



## OUR POLICY FOR PROMOTING POSITIVE BEHAVIOUR

### Our Aims of the Policy:

Our vision is for the community to see Old Oak as their school, a success in the community; a happy school where everyone is valued and respected. To enable each child to achieve their full potential and make the most of the opportunities and choices offered to them, we aim to provide a secure and stimulating environment that promotes independence, self-esteem, health and well-being

Our vision statement above is central to the education we offer at Old Oak. We believe that promoting positive behaviour is a whole school responsibility and a partnership with parents/carers. It is important that a high standard of behaviour is expected by the whole school and wider community

As a child's behaviour is central to every aspect of education, this policy should be read in conjunction with the Teaching and Learning Policy, Policy for Special Educational Needs, Attendance Policy, Staff Handbook and Health and Safety Policy and anti-bullying policy. Our school ethos and vision is written to develop self-esteem, resilience and emotional intelligence, we promote positive learning behaviours which underpin the IPC values and are used as our tool to manage behaviour throughout the school. Our school values are below, these are displayed in public areas and all classrooms- in addition to this, each class has an agreed class charter written at the beginning of the year explaining how the children in each class will adhere to the school values:

**Enquiry: We are inquisitive learners and we ask lots of questions.**

**Adaptability: We cope well with new and sometimes unfamiliar situations. We can think differently when we need to.**

**Resilience: We try our hardest in everything we do- we know that sometimes it is easy to give up- we don't!**

**Morality: We know the difference between what's right and wrong.**

**Respect: To be polite and treat others in the way we wish to be treated. Everyone is unique and we respect everyone's differences.**

**Communication: We speak to each other politely and share what we are thinking or feeling.**

**Thoughtfulness: We think of other people's needs and we think about how we can make people feel through our actions and words.**

**Co-operation: We take turns in conversation and share ideas. We work together as a team and a community.**

**Respect: We are polite and treat others in the way we wish to be treated. Everyone is unique and we respect everyone's differences**

**Children's responsibilities are:**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To listen and respond to the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

**We give children responsibility by:**

- Encouraging children to understand and to take control of their own emotions and behaviour
- Encouraging personal responsibility and awareness of the needs of others
- Giving the children the chance to show adults how they are promoting the school values and are able to make good choices.
- Encouraging and supporting children in analysing how an incident could have been avoided

**Staff Responsibilities Are:**

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.

**Parents/carers' responsibilities are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

**Parents/Carers sign a Home/School Agreement when their children are admitted to the school**

## **STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR in the classroom or learning time elsewhere in the building:**

### **Teachers should provide an effective teaching and learning environment by:**

- Meeting children's educational and emotional needs by setting appropriate tasks
- Involving children in setting their own goals and targets for learning
- Establishing good relationships between teacher, child and peers in class TAs/ others
- Fostering good home/school and community links

### **Celebrating achievement by:**

- Using a quiet word, encouraging smile
- Writing a positive comment on a child's work
- Displaying work
- Showing work in presentations, shows, assemblies and weekly sharing assembly
- Showing work to other children, classes and teachers or DHT/ HT
- Informing parents/ carers
- Recognising achievement in other children
- IPC Exit Points
- IPC value assemblies in class every Tuesday. Children nominate each other for promoting the school values and give an example for celebration.

## **STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR in the playground:**

- Encouraging children to play games
- Pre-empting a situation and taking necessary action and encouraging children to make the right choice.
- Listening carefully and taking appropriate action
- Allowing children to calm down in a supervised area inside- Juniper room- soft seats or an appropriate place in the playground.
- Providing a range of outdoor equipment and activities to stimulate, entertain and engage children.
- Being proactive not reactive
- Adhering to and talking about the school values and using examples of children making good choices as role models
- IPC value slips
- Top Table Invites

### **We give children responsibility by:**

- Allowing children to walk up and down stairs on their own
- Allowing children to choose where they sit at lunch within the rules set.
- Asking children to help with 'jobs' like helping the new and youngest children and becoming a Helping Hand in the lunch hall. And/or EYFS playground

## Steps and strategies for dealing with unacceptable behaviour in the playground:

When dealing with incidents it must be remembered to ensure the child understands that it is the behaviour that is unacceptable, not the child.

The sanctions below apply according to the nature of the incident, the severity of the incident, the age of the child and the teacher's knowledge of the child.

Sanctions are there primarily to prevent, or to encourage change, so those children can learn from their mistakes, rather than be punitive. **The first step is to prevent the incident.**

**Strategies may include:** Trying to avoid confrontation, reminding children what is acceptable behaviour, using positive language, reminding the children of the school values and class charter, acknowledge good examples of behaviour, moving the child – this list is not exhaustive.

### Stage 1:

Verbal warning and reminder of the school values and highlighting which value they are not following- a brief discussion about making the right choice- morality.

### Stage 2

Time out on the wall for a set period of time to reflect.

### Stage 3

At break time- sent to DHT or SENCO by calling their phone, or at lunchtime, sent to the Juniper room- DHT or SENCO will complete a behaviour sheet and log it. It will be kept in the behaviour folder under the relevant term. Teachers will be informed and if necessary parents. Parents would always be informed if one of the incidents listed below occurred. The DHT or SENCO would speak to parents or make a phone call- NOT the class teacher. An evidence sheet will be completed by the adult that witnessed the incident.

**If a child has been involved in anything of a physical nature, been verbally unpleasant by name calling, sworn, said a racist, sexist, homophobic or sexist comment they will be sent straight to Juniper room.**

- If a child is already involved with SLT managing their behaviour and SLT have regular contact with parents then these stages may not be followed- this is at the discretion of SLT and the child's individual needs and action plan at the time.

## Steps and strategies for dealing with unacceptable behaviour in the classroom or learning time within the building:

When dealing with incidents it must be remembered to ensure the child understands that it is the behaviour that is unacceptable, not the child.

The sanctions below apply according to the nature of the incident, the severity of the incident, the age of the child and the teacher's knowledge of the child.

Sanctions are there primarily to prevent, or to encourage change, so those children can learn from their mistakes, rather than be punitive. **The first step is to prevent the incident.**

**Strategies may include:** Trying to avoid confrontation, reminding children what is acceptable behaviour, using positive language, reminding the children of the school values and class charter, acknowledge good examples of behaviour, moving the child – this list is not exhaustive.

The stages below are for guidance. Depending on the situation a certain stage may be missed. In class behaviour-

**If a child has been involved in anything of a physical nature, been verbally unpleasant by name calling, sworn, said a racist, sexist, homophobic or sexist comment they will be escorted straight to DHT or SENCO by calling their phone or will be collected by DHT or SENCO**

### **Stage 1**

- Child displays inappropriate behaviour
- Child is given a verbal warning and asked to consider their actions and make the right choice. They are told if they do not make the right choice a second time then they will miss 5 minutes of break time.
- Teacher asks the child to reflect on behaviour and tells them they will be asking them in a few minutes to inform them of what they have reflected on.
- The Teacher then speaks with the child to ensure the child has reflected and understood the significance of their actions.

### **Stage 2**

- Child displays inappropriate behaviour
- Child has been through the above process.
- The child is told they will miss 5 minutes of break, morning or lunch- they have an opportunity to earn it back if they make the right choices for the remainder of the session.

### **Stage 3**

- Child displays inappropriate behaviour
- Child has been through the above process.

- Child is escorted with note to another teacher for reflection time Child is in other class for set period of time
- Child is returned to class.
- The Teacher then speaks with the child to ensure the child has reflected and understood the significance of their actions.
- The child will miss their whole break- supervised in the Art room by an adult- it is the class teacher's responsibility. If nearer to lunchtime they will miss 15 minutes of their lunch time. ( NOT IN JUNIPER ROOM)

#### **Stage 4**

- Child has been through all the previous strategies
- Child again displays inappropriate behaviour
- Child is sent to a member of the senior leadership team for a set period of time immediately.
- The incident will be recorded in the behaviour log- the child will be taken to Juniper room at lunch time and will reflect on their behaviour and complete the log with DHT or SENCO.
- Parents will be contacted by DHT or SENCO.

#### **Stage 5**

- Child has been through all the previous strategies
- Child again displays inappropriate behaviour
- Child is sent to the headteacher for a set period of time immediately. The behaviour log is used.

#### **Stage 6**

- Child has been through all the previous strategies
- Child again displays inappropriate behaviour
- The headteacher contacts parents and invites them in for a meeting to discuss their child's behaviour and strategies to move forward.
- Child is internally excluded with DHT or SENCO for a fixed period of time
- The child is removed from the playground for morning and lunch breaks for a fixed period of time.
- Parents are contacted daily to report on the child's behaviour.

#### **Stage 7**

- Child has been through all the previous strategies
- Child again displays inappropriate behaviour
- Child is excluded for a fixed term- see exclusion policy The school follows national and local authority guidance relating to fixed term and permanent exclusion. For more information, please follow this link: <https://www.rbkc.gov.uk/education-and-learning/ace-team/attendance-child-employment/exclusion-s/tri-borough-exclusions>.

**Depending on the seriousness of the incident certain stages maybe missed out and the head teacher and parents informed immediately. The school has an inclusive philosophy and aims only to reach Stage 7 if all other options have been explored. Reporting behaviour and monitoring impact:**

**Please see the school's exclusion policy**

It is the all the staff's responsibility to report incidents that warrant a record on the behaviour incident logs in school- all staff will complete an evidence sheet- see attached and this will remain in the Behaviour log in the Juniper room.

Teachers are responsible to record incidents of behaviour regarding children that are being monitored by SLT and these records are kept on the computer in Headteachers resources- these are in addition/and/or logs kept in the behaviour folder. It is SLT's responsibility to ensure these logs are up to date and delegate responsibility of who completes the log at a given time dependant on who dealt with the behaviour at the time.

### **Juniper Room**

See above as to why a child would be present in Juniper room.

The DHT and SENCO are present in this room every lunchtime on a timetable and at times the HT will be present. The person in the room is responsible for talking with the child about what happened, collecting evidence, completing the evidence log and deciding action taken ensuring they record it on the evidence log. See evidence log attached.

### **SEND code of practice**

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse. Intervention from the LA/Outside agencies. This may include:

- Outreach support
- Observing pupils and advising on new strategies
- Supporting I.E.P writing.
- SEN referral
- Pastoral Support Plan
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- TEAM-TEACH
- Early Help Assessment

## **Restraint of Pupils**

At Old Oak School the use of physical force is rarely used and only in extreme cases, usually when a pupil is violent and threatening the safety of other children, themselves, or staff. Another example might be when a child is causing physical disruption, the class has been removed and the child's negative behaviour continues, affecting the education of other children.

Teaching staff are by law allowed to intervene – see government guidance at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) - however, where practicable, only staff who has received appropriate restraint training will be involved in such incidents.

### **RESTRAINTS: REPORTING FORM**

**Date, time and where the incident took place:**

**The name(s) of the pupil(s) involved:**

**The names of the staff involved:**

**The names of any other staff or pupils who witnessed the incident**

**How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long (include the reason that force was necessary)**

**The pupil's response, and the outcome of the incident**

**Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property**

**Signed and dated**

