



OAKDALE JUNIOR SCHOOL

Learning for Life



Behaviour Policy

Rewards and Sanctions

Adopted: September 2015

Original Version Introduced: September 2005

Reviewed: October 2006, September 2008, September 2011, July 2012, September 2013, September 2014, September 2016, September 2017



At Oakdale Junior School, we believe that good behaviour is essential for learning and the development of the child into a responsible and caring adult. With this in mind we strive to give the children the necessary guidance and boundaries to ensure that this happens.

This policy has been written following consultation with parents, pupils, staff and governors.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

At times, the school may adapt this policy to respond appropriately to the needs of pupils' who have specific special educational needs or are a looked after child.

Governing Body statement of principles

Our behaviour system links to our school vision and aims, whole school charters and individual class charters:

- Take responsibility for your own learning and behaviour
- Engage in active learning
- Respect learning by moving quietly and sensibly around the building
- Be aware of all in the school community (staff, pupils and visitors)
- Show respect to others in the community by smiling and showing we care about each other
- Show respect to the school building and environment by keeping it clean, tidy and of a high quality
- Respect all equipment, use it safely and make sure it can be used by everyone
- Take turns and be responsible for making sure that games are played fairly and safely
- Respect each other's personal space and walk away to find help if a situation is becoming difficult
- Treat all adults with respect, listen to them and speak to them politely
- Wear the correct school uniform

Oakdale Junior School Vision Statement 'Learning for Life'

We are committed to high standards of attainment and progress for all pupils, and for every pupil to be given the opportunity to shine and to take pride in their achievements.

Our school community celebrates its rich diversity at all times ensuring equality of opportunity. We strive to work as a team, enabling us to offer a safe, welcoming, nurturing and inspiring environment.

We believe that children can develop responsibility, with respect for themselves and others, thus creating a community which has values and attitudes which will stand the pupils in good stead for lifelong learning.

School Aims

- We encourage children to discover and develop their own aspirations whilst providing a curriculum that enables them to be the best they can be.
- To further encourage a sense of social and moral responsibility fitting for the society in which we live, through being a Rights Respecting school, a school where everyone is aware of their rights and responsibilities towards others.
- To encourage the whole community towards a greater understanding of the individual's contribution regardless of age, gender, race or religion by providing equal opportunities for all of our children.



Oakdale Junior School is a Rights Respecting School. The children learn about rights and associated responsibilities by becoming familiar with the United Nations Convention on the Rights of the Child (UNCRC). We believe that our children learn the value of a rights based culture by experiencing learning in a community where adults and pupils take responsibility for ensuring that all children enjoy their rights, whilst having an understanding of the responsibilities that are associated with them.

Every class has a Class Charter, based on the Unicef Rights Respecting Schools approach, which pupils and adults in the class agree to follow relating to rights and responsibilities within their classroom learning environment. There is also a School Community Charter (Appendix i) which outlines expectations around the school for the school community.

There are a range of rewards and sanctions in operation at Oakdale Junior to support pupils with their behaviour.

All staff are expected to:

- Display the class and community charters and refer to them often
- Follow the hierarchy of rewards and sanctions
- Make children aware of appropriate behaviour in all situations
- Use adherence to the school aims and class charters as a measure of good behaviour
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues
- Deal with problems calmly, using the language of a Rights Respecting School
- Be as consistent and fair as possible in the use of rewards and sanctions
- Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with
- To have a rigorous record keeping system for noting down any incidents and track pupil behaviour
- Create a calm working atmosphere in the classroom with well established routines and work appropriate to the abilities of the children
- Act as a role model, treating all adults and children with respect
- Focus on good behaviour and positive reinforcement at all times – 'catch the positives'
- Be punctual in collecting classes e.g. at the end of break and lunchtime
- Escort the class around the school, ensuring all children are monitored – stop the children at regular intervals walking to the middle and back of the line
- Ensure children are never left unattended
- Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with difficulties

Informal Positive Rewards:

- A nod, smile, thumbs up
- A private word to praise
- First out to play/lunch, additional time outside at the beginning of a break
- Positive comment on work
- Sharing work with other staff e.g. sending child to a member of the leadership team to celebrate success



Formal rewards:

- Merits
- Team points
- Class reward (see below)

Each year group agree their own additional rewards e.g. marble jars, superstar books, table points. This is consistent across the year group.

Each Friday each class gives out 3 merits which usually link to the class or school charters, the following awards are also given out: Writer or Reader of the week, Mathematician of the week and Sports Person of the week. Children are also encouraged to bring in their achievements from outside school to celebrate in the Merit Assembly.

Classroom sanctions

There is a hierarchy of sanctions displayed in every classroom (see appendix ii).

Systems to implement sanctions:

- Each class has a display to visually share rewards and sanctions given

Green – all children start here at the beginning of every morning and afternoon.

You've made me happy! – move those children up who are consistently well-behaved and have a positive attitude to their learning.

STAR! – move children up for exceptional attitude to learning and behaviour which is above and beyond what is expected.

Reminders and Sanctions - child's name is moved to the appropriate colour depending on their behaviour actions which are impacting on their own or others' learning and safety.

All children are refreshed to green at the beginning of every morning and afternoon. Reminders and Sanctions are colour coded – Green for start of each session; Amber 1, Amber 2 and Amber 3, Red, Blue and Purple.

Children are able to move back up the system from Amber 1, 2 or 3 if they have shown a positive change in their behaviour for learning.

Amber Sanctions

- When Amber 2 is reached the child will be given time-out (up to 5 minutes) within the classroom or in a visible position to allow them to reflect and calm before returning to learning.
- When Amber 3 is reached, the child will lose 5 minutes from the beginning of the next lunchtime break.
- Class teacher records children reaching Amber 3 and contacts parents if they feel that behaviour may be becoming a concern e.g. regularly moving to Amber 3.



- If behaviour improves, they can move back up the system.

Red Sanctions

- Each class has a buddy class to send children on Red, where a space is kept available for them to work.
- There will be a bank of work that can be completed at any time in the buddy class or can send appropriate work with the child, and a LSA as an escort if appropriate. Receiving teacher settles child but does not interact with them after that.
- If child is disruptive in buddy class they are sent to a senior member of staff.
- A record is kept of children who are given Red.
- Parents are informed **every time** a child receives a Red.
- A letter will be sent home if a child has 3 or more Reds over a two-week period and the child is given a report card to complete for one week, which is monitored by the senior leadership team.
- Support will be provided to help children with their behaviour if they are regularly moving to Red.

Blue Sanctions

- Each class has a buddy class to send children on Blue, where a space is kept available for them to work.
- There will be a bank of work that can be completed at any time in the buddy class or can send appropriate work with the child, and a LSA as an escort if appropriate. Receiving teacher settles child but does not interact with them after that.
- If child is disruptive in buddy class they are sent to a senior member of staff.
- A record is kept of children who are given Blue.
- Parents are informed verbally and/or in writing every time a child receives a Blue. A letter will be sent home informing parents of Blue incidents.
- If a child has 2 or more Blues over a two-week period the child is given a report card to complete for one week, which is monitored by the senior leadership team.
- Support will be provided to help children with their behaviour if they move to Blue.

Purple Sanctions

- If a child is given a second Blue within one week a Purple internal exclusion will be given. Parents will be informed by a member of the senior leadership team.
- A Purple internal exclusion may be given for a significant incident that will be dealt with by a senior member of staff. Parents will be invited in to discuss the incident and related support.
- Purple fixed-term exclusions, or a permanent exclusion, may be given by the headteacher in line with the Department for Education guidance (2012) '*Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion*'. The Chair of Governors is informed immediately of any fixed-term or permanent exclusion.

Report Card:

This will initially be for a week and the child will have to report to a senior member of staff twice a day to discuss their behaviour. Praise and encouragement will be given where a positive change in behavior is seen. The class teacher will keep a record of the behaviour throughout the day and will score it out of 4.



1. Unacceptable behaviour
 2. Minor inappropriate behaviour
 3. Good behaviour
 4. Excellent behaviour
- If the child's behaviour is still unsettled, the report card may be continued at the discretion of the leadership team.
 - For children who respond well to the report card and would benefit from additional monitoring, there is a 'Maintaining Good Behaviour Card' which can be used at the discretion of the leadership team and class teacher. Parents will be informed if this is used.
 - Parents will be informed of the child's behaviour and a photocopy of the card can be given if requested.
 - Teachers keep report cards on file and a copy or original is given to the headteacher.

For some children, individual target cards for behaviour may be introduced to help them improve their behaviour. This will be at the discretion of the class teacher and leadership team.

Playground Rewards and Sanctions

See appendix for rules and sanctions displayed in dining room and around the school (appendix iii).

Rewards:

Stickers and other informal rewards given out

Sanctions:

See hierarchy of playground sanctions (similar to class sanctions)

Playground Red Sanction:

12.45-1pm daily in 5C to be led by the teaching staff on a rota. Children can be given a playground Red for inappropriate behaviour at break or lunchtime.

Playground Blue Sanction:

Loss of whole lunch time to be led by the nurture staff / senior leadership team. Children can get playground Blue for inappropriate behaviour at break or lunchtime.

Positive Handling

All adults in the school have a duty of care to the children and this may, at times, mean that positive handling is required to ensure the safety of the child, other children or staff. Positive handling will only be used if it is reasonable, appropriate and necessary and de-escalation strategies have not been successful. 15 members of staff are trained in Team Teach positive handling. The school follows the Redbridge Children's Services Positive Handling Protocol for Schools.

Monitoring of this policy:

- Behaviour monitoring of the Merits given and Amber 3 / Red / Blue / Purple sanctions are recorded by the class teacher in the class file.
- Playground Red and Blue sanctions are recorded in the related files. Checklists are kept to monitor children who are receiving these sanctions more regularly than would be expected and the overall figures are analysed termly by the senior leadership team.



- Class teachers provide a class list with a record of Red and Blue sanctions to the senior leadership team who collates and analyses them.
- The senior leadership records Purple sanctions. All fixed-term exclusions are reported to the Local Authority and recorded appropriately in the attendance registers.
- Red, Blue and Purple figures are reported to the Governing Body on a termly basis.
- All teachers to take classes out at the end of the day and be responsible for overall monitoring of their pupils' classroom and playground behaviour. Significant lunchtime incidents (Red, Blue or Purple or if a child has sustained an injury from another child) will be passed on the class teacher by the midday supervisors so that the parents can be informed by the class teacher at the end of the school day (see Appendix iv).

All documents referred to in this policy are stored on the school server.



Appendix i



Oakdale Junior School
Learning for Life



School Community Charter

The pupils at Oakdale Junior School agree to...	The adults at Oakdale Junior School agree to ...
<ul style="list-style-type: none"> Respect learning by moving quietly around the building 	<ul style="list-style-type: none"> Collect you promptly from the playground
<ul style="list-style-type: none"> Keep the school safe by walking sensibly on the left (in pairs) 	<ul style="list-style-type: none"> Have high expectations of behaviour around the school
<ul style="list-style-type: none"> Be aware of others in the school community (staff, pupils and visitors) e.g. holding doors open 	<ul style="list-style-type: none"> Acknowledge acts where children show respect and pride in our community
<ul style="list-style-type: none"> Show respect others in the community by smiling and showing we care about each other 	<ul style="list-style-type: none"> Use positive language to help children think about their responsibilities and positive behaviour
<ul style="list-style-type: none"> Show respect to the school building and environment by keeping it clean, tidy and of a high quality 	<ul style="list-style-type: none"> Show respect to the school building and environment by keeping it clean, tidy and of a high quality
<ul style="list-style-type: none"> Engage in active learning 	<ul style="list-style-type: none"> Have high expectations of active learning



Oakdale Junior School
Learning for Life



Playground Charter

The pupils at Oakdale Junior School agree to...	The adults at Oakdale Junior School agree to ...
Allow everyone to join in our games	Help children play a range of games
Respect all equipment, use it safely and make sure it can be used by everyone	Ensure that there is a wide range of suitable equipment available
Take turns and be responsible for making sure that games are played fairly and safely	Encourage turn-taking and ensure everyone is playing fairly and safely
Respect each other's personal space and walk away to find help if a situation is becoming difficult	Monitor that designated playing areas are being used appropriately and help as soon as you can see an issue happening
Treat all adults with respect, listen to them and speak to them politely	Treat all children with respect, to listen to children's concerns and use the behaviour system fairly
Check if children are OK if they're alone or look upset	Help children who are lonely to find somebody to play with



Appendix ii

Colour	Classroom Sanction / Actions	Examples
Amber 1	First warning given after general expectations have already been given to the class. Picture moves to Amber 1 on board.	<ul style="list-style-type: none"> distracting others from learning stopping others working distracting teacher from teaching fiddling with objects not listening/not doing as asked not following the classroom or community charter
Amber 2	Second Warning Picture moves to Amber 2 on board. 5 minute time-out with timer within the classroom.	Behaviour has continued (examples in Amber 1)
Amber 3	Picture moves to Amber 3 on board. Loss of 5 minutes from beginning of the next lunchtime break.	Behaviour has continued (examples in Amber 1) OR <ul style="list-style-type: none"> deliberately damaging school property
Red	Picture moves to Red on board. Time out in Buddy Class for one hour.	Behaviour has continued (examples in Amber 1) OR <ul style="list-style-type: none"> dangerous behaviour e.g. throwing objects swinging on chair refusing to follow adults' instructions being rude to adult racist / offensive name calling other Health and Safety issues not following instructions in the Swimming Pool
Blue	Picture moves to Blue on board. Time out for whole morning or whole afternoon in Buddy class.	<ul style="list-style-type: none"> continue to refuse to follow adult instructions endangering self or others hurting someone else threatening behaviour
Purple	Internal Exclusion from class to SLT and school community service for one day. School support to the child, including following advice from Outreach Agencies and promoting parental engagement.	<ul style="list-style-type: none"> Blue has happened and happens again inside 1 week leaving the school premises serious incident (to be dealt with by senior staff) e.g. deliberately causing harm to another child
	Fixed-term exclusion from school School support to the child, including following advice from Outreach Agencies and promoting parental engagement.	<ul style="list-style-type: none"> serious breach, or persistent breaches of the school's behaviour policy – to be decided by the headteacher
	Permanent exclusion from school	<ul style="list-style-type: none"> serious breach, or persistent breaches of the school's behaviour policy; and where allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or others in the school - to be decided by the headteacher



Appendix ii a – Classroom Display version for Pupils

Colour	Classroom Sanction / Actions	Examples
Amber 1	First warning given after general expectations have already been given to the class. Picture moves to Amber 1 on board.	<ul style="list-style-type: none"> distracting others from learning stopping others working distracting teacher from teaching fiddling with objects not listening/not doing as asked not following the classroom or community charter
Amber 2	Second Warning Picture moves to Amber 2 on board. 5 minute time-out with timer within the classroom.	Behaviour has continued (examples in Amber 1)
Amber 3	Picture moves to Amber 3 on board. Loss of 5 minutes from beginning of the next lunchtime break.	Behaviour has continued (examples in Amber 1) OR <ul style="list-style-type: none"> deliberately damaging school property
Red	Picture moves to Red on board. Time out in Buddy Class for one hour.	Behaviour has continued (examples in Amber 1) OR <ul style="list-style-type: none"> dangerous behaviour e.g. throwing objects swinging on chair refusing to follow adults' instructions being rude to adult racist / offensive name calling other Health and Safety issues not following instructions in the Swimming Pool
Blue	Picture moves to Blue on board. Time out for whole morning or whole afternoon in Buddy class.	<ul style="list-style-type: none"> continue to refuse to follow adult instructions endangering self or others hurting someone else threatening behaviour
Purple	Internal Exclusion from class to senior member of staff and school community service for one day.	<ul style="list-style-type: none"> Blue has happened and happens again inside 1 week leaving the school premises serious incident (to be dealt with by senior staff) e.g. deliberately causing harm to another child
	Fixed-term exclusion from school	<ul style="list-style-type: none"> serious incident, or persistently not following the school's behaviour policy
	Permanent exclusion from school	<ul style="list-style-type: none"> serious incident, or persistently not following the school's behaviour policy risk to own and other pupils' learning and safety

Appendix iii

Colour	Playground Rewards and Sanctions	Examples
Green	Playground sticker given Verbal Praise Team Points	<ul style="list-style-type: none"> • playing responsibly with others • showing respect to others • helping other children • showing compassion
Amber	First Warning 5 minutes time out sitting on a bench An apology to be given if necessary	Any inappropriate low level behaviour e.g. <ul style="list-style-type: none"> • Not eating sensibly or using inappropriate volume in the dining hall • Negative play or silly behaviour that might lead to harm or upset e.g. <ul style="list-style-type: none"> ▪ upsetting someone by being bossy / gossip ▪ playing inappropriately e.g. with sticks etc. ▪ mutual play-fighting / rough-play ▪ hiding in unsafe areas ▪ not using equipment safely
Orange	Second Warning 10 minutes time out sitting on a bench An apology to be given if necessary	Continuing Amber behaviour OR <ul style="list-style-type: none"> • Name calling or making personal comments • Hurting someone else through inappropriate play (not intentional) e.g. poor tackling
Red	Playground Red Sanction Same day if before 12.45pm or following day if after this time. If this happens 3 times in a two week period, there will a phone call to parents	Continuing Amber / Orange behaviour OR <ul style="list-style-type: none"> • Not following adult instructions • Use of hands and feet e.g. pushing / grabbing / tripping • Poor attitude towards adults • Using inappropriate language e.g. swear words
Blue	Playground Blue Sanction Loss of lunchtime – immediately or following day as appropriate with nurture teachers / leadership team. Parents informed	Continuing Amber / Orange / Red behaviour OR <ul style="list-style-type: none"> • Deliberately hurting another person (adult to make a judgement) • Rude or aggressive towards an adult • Using offensive language to another e.g. using a swear word to insult • Racist incident – SLT to be informed and racist incident form completed • Bullying incident – to be passed on to SLT to follow Anti-Bullying Policy
Purple	Playground Exclusion for duration of break and lunchtime period – length to be decided by senior leader. Lunchtime report will be issued initially for 1 week. Parents informed. 1:1 adult playground monitoring as required.	If Blue happens twice in one week OR <ul style="list-style-type: none"> • leaving the school Premises • serious incident (to be dealt with by senior staff) e.g. deliberately causing harm to another child • ongoing racist or bullying incidents
	Fixed-term exclusion from school for duration of lunchtime period. School support to the child, including Outreach advice and promoting parental engagement.	<ul style="list-style-type: none"> • serious breach, or persistent breaches of the school's behaviour policy • risk to own or others' safety – to be decided by the headteacher

Appendix iii a – Display Version for Pupils

Colour	Playground Rewards and Sanctions	Examples
Green	Playground sticker given Verbal Praise Team Points	<ul style="list-style-type: none"> • playing responsibly with others • showing respect to others • helping other children • showing compassion
Amber	First Warning 5 minutes time out sitting on a bench An apology to be given if necessary	Any inappropriate low level behaviour e.g. <ul style="list-style-type: none"> • Not eating sensibly or using inappropriate volume in the dining hall • Negative play or silly behaviour that might lead to harm or upset e.g. <ul style="list-style-type: none"> ▪ upsetting someone by being bossy / gossip ▪ playing inappropriately e.g. with sticks etc. ▪ mutual play-fighting / rough-play ▪ hiding in unsafe areas ▪ not using equipment safely
Orange	Second Warning 10 minutes time out sitting on a bench An apology to be given if necessary	Continuing Amber behaviour OR <ul style="list-style-type: none"> • Name calling or making personal comments • Hurting someone else through inappropriate play (not intentional) e.g. poor tackling
Red	Playground Red Sanction Same day if before 12.45pm or following day if after this time. If this happens 3 times in a two week period, there will a phone call to parents	Continuing Amber / Orange behaviour OR <ul style="list-style-type: none"> • Not following adult instructions • Use of hands and feet e.g. pushing / grabbing / tripping • Poor attitude towards adults • Using inappropriate language e.g. swear words
Blue	Playground Blue Sanction Loss of lunchtime – immediately or following day as appropriate with nurture teachers / leadership team. Parents informed	Continuing Amber / Orange / Red behaviour OR <ul style="list-style-type: none"> • Deliberately hurting another person (adult to make a judgement) • Rude or aggressive towards an adult • Using offensive language to another e.g. using a swear word to insult • Racist incident – SLT to be informed and racist incident form completed • Bullying incident – to be passed on to SLT to follow Anti-Bullying Policy
Purple	Playground Exclusion for duration of break and lunchtime period Lunchtime report Parents informed 1:1 adult with pupil	If Blue happens twice in one week OR <ul style="list-style-type: none"> • leaving the school Premises • serious incident (to be dealt with by senior staff) e.g. deliberately causing harm to another child • ongoing racist or bullying incidents
	Fixed-term exclusion from school for duration of lunchtime period.	<ul style="list-style-type: none"> • serious incident, or persistently not following the school's behaviour policy • risk to own or others' safety



Appendix iv

Playground Incident Report to Class Teacher Red, Blue or Purple Sanction OR if a child has sustained an injury caused by another child (accidental or deliberate)	
Child Name & Class	
Date and Time	
Name of adult who dealt with incident	
Details of incident - names of children involved	
Injury (if applicable)	
Medical Treatment Parent Informed Y / N Name of First Aider	
Sanctions - names of children and sanctions	
Any further investigation required	
Name of SLT informed (if applicable)	
Ongoing actions needed	

Copy of this sheet should be given to all teachers of children involved. Class teacher to inform parent at end of school day in person or by phone.