



# **Behaviour Policy-including Exclusion & Anti-Bullying Policy**

***Oliver Goldsmith Primary***

***"Inspiring a love of learning."***

**Date Ratified: September 2020**

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## **Contents**

<b>1. Introduction</b>	<b>Page 3</b>
<b>2. Aims</b>	<b>Page 3</b>
<b>3. Responsibilities</b>	<b>Pages 3-4</b>
<b>4. Pupils with Special Educational Needs</b>	<b>Page 4</b>
<b>5. Strategies</b>	<b>Page 4-5</b>
<b>6. Monitoring and Outcomes</b>	<b>Page 5</b>
<b>7. Review</b>	<b>Page 5</b>

## **Appendices**

<b>Appendix 1 – Expectations of behaviour</b>	<b>Pages 6-8</b>
<b>Appendix 2 – Referral Procedures and Exclusions</b>	<b>Page 9</b>
<b>Appendix 3 – Rewards, Sanctions and Consequences</b>	<b>Pages 10-12</b>
<b>Appendix 4 – Whole School Procedures</b>	<b>Pages 13-15</b>
<b>Appendix 5 – SMSAs and Lunchtime Behaviour</b>	<b>Pages 16-18</b>
<b>Appendix 6 – Anti-Bullying Policy</b>	<b>Pages 19-22</b>
<b>Appendix 7 – OGPS Behaviour Chart</b>	<b>Page 23</b>
<b>Appendix 8 – OGPS Vision, Values and Aims</b>	<b>Pages 24-25</b>



## **1. INTRODUCTION**

**1.1 “Managing discipline in a classroom and school is a journey not a destination. It is a process, not an event.”**

1.2 Good behaviour has to be learnt. It does not just happen. We encourage children to develop self-respect, self-confidence and self-control so that these qualities can help them to behave appropriately and therefore help them to reach their full potential.

## **2. AIMS**

2.1 The aims of the Behaviour, Anti-Bullying and Exclusion Policy are:

- To create a consistent approach to behaviour management based on shared expectations of appropriate behaviour (Appendix 1).
- To create an environment in which optimum learning can take place, where lessons and school life are not disrupted by inappropriate behaviour and children can feel happy and safe.
- To help children to learn the boundaries of acceptable behaviour in school and hence behave accordingly.
- To help children to understand why some behaviour may be inappropriate and unacceptable and to help the child to learn to accept responsibility for his/her own behaviour.
- Prevent bullying (hurtful behaviour repeated over a period of time) in all forms including physical, verbal and indirect bullying. (Appendix 6 - Anti-Bullying Policy)
- Teach children to be sufficiently assertive so that they can effectively deal with difficult situations in a positive manner.
- Encourage children to have high expectations of their own behaviour and develop habits of self-discipline.
- Foster positive, caring attitudes towards everyone so achievements at all levels are acknowledged and valued.
- Raise awareness of appropriate behaviour and promote it through positive reinforcement.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure all adults working in the school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

## **3. RESPONSIBILITIES**

3.1 Staff Responsibilities:

- Develop a Classroom Charter with Learning Support Assistants (LSAs), School Meal Supervisory Assistants (SMSAs) and children at the start of the school year, so that children are very clear about how they are expected to behave.
- Set out and use rules and consequences clearly and apply consistently.
- Ensure rewards and consequences are followed through.
- Treat all children fairly and with respect.
- Encourage children to take responsibility for their own actions and behaviour.
- Offer a framework for social education and encourage children to be aware of the needs of others.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties.
- Encourage children to take care of their own property, their school, and the property of others.
- Praise good behaviour both privately and publicly.



- Raise children's self-esteem and develop their full potential.
- Create a safe, pleasant environment both physically and emotionally.
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and to be aware of their special needs: make adjustments to learning programmes to provide personalised learning.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Be a good role model.

### 3.2 Pupil Responsibilities:

- To be actively involved in creating a Classroom Charter.
- To follow the instructions of all school staff.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.
- To do their best to contribute to a positive learning environment, and allow others to do the same.

### 3.3 Parent Responsibilities:

- Fully support the school in the implementation of the Behaviour, Anti-Bullying and Exclusion Policy.
- Encourage their children to take responsibility for their own actions and behaviour.
- Sign and agree to implement the Home School Agreement at key transition points.

## **4. PUPILS WITH SEND**

4.1 The school will treat all children fairly and apply this behaviour policy in a consistent manner, however, it is recognised that the behaviour policy and the practice it promotes needs to be responsive to individual needs.

4.2 For children who display inappropriate behaviour for reasons related to a disability, for example autism, Asperger's Syndrome, Tourette's Syndrome etc the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions. We will support and help such pupils to follow the school rules but we understand achieving this may vary depending on the individual circumstances of the pupil concerned.

4.3 The school will ensure all staff are aware of individuals with additional needs.

## **5. STRATEGIES**

### **Rewards:**

5.1 The staff should recognise that positive encouragement promotes good behaviour in pupils and helps to raise their self esteem. Therefore the staff will endeavour to:

- Acknowledge good behaviour on all occasions.
- Make full use of positive rewards.
- Give descriptive /specific praise.
- Use positive feedback techniques.
- Use the rewards listed in Appendix 3.

### **Consequences:**

5.2 The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.



- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is reprimanded.

5.3 The purpose of a sanction is to:

- Help children learn that consequences follow actions.
- Deter the children from misbehaving again.
- Deter other children from misbehaving.
- Show that a society has rules.

5.4 Should children have difficulty managing their behaviour in accordance with the school policy, then staff should:

- Use agreed consequences listed in Appendix 4.
- Apply consequences fairly and appropriately in terms of severity and duration.

## **6. MONITORING & OUTCOMES**

6.1 The Senior Leadership Team will monitor the impact of the implementation of this policy.

6.2 Forms of monitoring:

- Observation of children's behaviour in class and around school.
- Observation of staff/child and child/child relationships in and around the school and playground.
- Talk to children and staff.
- Behaviour records of arising issues will be reviewed by the LT and SLT with regular reports about behaviour shared with governors.

6.3 Outcomes:

- A calm, happy and hardworking ethos in all classes.
- A calm and friendly ethos around the school.
- Children behaving sensibly even when they are not being watched.
- A consistent approach by staff focusing on the positive.
- Good records kept of children who find it difficult to behave positively.

## **7. REVIEW**

Date of Policy – September 2020

Date of Review – September 2021



**EXPECTATIONS OF BEHAVIOUR (APPENDIX 1)**

<p style="text-align: center;"><b><u>EXPECTED BEHAVIOUR IN THE CLASSROOM</u></b></p> <ul style="list-style-type: none"> <li>* Work quietly when required to do so.</li> <li>* Maintain attention in class so that you can answer questions when required to do so.</li> <li>* Keep the classroom tidy.</li> <li>* Look after the equipment and property.</li> <li>* Speak politely to children and adults.</li> <li>* Be friendly and help each other.</li> <li>* Share equipment</li> <li>* Move carefully around the classroom.</li> <li>* Come to class on time.</li> <li>* Listen to the teacher and each other.</li> <li>* Settle down quickly and quietly.</li> <li>* Work hard and do your best</li> <li>* Keep school books tidy.</li> <li>* Keep your hands and feet to yourself.</li> <li>* Concentrate</li> </ul>	<p style="text-align: center;"><b><u>INAPPROPRIATE BEHAVIOURS IN THE CLASSROOM</u></b></p> <ul style="list-style-type: none"> <li>* Interrupting the teacher, adults and children.</li> <li>* Damaging other children's work or property.</li> <li>* Damaging school property</li> <li>* Physical aggression to other children, staff and adults.</li> <li>* Verbal abuse to other children, staff and adults.</li> <li>* Preventing other children from working.</li> <li>* Unkind remarks to others.</li> <li>* Throwing any equipment.</li> <li>* Taking something that is not yours.</li> <li>* Swearing.</li> <li>* Lying.</li> <li>* Running or pushing</li> <li>* Leaving the classroom without permission.</li> <li>* Coming to class late.</li> <li>* Shouting</li> </ul>
<p style="text-align: center;"><b><u>EXPECTED BEHAVIOUR IN THE CORRIDORS, CLOAKROOMS AND AROUND SCHOOL</u></b></p> <ul style="list-style-type: none"> <li>* Hold doors open for others.</li> <li>* Walk sensibly, quietly and keep to the right.</li> <li>* Walk on the stairs one step at a time.</li> <li>* Use 'INDOOR Voices'</li> <li>* Line up quietly and stay in line when walking.</li> <li>* Pick up coats from the floor.</li> <li>* Look after the school and keep it clean and tidy.</li> <li>* Pick up litter</li> </ul>	<p style="text-align: center;"><b><u>INAPPROPRIATE BEHAVIOUR IN THE CORRIDORS AND AROUND SCHOOL</u></b></p> <ul style="list-style-type: none"> <li>* Pushing when in line.</li> <li>* Damaging children's work on display.</li> <li>* Scribbling or graffiti.</li> <li>* Shouting or excessive noise</li> <li>* Playing or bouncing balls.</li> <li>* Running</li> <li>* Interfering with other children's possessions</li> <li>* Wasting time around the school when you should be in class.</li> </ul>
<p style="text-align: center;"><b><u>EXPECTED BEHAVIOUR IN ASSEMBLIES</u></b></p> <ul style="list-style-type: none"> <li>* Walk quietly to and from assembly.</li> <li>* Listen to the music silently until assembly starts.</li> <li>* Face the front.</li> <li>* Pay attention</li> <li>* Sit with legs crossed</li> <li>* Keep your hands and feet to yourself.</li> <li>* Put your hands up to answer questions.</li> <li>* Sing</li> </ul>	<p style="text-align: center;"><b><u>INAPPROPRIATE BEHAVIOUR IN ASSEMBLIES</u></b></p> <ul style="list-style-type: none"> <li>* Fidgeting</li> <li>* Turning Around</li> <li>* Talking and not paying attention</li> <li>* Coming into assembly noisily.</li> <li>* Kneeling instead of sitting</li> <li>* Disturbing others</li> </ul>



<p><b><u>EXPECTED PLAYGROUND BEHAVIOUR</u></b></p> <ul style="list-style-type: none"> <li>* Play safely - watch out for others</li> <li>* Stop playing and line up when the whistle is blown or the bell is rung.</li> <li>* Play co-operatively, happily and sensibly.</li> <li>* Share equipment.</li> <li>* Keep your hands and feet to yourself.</li> <li>* Pick up litter and put it in the dustbin.</li> <li>* Look after playground equipment.</li> <li>* Be kind to children who have no one to play with.</li> <li>* Be polite and pleasant.</li> </ul>	<p><b><u>INAPPROPRIATE PLAYGROUND BEHAVIOUR</u></b></p> <ul style="list-style-type: none"> <li>* Playing football in the wrong place.</li> <li>* Playing football on the wrong day.</li> <li>* Play fighting or rough play.</li> <li>* Physical aggression.</li> <li>* Verbal abuse.</li> <li>* Racist abuse</li> <li>* Getting a drink after the whistle has blown.</li> <li>* Playing in the toilets.</li> <li>* Climbing on or over fences.</li> <li>* Leaving the playground to go inside without permission/a teacher note.</li> <li>* Damaging plants.</li> <li>* Spitting.</li> <li>* Swearing.</li> <li>* Use of offensive words</li> <li>* Coming to the Welfare office without seeing the SMSA's first.</li> <li>* Going on the grass out of season.</li> <li>* Bullying.</li> <li>* Throwing stones.</li> <li>*</li> </ul>
<p><b><u>EXPECTED BEHAVIOURS IN THE DINING ROOM AND AT LUNCHTIME</u></b></p> <ul style="list-style-type: none"> <li>* Go to lunch as soon as you are asked.</li> <li>* Line up sensibly when you are told to do so.</li> <li>* Sit down while eating.</li> <li>* Talk to children on your own table.</li> <li>* Do as the SMSAs ask.</li> <li>* Listen and be polite to SMSAs.</li> <li>* Eat quietly.</li> <li>* Clear and stack your plates sensibly.</li> <li>* Eat all your food in the dining room.</li> </ul> <p>Go to the toilet through the playground</p>	<p><b><u>INAPPROPRIATE BEHAVIOURS IN THE DINING ROOM AND AT LUNCH TIME</u></b></p> <ul style="list-style-type: none"> <li>* Being rude or disobedient to SMSAs</li> <li>* Throwing food or packaging.</li> <li>* Fighting in the queue.</li> <li>* Interfering with other children's dinner.</li> <li>* Shouting in the dining room.</li> <li>* Dropping food on the floor and not picking it up.</li> <li>* Running.</li> <li>* Wandering around the school and going through the school to reach the toilets.</li> </ul>



<p style="text-align: center;"><b><u>EXPECTED BEHAVIOUR ONLINE</u></b></p> <p>Whilst on line, be <b>SMART</b>:</p> <ul style="list-style-type: none"> <li>* Keep your personal information <b>SAFE</b> and <b>SECRET</b></li> <li>* Never arrange to <b>MEET</b> an online friend – they might be pretending.</li> <li>* <b>ACCEPTING EMAILS</b> can be dangerous – if you receive junk mail (spam) or messages that make you feel uncomfortable. Tell an adult that you trust. Don't reply to them.</li> <li>* <b>RELIABLE</b> – Sometimes people write or say things which are untrue. You should always think carefully before trusting what you see or hear.</li> <li>* <b>TELL SOMEONE</b> – If you see something that makes you feel uncomfortable or worried, tell an adult that you trust.</li> </ul>	<p style="text-align: center;"><b><u>INAPPROPRIATE BEHAVIOUR ONLINE</u></b></p> <ul style="list-style-type: none"> <li>* Forgetting to be SMART</li> <li>* Not being Safe and keeping your personal information Safe.</li> <li>* Arranging to Meeting or meeting someone you made friends with online.</li> <li>* Replying to strange emails</li> <li>* Sharing or writing information which is untrue as this and can cause others to be upset or worried.</li> <li>* Not telling an adult that you trust about things which you see that worry you or you know to be wrong.</li> </ul>
<p style="text-align: center;"><b><u>EXPECTED BEHAVIOUR ON TRIPS</u></b></p> <ul style="list-style-type: none"> <li>* Follow the four main OGPS rules</li> <li>* Stay with your group.</li> <li>* Listen carefully to and follow the instructions you receive from your teacher.</li> <li>* When in another educational centre/setting, act respectfully by observing the rules and demonstrating good manners.</li> <li>* Learn new information and share your knowledge.</li> </ul>	<p style="text-align: center;"><b><u>INAPPROPRIATE BEHAVIOUR ON TRIPS</u></b></p> <ul style="list-style-type: none"> <li>* Running.</li> <li>* Shouting out.</li> <li>* Not listening to instructions.</li> <li>* Spoiling the enjoyment of others.</li> <li>* Failing to stay with the group.</li> <li>* Talking to strangers not associated with the visit.</li> <li>* Touching artefacts without permission.</li> </ul>



**REFERRAL PROCEDURE AND EXCLUSIONS (APPENDIX 2)**

Persistent poor behaviour will be referred to the Leadership Team (LT) in the first instance. If there is no improvement, then refer to the Assistant Headteacher/Deputy Headteacher and finally, the Headteacher (SLT-See Time Out Procedure below).

Significant poor behaviour (such as listed below on the left) should be referred to the Assistant Headteacher, Deputy Headteacher or Headteacher immediately. Staff should use their professional judgement when deciding on when to refer immediately to SLT.

<b><u>IMMEDIATELY</u></b>	<b><u>WHEN SUITABLE</u></b>
<ul style="list-style-type: none"> <li>* Swearing to an adult.</li> <li>* Physical aggression to an adult.</li> <li>* Serious/obvious physical injury caused by aggression.</li> <li>* Individual/s caught stealing.</li> <li>* Throwing of furniture.</li> <li>* Serious vandalism.</li> <li>* Gross disobedience after several requests.</li> <li>* Child leaving the school grounds.</li> <li>* Any form of peer on peer abuse.</li> </ul>	<ul style="list-style-type: none"> <li>* Following a complaint by a parent.</li> <li>* If a child's behaviour is worrying you.</li> <li>* If there is an uncharacteristic change in behaviour.</li> <li>* If you think your class control is breaking down.</li> <li>* If you think there is something the A.H.T, D.H. or H.T should know.</li> </ul>

**EXCLUSIONS**

The following sanctions can be applied at the discretion of the Headteacher:

- Rectify and make good any damage they have caused
- Exclusion from the school site at lunchtime
- Internal exclusion
- Fixed-term exclusion
- Permanent exclusion

The following offences are regarded as serious enough and could merit automatic exclusion (which may be permanent) from the school, at the Headteacher's discretion:

- Serious physical assault upon another student or any adults in the school.
- Threatening behaviour.
- Persistent bullying.
- Possession of an offensive weapon.
- Persistent sexual harassment
- Serious peer on peer abuse
- Persistent racial harassment.
- Smoking.
- Misuse/abuse of alcohol and/or solvents.
- Possession, distribution, or use of illegal drugs.
- Possession, distribution, or use of fireworks.
- Deliberately setting off the fire alarm.
- Theft.

Exclusion may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the school community, nevertheless disrupt the learning of other students, undermine the discipline of the school or damage the reputation of the school.

Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are ineffective, a careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as



contributory factors. Additional specialist help and advice from external agencies may also be required.



**REWARDS, SANCTIONS & CONSEQUENCES (APPENDIX 3)**

The lists below are intended as suggestions. Teachers should use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

<b><u>EFFECTIVE REWARDS</u></b>	<b><u>INAPPROPRIATE REWARDS</u></b>
<ul style="list-style-type: none"> <li>* A positive word in the child's ear.</li> <li>* An encouraging smile</li> <li>* Lots of positive comments like 'Well done for...' , 'You remembered to...' etc.'</li> <li>* Specific comments like, 'When you helped John with his reading, I felt proud of you.'</li> <li>* Table points.</li> <li>* Class targets &amp; agreed rewards.</li> <li>* Class based certificates.</li> <li>* 'Special People' chart - one child per day.</li> <li>* Noticing good behaviour and public praise.</li> <li>* Positive reinforcement (reminding children of when they did something well.)</li> <li>* Giving house points (see whole school procedures)</li> <li>* Giving jobs as a reward.</li> <li>* Whole class strategies e.g. marble jar or similar (marbles put in for good behaviour, taken out for negative behaviour).</li> <li>* Reward stamps.</li> <li>* Displaying the children's work.</li> <li>* Student of the week.</li> <li>* Sent to another member of staff, A.H.T, D.H or H.T for praise.</li> <li>* Sent to H.T for a special HT sticker.</li> <li>* Communicate to parents, e.g. a letter to parents mentioning an achievement deserving praise.</li> <li>* Earning privileges for the child or for the whole class.</li> <li>* Earning remission from sanctions.</li> <li>* Use of Golden Behaviour book. Public praise in the classroom and at Achievement Assemblies.</li> <li>* Use of visual system such as our class Traffic Light System where pupil names are moved up to amber/green</li> <li>* ICT pass for lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>* Bribery.</li> <li>* Making a promise and not keeping it.</li> <li>* Rewards that detract from working or sanctions inappropriate behaviour, e.g. playing in class.</li> </ul>



<b><u>EFFECTIVE CONSEQUENCES / SANCTIONS</u></b>	<b><u>INAPPROPRIATE / INEFFECTIVE CONSEQUENCES / SANCTIONS</u></b>
<ul style="list-style-type: none"> <li>● A verbal reprimand or warning – make eye contact with the pupil and be specific.</li> <li>* Punishments that are appropriate to the behaviour (put right what is done wrong).</li> <li>* Moving the pupil’s name to amber, then red on class traffic light system/behaviour chart</li> <li>* Finish their work in their own time.</li> <li>* Parents asked to come to school for interview.</li> <li>* Lunchtime detentions.</li> <li>* Time out - Work in another classroom for a limited period, with work to do.</li> <li>* Jobs to help the class.</li> <li>* Letter of apology.</li> <li>* Taking away a privilege.</li> <li>* Separated from those with whom they are behaving inappropriately</li> <li>* Sit in an isolated seat within the classroom.</li> <li>* Miss a playtime or part of a playtime - supervised by teacher.</li> <li>* Occasional withdrawal from an extra-curricular privilege, e.g. a club.</li> <li>* Being put on report to H.T. or D.H.</li> <li>* Being put on report to parents.</li> <li>* Making a behaviour contract with child.</li> <li>* Communicate to parents - telephone or letter (inform H.T or D.H. before)</li> </ul>	<ul style="list-style-type: none"> <li>* Punishing the whole class for the behaviour of a few.</li> <li>* Putting children in the corridor or outside the classroom so that they are out of your sight.</li> <li>* Putting children outside the staffroom</li> <li>* Idle threats - constantly threatening to do something and not following it through.</li> <li>* Too much shouting.</li> <li>* Losing your temper.</li> <li>* Inappropriate language on part of teacher.</li> <li>* Constant nagging.</li> <li>* Perpetually giving a child attention for negative reasons.</li> <li>* Using withdrawal from a popular lesson as punishment for unconnected misdemeanour, e.g. missing a games lesson for something done in maths.</li> </ul>

### **Consequence Guidelines**

<b>Classroom Behaviour</b>	<b>Consequences</b>	<b>By whom</b>
Disruption	Verbal Warning- see whole School Procedures.	Teacher
	Use of class Traffic Light System/behaviour chart-refer to Appendix 7.	Teacher
On-going disruption	Move pupil to another seat/table.	Teacher
	Implement Time Out System (see later for more details)	Teacher with support from other teachers, LT or SLT as appropriate
	Informal communication with home	Teacher
Aggressive behaviour	Written warning	Teacher
	Loss of playtime	Teacher
	Informal communication with home	Teacher (SLT to be informed)



<b>Playground Behaviour</b>	<b>Consequences</b>	<b>By whom</b>
Bad Language	Talk to child about appropriate behaviour	Staff on duty
Name calling	As above and apology	Staff on duty
Fighting	Loss of playtime	Staff on duty refer to Class Teacher
Threatening Behaviour	Loss of playtime	Staff on duty refer to Class Teacher
Aggressive Behaviour	Loss of playtime	Staff on duty refer to Class Teacher
Persistent poor behaviour	Loss of playtime	LT, AHT, DH, HT
Violent Behaviour	Loss of playtime/lunchtime	LT, AHT, DH, HT
	Communication with home	LT, AHT, DH, HT
Persistent aggressive/violent behaviour	Loss of playtime/ lunchtime	LT, AHT, DH, HT
	Communication with home	LT, AHT, DH, HT



## **WHOLE SCHOOL PROCEDURES (APPENDIX 4)**

Within the overall strategy of the Behaviour Policy, there is some discretion concerning rewards and sanctions that are used but there are certain procedures which will be followed throughout the school. These are as follows:

### **Agreement of a Class Charter**

Every year in September, all class teachers will devise a classroom charter with their class. This must be written in the children's and teacher's own words. The Charter should focus on the rights of children and the responsibilities that come with those rights. Teachers will invite SMSAs to join in devising the charter. At the heart of each charter should be the principle of respect for all. The charter should be referred to frequently and thus children will begin to use it as a guiding statement for behaviour in conjunction with the four overarching OGPS Rules.

### **Teaching the Rules / Expected Behaviours**

Behaviour is learnt so repeated referrals to the charters are necessary. Children need to see the charters written, spoken and acted out.

- Remind children of how they are expected to behave during assembly
- Remind children of how they are expected to behave in the playground before playtime starts.
- Remind children of how they are expected to behave in the dining room before lunchtime commences.
- Remind children of how they are expected to move around the school throughout the day.

### **Adequate Supervision**

To promote both positive behaviour and health and safety, classes should not be left unsupervised in classrooms, the playground, corridors, cloakrooms or anywhere else around the school.

### **House Points**

House points will be collected on a weekly basis and the scores for each house will be displayed in our school hall. The winning team will be announced weekly and termly in assembly. Each term, the winning house will receive the House Cup.

### **Verbal Warning**

Give the child at least two verbal warnings. Explain why he/she is receiving the warning, state the expected behaviour and then make the consequence clear. The child should be in no doubt as to why the warning was given, what is expected and the outcome of continual misbehaviour. Use language appropriate to the child's age.

To ensure consistency throughout the school, the following script or similar will be used:

"This is your first warning, you ..... I expect / want / require you to....."

"This is your second warning, you ..... I expected / wanted / required you to..... please make the right choice. If you do not, the next time you will have chosen to .....(state sanction)."



"Unfortunately you have continued to ....., you were required to ..... but unfortunately you chose to ..... Therefore ...(sanction)... will apply. Please make a better choice next time."

When giving a warning, ensure the child understands what is required. If necessary, ask the child to repeat the positive instruction. Be aware of learning difficulties and EAL issues when applying / escalating sanctions.

### **Timeout Procedure**

This is used as a calming procedure if a child's behaviour is making it difficult for a lesson to progress smoothly and the teacher feels that it would be better for the child to spend some time out of class.

The idea of using this is that the teacher does not waste time or give the child unnecessary attention by chastising the child. The receiving teacher does not tell the child off either but just puts him/her in a space to work or complete a task provided by the child's class teacher.

The use of Time Out should follow the use of other de-escalation strategies in class. Before a child is given time out, they will have received three verbal warnings and will have progressed through the visual system (traffic light or other as age appropriate).

Do not overuse this sanction or it will be ineffective. It is likely that a teacher will have identified a child who may need this kind of sanction in advance. An arrangement should be made with the teacher that you intend to send the child to. Only in exceptional circumstances should a child be sent to another teacher without prior arrangement. The child should be sent with work to do if possible. It is the class teacher's responsibility to make sure that the child gets to the receiving teacher safely. During playtime sit a child on a visible bench or allow the child to remain by your side for a short time, until he/she calms down and has reflected on their behaviour and regains control. Time outs should be no longer than 10 minutes. Children should not be sent to stand and face the wall as part of their time out. (N.B. This is also stated in appendix 5).

On the **first instance** of a child needing time out, they should be sent to the peer teacher – it is advisable not to send children to the parallel class or to the next year group up if this can be avoided.

On the **second instance** of a child needing time out, he/she should be sent to a member of the Leadership Team. Teachers will need to decide on the most appropriate member of the LT to send a pupil to, depending on (1) the age of the child and (2) which members of the LT are available on that particular day.

On the **third instance** of a child needing time out, they should be sent to a member of the Senior Leadership Team (Assistant Headteacher or Deputy Headteacher in the first instance then to the Headteacher).

The Headteacher will be informed by staff where use of the time out system has progressed to time out with a member of the Leadership Team (second occurrence).



### **Recording & Reporting System**

Records of behaviour incidents will be kept and monitored by the Leadership Team & Senior Leadership Team in order to review:

- Standards of behaviour across the whole school as well as in year teams and classes.
- Identify any patterns of poor behaviour that need to be addressed regarding those involved.
- Identify any patterns regarding locations, days, times so that any organisational or supervisory changes can be made.



## **SMSAs AND LUNCHTIME BEHAVIOUR MANAGEMENT (APPENDIX 5)**

Some children find it more difficult to behave sensibly in the unstructured play situation of lunchtime. School Meals Supervisory Assistants (SMSAs) who are responsible for the supervision of children at this time can find some children very difficult. Some children may present more inappropriate behaviour than in class because:

- They do not show SMSAs the same respect as teachers.
- They do not find it easy to cope with their emotions in free play/unstructured situations.
- There may be a change in the child's circumstance which has resulted in a change in their behaviour (a safeguarding issue). If staff notice a marked change in a child's behaviour, the class teacher or another key member of staff should be informed.

As SMSAs are looking after children at the most difficult time of the day, class teachers must support SMSAs and encourage children to treat them with respect. SMSAs could ensure children gain respect by being clear, firm and fair, and by engaging in class activities e.g. assisting with the class charter, accepting invitations to trips etc.

### **REWARDS**

- Report particularly good behaviour or a significant improvement to the class teacher.
- SMSAs must look out for children who exhibit behaviour that is to be admired and copied, e.g. those who:
  - Walk away from a fight and control their temper
  - Look after/are kind to other children
  - Pick up litter
  - Display responsible behaviour
- Each SMSA will be take it in turn son a weekly basis to nominate a EYFS/KS1 and a KS" child for displaying positive behaviour in the playground to receive a lunchtime award certificate in Friday's achievement assembly.

### **CONSEQUENCES**

In order to maintain discipline and stop major problems occurring, be fair, firm, consistent and sensitive to the children at all times. Do not stand back and watch inappropriate behaviour until it becomes uncontrollable. Be firm about minor incidents so major incidents do not follow.

Above all, ensure pupils are treated equally and with respect.

Consequences are tools which we use to help children to develop. Children must always be given the opportunity to adjust their behaviour; hence we apply an escalating sanction system:

- Verbal Warning – Give the child at least two verbal warnings. Explain why he/she is receiving the warning, state the expected behaviour and then make the consequence clear. The child should be in no doubt as to the cause for the warning, what is expected and the outcome of continual misbehaviour. Use language appropriate to the child's age.

To ensure consistency throughout the school-refer to the script outlined in Appendix 4. This may then lead to either: a) time out b) a LT member to be alerted:



- When giving a warning, ensure the child understands what is required. If necessary ask the child to repeat the positive instruction, be aware of learning difficulties and EAL issues when applying / escalating sanctions.
- Time Out - Sit a child on the bench or allow the child to remain by your side for a short time until he/she calms down and has reflected on their behaviour and regains control. Time outs should be no longer than 10 mins. Children should not be sent to stand and face the wall as part of their time out.
- Report inappropriate behaviour to the class teachers and/or write the incident down at the end of lunchtime in the behaviour book.
- Removal of a child from the playground - where a child is continuously disruptive or disrespectful, SMSAs, can if necessary, seek the assistance of a member of staff. In the first instance please see a member of the SLT- Assistant Head/Deputy Head or Headteacher who is on duty.

### **BEHAVIOUR WHICH SHOULD ALWAYS BE REPORTED TO CLASSTEACHER / SENIOR LEADERSHIP TEAM**

- If you think a child is being bullied or any form of peer on peer abuse.
- Rudeness to a SMSA or serving staff.
- Persistent swearing.
- Fighting.
- Anything that is potentially dangerous, e.g. going outside the school.

### **STRATEGIES FOR SMSAs TO PROMOTE GOOD BEHAVIOUR**

SMSAs are responsible for supervising children and maintaining discipline during the lunchtime break. Although designated to a particular class or year group, SMSAs are collectively responsible for all children. SMSAs must support and direct all children. SMSAs must be vigilant in the detection of poor behaviour; SMSAs must intervene early in order to avoid the escalation of incidents.

### **MAINTAINING DISCIPLINE**

Staff are allocated on a rota basis, this may be adjusted according to the needs of the school and staffing levels.

1. The dinner halls and playgrounds are large areas. SMSAs must cover all areas.
2. In the dinner hall, there will be at least 2 supervisors. SMSAs should carry out the following tasks in the dining hall:
  - Help with distributing water (EYFS & KS1) and assist with tidying away.
  - Patrol the tables- especially at the other end of the dinner hall to ensure that all children are behaving sensibly.
  - Control the queues and ensure all children are eating properly and behaving sensibly.
  - Take your class/groups of children to the playground as soon as they have finished eating.



3. Do not wait until many children are misbehaving and then try to stop it. Deal with problems as they arise:
  - Praise children who are being sensible. This encourages others.
  - As soon as you see a child running, stop him/her.
  - As you patrol around the tables, challenge any poor behaviour, such as shouting, on an individual basis as soon as you see it.
  - If you need to reprimand children, do it on an individual basis or to a small number.

**To ensure and promote good behaviour, you must be active in supervising children.**

### **IN THE PLAYGROUND**

- Spread out so that all areas of the playground are patrolled. Do not stand around in groups.
- Patrol the corridors and toilets as well as the playground.
- Stop children who are playing rough games which may cause accidents.
- Do not tolerate swearing. Give the child concerned an immediate warning.
- Get involved in the children's activities, help turn a skipping rope or join in with something they are playing.
- Make sure the playground equipment is in use and inform the faculty leader when it needs replacing.
- Make sure that children only play games on their designated days, e.g. football days/MUGA etc.

### **WET PLAY**

#### **EYFS/Key Stage 1**

During wet play, the downstairs hall will be used for EYFS/Key Stage 1 children where a film can be shown or a range of activities set up by the SMSAs. If the downstairs hall is in use, then SMSAs can alternatively set activities up in the classroom. All children will eat in the dining hall.

#### **Key Stage 2**

Key Stage 2 children will be collected from their classrooms and taken to the dining hall by an SMSA. The children will have their lunches whilst under the supervision of SMSAs. Once the children have finished their lunches, they will be escorted back to their classroom. The corridors and classrooms will be patrolled by members of the SMSAs at all times to ensure the safety and security of the children.

### **ROLE OF CLASS TEACHER**

- Teachers must encourage children to develop respect for SMSAs by trying to involve them more in the class e.g. inviting them to class assemblies, inviting them to accompany the class on visits, sharing good work completed by the class, asking them to help in the classroom etc.
- Teachers will look out for any tokens awarded to children at lunchtime and put them in the jar/box. Start the afternoon with public praise for that child.
- Teachers will follow up any complaints from SMSAs by telling the child, privately if possible, that he/she disappointed you and applying sanctions if appropriate.



**ANTI-BULLYING POLICY (APPENDIX 6)**

**AIMS**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We are a Rights Respecting School. Children are informed about the rights of every child and how they are relevant to daily life in our school. All children have the right to feel safe and happy and with this comes the responsibility to make others feel safe and happy.

Bullying cannot feature in a Rights Respecting School.

**What is Bullying?**

- Bullying is the use of aggression with the intention of hurting another person.
- Bullying results in pain and distress to the victim.
- It may be physical or verbal or via messages which would include cyber-bullying – such as sending notes, texting, e-mails, photos, emails, snapchat, whatsapp, social media such as Facebook or Twitter etc Although Facebook and Twitter are for those aged 13 and over, we are aware that children can often have access to them.

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Cultural	taunts about a person’s religion or culture
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name calling, sarcasm, spreading rumours, teasing

It may involve any of the following:

- Name calling and teasing
- Jostling and punching.
- Intimidating and harassing.
- Assaulting and maiming.
- Extracting and extorting.
- Excluding and ostracising.
- Cyber bullying which may take place online/messaging rather than face to face.
- Sexual harassment such as upskirting
- Sexting

However, individual incidences of any of these behaviours, although unacceptable, may not constitute bullying. Teachers must consider the differences between teasing and bullying.

Teachers must also be aware that their own actions could be deemed as bullying. It is not only something children do.



### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **OBJECTIVES**

- To be a bully-free school
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **CHARACTERISTICS OF A BULLY-FREE SCHOOL**

These are the characteristics of a bully-free school which we will promote at Oliver Goldsmith.

- Adults and children trust each other.
- Children are taught to do things right.
- There is more collaborative than competitive work and play.
- Children speak up and adults listen to children.
- Children willingly listen to adults.
- Children accept rules rather than submit to them.
- Children look out for each other
- There is good supervision of unstructured time.
- There are no gangs.
- Playgrounds provide lots of things to do.
- Parents are involved in the daily life of the school
- Everyone accepts our ethos of equality.
- Children know how to be safe online (e-safety)



## **SIGNS AND SYMPTOMS**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions that go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **PROCEDURES**

1. Report bullying incidents to staff.
2. Bullying/Racist incidents **MUST** be recorded by staff and reported to the Headteacher.
3. Incidents of Peer on Peer abuse must be reported to the DSLs.
4. In serious cases, parents should be informed and will be asked to come in for a meeting to discuss the problem.
5. If necessary and appropriate, police will be consulted.
6. The bullying behaviour or threats must be investigated and the bullying stopped quickly.
7. Bullies will also be supported so a bully (bullies) can change their behaviour.



## **OUTCOMES**

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. If possible, the pupils will be reconciled.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. If it is a case of a serious incident of peer on peer abuse, it could be referred to social services.

## **PREVENTION**

Adults will watch for any signs of bullying towards children in their care and take steps to deal with it by:

- Raising awareness of bullying as being unacceptable.
- Teaching children to respond to bullying by being assertive and reporting any incidents immediately.
- Occasional use of activities in class which promote assertiveness.
- Bring the bully and 'bullied' together in a sensitive way to discuss their feelings and reasons for behaviour in a no blame, no victim relationship. Let children make amends.
- Involve parents if necessary
- Have an active peer mentor scheme where children are trained to support other children.

Teachers will promote among children, the culture of reporting instances of bullying- telling an adult - whether it is themselves or classmates involved. Strategies for helping children to prevent bullying may include:

- Agreeing class and playground charters with the children
- signing a home school agreement
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role- plays
- promotion of the role of peer mentors
- having discussions about bullying and why it matters
- having a classroom worry box



**OGPS BEHAVIOUR CHART (APPENDIX 7)**

**BEHAVIOUR CHART**





**OGPS VISION, VALUES AND AIMS (APPENDIX 8)**

**Vision...**

Our vision at Oliver Goldsmith Primary School is to...

- Create a learning environment that develops each child academically, socially, emotionally and physically within an inclusive, secure and happy setting.
- Inspire a love of learning through a creative curriculum.

**OGPS Values...**

Inspired to...

- ★ CARE
- ★ CO-OPERATE
- ★ COMMUNICATE
- ★ CREATE
- ★ CELEBRATE



We are committed to...	
O	Opportunity for all; supporting children with barriers to their learning or with EAL to ensure they reach their full potential.
L	Learners reaching high standards and making excellent progress from their starting points across the curriculum.
I	Investing in skills, understanding, knowledge and attitudes for a successful education and for a successful adult life.
V	Values which are based on tolerance, fairness, honesty, equality, sensitivity and understanding; and opposed to injustice, discrimination and inequality.
E	Encouraging respect and sensitivity towards the feelings, beliefs and rights of others.
R	Reaching out, working co-operatively with others and making a positive contribution to the school and wider community.
G	Growing successful partnerships with parents, children and others to provide the best educational experiences for pupils.
O	Open minds; encouraging lively and enquiring minds and the ability to think independently, to question, to seek information, to discuss rationally, to analyse and solve problems.
L	L earning about the world in which we live and developing our responsibility towards it as citizens of the world.
D	Developing the self-esteem, confidence, assertiveness, sense of value and a positive self-image in all our pupils.
S	Self-discipline and high standards of behaviour.
M	Making memorable moments for our children through enjoyment, motivation and active participation.
I	Independent and resilient learners, who are able to apply themselves to tasks, make decisions and take increased responsibility for their own learning.
T	Thriving spiritual, moral, social and cultural dimensions of our pupils' lives.
H	High quality teaching and learning with wide ranging opportunities across a creative and relevant curriculum.



**Oliver Goldsmith Primary School**  
**"Inspiring a love of learning"**



*We want our pupils to look forward to coming to school and to be bursting to talk about their day when they get home. We want them to enjoy learning for a real purpose and to develop their confidence, self-esteem, independence and a genuine love of learning. We want them to go out of the classroom as much as possible; learning in the school grounds, in the local area and beyond. We want them to learn from a range of visiting adults and to know how to make guests feel comfortable and welcome. We want them to cook, to garden, to make things and to experiment. We want them to visit theatres, galleries, museums and libraries. We want our pupils to be global citizens, able to succeed and build a fulfilling life in a sustainable and increasingly international society.*