



Old Hill Primary School
Behaviour Policy
October 2022

REWARDS

Positive behaviour and high standards are expected at all times. School values this by rewarding pupil effort, standards and achievements. We aim to promote the value of intrinsic rewards, over extrinsic, but still feel it is right to offer both types.

Positive behaviour or exceptional work is rewarded by Dojo points (or praise points).

| Dojo Points | Reward |
|--------------------|--|
| 25 | certificate |
| 50 | special pencil |
| 75 | non-uniform pass for a day |
| 100 | non-uniform pass and free time on a device |
| 125 | non-uniform pass and afternoon tea with Mr Westby (this is extra to their lunchtime) |
| 150 | non-uniform pass, cinema & snacks (in hall) |

1. note/text message home
2. praise assemblies
3. classroom responsibilities
4. school responsibilities
5. displays of pupil work

BEHAVIOUR AND STANDARDS

At Old Hill Primary School, we do not shout at children as a form of punishment. There may be times when staff need to raise their voice to be heard. For example, during PE lessons or whilst on playground duty. Children are told what behaviour we expect, and when given a warning told what action will occur if they continue their behaviour. This makes it clear to the children that they have a choice of changing their behaviour.

We seek to develop the habits of self-discipline and kindness in all pupils through modelling good example, support and consequences.

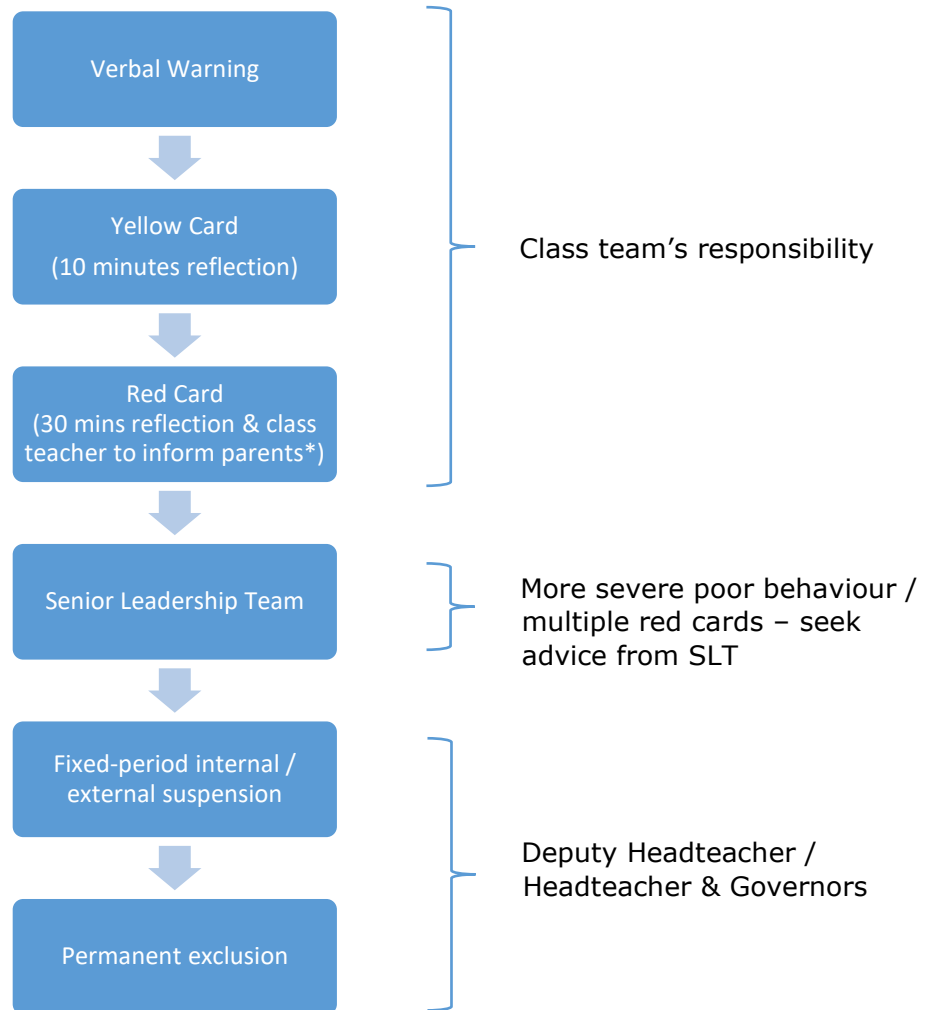
All pupils are explicitly taught, and deliberately practise our silence, entrance, exit and rules in the first week of a new academic year, and at regular intervals. For example:

1. Responding to the register: 'Good morning/afternoon, teacher's name.'
2. Understanding there should be one voice in the classroom for instructions, explanations and discussions, and silence for reading.
3. Lining up silently at the end of play and at lunch time.
4. Walking through corridors in a quiet fashion, on the left-hand side.
5. Using an 'inside voice' in the dinner hall and being responsible for tidying away their cutlery, plates and wrappers.

As soon as any interruptions or distractions occur, teachers swiftly use these pre-emptive reminders:

1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause.
2. Unnamed: 'We're just waiting for one person to show they are ready to learn.'
3. Named: 'David, we listen so we can learn. Thank you.'

CONSEQUENCES



* Priority of contact method

1. face-to-face
2. phonecall
3. message via Dojo

| | |
|------------------------------|--|
| Verbal Warning & Yellow Card | <p>Staff to use discretion for low-level disruption</p> <ul style="list-style-type: none"> • Repeated low-level disruption • Mild name-calling • Excessive force in games • Answering back / tutting / eye rolling (if this doesn't stop, move to red) • Play-fighting • Not lining-up correctly / running in corridors • Using water bottles for not intended purpose |
| Red Card | <ul style="list-style-type: none"> • Swearing • Fighting (eg. pushing & shoving, reactional kick in a game) • Pouring water over another child • Inappropriate sexual references • receiving x2 yellow cards in a morning or afternoon session (no more than 30 mins reflection in total) |
| Senior Leaders | <ul style="list-style-type: none"> • discriminatory language or behaviour, including racism, sexism, homophobia • Fighting (using fists, kicks, equipment) • Inappropriate contact (touching / exposure) • Extreme defiance / rudeness • Bullying • theft or damage to property • Repeated red-card incidents (eg. two red cards in a week / multiple red cards over several weeks) |

1. Any yellow card in a day will result in 10 minutes of reflection time during play or lunch time.

2. A red card results in 'Parking' for 10 minutes in a different classroom and 30 minutes in reflection isolation at break & lunch time, depending when the incident occurred.

If a pupil receives a red card before break, they will spend 10 minutes of reflection time at break time (this allows the pupil time to go to toilet, and eat a snack) and 20 minutes at lunch time. When a red card incident that requires SLT involvement (see table on p.4) occurs at lunchtime, the pupil is sent into the school hall to wait for a member of SLT.

3. Internal suspension involves the pupil working in isolation from his/her class for a day or more. Pupils will not be allowed out to play as part of this.

4. Fixed-term suspension, usually between 1-3 days, at the discretion of the Headteacher is for:

1. bullying, or racial, sexual or homophobic harassment
2. physical violence
3. extreme defiance
4. extreme rudeness
5. theft or damage to property

A pupil given a fixed term suspension will be provided with work to complete. This should be returned to school for marking. A meeting with parents and the headteacher will be arranged (usually in the morning) before a pupil is able return to school.

5. Permanent Exclusion is for:

1. carrying a weapon or illegal drug
2. violence, abuse or assault against a pupil or staff member

3. persistent refusal to follow school rules

SUPPORT

Pupils who misbehave may be given work intended to help them reflect on their behaviour. It is the parents/carers responsibility to work with the school to help correct poor behaviour through discussions, setting targets and expectations of completing work. Persistently disruptive pupils will not be allowed to affect the rest of the class and teaching staff in a negative fashion.

DISCRETION

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help Old Hill pupils make better choices and learn the right lessons.