Playtimes

Children are expected to adhere to all the 'Golden Rules' at playtimes.

Certain organisational aspects are required to promote good behaviour.

For any playtime there are 3 adults on duty at any time. If for any reason there is a reduction in number then the quiet garden will remain closed for the playtime. A bell is rung manually to end the playtime. The children are expected to stand still and be called to their class lines where they are met by their teacher. A second bell is rung by which time all children should be lined up quietly ready to be taken into lessons. A teaching assistant from each class should be at the back of each line for the walk back to classrooms.

For wet playtimes, the children are sometimes brought to the hall for an age appropriate film. For wet lunchtimes, the children remain in their classrooms where they are supervised by an SMSA.

All classrooms should have either a wet playtime box or an understanding of suitable activities for wet playtimes.

PLAYTIME RULES

There are activities for all the classes to take part in during playtimes, including football, sports leaders' games, skipping ropes and playtime equipment. This is on a rota basis daily for each class.

Toilets - be sensible - children should go to the toilet before they go out to play, and/or after play before returning to their classroom.

Children who would like a ball, which has gone "out of bounds", need to politely ask an adult to get the ball back. All balls are collected and returned by an adult on duty (if supervision ratios are maintained) but only if the ball is in a public area.

Children should only play in the quiet garden if the adult supervision is present.

Sanctions – for any child who does not follow any of the rules, the same warning/ card procedures as in class will apply. For more serious infringements, if a time out is required, this will be under supervision either at the front of the KS1 building, or in the hall.

This punishment will take place during the playtime or the one following the incident as appropriate.

9. Dinner Time Supervision

At dinner times Midday Supervisors are responsible for the safety and welfare of the children as are the Head teacher and the Assistant Head teacher.

Through meetings certain procedures have been developed.

- a) children will be taken into the hall by the teacher.
- b) children should follow the rules that were developed by S.M.S.A's and the Assistant Head teacher and discussed and agreed by the children.
- c) all aspects of playtime rules apply.
- d) wherever possible the Head teacher and Assistant Head teacher support S.M.S.A's in promoting good behaviour at dinner times.

S M S A's recognise the value of promoting self-esteem and aspects of good

assemblies. Children who display consistent good behaviour or very considerate attitudes may be recommended for a C.B.G. badge or reward under any other scheme initiated by the S.M.S.A.s. This also includes golden tickets which earns them a chance of sitting at the Captains Table on a Friday lunchtime.

There are playtime games and a set of equipment particularly for lunchtime use. S.M.S.A.s are responsible for checking that children return equipment borrowed.

10. Attendance and Punctuality

Good behaviour is associated with high levels of attendance and punctuality.

Both of these are recognised to be indicators of effective schooling.

Children and staff are expected to be punctual in the school.

Aspects for children and staff to consider are:

arrive at school before the bell is due at 8.45 am

registration and quiet work 8.45 – 8.55 am

assembly at 9:05am.

lessons to start promptly by 8.55 am

playtimes 10:40 to 10:55 a.m. and 2:15 to 2:30pm for all children and

lunchtimes are 12:00 to 1:00pm for FS and KS1 and 12.15 –

1.00pm for KS2

On hearing the bell, children should follow the standard end of playtime procedure.

11. Parents

In order to establish and maintain high standards of behaviour and good relationships in the school parental support is essential.

a) Oxspring School welcomes parents into school and shows gratitude for their support in school events

b) parents are invited to school to celebrate their children's achievements or work

c) appointments may be made to see teachers at suitable times to discuss concerns above and beyond parents evening

d) promoting good behaviour is discussed with the parents of all new starters and a copy of the policy is shared

12. Community

The children's involvement in the community provides great opportunities for the promotion of good behaviour.

a) teachers organise a number of local visits to enhance the classroom curriculum. The children are made aware of the fact that the school's reputation depends on the way they behave.

b) Oxspring School has made many links to foster community relations.

13. L.E.A

Whenever necessary, the school seeks assistance from the Education Welfare Service, Education Psychological Service or the Behaviour Support Team.

14. Teaching Assistants

The school values the contribution that teaching assistants make to the children's education. They are expected to play a full part in the promotion of good behaviour.

15. Monitoring

Behaviour is monitored in a range of ways:

- a) informal comments from staff (Teaching Assistant's, Headteacher, S.M.S.A's etc.)
 - b) seek comments from visitors and people involved with pupil visit
 - c) observation
 - d) Daily reports from S.M.S.A's
 - e) regular discussions at staff meetings as appropriate
- record book of C.B.G. badges and excellent learning assemblies

