

# North Hinksey C E Primary School



## Behaviour Policy

### Values

We are a Church of England School and all our work is underpinned by core Christian values of faith, hope and love.

### Vision

To provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing.

### Aims

Create a safe, enjoyable and nurturing learning environment  
Provide outstanding pastoral care for everyone  
Value, encourage and equip every member of the school team in their respective roles  
Create a culture of high expectations through all areas of school life  
Create a motivating learning environment through inspirational teaching  
Support all children to engage fully in their own learning and promote a love of learning  
Encourage each child to develop self-confidence, practise care and respect for others  
Welcome difference and celebrate all that we can learn from each other

### Behaviour Expectations

Positive and respectful relationships that reflect the core Christian values of the school are expected. Children will:

- Speak politely to each other
- Demonstrate good manners
- walk around the school quietly and calmly
- Respect property belonging to others, including school property and the building
- Listen to and follow instructions first time
- Take action if another person is upset or sad
- Play with each other in a friendly and safe manner

All adults in school are expected to consistently model these expectations.

### Rewards

Recognition and praise are used to reinforce the expected behaviours. These are in the form of:

- Values assemblies (including inviting parents to celebrate)
- OTTER points
- Celebrations in collective worship

- Individual and class rewards
- Headteacher stickers
- Recognition in the weekly newsletter

**Low level disruptive behaviour (Stage 1)**

- Disturbing other children during assembly or learning time
- Unkind words to another person
- Not adhering to OTTER Learner expectations

**For these low level behaviours, the following actions will be followed (Stage 1)**

1. Reminder of school expectations
2. Offer of choice or consequence
3. Consequence
4. Temporary withdrawal from class
5. Temporary withdrawal to the Head Teacher

*Consequences are dependent on the situation e.g.*

*‘You can choose to work quietly without disturbing others or you will need to complete your work out of the classroom.’*

*‘You can choose to use kind hands and feet or you will need to take some time out to calm down until you are ready to join in appropriately.’*

*‘You can choose to finish your work now or you will need to complete it out of the classroom at another time’*

**Unacceptable Behaviour (Stage 2)**

- Repeatedly ignoring instructions
- Swearing
- Damaging property
- Racism
- Hurting another person – verbally or physically
- Bullying (see Anti Bullying Policy)
- Stealing
- Disruptive behaviour in class
- Behaviour that may endanger self or others

**Unacceptable Behaviour Sanctions (Stage 2)**

**Any** children displaying unacceptable behaviour are sent immediately to see the Headteacher and the incident is reported on an Incident Report form with a copy kept in the School Behaviour Folder, kept with the Headteacher, and the original sent home to parents. (Appendix 2) The Headteacher will decide if a meeting with parents needs to take place to discuss the unacceptable behaviour. If appropriate, a further meeting date will be set and a Behaviour Record Card created (Appendix 3).

**Learning Behaviour**

OTTER Learner Expectations

Ourselfs	Have the confidence to be an independent learner. Take responsibility for own learning.
Try	Persevere with tasks. Try their best. Create a feeling of self-worth.
Think	Think carefully about learning activities. Demonstrate understanding of new learning.
Enquire	Ask questions. Be curious. Challenge own ideas and those of others.
Risks	Make mistakes and learn from them. Try a learning activity that could be a challenge.

Pupils are expected to take a pride in their work and demonstrate this through well-presented work, workbooks and by responding to marking and feedback. Any work presented in an unacceptable manner (scribbled on, little care taken) will be redone by the pupil during break or at home.

### **High Level Behaviour Needs**

Some children will need more support than others to demonstrate expected behaviour in school. For these children the Headteacher will oversee a plan to support the child and family. The plan will be tailored to the child's needs and the child and parents will be involved in creating the plan.

This may include, as appropriate:

- A flowchart for adult to follow when working with the child
- Team Teach training for staff and a restraint plan for the child
- Alternative timetable
- Emergency cards to communicate swiftly when support is needed
- Home/School communication book
- Behaviour Record Card
- Referrals for outside agency support

At all times the safety of all persons in school will be paramount and underpin all decisions made regarding the plan for an individual child.

### **Exclusion**

#### **Before considering exclusion**

The school recognises that parents/carers are profoundly affected by the exclusion of their children and will work with them closely to ensure that only in very rare circumstances will exclusion come as a surprise. In most instances parents/carers will have been working with the school to prevent their child from being excluded. Pupils at risk of being excluded are likely to have had a history of disaffection and to have had a variety of contracts (Individual Behaviour Plans, Behaviour Support Plans, Pastoral Support Plans) before the question of exclusion arises. In formulating these plans a number of different agencies are likely to have helped the school, for example the Emotional and Behavioural Difficulties Outreach Service, the Educational Psychology Service or the Education Social Work Service. In all cases the involvement of these agencies will be shared with parents and in many instances they will have made direct contact with parents/carers.

An exclusion is a significant matter for students and for their parents and will only take place as a result of behaviour which represents a serious breach of our Behaviour Policy.

Further information about Fixed Term and Permanent Exclusion can be found in our Exclusion Policy, available on the school website.



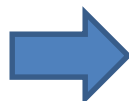
We use kind hands, feet and words. We are OTTER learners.  
We follow instructions from adults.

### Stage 1

Disturbing small groups or another child in class or assembly

Using unkind words

Not being an OTTER learner



1) Reminder

*If behaviour continues...*

2) Choice or consequence

*If behaviour continues...*

3) Sent to another class

*If behaviour continues...*

**4) Sent to Mrs Pearce and parents informed**

### Stage 2

Repeatedly ignoring instructions

Swearing

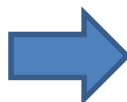
Damaging property on purpose

Racism

Hurting someone on purpose

Stealing

Disrupting the whole class



**Sent to Mrs Pearce and parents informed**

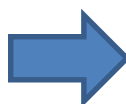


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## Play Times

### Stage 1

Using unkind words  
Play fighting



1) Reminder

*If behaviour continues...*

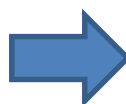
2) 5 minutes time out stood next to adult

*If behaviour continues...*

3) Sent to Mrs Pearce and parents informed

### Stage 2

Repeatedly ignoring instructions  
Swearing  
Damaging property on purpose  
Racism  
Hurting someone on purpose  
Stealing



Sent to Mrs Pearce and parents informed



**Behaviour Report Card**

Child

Year Group

Date

Targets:

I will

I will

I will

Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 10.35					
Break					
10.55 -12.00					
Lunch					
1.00 – 3.10					
Signed (school)					
Signed (home)					

End of week comments

Report Card to continue next week      Yes    No      Signed .....

Review date with parents .....

## **Annex A**

### **Reasonable adjustments to Behaviour Policy – Covid 19**

#### **September 2020**

All children must still follow the behaviour expectations outlined above in this policy.

If a child progresses to point 4 or 5 of Stage 1, or displays behaviours detailed in Stage 2, they will spend time out of class in the Information Centre, not in another classroom. They will be supervised in the Information Centre either by an adult from their class, or the Deputy Head or Headteacher.

Where a child has a specific behavioural need, this will be met in class with the appropriate provision and support where applicable. We realise that some children will find the new measures in place extremely stressful, and therefore individual risk assessments will be put in place to outline appropriate measures.

#### **Movement around the school**

All pupils, parents and staff will be expected to adhere to the social distancing measures in place (see whole school risk assessments). This will be explained to all staff, pupils and parents. Failure to comply with this may result in a disciplinary matter for staff; a 'site ban' for parents or for a child to be collected from the setting and remain away from school for a specific amount of time, as decided by the headteacher or deputy head teacher.

All parents will be asked to pick up and drop off children at a specific time. Social distancing measures will be in place to support this. Failure to comply will be followed up by the Headteacher.

Children and parents must follow the school risk assessment that for their child to be in school, they have to be in their class group as much as possible to reduce the risk of passing on Covid 19 to others. Break and lunchtimes will also reflect this and children will not be able to socialise with their peers who are in a different class to themselves. Seeking out friends and socialising with children from other classes will be followed up as a behaviour incident under Stage 2.

#### **Hygiene**

All children will be taught the school's expectations around personal hygiene. They will be reminded to:

- Wash hands frequently
- Sneeze/cough into a tissue following 'catch it, bin it, kill it' - tissues will be disposed of in lidded bins or sneeze stations
- Use the crook of the elbow to cough/clear throats/yawn
- Try to avoid touching their faces
- Tell an adult if they feel unwell
- Use their own equipment in class and not touch things unnecessarily
- Only use their allocated toilets for their class

If a child coughs or spits at another child or member of staff on purpose, or deliberately touches another person to cause upset or potential harm, this will be followed up as a behaviour incident and this could result in an exclusion from school.

Signed:  Head Teacher

Date: .....12/12/20.....

Signed:  Chair of Governors

Date: 12/12/20

Date of Policy: December 2020

Date to be reviewed: December 2022