



Behaviour Policy

for

**Oaklands Infant School
Butler Road
Crowthorne
RG45 6QZ**

Published Date:	March 2024
Date of Next Review:	March 2025
Public/Internal:	Public
Applies to:	All
Date approved by Local Governing Body of Oaklands Infant School	26.3.2024

Introduction

At Oaklands Infants we are committed to creating a positive learning environment with high expectations of behaviour which benefits both staff and pupils. We strive to ensure that all pupils at our school, have the right to feel safe; the right to learn; the right to be respected and to have fair treatment. Through the promotion of our school's Vision and Values, our PSHE Jigsaw scheme and the wider curriculum, we work to ensure the children learn how to make 'green choices', show respect, care and consideration for others and feel comfortable to voice their opinions, therefore, helping them to make the best possible progress and become good future citizens. All adults working at the school recognise the importance of clearly stated boundaries for acceptable behaviour and demonstrate consistency and fairness in applying the rules.

Statement of Behaviour Principles

The Governors and Staff of Oaklands Infant School believe the school Behaviour Policy should reflect the following principles:

- Positive behaviour reflects the values of the school, readiness to learn and respect for others. High standards of behaviour are essential to facilitate effective teaching and successful learning.
- The high expectations of pupils' conduct and behaviour should be commonly understood by all staff and pupils and applied consistently and fairly throughout the school at all times of the day.
- Staff, Governors, parents/carers and volunteers should provide a positive model of behaviour by treating children and one another with friendliness, care and courtesy.
- Behaviour expectations are underpinned by our school's Visions and Values. These Visions and Values centre on what successful, expected behaviours look like and are clearly defined for all parties. Respect for each other and for our environment is at the heart of the school's ethos.
- The school Behaviour Policy is based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.
- Appropriate behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. Routines and repeated practices should be used to teach and reinforce the behaviours expected of all pupils. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.
- Staff should receive training if necessary to make sure that they collectively embody the school culture, upholding the school's behaviour policy at all times and responding to misbehaviour consistently and fairly.
- All staff should be confident that they have the Governors' support to follow the Behaviour Policy in full.
- There is a zero tolerance of bullying and any form of harassment. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour.

Aims

Our aim is to:

- provide a calm, welcoming, safe and supportive environment in which children want to attend and where they can learn and thrive
- use our six characters (see below) from the school's Oak Tree booklet to underpin Codes of Conduct throughout the school
- promote good behaviour recognising that school is a place of learning so all behaviour should facilitate this
- help pupils understand, moderate and manage their own behaviour in order to develop a sense of responsibility for their own actions
- promote tolerant, respectful, considerate behaviour within the school where differences are accepted
- create a consistent and positive approach to behaviour management throughout the school

School Vision and Values

The school's core values are represented by six different characters and embody the behaviours the children are encouraged to develop. We encourage everyone in the school community, to adhere to these core values, whatever their role or involvement. For more detail on the school characters please see the vision booklet on the school website: <http://oaklandsinfants.org/vision-booklet/>

Our characters are:

- **Goldie:** show respect for everyone and everything
- **Holly:** have a go and see what happens
- **Solo:** be brave and try it on your own
- **Ivy:** rise to challenges and try your best
- **Laurie:** be proud of your achievements and those of others
- **Casey:** be happy, feel safe and looked after



Code of Conduct for Children

Goldie's rules state the main behaviours we expect from the children. These are displayed throughout the school and are the foundation of our behaviour expectations. The children are reminded of Goldie's Rules throughout the school day, especially during times such as assemblies, playtimes and lunchtimes.

Goldie's Rules teach us to show respect by:

- Remembering your manners
- Listening to others
- Using kind words and hands
- Looking after our school
- Trying your best
- Allowing yourself and others to learn

Pupil involvement

Pupils are encouraged to:

- taking personal responsibility for their own actions and behaviour – thinking about what our school characters might say or do
- show respect to all members of the school community
- allow others to learn
- voice concerns and use their words to solve problems

Staff involvement

The following principles of good classroom management help foster a positive behaviour culture in which pupils can reflect the values of the school.

- know the children as individuals; acknowledge and celebrate the talents, gifts and differences between individual pupils
- resources and equipment should be easily accessible
- plan and organise both the classroom and the lesson to keep children interested so minimising the opportunities for disruption
- children should be able to access the work being set – e.g. through modelling, examples, resources, adult support, adapted materials etc
- be clear about which behaviours are permitted and prohibited in your classroom
- link expected behaviours to school characters
- model the standards of respect, safety and consideration expected from the pupils
- emphasise and celebrate the positive, including praise/rewards for good behaviour as well as work and effort
- establish routines and repeated practices to teach and reinforce the behaviours expected of all pupils
- regularly review the expectations for classroom behaviour
- use consistent and clear language when acknowledging positive behaviour and addressing misbehaviour
- make appropriate and consistent use of sanctions
- reflect on your own classroom management performance and consider any changes you feel appropriate

Parent/carer involvement

The school aims to work in partnership with parents at all times. All parents/carers sign a Home/School Agreement when their child starts at Oaklands Infant School and in doing so agree to support the school in the implementation of the Behaviour Policy.

As a school we aim to:

- encourage parent/carer support and involvement as much as possible
- provide opportunities for parents/carers to discuss their concerns with staff
- inform parents/carers at an early stage if there is concern over their child's behaviour
- share class strategies used during the annual parents' information evening
- encourage parents/carers to work with the school's Family Support Adviser if needed, who can provide advice, support and extra provision from other services as appropriate

Parents should aim to:

- support the Behaviour Policy at all times
- show respect and courtesy acting as positive role models
- take full advantage of all the channels of communication made available by the school to develop good working relationships with teachers in order to help their children learn and flourish
- make every effort to attend parents' evenings and annual parents' meetings

Governor involvement

The Governors are made welcome in school and encouraged to become familiar with the work that is taking place in the classrooms. Reports of behaviour to Governors are of an informal nature. Serious pupil misdemeanour will involve the Governors if exclusion is necessary.

Rewards for good behaviour and for positive reinforcement

Oaklands Infant School uses a system of praise and reward to encourage all children to behave well. Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. **(See Appendix 1)**

Sanctions and Consequences (in order of severity)

If a child is not following our school values they are reminded to make a positive choice. If they repeatedly act in a way that disrupts or upsets others we will apply our sanction and consequence system. **(See Appendix 2)**

Pupils with Additional Needs

When administering rewards and sanctions, pupils' Special Educational Needs and disabilities (SEND) and the additional challenges that some pupils may face will be taken into consideration.

The school acknowledges that learners with more challenging behaviour many need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENDCO and will have an Individual Support plan in place. Further information can be found in the SEND policy.

Breaktimes and Lunchtimes

Children are reminded of the expected rules on the playground and equipment. If behaviour is persistent or deemed unsafe, a child may be asked to take a short time out and stand with an adult. Pupils are encouraged to solve problems themselves or with the aid of Casey's Crew using simple conflict resolution e.g. *Stop it, I don't like it; asking for help if doesn't work.*

At lunchtimes, supervision is carried out by the lunchtime controllers. They can refer to class teacher or member of SLT if necessary. Lunchtime controllers use the strategies mentioned above and report incidences of continual misbehaviour to the child's class teacher in the first instance.

The lunchtime controllers are to be treated with the respect expected by all children at Oaklands Infant School. Persistent or serious misbehaviour at lunchtime is brought to the attention of a member of SLT.

Behaviour Off-Site

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit. If a child's behaviour is deemed to be a safety risk to themselves or others, at out of school events e.g. school trip or visit, a prior agreement needs to be made with the headteacher, class teacher and parent for the parent to attend the trip as necessary.

Before and After School

At these times children are the full responsibility of their parents and as such should be supervised at all times. The school will not be responsible for incidents of bad behaviour that take place before and after school. However, the Headteacher will take appropriate action to respond to poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed and reported to the school where a child is identified as a pupil at Oaklands Infants.

Suspensions or Exclusions

Temporary or permanent exclusion is a last resort and will only be considered if any child persistently refuses to follow our school rules and is considered to be a danger physically or emotionally to him/her self or to the other children/adults in the school. The DfE and LA exclusion procedures will be implemented following consultation with the Chair of Governors and this will be reported to the Local Governing Body (LGB).

<https://www.gov.uk/government/publications/school-exclusion>

Racial incidents and bullying

Oaklands Infant School is determined that all pupils should feel safe at school and enjoy their education. The school's policy on Anti-bullying and Anti-racism should be read in conjunction with this policy. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it. Any racial incidents or bullying are initially dealt with by the teacher or member of staff. These will then be reported to the Headteacher. She/he will discuss the child's behaviour with the parents/carers as appropriate.

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported.

The school is also aware of the pressures and dangers that may present through new technology and our Anti-Bullying and E-Safety policies make explicit how we will educate and protect our pupils.

Review and Evaluation

This policy is subject to regular review and evaluation by:

- Governors – e.g. walkabouts, reports on data, conversations with pupils, staff and parents, focused visits, monitoring of any serious incident forms
- Staff – annual review before new academic year, feedback from staff meetings
- Pupils – pupil voice
- Parents/carers – survey

Related Documents

Anti-Bullying policy

Anti-Racism policy

E-Safety policy

Positive Handling

SEND policy

Safeguarding

Search and Confiscate

Appendix I

Rewards for good behaviour and for positive reinforcement

Oaklands Infant School uses a system of praise and reward to encourage all children to behave well. Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils.

Rewards may include

- verbal praise and a smile - praising children for using the behaviour characteristics of the school characters
- positive feedback to parents
- responsibility in the classroom
- stickers
- sending a child to a different class to celebrate an achievement
- sending a child to see a member of SLT to receive a special sticker
- certificates
- marble rewards (see below)

Group and class rewards

- classes have a visual display of Goldie, to help the children make positive behaviour choices
- each class has a marble jar, with a class reward on completion e.g. class disco, bring a cuddly bear to school etc.
- children may earn marbles both in class and around the school for their class jar

Whole-school reward system

These tie in with our school values:

- school character leaves are awarded each week to two children in each class who have exemplified the behaviour of that half term's character
- afternoon tea with Headteacher
- Goldies (golden leaves) are awarded when a child shows respect for someone or something in school
- Governor awards are presented each term to one child in each class with a focus on one of the six school characters
- during the course of the year, each child will be chosen as 'star of the week' and the class will celebrate that individual with positive comments.

The school encourages the efforts and achievements of children both in and out of school. Children are able to bring in any medals or certificates that they have gained to share in our celebration assembly.

Appendix 2

Sanctions and Consequences (in order of severity)

The expected progression in sanctions is:

- say child's name
- repeat name and remind of expected behaviour e.g. please put your hand-up, please sit on the carpet, please be quiet in assembly
- further verbal warning
- name moved to Goldie's Thinking Cloud
- time away from area/activity to re-set

Continued misbehaviour in one session or during the day

- minutes (appropriate to age) missed at play or lunchtime
- time out in another class or supervised area in the school
- class teacher to have a conversation with parents/carers

Extreme or persistent behaviour

- child sent to deputy headteacher to discuss incident(s) to reflect on their behaviour (complete a behaviour reflection log if appropriate)
- alert headteacher of serious misdemeanours or repeated pattern of misbehaviour.
- child sent to headteacher
- headteacher to contact parents/carers, to make them aware of the problem
- headteacher arranges formal meeting with parents to resolve situation and modify behaviour
- personalised behaviour system (e.g. daily/weekly report, positive behaviour strategy, sticker system) may be set up
- headteacher involves Family Support Adviser and/or SENDCO, in a formal meeting with parents to draw up a targeted plan

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, staff ensure that the child leaves the classroom or where this is not possible the rest of the class are removed for their own safety. For high-need children a health and safety risk assessment may be completed to ensure the health and safety of the whole school community.