



# OAKFIELD CE PRIMARY SCHOOL BEHAVIOUR POLICY

2016 – 2017

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COMMITTEE: COMMUNITY, CARE AND PARTNERSHIP

AGENDA REFERENCE: 16<sup>TH</sup> May 2017 – Agenda reference 11

DATE APPROVED 16<sup>th</sup> May 2017

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## **Background**

Governing bodies have a duty under section 175 of the education Act 2002 requiring them to make arrangements to ensure that our functions are carried out with a view to safeguarding and promoting the welfare of children. This policy has been developed with the support of DfE Behaviour and discipline in schools – Advice for Headteachers and school staff January 2016. The policy has been written in consultation with pupils, staff, parents/carers and governor representatives.

**Mission Statement** - 'Everyone will be given the opportunity to shine'

At Oakfield CE Primary school our Christian Values of Love, Trust, Honesty and Hope support the spiritual and moral development of the children and the wider community, enabling every learner to be the best that can be.

We create and foster a genuine love of learning within a stimulating, safe and caring environment where pupils develop their knowledge and understanding, thinking skills, self-confidence, social and emotional skills.

### **AIMS:**

The behaviour Policy is designed to support the way in which everyone in school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. The policy has been developed as a means of promoting good relationships, so that we can all work together with the common purpose of helping everyone to learn.






The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

### **RESPONSIBILITY:**

Behaviour management is the responsibility of all staff(NB: all staff refers to all paid staff, for clarity volunteers must follow and support procedures, although they would not instigate sanctions or rewards). The headteacher is responsible for the implementation, consistency and review of the policy. The school keeps records of all reported serious incidents of misbehaviour including bullying and racism.

### **SCHOOL RULES:**

Throughout the school five 'golden' rules will be followed at all times and are underpinned by the school's key values. These rules are based on the children's own ideas and were agreed by the School Council. All staff should actively develop the children's understanding of these rules. The rules are:

-  We try our best with learning and persevere
-  We are good listeners
-  We are polite and respectful
-  We are honest
-  We are kind and thoughtful

NB: Class teachers, at their discretion, may have other instructions specific to their organisation, use of equipment, etc. and all classes are encouraged to develop with the children their own set of class rules which reflect and enhance the school rules.

## **PRAISE AND REINFORCEMENT:**

Positive reinforcement of appropriate behaviour (appropriate being defined as following the rules as well as general politeness and consideration of others which matches our mission statement) should be regular and consistent.

Any sanctions should be preceded by positive affirmation of behaviour demonstrated by another pupil wherever possible. Some of the following examples of positive reinforcement may be used by all staff:

- ✚ Positive verbal praise and clear gestures such as smiling and thumbs up, to be used whenever possible.
- ✚ All adults in the school will model positive relationships and good behaviour.
- ✚ Individual reward systems to be organised in each class which incorporate rewards for behaviour as well as attainment. These could lead to things such as, awarding of a prize from the class 'Rewards Box', gaining a Dojo point or receiving a certificate in acknowledgement etc.
- ✚ Each week two children in each class will be chosen as 'V.I.P's of the Week'. They will take home a certificate, be given special privileges, agreed with the children in each class - such as being first in the line.
- ✚ Class rewards will be used in each class to encourage peer reinforcement of appropriate behaviour. The class will decide what 'prize' they are working towards, an agreed 'golden time' activity or mufti day are popular class decisions.
- ✚ Pupils in Years 5 and 6 (20 in total) will be trained as Peer Mediators. This role will be seen as a privilege and can be withdrawn where individuals are not providing the appropriate role modelling. Peer mediators will support the resolution of conflict and encourage positive playtime behaviour. All pupils will be encouraged to contribute their own ideas for making playtimes a really positive time and regular changes may be made to the organisation to reflect this.
- ✚ Key Stage Assembly once a week will highlight examples of good behaviour, including the awarding of V.I.Ps.

## **SANCTIONS:**

The procedure which should be followed at any time when the rules are 'broken' is as follows:

- ✚ On the first occasion the pupil is given a verbal warning, this may also include a visual cue for some pupils.
- ✚ If the inappropriate behaviour continues the pupil is given a second verbal warning, again a visual cue indicating this is the second warning may be used.
- ✚ On the third occasion the pupil is asked to take 'time out'. They will be asked to reflect on the undesirable behaviour and how to make it better. Older pupils will be asked to complete a 'Time Out' sheet to reinforce this reflective activity. The sheet will be kept as a record. Every class will have a 'time out' space within the classroom and there will be a 'time out' zone on the playground.
- ✚ On the fourth occasion the pupil has to miss part of the next available playtime, (5 minutes), and stay in the timeout area on the playground. A 'standard' letter will be sent home to inform the parents, (Appendix A).
- ✚ On the fifth occasion the pupil is referred to the Senior Leaders. The pupil's parents are informed by the class teacher and an appropriate sanction is agreed with the parents. The Headteacher and Behaviour Support Manager are kept informed.
- ✚ On the sixth occasion the pupil is sent to see the Headteacher, parents are informed and an appropriate sanction is agreed together. Targets for behaviour and if necessary a

behavioural contract are agreed with class teacher, parents and pupil and are recorded with an appropriate monitoring system. At this stage an Individual Risk Assessment will be carried out if this has not already been done, and an Individual Behaviour Plan may be drawn up as part of the school's positive intervention to improve the child's behaviour. Pupils who reach stage 6 will always be considered for additional interventions to support their ability and skills development in managing their own behaviour and emotions.

- ✚ Where there is no improvement to behaviour despite significant support and intervention, or where the behaviour has put the child or other children or adults at significant risk of harm, an internal or fixed term exclusion may be used.

### **'TIME OUT'**

The pupil should sit away from other children after the member of staff has ensured that the pupil is clear about why they are being asked to have 'time out'. All staff should ensure that the language they use relates clearly to the school rules, refers to the behaviour being undesirable rather than the child, and gives the child the minimum amount of attention possible. Where appropriate visual cues will be developed and used with the pupil to ensure good understanding of what is happening and why. During the period of 'time out' the pupil should be encouraged to reflect on their behaviour at an age and ability appropriate level. A set of school rules (and classroom rules if appropriate), should be displayed nearby to aid the children to reflect and for older children to complete their 'time out' sheet.

Work missed during 'time out' should be made up either during the lesson, at the next available playtime or given for homework with an explanatory letter, (Appendix B).

EACH DAY/SESSION, (DEPENDANT ON AGE GROUP), WILL BE A FRESH START.

### **DISCIPLINE OFF THE SCHOOL SITE**

The same expectations regarding behaviour will apply to children at all times including on off-site visits. Letters inviting parents to apply for school trips and visits will make clear the expectations regarding behaviour and the right of the school to apply sanctions.

### **SUPPORT FOR PUPILS**

The school has developed a range of support for children displaying emotional and behavioural difficulties, either long or short term. This support includes:

- ✚ A Nurture Suite;
- ✚ Intervention groups focusing on areas such as social inclusion, self-esteem and anger management.
- ✚ Specialist interventions related to supporting good mental health covering aspects such as anxiety.
- ✚ Access to Sand and Play therapy
- ✚ A large team of well-trained behaviour support staff who work throughout the school.
- ✚ Close links with the Woman's Refuge to support children from homes where domestic abuse is or has been a factor.
- ✚ A commissioned Educational Psychology service who are able to advise and support when appropriate.

### **SUPPORT FOR STAFF**

All staff will be offered appropriate training and support to ensure they are able to maintain the good behaviour of pupils. All staff receive training that supports behaviour management at different levels depending on their role in school. Where appropriate this will include the use of physical

restraint. (See Physical Restraint Policy). No member of staff will be expected to tolerate abuse or violence although specially trained staff working with the most challenging pupils may have agreed expectations relating to specific behaviours demonstrated by these children that will be properly identified on an individual risk assessment which will also identify actions to be taken when these behaviours occur. Incidents of violence or abuse towards staff will be recorded and reported and appropriate action will be followed through.

### **RECORDS OF INCIDENTS**

All significant incidents relating to behaviour will be recorded on concern forms and shared with a member of the Senior Leadership Team so that they can monitor incidents, patterns of behaviour and areas of general concern and take appropriate action. Where an incident is perceived to be abusive the Local Authority form for recording incidents of racial or any other abuse will be used and a member of the Senior Leadership Team will discuss implications and actions related to this with the parent/carers. (See also Bullying and Diversity Incidents below). Any forms or records of actions taken in relation to behaviour will be attached to the child's individual record in the School Information Management System (SIMS).

All behaviour incidents will be logged on SIMS and will be monitored by the Senior Leadership Team. Where a member of staff feels additional support is needed they will speak directly to a member of the Senior Leadership Team as soon as possible.

The school will analyse patterns of behavioural incidents and we would expect to see general improvements over time. Where new initiatives are put in place we will evaluate the impact of these carefully and adjust organisation and actions as appropriate. Through this ongoing analysis and evaluation we will identify any common themes or issues and use this to inform future planning for improvement.

### **BULLYING AND DIVERSITY INCIDENTS**

The school implements an Anti-Bullying policy to tackle all forms of bullying and harassment, including cyber bullying and prejudice – based bullying related to special educational need, or any on the nine protected characteristics as defined by the Equality Act 2020: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex or sexual orientation.

The school through the Federation Single Equality policy counter and challenge all types of discriminatory behaviour and this is made clear to all staff pupils, parents and governors. The school has a clear procedure for dealing with prejudice related bullying incidents and the Headteacher and Senior Leaders are responsible for recording and reporting of significant incidents to the local authority and governing body

These forms are available with guidance from the school office.

### **ATTENDANCE**

The school follows strategies to improve and monitor attendance including the use of rewards and sanctions for individuals where appropriate, such as our attendance shop where children can trade attendance tokens for gifts. The school keeps close track of attendance rates and persistent absence for individuals and groups of pupils. The school works closely with parents/carers to avoid absence and encourage punctuality. Procedures are followed if it should become a concern over time; see Attendance Policy.

## **UNDERSTANDING OF BEHAVIOUR POLICY**

- ✚ At the beginning of each school year, the Behaviour Policy will be reviewed with the children through Class and School Council. The reviewed Policy will be made available on the School Web Site and parents/carers will be notified of this through the school newsletter. They will also be informed that they may request a paper copy from the school office.
- ✚ All new staff (including regular supply staff) to be given a copy of the current Behaviour Policy and the Bullying Policy, and these documents should be discussed with at their Induction Meeting.
- ✚ A copy of the rules to be displayed in each class. (Appendix C)

## **PARENTS AND CARERS**

We recognise that we can only manage pupil behaviour really effectively if we have full parental engagement and support. We know that the majority of parents and carers will value good behaviour and fully support this policy, ensuring that they support the school when children misbehave. Parents are their child's first teacher, the behaviour you model as a parent will significantly affect your child's behaviour and their view of what behaviour is acceptable or appropriate. Clear consistent boundaries at home will support your child in developing good behaviour skills it also supports children's feeling of security and well-being.

As a school we always fully investigate behaviour incidents so that we have as full a view as possible of the actions that all involved have taken. Following this, appropriate sanctions and interventions will be put in place in a fair and consistent way.

We respect individuals' right to confidentiality and therefore will only discuss details of each individual with their own parent or carer. Parents will always be informed about any significant incidents and general behaviour and attitude will be discussed at the termly parent meetings.

All parents are encouraged to discuss concerns or questions about behaviour at the earliest possible time so that issues can be dealt with quickly and effectively.

## **MONITORING**

The Policy will be reviewed annually with all children, all staff and parent representatives. The updated policy will then be shared with all parents and carers and comments will be invited.

## **CONCLUSION**

At all times there must be an expectation of a high standard of behaviour on the part of all members of the school community. All staff, governors and parents must be aware of this policy and the necessity of applying it consistently.

This policy must be read in conjunction with: single equality, anti-bullying, exclusion, safeguarding, E –Safety, physical restraint health and safety and PHSE policies

**Date: May 2016**

**Review due: May 2017**