Ysgol Gynradd Maes-y-Deri
Oaklands Primary School

Together Everyone Achieves More

Positive Behaviour Policy

INTRODUCTION

The Education and Inspections Act 2006 makes provisions under section 88 that requires the governing body to have regard to guidance from the Welsh Assembly in making and reviewing the written statement of general principles on school discipline.

The vast majority of the time the behaviour of the children in our school is very good with only occasional instances of poor or unacceptable behaviour. The aim of this policy is to build upon and extend this to all areas of school life at all times.

At Oaklands Primary School we agree with the conclusions contained in the Elton Report (1989) that, as a school, our central purpose is to ensure that our pupils learn and that good behaviour allows effective teaching and learning to take place. Poor behaviour and indiscipline disrupts these processes.

We believe that our children will learn best in a secure and orderly environment supported by caring staff and that clear guidelines for establishing good discipline are vital.

ETHOS, AIMS and VALUES

Ethos

Oaklands Primary School is organised so that pupils and staff are happy, confident and focused on achieving effective teaching and learning from Foundation Phase to end of Key Stage 2, including transition to secondary education. We believe a healthy balance between consequences and rewards exists. We encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way within the ethos of hard work, care, commitment and responsibility.

Aims

1. To value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play in our school community.

2. To develop self-discipline, the ability to learn independently and work co-operatively.

3. To listen with respect to one another and be conscious to never damage another's self-esteem.

4. To foster a caring attitude for the school environment, including the building and communal areas, equipment and personal effects.

5. That all those who work in or visit our school will exhibit behaviour in keeping with those aims and our ethos.

Values

These are the personal traits that we aspire to:

1. Telling the truth
2. Keeping promises
3. Respecting the rights and property of others
4. Acting considerately towards others
5. Helping those less fortunate and weaker than ourselves
6. Taking personal responsibility for ones actions
7. Self discipline

At Oaklands Primary School we reject:

1. Bullying
2. Cheating
3. Deceit
4. Cruelty
5. Irresponsibility
6. Dishonesty

When we are talking about behaviour at Oaklands Primary School we are talking about everyone's behaviour:

Pupils
Teachers
Support staff
Governors
Parents
Visitors

Rules which everyone at Oaklands Primary School are expected to follow:

1. Everyone at Oaklands Primary School treats one another with respect.

2. Everyone will treat each other's belongings with respect.

3. Everyone will treat the buildings and equipment of the school with respect. Litter will be disposed of appropriately.

4. Staff and pupils should be punctual.

5. This is a no smoking school—smoking on school premises by anyone is forbidden.

In addition to the rules relating to anybody who works in or visits Oaklands Primary School, the following three rules apply specifically to pupils:

1. No pupil may leave the school grounds during the school day without permission.

2. Pupils will behave with courtesy and obedience to legitimate rules and requests.

3. No pupil will use foul and abusive language to a member of staff.

We agree as a staff at Oaklands Primary that in some circumstances negotiation and planning of rules with pupils means that pupils are more likely to take ownership of them and subsequently obey them. All classes are involved via School Council reps in setting and reviewing a set of "Golden Rules"

- We are gentle.
- We are honest.
- We are kind and helpful.
- We listen.
- We care for the world.
- We play well with others.

Encouraging appropriate behaviour – Rewards

The staff at Oaklands Primary School believes in the value of praising good behaviour and rewarding children for appropriate behaviour as it is important as praise and reward for academic success.

We recognise the value of frequent acknowledgment of appropriate behaviour and express approval; be it through smiles, nods and verbal acknowledgement. We pay particular attention to written comments on work and the use of stamps, stickers and badges to reinforce personal acknowledgement for positive effort.

The use of weekly Golden Time to reward good behaviour in classrooms will be organised by individual teachers, who may negotiated Golden Time activities with their pupils. Pupils will then begin the week with the privilege of Golden Time and loss of this will be a consequence of inappropriate behaviour.

Rewards given throughout the week may also include:

- House points
- Approving looks, nods, winks and smiles.
- Private praise
- Public praise – in class and whole school assemblies.
- Stars, stamps, stickers, notes, certificates, raffle tickets etc
- Recording achievement in records e.g. " Proud to present"
- Informing parents
- Displays

We accept that the periods outside the classroom are potentially the more problematic times of the school day. The school council has agreed to adopt "Golden Rules for the playground."

Discouraging behaviour we do not want

We agree that all behaviour is learned and that the first efforts to change behaviour should be to teach not to punish.

We believe that the curriculum should encourage a programme to help pupils acquire social, friendship and behaviour skills. A structured Personal, Social & education (PSE) programme is in place to assist in teaching and learning these skills.

Reparations

We believe that we should always try to give a child an opportunity to make amends for a problem he/she may have caused.

Very often children are upset when they realise how their behaviour, action or lack of it, has affected someone. The opportunity to make reparation can go a long way towards stimulating the motivation for change, because the child can feel effective and in control of their own actions and therefore empowerment.

We believe it is essential therefore, that children understand that:
"All actions have consequences"
The ingredients of the reparation process are:

- Understanding what went wrong and why
- Feeling sorry/remorse
- Problem solving to put it right
- Acting effectively
- Learning for the future
- Making the correct good behaviour choices.

Suspensions and Exclusions

A suspension or exclusion from school will occur very rarely and will be used only where a very serious breach of discipline has taken place or where the school has exhausted all other efforts to address a child's behaviour difficulty.

Where a suspension or exclusion is deemed necessary, the Head teacher will immediately inform the parent of the child. Within 24 hours, the Head teacher will have sent copies of the exclusion form to the parents of the child and to the LEA outlining the length of the suspension/exclusion. The parents have the right to appeal against the suspension/exclusion.

When a child is readmitted to school, it is expected that the child's parents will accompany them on that particular day.

Self Esteem

Oaklands Primary School feels that the efforts of all young people should be celebrated.

The school subscribes to the theory that if children are treated well it will get the best from them.

It is felt that the school's House point system goes some way to ensuring that a positive approach to discipline is adopted and that all children have the opportunity to have their efforts rewarded.

All class teachers pay particular attention to the efforts of their children – be it their work or behaviour. Class teachers will praise and reward pupils with specific reference to the Golden Rules to encourage pupils to make good behaviour choices e.g. "Well done, that was a good way to keep our golden rule about being kind".

It is felt that via the class teacher the rewards system, public recognition of the achievement and the involvement of parents that the self-esteem of all children is developed.

Our approach the PSE framework and Circle Time is felt to be of great value in fostering self-esteem.

Self-Discipline

The school believes in the value of working in co-operation by sharing responsibility with all members of the community

The school believes in:

- Fostering an openness within the classroom
- The importance of good teacher/pupils relationships
- The importance of pupils self-esteem

Children have to have opportunities to make and implement decisions and take responsibility for the consequence of their actions.

Sanctions

Wherever possible we encourage sanctions, which match the offence. In discussion with pupils we:

- Check the child understands what he/she is in trouble for by asking
- Establish he/she knows that the behaviour was unacceptable
- Explore the effects that behaviour has on others
- Examine strategies for avoiding the same situation in future
- Encourage children to think of, or offer, some alternative strategies

A common policy for strategies involving minor infringements of classroom discipline has been agreed upon. (However, it must be recognised that for some pupils with more serious behaviour difficulties, alternative strategies are employed.)

Suggested strategies for minor infringements within classrooms:

- Initially a member of staff may ignore a minor infringement.
- A positive comment will be given, where possible with reference to a golden rule e.g. Thank you for showing good listening.
- If this is ignored, the teacher will tell the pupil that they are being moved to the grey cloud and explain that this is the consequence for not following the golden rules e.g. I am placing your name on the sun/cloud because you were not showing good listening.
- If pupil improved behaviour over a period of time, return their name to sun and praise the reason for the move.
- If the move to the sun/cloud cloud does not work, the pupil is then moved to the storm cloud and explain that this is the consequence for not following the golden rules e.g. I am placing your name on the storm cloud because you were not showing good listening and now you will **miss five minutes of Golden Time**.
- When pupil reaches the storm cloud their name, date and a behaviour code will be recorded on behaviour chart.
- All pupils' names return to the sunshine at the start of the day.
- If pupils reach 6 codes on the chart the Head teacher must be informed.

At this point, the Head teacher will be informed of the details of the behaviour and parents will be contacted. The matter will then be discussed between the Head Teacher and parent. The incident will be viewed as serious and copies of the class behaviour record will then be filed individually for each pupil at the end of the week.

If these steps are unsuccessful, or the pupil refuses to comply with a request, and is disruptive and refuses to move to another room then the Deputy Head should be informed via another child. Depending on circumstances and the child involved, the Deputy Head may personally collect the disruptive pupil.

If this is still meeting with no success, the Head teacher will be informed.

Serious misbehaviours will automatically involve the child's parents being contacted and discussion of the incident being undertaken with all parties. This may involve the use of a behaviour contract, home book and possible SENCo involvement.

Notions of fairness and justice are always considered when sanctions are taken.

Serious misbehaviours/Exclusions

Serious misbehaviour such as the use of foul and abusive language directed at a member of staff, or indeed physical assault on a member of staff or fellow pupil resulting in injury or activities endangering the safety of others may result in the suspension of the pupil from the school following discussion with the Head teacher and parents. This action is only taken as a last resort and where the main benefit is to other pupils who remain in the school. (See Procedures for Exclusions LA and Governors).

Whole School House Point System

The following points outline a framework of rewards and consequences that ensures consistent practice across the key stages, within classrooms and around the school environment.

- A house point system that offers pupils the opportunity to work together to achieve success and promotes wider expectations of good order such as punctuality and school uniform.

- Each pupil can gain points for adhering to basic expectations and desirable behaviours:

  Arriving at school on time
  Behaving appropriately during assembly
  Calm, trouble free break times
  Eating and behaving sensibly in the lunch hall

- In addition to these points, teachers and support staff can award extra house points throughout the day for:

School work that merits extra recognition
Polite or helpful attitude towards peers or adults
Following class or school rules

In order to ensure consistency of awarding points across the school, extra house points should be awarded on a basis of 1 (minimum) to 5 (maximum). Pupils should be made aware of the importance of receiving extra points and teachers should ensure the children value them by not giving points too easily or frequently throughout the day.

Classes will be split into four different 'houses', each one containing a fair distribution of pupils: Aman: green, Dar: red, Cynon: yellow, Nant: blue

- Each class will have a display where they calculate house point.

- Incorporate existing 'star chart' scheme to build upon current good practice.

- Provide 'Pupil of the week' certificates of one 'corporate' design that clearly recognises the helpful nature and positive behaviour of individuals and whole classes.

The 'Pupil of the week' does not have to be the child with the most house points. Teachers can award the certificate for any reason, although each pupil must have made some identifiable contribution to justify their award, which is recorded on their certificate and shared with the whole school during celebration assembly.

- Put in place lunchtime activities to encourage group play and support the PSE curriculum. Provide supervisors with training to manage such activities in line with whole school policy. Give supervisors an opportunity to feedback daily to staff about positive behaviour as well as issues/concerns that need to be dealt with as a matter of urgency.

Ensure time is made available to celebrate the positive aspects of pupils' behaviour and other individual successes within school and in the wider community (celebration assembly).

Playtime and Lunchtime Supervision

We are keen for the children to regard the Lunchtime Supervisors with the same respect as members of the teaching staff. Similarly, there is an expectation that behaviour management at lunchtimes and playtimes will follow the same positive approach that is evident in lesson times.

A similar system of incentives and sanctions to those used in class is used at playtimes and lunchtimes.

Playtime and lunchtime Incentives are similar to those during lesson time:

- Verbal recognition of good behaviour
- Giving out stickers
- Awarding house points
- Being given a class point
- Sent to the Head Teacher for demonstrating concern for others or fair play.

A set of Golden Playground rules has been agreed by the school council to extend the system in the classrooms. Dinner supervisors will reward pupils with golden tickets for specific good behaviour. These tickets will be gathered in a golden pot in each class and drawn in assembly each Friday. Winners will go first for dinner with a friend and sit on the golden table.

The behaviour guidelines for pupils are as follows:

1. Listen carefully to instructions
    a Not paying attention
    b Talking out of turn
    c Not following instructions

2. Looking after our own and other peoples property
    a Damaging property
    b Using objects inappropriately
    c Taking something that doesn't belong to you

3. Move around calmly and sensibly
    a Running
    b Pushing
    c Not lining up correctly

4. Use suitable school language
    a Using inappropriate language
    b Making inappropriate comments
    c Answering back/arguing

5. Keep hands, feet and objects to ourselves
    a Using objects to hurt others
    b Inappropriate behaviour towards others
    c Inappropriate game play

Prefects/Monitors

Year 6 pupils are to be given areas of responsibility as prefects and monitors.
At the beginning of each term, a rota will outline their responsibilities and will be displayed near the Key Stage 2 door (junior) and the Staff room.

The Buddy Brigade

A Buddy Brigade operates in school to support positive behaviour and any pupils who may feel lonely or upset in the playground. Year 5 pupils receive annual training on how to operate their 'Buddy Brigade' in readiness for their time in Year 6. This training was first delivered by NSPCC and is now delivered in house, in conjunction with PESS Playground Leaders course. The Buddy Brigade pupils wear identifiable caps/badges on the yard and use a bench as a place that pupils can got to if they feel the need.

School Council

We want all pupils at Oaklands Primary School to feel valued and appreciated. Every child's view is important. To this end School Council has been set up to act as a forum for pupils' views on any aspect of school life. Pupils in every class vote for one boy and girl to represent them at regular meetings. Meetings are minuted and ideas and suggestions are discussed by the Head and staff at a staff meeting. Council members are presented with a badge to be worn at all times.

Each class has a suggestion box available to any pupil who wishes to make a written suggestion or raise an issue that concerns them. Its main purpose is to encourage children to take an active role in the running of the school but it is also a useful facility for pupils to report any bullying which they or any other pupil may be experiencing.

This policy is intended as a working document and will be subject to change.

Head Teacher: **C Wright**	C Wright
Chair of Governors: **H Wagner**	Helen F. Wagner.
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