**Oaktree Nursery and Primary School**

**Behaviour Policy**

**Every Child, Every Chance, Every Day**

**Rainbow Room and our Nurturing ethos is at the very heart of everything we do at Oaktree.**

**Introduction**

Oaktree Nursery and Primary School recognises that a child’s behaviour is a response to their feelings and emotions and can be affected by situations that occur within and outside school. Oaktree has a highly skilled, Attachment and Trauma Aware staff and we pride ourselves on understanding each child as an individual and helping them to develop strategies to manage their emotions and therefore their behaviour. A child’s behaviour is the responsibility of all members of staff who will take time to talk to, listen to and understand a child’s perspective and then work with them to find a solution to any issue that arises.

Key to our behaviour policy is the understanding of the principle that ‘Being fair does not necessarily mean treating all the same’. All children are different, so being fair to each individual requires an understanding of what strategies will be most effective in their success in managing their own behaviour.

**‘Oaktree listens and understands and helps us to make better behaviour choices. It is not a ‘shouty’ school’ Year 6 child.**

At Oaktree we support every child to reach their full potential. All pupils are given the support and encouragement necessary to help them to make progress and feel positive about their achievements.

Children learn best when they feel safe, secure and valued. We aim to create an environment where all stakeholders – adults and children – feel safe, happy and valued; where they can learn, take risks in their learning and are safe to work and play. At Oaktree we believe that every child is unique and has their own individual needs, and that every learning opportunity counts.

This behaviour policy was developed by staff, pupils and governors and is reviewed and updated annually.

**Policy Aims**

We aim:

* To use positive behaviour management strategies including de-escalation to maintain high standards of behaviour
* To listen to all stakeholders involved when there has been a problem
* To deal with incidents fairly
* To provide high quality learning and teaching
* To provide a stimulating learning and teaching environment
* To provide a stimulating curriculum
* To set and review clear learning and behaviour targets
* To manage behaviour through a clear, calm and consistent approach
* To explicitly teach positive learning behaviour
* To enable children to make positive choices about their behaviour

**Definitions**

At Oaktree we do not tolerate any form of bullying, violence, harassment, child on child or sexual harassment or violence and will deal with any incidents immediately, in line with our Safeguarding and Anti-Bullying policy and procedures.

Bullying can be:

* Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
* Physical - pushing, kicking, hitting, punching or any use of violence
* Prejudice based and discriminatory - Racial (racial taunts, graffiti, gestures) Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic, Disability-based
* Sexual - unwanted physical contact or sexually abusive comments
* Verbal (Direct or in-direct) - name-calling, sarcasm, spreading rumours, teasing
* Cyber - All areas of internet, such as email & internet chat room misuse, also including mobile threats by text messaging & calls Misuse of associated technology, i.e. camera &video facilities

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

* Proportionate
* Considered
* Supportive
* Decided on a case-by-case basis

**Policy into Practice**

**Rewards**

As much as possible we use positive behaviour management strategies such as praise, in--class reward systems and Rainbow Room/Individual rewards in order to help children make positive choices. These play an important part in classroom management and so need a high status and must be consistently applied.

**Consequences**

In the event of positive strategies being ineffective the following system of behaviour management is suggested:

**Step 1**

A verbal warning is given, making it clear to the child concerned that this is step 1 of the consequences system. A reminder is given about the expected behaviour and the need for the child to think about and make the right choices.

**Step 2**

A second warning is given, making it clear that it is a serious warning and this is step 2. The reminder about behaviour choices is reiterated, making it very clear what behaviour is expected.

**Step 3**

The child is given a Time Out within class (e.g. sitting in a quiet area away from the main group). They are reminded to think about (and if possible discuss with an adult) how they could change their behaviour choices in order that they can successfully re-join the group.

**Step 4**

The child is given a Time Out in the agreed partner class if it is felt they would not disrupt that class. If necessary (and possible) they are escorted to the partner class. They are encouraged to think very carefully about how they are going to behave on return to their own class.

**Step 5**

The final step would be to be sent to the Headteacher (or next most senior member of staff). If appropriate, this results in a phone call to the parents or carers of the child to explain the situation.

Any behaviour resulting in Step 3 onwards is recorded on the school’s CPOMS system.

*These warnings are not carried over from the day before; each day is a new start and a new chance. If the behaviour is unsafe or extremely inappropriate, staff should immediately move to the final step.*

In the event of a serious breach of the behaviour policy, DfE Suspension and Permanent Exclusions Guidance (2022) is followed. The Headteacher or Senior Leadership Team (in the absence of the Headteacher) has the right to suspend a pupil for a fixed period and, for very serious breaches, the Headteacher has the right to exclude on a permanent basis. This, however, is very rare, and is only considered once all other strategies to improve a pupil’s behaviour have been implemented.

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

* Responding to a report
* Carrying out risk assessments, where appropriate, to help determine whether to:
1. Manage the incident internally
2. Refer to Early Help
3. Refer to children’s social care
4. Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

**Break times and Lunch times**

We aim to provide a stimulating environment for the children at break and lunchtimes. Some children find the playground difficult to manage at times and they may need to access Rainbow Room. This is with agreement of the class teacher and Rainbow Room Manager. Some children may go home for lunchtimes if their behaviour is causing significant concern and will be allowed to return following the implementation of a behaviour agreement involving school, child and parents/carers. Abusive behaviour of any kind is not tolerated.

**Records of Behaviour**

All behaviour incidents are recorded on CPOMS. Staff are also encouraged to record positive behaviour in this way, especially if this marks a positive change in the choices that a child is making.

**Individual Behaviour Plans**

Some children may need an Individual Behaviour Plan, part of which may take the form of a Risk Assessment if there is an on-going identified risk of the child themselves, other children or members of staff being hurt. This is completed by the SENCo or Headteacher, in consultation with Parents/Carers.

Rainbow Room staff and our SENCo are actively involved in supporting children with emotional and behavioural difficulties. We believe it is vital to work with parents where the behaviour of their child is impacting negatively on the learning or safety of themselves or others in school. This may take the form of a Home School book or card, letters or phone calls home, informal and formal meetings to review their child’s behaviour. Depending on the level of concern of the behaviour the Headteacher, the Chair of Governors or Deputy or SENCo may be involved in these meetings as well as the class teacher. A referral to the SEMH Nyland Outreach Team or a ‘managed move’ or alternative placement may also be considered for some children.

**At Oaktree we believe that, by working in close partnership with all stakeholders, our children can display excellent social and learning behaviours, which will enable them to achieve their full potential.**

Statutory Guidance:

Education Act 2011

Equality Act 2010

DFE Suspension and Exclusions Guidance (2022)

Additional Guidance:

Behaviour in Schools (2022)

Supporting Policies:

Safeguarding and Child Protection

SEND

Positive Handling

Inclusion

Equal Opportunities

Teaching & Learning

Equality Scheme

Anti-Bullying Policy

Reviewed: September 2023

Date of next review: September 2024

Signed: …………………………………………………………………. Chair of Governors

Date: …………………………………………………………………….