

Oak Farm Primary School

Behaviour and Positive Relationship Policy



OAK FARM
PRIMARY SCHOOL

Approved by: HT

Date: October 2024

Last reviewed on: October 2024

Next review: October 2025

Purpose

The purpose of this policy is to ensure a clear, consistent approach is adopted by our school to promote positive value based behaviour. We identify and promote our learning behaviours every half term.

At Oak Farm Primary School, we believe that we promote good behaviour and positive relationships by creating a happy, caring school environment where everyone feels valued, respected and safe. We encourage children to achieve in a learning environment where emotional self-understanding is promoted and children are taught to understand the connections between their emotions and their behaviours. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We believe it is important that children are supported to understand that inappropriate behaviour leads to consequences, but it is equally important that children are taught to identify and manage their emotions as they grow and develop; ably adopting problem solving skills. We want all of our children to be **READY, RESPECTFUL** and **SAFE**:

Aims

"If the goal is to have children take responsibility for their behaviour's, teachers must allow students to make decisions about what is right and wrong" (Hardin, 2008, p. 143).

- To create a culture of excellent behaviour for learning in a safe and caring environment that encourages and reinforces good behaviour
- Provide a consistent approach to behaviour management and to promote positive relationships.
- For every member of the school community to feel valued and respected and treated fairly by others
- For all members of our school community to work together in a supportive way, with mutual respect at the core
- To promote self-esteem and self-discipline
- To promote an environment in which children feel happy and secure and can achieve their potential
- To help pupils to become responsible members of the school and the wider community
- To provide pupils with the skills and tools to recognise their emotions and show empathy for others.
- To ensure that there is an emphasis on positive behaviour and rewards, and that any sanctions are applied consistently and fairly
- To encourage a positive relationship with parents and carers so that there is a shared approach to the implementation of the policy

The Roles and Responsibilities

Our pupils are expected to be responsible for:

- Attending school regularly, on time and in the correct uniform;
- Following agreed school rules and instructions by school staff;
- Taking responsibility for their own choices and actions;
- Being polite and respectful to everyone in the community at all times, including those with other beliefs, religions, cultures and traditions;
- Showing care and consideration for their own and other people's property;
- Respecting the school learning environment both inside and outside;
- Refraining from swearing or using any inappropriate language;
- Acting as positive ambassadors for the school when off the school premises.

Our parents are expected to be responsible for:

- Understanding this policy and supporting the implementation
- Ensuring their child attends school punctually every day
- Supporting their child to understand the meaning, and value, of good behaviour
- Being aware of and supporting the school's rules and expectations
- Responding promptly to school communications and participating in our school community
- Supporting their child's home learning
- Behaving and modelling appropriate adult behaviour when on the school grounds
- Communicating with all staff in a constructive and respectful manner

Our expectations for our staff:

- Developing supportive relationships with pupils, and acting as a role model, is the responsibility of all members of staff. Staff will seek to understand a pupil's perspective of a situation, striving to understand the child's feelings whilst maintaining high expectations of pupil behaviour
- Creating an atmosphere for positive learning through ensuring school/class expectations and boundaries are clearly communicated and adhered to from the outset
- To speak to children in a positive way at all times
- Planning and preparing effective learning experiences for every child - Ensuring the health and safety of the pupils in their care
- Compliance with their statutory duties, as per the '*Special Educational Needs and Disabilities. Code of practice: 0- 25.*' Department for Education.
- Supporting interventions or targeted support to meet a child's specific needs
 - Being fair to all children by recognising that each is an individual with their own specific needs
 - Raising self-esteem, confidence and developing potential
 - Using restorative approaches, behaviour procedures, consequences and rewards consistently
 - Encouraging good behaviour and respect for others
- Deal appropriately with any unacceptable behaviour, diffusing situations and allowing children time to reflect and express their understanding of events
 - Know and understand triggers for pupils' behaviour and avoid these wherever possible
 - Identify problems that may arise and to offer solutions to the problem
- Record any incidents on CPOMs in a neutral and informative manner
 - Attending school training and updating pedagogy.

Our Head teacher is responsible for:

- Determining and setting the detail of the standard of behaviour that is acceptable to the school.
- Working with everyone in the school community to create an ethos that makes everyone feel safe, valued and respected.
 - Promoting good behaviour by forging sound working relationships with everyone involved.
 - Encouraging good behaviour and respect for others, in order to prevent all forms of bullying among pupils.
 - Ensuring the health, safety and welfare of all children in the school.
 - Monitoring the effectiveness of this policy.
 - Regularly reporting on the effectiveness and development of this policy to the Governing board.

Our Governing board is responsible for:

- Adopting supportive working relationships, undertaking the delegated powers and responsibilities to the Headteacher by ensuring the effective implementation of this policy.
 - Supporting the Headteacher and school personnel in maintaining high standards of behaviour.
 - Monitoring and evaluating our Behaviour Policy, ensuring it complies with statutory guidance.
 - Ensuring that this policy, as written, does not discriminate on any grounds including, but not
- limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
 - Handling complaints regarding this policy, as outlined in our Complaints Procedures Policy

The Golden Rules

The school has established a set of 'Golden Rules' for the children to adhere to in order that they can learn in a safe and caring environment. These rules are discussed with the children so that they understand what they mean and what their behaviour may look like if they follow these rules.

BE READY

- Be ready to learn by listening carefully
- Work hard to achieve your best
- Encourage and support others

BE RESPECTFUL

- Treat all members of the school community with kindness and respect
- Be truthful and honest
- Show respect for people's property and the school environment

BE SAFE

- Move quietly and sensibly around the school
- Use equipment sensibly and safely
- Follow instructions to keep everyone safe **Learning Behaviours**

We believe that in order to achieve the aspirations of school, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. In this order our learning behaviours are:

Independence Collaboration Curiosity Pride Resilience Responsibility

These Learning Behaviours aim to develop a pupil's sense of independence and responsibility for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom, around the school and when on school trips, as well as implement this policy both fairly and consistently. The rules are displayed in the classroom with dual coding images which leads to greater comprehension and deeper understanding. (Appendix A)

The Zones of Emotional Regulation

Our school has adopted the Zones of Emotional Regulation Framework (ZoR) to support identified pupils in recognising their emotions.

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel, and states of alertness that we experience, into four concrete coloured zones. The Zones framework provides strategies to teach our children to become more aware of, and independent in, understanding and controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve. Each class has a Zones of Regulation Display which uses the four coloured posters. At the beginning of each academic year, teachers and pupils devise their own classroom expectations and agree upon which classroom strategies they plan to use together, and these can be updated throughout the year. Children will explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones as needed.



Our Personal, social, health and education (PSHE) curriculum follows the Coram Life Education **SCARF** (*Safety, Caring, Achievement, Resilience and Friendship* – representing the importance of these values for all children) programme. As

part of this, and to deepen children's understanding of how to self-regulate, time will be spent for the children to explore these skills:

- insight into events that trigger their less regulated states;
- when and how to use tools and problem solving skills;
- perspective about how others see and react to their behaviour;
- how to read others' facial expressions and recognise a broader range of emotions.

Rewards

Good behaviour is taught explicitly, rewarded and used as good examples for other children (PIP – Praised in Public). Inappropriate behaviour is dealt with calmly and quietly (RIP – Reprimanded in Private). Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different ways and are given by all members of school staff. Rewards will not be taken away from children.

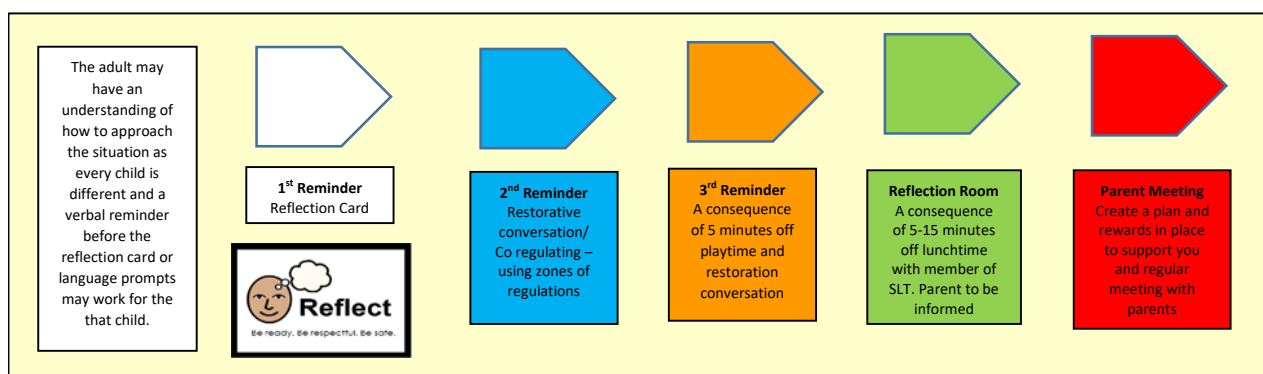
The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

- **Praise** - This is the most commonly used reward and may be used to recognise an individual or a group of children, and may be given privately or publicly. Offered publicly, praise not only recognises and values the good behaviour of that individual or group, but also acts as a means of incentivizing others to display equally positive behaviour.
- **Theme Assembly** - Each week, class teachers nominate a Special Mention to a child in their class to recognise positive behaviours, good work or a particular achievement. Certificates are given out during whole school assemblies (when these take place) so that the achievements of the children concerned can be recognised by the whole school. There is also a celebration for the class that have the highest percentage for their attendance.
- **Headteacher praise** - Occasionally a child may be sent to see the Headteacher, in recognition of having worked particularly hard or having demonstrated especially positive behaviour. The Headteacher will ordinarily give the child a special sticker and/or further praise.
- **Pupils' Pupil Award** – At the end of Year 6, a special Pupils' Pupil award is given. The children in each class vote for a child in their class to achieve the award, recognising the positive contributions that they have made to the class.
- **Marble in the jar** – walking around the school, keeping to the left, staying quiet as they move around the school and staying in line with one child behind another.
- **House Dojos Points** - individual child will earn House Points through Class Dojo. All staff throughout school will be able to award House Points to any child, not just their class teachers. Points can be awarded for excellent work, showing good manners, making an extra effort, looking after a friend, helping to tidy-up equipment, being an excellent role model. Almost anything that shows us you are demonstrating positive learning behaviours and our golden rules (Appendix B). At the end of each half term the winning house will be awarded a variety of in house prizes e.g. extra playtime, picnic, etc. The house dojo names are Earth, Wind, Air & Fire.

Consequences

At Oak Farm Primary School, we employ a range of consequences to ensure a safe and positive learning environment for all, and that instances of inappropriate behaviour (Appendix C) are dealt with fairly and consistently. Consideration will always be given to the individual case and the needs of the child involved. Incidents are recorded on CPOMS and monitored by the Senior Leadership Team and Pastoral Lead. Frequency or pattern is analysed by the Pastoral Lead who highlights possible concerns to the Deputy head. All racist, sexualised actions, homophobic or inappropriate incidents are not tolerated and will go directly to the Headteacher. A formal letter will be sent home (Appendix D) and parents are contacted when deemed necessary.

These are the following steps on how the school will manage behaviour, there is also a child-friendly version which is displayed in the classroom (Appendix E)



Consequences can follow sometimes after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff will inform the child that their behaviour is inappropriate and that it will be spoken about later. All consequences will adopt a restorative approach (Appendix F). Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to a pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour. Some behaviours would warrant reflection room or parent meeting without the steps before.

Staff are aware to name the behaviour and not the child. Depending on the severity of the incident, consequences will never involve taking away a previously earned privilege or any intervention time. After a pupil has reflected it is important to repair and restore the staff pupil relationship. Staff will reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

Where appropriate pupils will be supported to reflect on their behaviour and be given an opportunity to make amends. We strive to work closely with parents/carers to draw up bespoke plans to support a child in understanding how and why a particular behaviour is inappropriate.

Continuous unacceptable behaviour

It is expected that teachers and pupils begin each session afresh. If a pupil continues to make inappropriate behavioural choices the class teacher will arrange a meeting with the parent/carer to discuss their child's behaviour. If necessary the Pastoral Lead, AHT or SENCO can support the class teacher at this meeting where a behaviour plan may be necessary. A positive behaviour plan outlines the supports and strategies to be implemented for reducing inappropriate behaviour and for teaching positive skills designed to replace the behaviour (Appendix G). Positive behaviour plans need to be shared with parents and regularly reviewed. If any form of restraint or seclusion had to be used to keep a child safe during their school day, this will be shared with parents or carers and recorded on our school manual restraint monitoring log.

In the case of persistent or severe misbehaviour the deputy headteacher or head teacher will become involved.

Communication

This policy and our expectations are shared with our community in various ways; these include through our school website, school prospectus, newsletters, notice boards, school assemblies, within class and around school, and through our curriculum. Our Behaviour Policy is discussed regularly in professional development meetings, to ensure that everyone applies the standards consistently and fairly, and changes are updated as appropriate.

Vulnerable learners and reasonable adjustments

The school recognises that within our school community we have vulnerable learners who may require reasonable adjustments to support their behaviour. We make reasonable adjustments to support the SEND needs of the children. Reasonable adjustments may include:

- Pastoral support plans
- Use of a time-out space
- Proactive risk assessments
- The Zones of Emotional Regulation interventions to support emotional development and behaviour, support from our SENDCo
- Support through an Education, Health and Care Plan
- Following advice from other professionals, e.g. Educational Psychologists, Behaviour Support, Occupational Therapists, Child and Adolescent Mental Health Service, etc.

Expectations on School Trips

Expectations for behaviour on school trips remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where behaviour is due to a special educational need, appropriate support will be put in place. The school will work in partnership with a pupil's parents and on occasions, may request them to accompany their child on a trip.

Incidents

Any incident involving racist, physical, homophobic, disrespect to a child or adult and use of offensive language will be recorded on CPOMS. Such incidents are reviewed and analysed termly by SLT.

Transition

As part of the transition process from one-year group to the next, dialogue between class teachers, towards the end of the summer term, will include discussing any specific concerns or needs relating to a particular child or children. This will provide the new class teacher with all the necessary information relating to a given child, and will enable them to put in place any pastoral support to help that child with the transition process and in their new class. Before pupils transfer from Key Stage 2 to Key Stage 3, class teachers also discuss the needs of the children in their class with a member of staff from the relevant secondary school.

Exclusion

The head teacher, or representative if absent, will reluctantly (once all reasonable avenues have been explored), exercise the right to exclude a pupil for a fixed term or permanently. Exclusions are only used as a last resort, using Hillingdon Council guidelines, including the governing body as appropriate when all other attempts at modifying behaviour have failed.

Data from sanctions is analysed by the Senior Leadership Team and Pastoral. Where patterns are identified intervention strategies must be applied.

Relationships

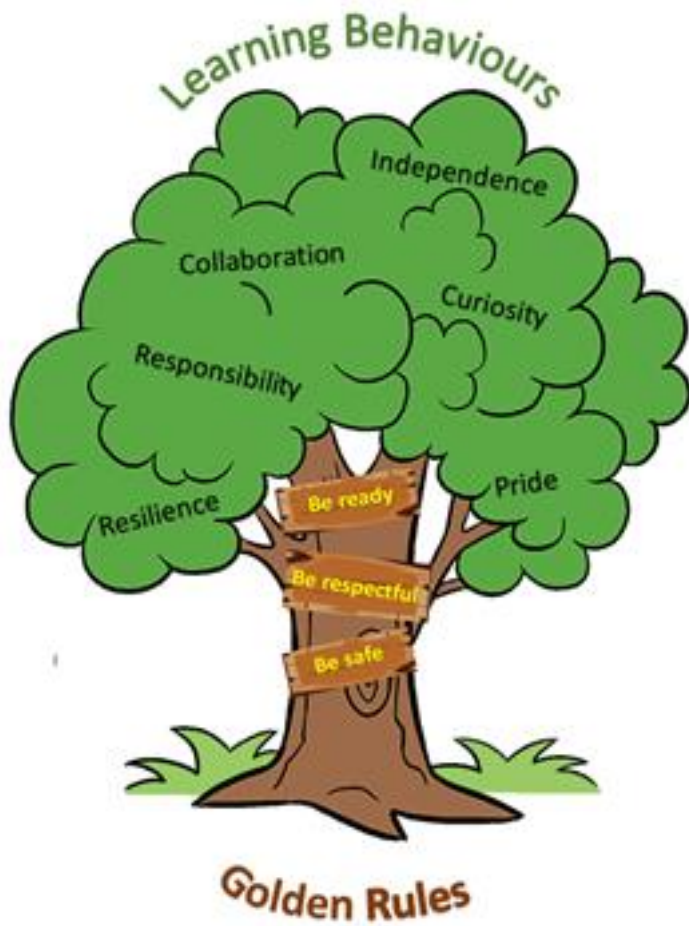
“Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)

The quality of our relationships with our children are crucial. To foster successful, enabling relationships all staff must:

- Actively build trust and have a rapport;
- We should have high expectations for all young people. When we demonstrate our belief in them, it supports them to succeed.
- We always treat young people with dignity and respect by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- Adults should listen respectfully to the child and make a judgement about how/when to respond.
- Invest in your relationships with the young people and have fun together.
- Consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand.
- See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Identify the strengths of the pupil - identify these with the pupil where possible and build on it. If a child is not able to do this, advocate for the child within the team or professional group.
- Apologise if you make a mistake - you are modelling this for the child and this will support you to build trust and respect.
- We are always respectful to the children; we do not talk about them over their heads or in front of other Children
- Use a calm but firm tone to their voice when speaking to children and use key questions or micro-script to gain a better understanding of a situation. When a child is seen not following a rule a child is reminded specifically about the rule they have broken and a link to what the child is doing is made explicit. A simple script is followed in a non-judgemental way for example, I noticed that..... the rule is, Yesterday/last week you followed that rule well by....., Now I want to see...., Thanks for listening.
OR
I've noticed that you..... (seem hot /flustered /are stamping your feet)
I imagine that you are feeling....
I wonder if
Do you remember the (positive behaviour) I saw____?
That's the behaviour I'd like to see now.
Thank you for listening











Appendix A

Golden rules and learning behaviours



Appendix B

House Dojo points system which reflects our learning behaviour and golden rules.

	Independence	+1 point
	Collaboration	+1 point
	Curiosity	+1 point
	Pride	+1 point
	Resilience	+1 point
	Responsibility	+1 point
	Ready	+2 points
	Safe	+2 points
	Respectful	+2 points
	Attendance	+2 points

Our House Dojo points system will be will be monitored diligently by our Year 6 Lead, Mrs Hunt, who is overseeing our House Captains.

Appendix C

Inappropriate Behaviours

Behaviour	Types of behaviour
REFLECTION	Shouting out/interrupting.
	Breaking the class rules
	Wander around the classroom
	Thoughtlessly being unkind
	Thoughtlessly stopping other children learning
	Irritating/winding up other children/ name calling/teasing
	Unhelpful uncooperative behaviour
	Leaving the classroom without permission
	Misuse of school equipment
	Inappropriate behaviour at lunchtime
	Refusing to work

Behaviour	Types of behaviour
Serious Incident CODE 1 <i>(Reminder 1)</i>	Spoiling other people's work.
	Taking other people's property.
	Persistent breaking of the class rules. Deliberately breaking school rules.
	Frequently avoiding "in-seat "work.
	Persistently refusing to work.
	Deliberately being unkind.
	Deliberately stopping other children learning.
	Repeated name calling/teasing/winding up
	Persistent unhelpful uncooperative behaviour.
	Leaving the building without permission.

Behaviour	Types of behaviour
Very serious incidents Code 2 <i>(Reminder2)</i>	Stone throwing/dangerous play
	Refusing to follow staff instructions or go to designated person/ classroom
	**Racist remarks or behaviour
	**Homophobic remarks or behaviour
	Sexualised behaviour or remarks (Safeguarding team)
	Persistently and deliberately hurting another child (body or feeling)
	Leaving school without permission
	Vandalism e.g. Misuse of toilet areas
	Inappropriate touching (Safeguarding team)

** Directed to the headteacher with formal letter to parents.

This guide is not exhaustive. No guide can ever contain every action a child may commit. Staff must use their judgement if a negative behaviour choice is not listed above. If in doubt staff should consult a member of the Senior Leadership team.

Appendix D

Formal letter example for sexual incidents, racism or homophobic incidents



Dear Mrs....

I am concerned that (Insert *child's name*) was heard to make a homophobic comment on The incident was investigated byand the evidence indicates that said He said it in a negative way.

Expand on comment.

As a school we take homophobic name calling very seriously. The school Behaviour Policy states that we are not tolerant of homophobic behaviour and the children know that in our school it is not acceptable to use terms such as 'gay' or 'lesbian' in a negative way.

In the first instance parents are contacted. If this happens again in the same academic year, the child will be given a fixed-term exclusion.

I would appreciate you discussing this with ...so that he is very clear as to the serious nature of his behaviour and the consequences should there be any repeat.

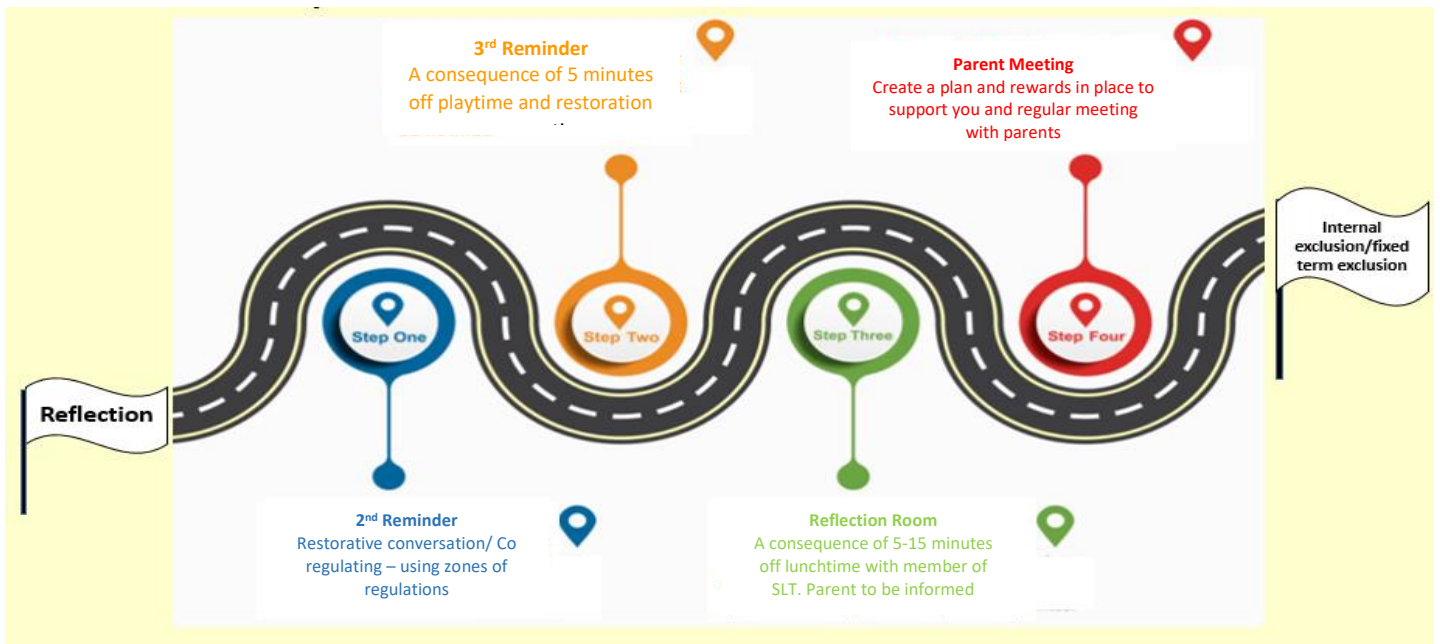
Please do not hesitate to contact me if you require any further information on this matter.

Yours sincerely,
Headteacher

Appendix E

Behaviour track

This is displayed in the class for all the children and adults to see and refer to if they feel that they are going too far however, there is a way of them getting back on track.




















Appendix F

Restorative Approach:

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. It is important that this conversation is held with the adult involved or supported by an adult if it is between children, so that there is a strong connection made. *'The behaviour of the adult lies at the heart of it all'* (Paul Dix). Restorative conversations are used over lunchtime where children have time (5-15minutes depending on the situation) in the Reflection Room with prompt questions of.

- What happened? –
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?
- With younger children or children that struggle with this we focus on - Who else has been effected?
- What can we do to make things right or better?

There is also a dual coding sheet to further help all children share how they were feeling and the next steps to put things right, example below;

Name _____		Class _____			
Circle how you were feeling					
 Sad	 Silly	 Frustrated	 Terrified	 Angry	
I chose to start					
 Not to tell the truth	 Shouting	 Hurting someone	 Run away	 Disrespecting equipment	 Use inappropriate language
Next time I will					
 Deep breath	 Stretch	 Drink water	 Communicate my feelings	 Take a break	
Draw or write how you made it better					
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Appendix G

Positive behaviour plan example

Positive behaviour plan

Date of meeting:		Date for Review Meeting w/c /	
Present at meeting: To be arranged			
Name:		Class:	Attendance:
SEN:		EAL:	PPG:
CP:		YC:	Medical:
Academic Attainment: Working at expectations		Academic Progress: Working below	Referrals/Outside agency input: CAMHS/CDC Team/LA for ASD advisor

Environment and Triggers	Risk Assessment (High, Medium, Low)	Prevention	Diversions and Distractions	De-Escalation	Physical Intervention	Post Incident support
<ul style="list-style-type: none"> Not being in a group with his 'perceived friends' 	<ul style="list-style-type: none"> Tries to leave the class (H) 	<ul style="list-style-type: none"> Ear defenders / resistant bands Fidget toys 	<ul style="list-style-type: none"> Movement breaks Change of adult Change of fidget Puzzles Jobs 	<ul style="list-style-type: none"> Change of environment Change of adult 	N/A	<ul style="list-style-type: none"> Regulation Reminders Instant rewards

Target:

Target and Wave 3 Plan will run for 3 weeks and will then be reviewed.

Appendix H

