

# Oak Farm Primary School

## Behaviour Policy



**OAK FARM**  
PRIMARY SCHOOL

Approved by: FGB

Date: January 2024

Last reviewed on: January 2024

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2024

### **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 a value every month.

At Oak Farm Primary School, we believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected and safe. We encourage pupils 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.

### **Aims**

- To create a safe and caring environment that encourages and reinforces good behaviour
- 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, self-discipline and positive relationships
- 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

### **Rationale**

At Oak Farm Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through regulation of feelings, children learn to become more independent and develop self-regulation. Developing supportive relationships with pupils is the responsibility of all members of staff and our wider community.

### **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.

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 PSHE curriculum follows the Coram Life Education SCARF 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.

### **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.

### **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: 025.*' 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 Head teacher 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.

### **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
- Strategies to support pupils with SEND
- 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.

### **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.

We want all of our children to be READY, RESPECTFUL and SAFE:

#### **READY**

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

#### **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

#### **SAFE**

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

### **Behaviour Incidents**

At Oak Farm Primary School, there is an emphasis on the use of rewards to encourage and reinforce positive behaviour. Through our reward system, children will see that good behaviour is valued and will foster the development of a safe, happy and secure environment for all. The reward system will enable everyone to work together, achieve success and fulfil individual potential.

### **Rewards**

A range of rewards are used to recognise good behaviour and pupils working hard to achieve their potential.

- **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.
- **Informal Class Rewards** - Class teachers, and Learning Support Assistants/Teaching Assistants, may provide small rewards within the classroom to encourage good behaviour. These may include things such as: stickers, notes home to a parent, table points.
- **Special Mention** - 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.
- **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.
- **Monthly Value award** - At the end of each month, certificates are given by class teachers to recognise the achievements of a child in their class who has demonstrated the value of the month.
- **Attendance certificates** are also awarded for pupils achieving 100% attendance for the term/school year.
- **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.

### 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 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 Headteacher. Parents are contacted when deemed necessary.

Adults will ensure pupils are not given consequences that impede their future learning. In some cases, consequences can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff will inform the pupil that their behaviour is inappropriate and that it will be spoken about later. All consequences will adopt a restorative approach. 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.

Staff are aware to name the behaviour and not the child. 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.

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

### **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 adults 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.