

OAKWOOD JUNIOR SCHOOL

Behaviour, Discipline and Exclusion Policy (also refer to Anti-bullying Policy)

Review Date	Spring 2017
Reviewed by	FGB
Review Cycle	Two years
Next review due	Spring 2019

Signed :.....

Name :.....
on behalf of the Governing Body of Oakwood Junior School

Behaviour Policy

Please read in conjunction with our Anti-Bullying Policy

Introduction

Oakwood Junior School recognises that effective teaching and learning can only take place in an environment that is stimulating and exciting, yet maintains order and clear boundaries. Consistency of practice is needed across the school to ensure that pupils know the standards of behaviour expected of them. Along with a positive approach, the promotion of effective communication and the reinforcement of clearly defined consequences and rewards are important.

The learning of any accepted code of behaviour that will be both effective and long lasting must be based on self-discipline. Children develop self-discipline through care and respect for others and their environment. The ideas of care and respect will be fostered throughout the school curriculum, PSHE (personal, social and health education), and Collective Worship. School staff will lead by example.

The Governors and staff at Oakwood Junior School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children, to their happiness and well being while in school. We are aware that we share this responsibility with parents and carers.

Oakwood Junior School will ensure on all occasions that arrangements with regard to behaviour are made to safeguard and promote the welfare of pupils.

Aims of the policy

- **Create a welcoming and safe learning environment in which everyone can be successful**
- **Develop a consistent approach across the school which all pupils know and understand**
- **Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed**
- **Allow pupils to take ownership for their learning and have a pride in their work and achievements**

A high standard of behaviour is expected by pupils at all times. In order to promote this the school aims:

- To provide a calm, safe, purposeful and happy environment in which all children can achieve their very best
- To affirm and encourage high standards of good behaviour
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To use a positive, consistent and fair approach to both positive and negative behaviour with parental cooperation and involvement
- To recognise that each child is an individual with their own needs
- To develop and nurture:
 - the moral and spiritual resources of each child
 - good personal discipline and appropriate caring behaviour

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- respect for themselves, other people and their environment
- their independence and an ability to make appropriate choices

Staff Expectations and responsibilities:

Managing Children's Behaviour

Managing children's behaviour in the vast majority of cases is the responsibility of the class teacher under the Teacher's Standard, standard 7 which is:

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them
- Maintain relationships with pupils, exercise appropriate authority, and act decisively when necessary

The School Teachers Pay and Conditions Document 2016 states that teachers may be required to:

51.8 Promote the safety and well-being of pupils

51.9 Maintain good order and discipline among pupils

- **Staff should recognise that good behaviour is an essential condition for effective teaching and learning to take place**
- **Effective teaching, learning and assessment supports good behaviour**
- To treat all children fairly and with respect and be consistent with behaviour management
- To raise children's self-esteem and develop their full potential
- To provide a challenging and interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents so that all children can see that the adults in their lives share a common aim
- To recognise that each is an individual
- To be aware of their special needs
- Every pupil should be made to feel valued regardless of disability, nationality, ethnicity, culture, gender or sexuality.

Disciplinary action can be taken against pupils who are found to have made malicious accusations against school staff.

British Values

As a school we incorporate these values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Culture aspects of learning:

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The five key British Values are:

- **Democracy**
- **The rule of law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of those of different faiths and beliefs**

These values are discussed with pupils within the curriculum and assemblies.

OUR SCHOOL CODE OF CONDUCT

Children will also adhere to the attributes required to receive credits:

- We are motivated to learn
- We always try our best
- We respect and work well with others
- We take pride in our work
- We look after our school and those in it

Our classroom rules:

Classroom rules are negotiated at the beginning of the year with each class. They are referred to throughout the year and children are expected to follow them so that every child has a positive learning experience in the classroom.

Our Playground Rules:

- Always ask an adult if you need to go inside.
- Always speak to an adult if there is a problem
- Stay in your playing area where you can be seen by an adult
- Move to your line quietly and sensibly when the bell is rung

Children's' responsibilities are:

- Follow the school's code of conduct as well as their own class agreed rules
- Have high expectations of behaviour
- Develop an increasingly sound understanding of right and wrong
- Behave in a safe manner at all times
- Respect the school's environment and belongings
- Show respect to each other
- Act with equal respect to all staff
- To work to the best of their abilities and allow others to do the same
- To treat others with respect and never bully anyone for any reason
- To follow the instructions of the school staff
- To take care of property and the environment in and out of school
- To cooperate with other children and adults
- To complete assigned work to the best of their ability

The Parents'/carers responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self discipline
- To show an interest in all that their child does in school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations

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- We expect parents/carers to support the actions of the school when consequences are imposed to give a consistent message to pupils
- As a minimum we expect every pupil to have an attendance of 95% and to be in school on time.
- At the end of each term parents'/carers will be given a report detailing attitudes and behaviour. This will include information about classroom and playground behaviour, homework and attendance.

The school works collaboratively with parents, so children receive consistent messages. We explain the school rules and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then Head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of SENCO (Special Educational Needs Co-ordinator)

If appropriate, a child may be placed on the Special Needs Register so that additional action can be planned to help them with their difficulties. Advice about behaviour management strategies will be offered to staff and progress towards targets will be monitored by the SENCO. If behaviour continues to be inappropriate and it is apparent that there are significant Emotional and Behavioural issues, following discussion with parents/carers, the child may be referred onto specialist services.

Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour. The Governors should follow the normal grievance procedure in cases of complaint.

Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/herself. We encourage good patterns of behaviour by;

- as a school communicating clearly to pupils what is expected of them;
- praising children when we see good behaviour (this can be done using non-verbal signals, positive verbal comments or positive written comments);
- focusing on the positive behaviour;
- giving pupils responsibility e.g Special person, School Council, Science Ambassadors
- referring to and consistently applying school and classroom rules;
- matching expectations and activities to individual children's age, needs and development;
- recognizing achievements with certificates in achievement assemblies;
- regularly informing pupils' parents/carers of good behaviour or achievement;
- encouraging pupils to think about others through whole school assemblies and the wider curriculum.

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Rewarding good behaviour:

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Rewards used at Oakwood include the following:-

- Credits will be given to show exemplary behaviour of the school code of conduct/attributes. Different amounts of credits amount to different types of rewards.
10 credits: Stationery shop
50 credits: Book
120: Trip
- Team points will be given out by all staff for good behavior. The team with the most team points at the end of the week will receive the trophy and rosette in assembly on Friday.
- Staff may give small privileges to pupils who behave consistently well and to pupils who otherwise have made a special effort to do so. These may include a pupil doing a special task, showing their work to other members of staff, being asked to represent their class.
- Staff will reward good behaviour or achievement through the use of team points, ticks in the smiley face and a Special Person and Star of the Week at the end of the week.
- When appropriate, staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be acknowledged in the Excellence and Achievement Award Assemblies where a Certificate of Achievement is awarded. Children can also be awarded the Head Teachers Award for exemplary behavior and work.
- Top Table at lunch time with the Head teacher/teacher is a reward for a representative from each class who was selected for good behavior and work
- Class certificates will be awarded for time tables improvements, Accelerated Reader Improvement, Tidiest Classroom, Best Attendance in assembly
- Receiving special achievement stickers from the Head teacher, Deputy Head and Assistant Head
- Good news phone calls/ texts home.

Unacceptable Behaviour

Our behaviour expectations demonstrate that we will not accept:

- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, cyberbullying, threats and intimidation. (*see Anti-bullying Policy*)
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Abusive language to anyone
- Damage to property

Punishing Poor Behaviour / Sanctions

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a proportionate punishment which equates to the pupil's age, any special educational needs, disability or religious requirement they have on that pupil. Staff should follow the school's safeguarding policy.

Teachers, teaching assistants and all paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This includes:

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- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
- Teachers can discipline pupils in certain circumstances when a pupil's misbehavior occurs out of school.
- Teachers can confiscate pupil's property.

There will be a few children for whom the normal sanctions process will not work and would be counter-productive if tried. Staff should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If so these behaviours need to be reported on a concerns sheet and given to the Safeguarding Officer. Certain children will require individualized targets and strategies for their behavior. SLT, the SENCO and the class teacher will work together to make sure that these needs are met.

What we do if a child misbehaves:

- We ask them to stop misbehaving
- Where necessary we discuss incidents with the children involved
- Where possible, we encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour

When poor behaviour is identified, sanctions should be implemented consistently and fairly. These may include:

- Verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Doing homework at break or lunch times when not done in the time given
- The setting of written tasks as punishments, such as writing lines or a letter of apology
- Loss of privileges
- Missing break time
- Detention during lunch time
- School based community service or imposition of a task – picking up litter, tidying classroom, clearing up the dinner hall, removing graffiti
- Place on report
- In more extreme cases – SLT may use temporary or permanent exclusions

Repeated or persistent misbehaviour in the classroom

Where there is repeated or persistent misbehaviour the following will apply:

- Verbal warning
- Name on board ☹
- Name underlined / card
- Children to be moved to isolated desk within the classroom
- If required further, children are asked to go to their partner class for time out (5mins)

Partner Classes:

Class 1 and Class 7
Class 2 and Class 8
Class 3 and Class 9
Class 4 and Class 10
Class 5 and Class 11
Class 6 and Class 12

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- Depending on the mis-behaviour, children may be asked to work in their partner class for a morning, afternoon, or whole day after the incident. A discussion with the class teacher and SLT will take place to determine this course of action.
- If a child is removed from class or mis-behaviour persists a phone call home will be made outlining the incident that led to the child being sent out of class or to SLT. The school will monitor and a meeting with parents may be organised.
- The mis-behaviour will be logged in the class book and if necessary a concerns sheet.
- If there is no improvement or a marked improvement the head teacher will be informed verbally or by a concerns sheet and will make a decision on ways to offer further support, which could include:
 - Child put on 'Behaviour Record'
 - Further discussions with parents
 - Meeting with other professionals

Break and Lunch-time behaviour

The school's Behaviour Policy is based on positive behaviour management and it is important that our pupils perceive the management of rules, rewards and sanctions to be fair and consistent. Lunchtime Supervisors and Teaching Assistants play an important part in managing pupils' behaviour and can make a big difference to a pupil's day. Pupils should be rewarded for behaving appropriately.

Positive consequences from lunch time staff include:

- Verbal praise
- Credits / Team Points
- A lunchtime/playtime responsibility

Incidents of repeated unacceptable or disruptive behaviour in one day are to be dealt with using sanctions in the following order:

- Verbal Warning
- Time out on wall for minutes
- Name in behaviour book (person writing name in book should give details and sign)
- Sent inside to hall for the duration of lunchtime / playtime
- Referred to member of SLT

Support and Monitoring

We work with a range of strategies for promoting good behaviour for all pupils. We discourage inappropriate patterns of behaviour by;

- Focussing on the positive behaviour taking place;
- Non-verbal signals
- Verbal warnings reminding the children of aims and expectations providing an alternative to their unacceptable behaviour
- Discussions with the pupil about why the behaviour is unacceptable and explaining the consequences of further poor behaviour, giving choices.
- Agreed targets and rewards charts developed with class teachers or members of the SLT.

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If appropriate a report card may be used, which involves the parents/carers in supporting school to modify their child's behaviour. The pupil will agree to specific, achievable behaviour targets over a limited period of time (usually 2-3 weeks). Their behaviour for each day is logged in the report card and sent home daily to keep parents/carers informed. If appropriate, a reward may be agreed upon the successful achievement of the targets. After the agreed period the pupil's behaviour is reviewed.

The head teacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy. When a serious incident occurs parents should be notified as soon as possible, given an indication of its relative seriousness and offered an early opportunity to discuss the matter.

Such an incident might be:

- Vandalism
- Hurting a child enough for him/her to receive first aid
- Repeated misbehavior
- Known bullying
- Hurting an adult.

It may be necessary to agree a joint action plan with the parent. This should be recorded in writing. The pupil should be either present or informed of any such action plan.

All misbehavior will be logged by the class teacher, in the playground behaviour book, class book or a concerns form.

Intervention and Support from Learning Mentor

Formal meetings, with parents/carers and other agencies when appropriate will be arranged by the Headteacher/Deputy Head to consider the best ways forward. This may include

- Consideration of a request for a statutory assessment on the basis of social and emotional support.
- Modified timetable with the support from outside agencies
- Managed move

If further support is needed a behaviour plan will be drawn up to support the pupil to improve their behaviour. The child's parents/carers may be asked to contribute active support to the plan. This plan will be reviewed at agreed times.

Additional interventions will be considered including:

- Extra adult support
- Completing an Early Help Assessment with parent/carers
- Advice from the Behaviour Support Team or other external agencies (e.g. Educational Psychologist, School Counsellor)

Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows national and local guidelines when it comes to issues of exclusion. Temporary exclusion of a child will be considered in extremely serious cases. Permanent exclusion is regarded as the ultimate sanction and will be considered only in the most serious cases of indiscipline. Procedures for temporary and permanent exclusion will only be initiated by the head teacher who will inform parents, the chair of governors and the LA (Local Authority) without delay.

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The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The head teacher informs the LA and the governing body about permanent exclusion and fixed-term exclusions. For exclusions beyond 5 days, school work and alternative provision must be provided by the school. The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Excludable behaviour includes:

- **Physical assault against an pupil**
- **Physical assault against an adult**
- **Verbal abuse / threatening behaviour against a pupil**
- **Verbal abuse / threatening behaviour against an adult**
- **Bullying**
- **Racist abuse**
- **Sexual misconduct**
- **Drug and alcohol**
- **Damage**
- **Theft**
- **Leaving school premises**
- **Persistent disruptive behaviour**

Anti-bullying

Bullying is a serious form of misbehaviour. Bullying is usually characterised by:

- Dominance of one pupil by another or group of others
- Premeditation
- A pattern of behaviour rather than an isolated incident – Several Times On Purpose (STOP)
- Repeated racial harassment

Bullying incidents are logged by the school and monitored by the Headteacher and Governors.

Bullying will not be tolerated at Oakwood Junior School. (Refer to school Anti-bullying policy).

Searching and confiscation

The Head teacher, Deputy Head and Assistant Head have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

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The use of reasonable force

The use of physical intervention is rare and wherever possible is avoided. However, there may be occasions where the use of reasonable force or physical restraint is appropriate; for example if a pupil is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded.

Equal Opportunities (see Equal Opportunities Policy)

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Assessment and Reporting

Following any incident where a pupil is aggressive, violent towards another child or a member of staff, a violent/aggressive behaviour incident form will be completed and monitored by the Headteacher or Deputy Head.