
The Olive Tree Primary School Bolton

BEHAVIOUR AND DISCIPLINE POLICY

December 2019

Introduction

It is a primary aim of Olive Tree Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Underpinning the policy are the values of Islam, we will develop the core universal principles of equality, fairness, peace, compassion, trust and respect for all people through the school ethos. These values will be evident in behaviour and relationships between all pupils, staff and wider stakeholders in the school.

OUR PROMISE

We will give our children the skills and experiences to enable them to:

- ❖❖ Experience success and be the best that they can be
- ❖❖ Be confident, self-motivated learners
- ❖❖ Form ambitions about the happy, successful and fulfilled life they wish to lead.

We expect to fulfil this promise by a consistent approach to children's behaviour and the implementation of these guidelines.

School Guidelines

We have just three simple guidelines...

- **At The Olive Tree, we follow instructions**
- **At The Olive Tree, we keep our hands, feet and other objects to ourselves**
- **At The Olive Tree, we are kind, polite and respectful to everyone**

Behaviour is not an isolated action but more a series of choices. We use the language of choice when teaching our children about behaviour.

A Consistent Approach

At The Olive Tree, we deal with all behaviour consistently in order to create the firm boundaries children need in order to feel safe, thrive and learn. This policy is driven and led by the Principal and the school's leadership team.

- We celebrate when our children are following the school guidelines.

- We use a calm, assertive approach when responding to children who have broken the school guidelines.
- We model good behaviour at all times.
- We have the highest expectations of behaviour in our school from staff, pupils, parents/carers and visitors.
- We understand that some children will need additional support in order to learn to make the right choices and that all children will learn at different rates.
- We focus on positive behaviour (catch them being good).
- We have an agreed hierarchy of consequences to guide our responses to a child's behaviour. Rewards are incremental but are at a teacher's discretion.
- We involve parents/carers in the rewards and consequences for a child's behaviour.
- We use our professional judgement, knowledge of the child and advice from outside agencies when applying consequences for wrong choices.
- We always use the smallest consequence necessary to help the child learn.
- We apply consequences consistently and fairly.
- We give children the opportunity to reflect on their choices and make changes if necessary.

How do we teach children about the right and wrong choices?

At The Olive Tree, children are taught about right and wrong choices in every area of the curriculum and in particular through P4C, PSHE, RE and in assemblies. The Home School Agreement sets out what is expected and from whom. All children, their parents and staff are asked to sign the agreement to symbolise the partnership.

House Teams

All children are placed in a house team at the start of the year. These houses are named after the core Islamic Values of the school: Fairness, Trust, Peace, Respect, Compassion and Equality. Children can accumulate house points over each week and these will be totalled and announced at the Celebration assembly. The winning 'House' each term will have a celebration to mark their achievements.

Pre and Post School

The behaviour policy extends to the time before and after school as well as during the school day. Action will be taken if children are involved in incidents on their way to and from school.

Lunchtime

The school guidelines, rewards and consequences will apply during lunchtime.

The supervision of the children at lunchtime will be the responsibility of the senior lunchtime supervisor, along with a team of lunchtime supervisors. Clear and effective communication between staff on duty at lunchtime and other staff is essential.

Any child who consistently chooses to behave in an unacceptable manner will be reported to the class teacher by the designated lunchtime supervisor. Children will be supervised at all times. The staff on duty at lunchtime will provide appropriate activities for the children and ensure conformity to the school's behaviour and discipline policy at all times.

Parental Involvement

Parental involvement with all aspects of children's behaviour in school is central to the success of our policy. A summary of our policy is given to all parents as their child enters school.

Home/School Agreement.

There are many informal ways of keeping parents informed as to their child's behaviour in school. We actively encourage parents to see the class teacher at the end of a school day if there are concerns. Sometimes parents become more formally involved, this will be done via a formal letter requesting the parents to come into school to discuss their child's behaviour and to set next steps.

Rewards and Praise

To ensure a positive stance towards managing children's behaviour, we use a combination of reward and praise which may include:

- Specific praise - both written and verbal
- Stickers / certificates
- Celebrating children's success with their peers, other adults
- Feedback from teachers to parents
- Individual rewards (such as small prizes, raffle tickets etc)
- Whole class rewards
- Star of the week certificate (in assembly)
- Work published or displayed in the classroom and / or on the school website, Twitter etc.
- Dojo points

Sanctions

Whilst every effort must always be made to use positive reinforcement, praise and reward to manage children's behaviour, it is recognised that there are times when the school will need to apply the use of sanctions. In order to ensure consistency and the appropriate use of escalation (of sanctions) all school staff are required to follow the escalation procedure shown in Appendix 1.

Recording of behavioural incidents

The school uses CPOMS as a means of recording behavioural incidents. With the exception of lunchtime supervisors, who record behavioural incidents manually in a given behaviour book, all members of staff are expected to ensure CPOMS is used to record behavioural incidents where a sanction has been applied to ensure consistency and effectiveness of record keeping.

Exclusion

Exclusion is always the last resort of behavioural sanctions, however where exclusion is considered to be a valid sanction, the checklist contained in appendix 4 will be considered before making the decision to exclude a child.

Restraint

On very rare occasions, it may be necessary for a member of staff to restrain a child when there is a risk that the child may seriously harm himself or herself, another person or property. Any member of staff having to restrain a child will use only the minimum force required to ensure the safety of all those involved in the incident. If restraint is used, the Principal must be notified. To ensure the minimal / safe use of restraint, all staff are trained in this regard.

Monitoring, evaluation and review arrangements

The senior leadership team will monitor the implementation of the policy. It is expected that all staff will fully implement the policy at all times in school, striving for consistency and continually aiming for increasingly high standards of behaviour throughout school. The policy will be evaluated and necessary changes made to either the written policy, or the practice in school. This policy will be reviewed annually or as required.

Appendix 1: Behavioural Sanctions

At The Olive Tree, positive reinforcement is the first port of call for the management of pupils' behaviour. Where behaviour falls below the expected level, the sanctions below will be applied. Each incident should be treated separately and level 1 sanctions implemented in the first instance. Denial of curriculum access is not appropriate. Where sanctions have been applied, these should always be recorded on CPOMS.

Level 1 - Class teacher Sanctions:

1. Verbal warning
2. 5 minutes intervals deducted from playtime (pupils will have the opportunity to re-gain lost time if their behaviour improves).
3. Time out during playtime to complete extra work or unsatisfactory work until it meets the required standard.

Persistently unacceptable behaviour will result in Level 2 sanctions.

Level 2 - Phase Leader Sanctions

1. If the pupil is involved in 3 incidents of poor behaviour they must complete a behaviour 'Think sheet' (see appendix 2) and go to the Phase leader with additional work.
2. The phase leader will discuss behavioural expectations and introduce one of the 2 week monitoring logs in order for the pupil to improve their behaviour (see appendix 3)
3. The teacher / TA will inform parents about the monitoring log.
4. During lunch time the pupils will take part in Behavioural Circle Time activities with a designated member of staff.
5. At the end of each week the pupil will review the monitoring log with the phase leader to discuss whether improvements have been made and decide if the child is ready to return to level 1.

Level 3 - Initial Meeting with Assistant Principal (AP)

1. Parents/Guardians will be invited into school to meet with the AP, class teacher and the pupil.
2. At this meeting, behaviour actions and targets will be agreed and reviewed daily by the AP with the child .
3. At this point the class teacher and phase leader will jointly decide on loss of privileges.
4. School will begin consultation with external agencies for advice and support if needed.
5. A weekly review meeting with parents will be made to discuss improvements.

Level 4 - Formal Meeting with Deputy Principal (DP) / Principal (P)

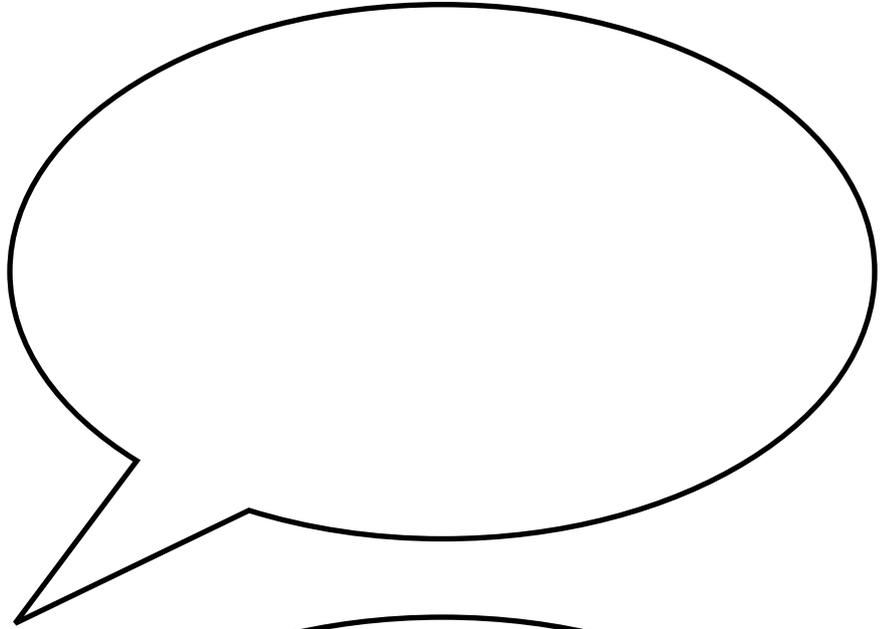
1. Parent(s)/Guardian(s) will be invited to a formal meeting with the DP / P and class teacher. The pupil will be placed on a formal report which must be signed daily by the teacher, DP / P and parents/guardians.
2. School will begin / continue consultation with external agencies for advice and support.
3. Sanctions at this stage may lead to an internal seclusion / temporary exclusion (which may mean being placed in another school locally).
4. The very last course of action would be a permanent exclusion and a comprehensive behaviour log would already be in place before this is considered.

Appendix 2: Think sheet

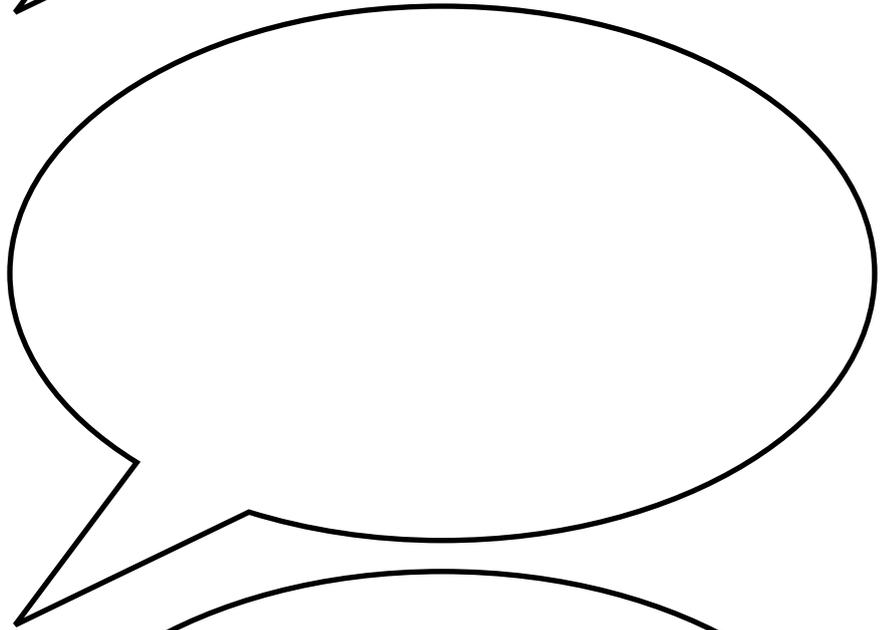
Name:

Date:

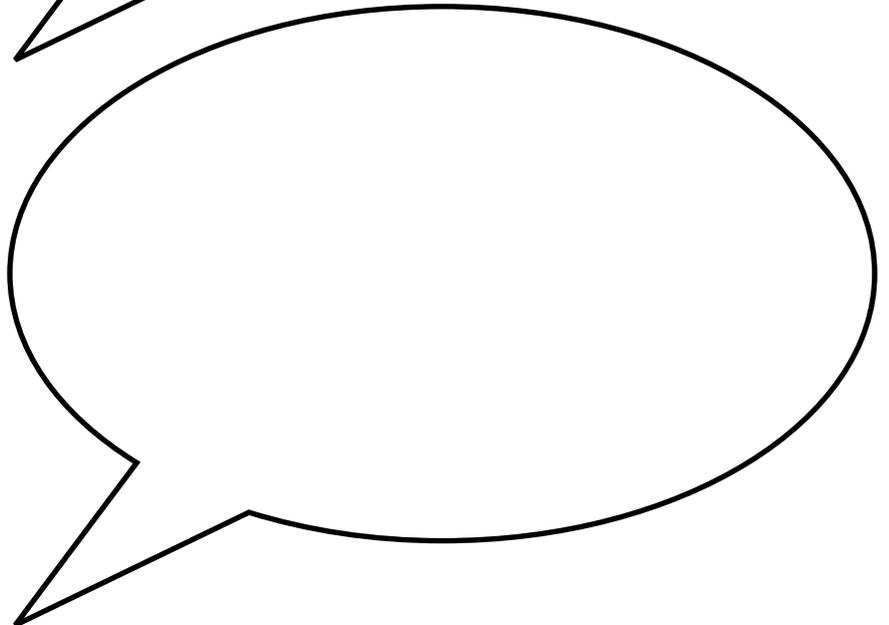
What did I do wrong?



What could I have done better?



How can I fix this?



Appendix 3: Behaviour log (1)

Name:

Date:

You must get your behaviour log signed by your teacher and a parent each day.

Week 1:

Day:	Morning:	Lunchtime:	Afternoon:	Teacher / Parent signature:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Week 2:

Day:	Morning:	Lunchtime:	Afternoon:	Teacher / Parent signature:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Appendix 3: Behaviour log (2)

Improving My Behaviour Log

- 1- I will focus in my lessons and ask the teacher if I am struggling.
- 2- I will listen to and follow instructions given by an adult.
- 3- I will not distract or disrupt the learning of others or be distracted by others.



Name
Class
Week beginning

Points code 0 = totally unacceptable (no co-operation during the session) 1 = unacceptable (very limited co-operation) 2 = unsatisfactory (co-operation for part of session) 3 = Acceptable (co-operated) 4 = Good (did more than required) 5 = Excellent (exceptional behaviour)

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Entering class / registration	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Morning session (1)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Assembly	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Morning break	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Morning Session (2)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunch in dining room	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunchtime break	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Afternoon session (1)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Afternoon session (2)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Teacher comment					
Signature					
Parent/ guardian comment/ Signature					

Appendix 4: Checklist of actions to consider prior to exclusion.

Full consultation about the pupil's difficulties with:

- The pupil
- Parents
- Class teacher /Phase leader
- SENDCo
- Principal and Deputy Principal

Has all possible action within the school been taken and fully documented?

For example:

- Specific goal setting with the pupil and all staff aware of goals, including lunch time supervisors
- Self-report by the pupil
- Emphasis on building positive behaviour (including written evidence) linked to regular meetings with pupil, parents and teachers involved
- Support from SENDCo
- Contract between pupil/parents/school
- Individual behaviour programme (all staff to be aware)
- Home-school programme with parent reward for success
- Supervision during break times
- Positive letters home when behaviour is appropriate
- Guidance for parents on how to support the pupil, e.g., with reading, homework
- Counselling with teacher
- Social skill development from teacher

Consultation with, for example

- Education welfare Service
- Learning support service
- Educational psychology (School Psychological Service)
- Child and family consultation service
- Social services
- School medical services