

THE ARRETON & OAKFIELD FEDERATION

BEHAVIOUR POLICY

OAKFIELD CE PRIMARY

2018 – 2019

COMMITTEE: COMMUNITY, CARE & PARTNERSHIPS (CCP)

AGENDA REFERENCE: 13

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# Behaviour Policy

## 1. Introduction

As a Church of England Federation, our behaviour policy is informed by Christian values which underpin every aspect of our community's life and work, including our curriculum. These values are firmly rooted in the teachings of Jesus. Central to our policy are Jesus' words recorded in the Gospel of Matthew, widely known as the 'Golden Rule':

***“So in everything, do to others what you would have them do to you.”***

## 2. We aim to:

- Create a positive and **compassionate** environment in which all children can flourish and reach their full potential as God intended
- Develop relationships based on **respect, service, forgiveness** and **love** between all members of the school community, including parents and members of the Governing Body
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions where children have displayed our school values in practice
- Ensure that there is clarity and consistency across our school about procedures and consequences, agreed by all stakeholders
- De-escalate any situation at the earliest opportunity
- Make reasonable adjustments for pupils with SEN, disabled or requiring particular support strategies.
- Provide a learning environment where staff can teach without disruption and the varied learning needs of the children can be met.

## As a direct consequence of the Behaviour Policy:

### 3. Children will:

- build strong relationships
- experience what it means to live and **serve** as a member of an open, generous and forgiving **community**
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through School Council and PSHE lessons)

### 4. Staff will:

- model **forgiveness** and the possibility of **restoration** and a new beginning in their relationships with both adults and children.
- Illustrate the link between rights and responsibilities
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- develop personally and professionally
- conform to teachers standards in respect to behaviour management
- record all incidents on ..... and place records in the .....

For the purposes of this policy 'staff' includes all teaching, support and administration staff. The Executive HeadTeacher (EHT) is responsible for behaviour policy and the Heads of School (HOS) for the implementation, consistency and monitoring of the policy.

#### **5. Parents will:**

- be fully informed about the School's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rules and the School's values
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the schools' values at home through home learning activities
- feel welcome in school to discuss their child's progress in a positive atmosphere.

We respect individuals' right to confidentiality and therefore will only discuss details of each individual with their own parent/carer. 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. The parent/carer contract supports this process.

#### **6. Classroom Promises**

- Throughout each school five 'golden' rules will be followed, underpinned by our values. These should be on display in classrooms and referred to whenever a reminder is needed.
  - 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.

#### **7. Responses to good behaviour**

- Praise and positive comments will be given readily. Staff will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. what compassion looks like in practice. Staff can also use clear gestures such as smiles/thumbs up.
- Weekly we have a celebration assembly where good behaviour can be celebrated. Other certificates/rewards are given out in class assemblies, or can be sent home as part of the normal working week to celebrate children's achievements.
- Teachers are able to develop their own in class reward systems such as stickers, marble jars, Dojo's and raffle tickets to celebrate good behaviour choices.

#### **8. Response to Inappropriate Behaviour**

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- use the class charter as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- ensure that the child understands why his/her behaviour is not appropriate
- seek to avoid confrontation and demonstrate **compassion** through active listening and **forgiveness** where there is an acknowledgement of wrong doing

- illustrate the link between that child's rights and their responsibilities towards themselves and others
- establish the facts and reserve initial judgement
- use consequences sparingly; a removal of privileges will be used as the main sanction
- remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable
- offer children 'time out' - a chance to calm down out of the classroom situation. Withdrawal from class will only be used in line with the consequences table.
- engage others agencies as necessary to help improve behaviour
- ..... will be used for major behaviour violations (in particular to capture pupil voice/response)
- if necessary a Behaviour Support Plan will be put into place. We have a range of support options including use of the Nurture Suite, intervention groups, specialist interventions including play therapy sessions, outside agency support.

When dealing with behaviour that falls below the expected standard within the classroom, teachers will:

- deal with classroom problems, whenever possible, within the classroom
- record any minor classroom disruption in a classroom log, to track behaviour trends and inform for moderate or major consequences (persistent misconduct)
- require unacceptable work to be repeated
- expect a child to make up for wasted time during his/her free time; e.g. at break or lunch time
- inform parents if equipment is deliberately damaged and invite them to replace it

## 9. Consequences

Consequences for inappropriate behaviour will be at the class teacher's discretion in the first instance.

A behaviour and consequences table (appendix 1) provides an agreed consequence response for key stage 2 pupils. This table is only illustrative and can be adapted as part of a Behaviour Support Plan. The majority of pupils will receive consequences in line with the following procedure:

All pupils are expected to:

- Not disrupt a lesson
- Listen attentively in class and not talk out of turn
- Follow adult instructions at all times
- Undertake all learning directed to the best of their ability
- Be polite and respectful at all times
- Line up and walk around the school sensibly

Outside at break/lunchtime:

- Be respectful and considerate at all times
- Not drop litter
- Respect the school equipment and grounds – not damage property/vegetation
- Play sensibly and share equipment
- Use appropriate language

- Follow adult instructions at all times

As part of behaviour control staff may use the following:

**Time-out:** Time away from a situation or lesson. This may involve pupil choice as part of a planned and structured behavioural programme, or a short term procedure to de-escalate (e.g. sitting on a bench at break/lunch time to help reduce anxiety or anger).

**Withdrawal:** The removal of a pupil from normal teaching situations to a location where they can continue their learning whilst being continuously observed and supported until ready to resume normal activities.

## **10. Systems in Early Years**

Children in early years are given stickers for positive actions and behaviours and these are explicitly modelled and celebrated throughout the school day. Stickers can be added to their sticker chart or worn on jumpers.

If a child displays inappropriate behaviours an adult will assist with conflict resolution and help the child understand the consequences. Children will be expected to apologise to other children or adults involved. If behaviour is repeated children are given a reminder warning about how we should behave. If repeated again the child will be given time out for reflection.

## **11. Systems in the Lower school (Year 1 and 2)**

A visual aid (eg the 'sun to thunder cloud' system) to support our aim of everyday a new beginning. All children start each day on the sun. Children can be moved up to the rainbow as a response to good behaviour. When a promise is broken, and after a first warning, the child will move to the cloud. If the behaviour continues they move to the thundercloud and a consequence is given. New beginnings, where everyone returns to the sun, happens at the end of every day or the morning/afternoon session at the teacher's discretion. Any child reaching the golden pot for excellence may receive an additional reward.

## **12. Systems in Year 3, 4, 5 and 6**

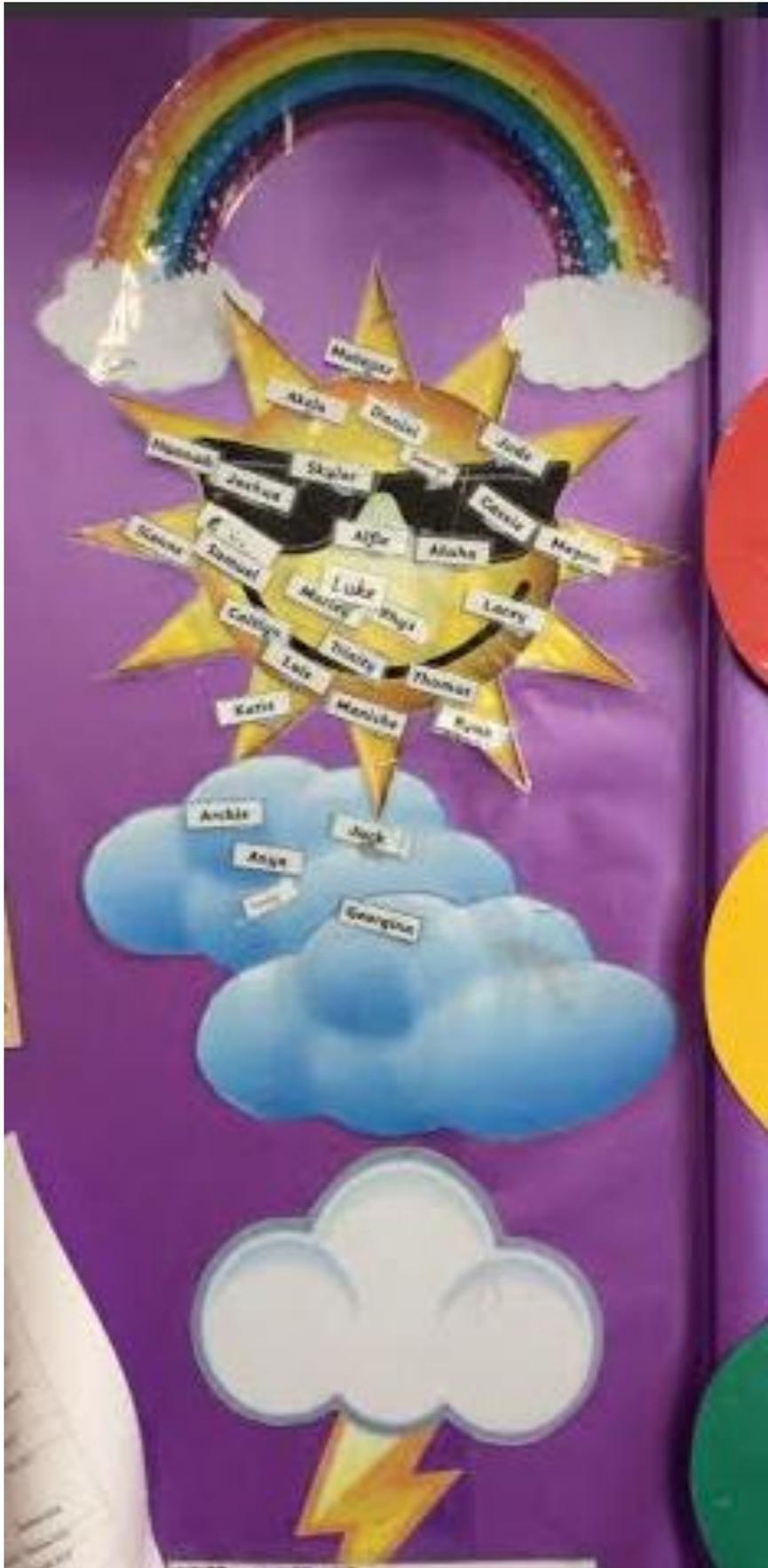
In year 3, 4, 5 and 6, the child's name is written on the colour board (green, orange, red) - every child starts on 'green'. This name is moved if the promise is broken after a verbal warning, and after the 'third strike' a consequence takes place (normally loss of 5 minutes break/lunchtime). In essence the colour system is similar to the thundercloud and additional rewards can again be won. It is important after the consequence has taken place that the name is removed from the board so that child can have a new beginning.

## **13. Exclusions**

There may be instances where serious misconduct exceeds acceptable boundaries and normal consequences are insufficient. In such instances the Federation will consider fixed term or permanent exclusion, details of which are set out in Appendix 2.

## **14. Review**

This policy will be reviewed annually. It will be published on the school websites and hard copy will be available from reception.



## Appendix 1 – KS2

Level 1: Minor	Range of possible consequences
Out of seat Rocking on seat Calling out Not listening Running indoors Pushing in the line Not working	Verbal warning Moving the child within the classroom Completion of work in own time After a reminder, if child repeats, they move to yellow/raincloud
Level 2: Moderate	Range of possible consequences
Persistent repetition of minor behaviours after being moved to yellow/raincloud Distracting others Throwing small objects but not to hurt Inappropriate physical contact (eg pulling hair, pinching) Inappropriate language Refusal/Complaint against work, hides work Minor deliberate damage (eg to pencils) Leaves the room without permission Telling lies Rough play including pushing Interferes with others property Talks at an inappropriate time Scooting or biking on playground Playing ballgames before/after school Staying on the school site without a parent/adult supervision	Playground restriction (eg no football or loss of rotation on play equipment) Removal/exclusion from clubs 'Time Out' Loss of playtime in 5 min increments Missing whole or part of lunch time Verbal/written apology as appropriate Sent to KS leader Children to move onto red/thundercloud Teacher to inform parent at end of day
Level 3: Major	Range of possible consequences
Persistent repetition of moderate behaviours Violent Behaviour Threatening behaviour Swearing/aggressive language Defiance of staff Persistent disruptive behaviour Bullying Prejudice related incident (eg racism or homophobia)	Invite parent/carers to meeting Child sent to HOS/EHT ..... procedures followed to capture pupil voice Child writes a letter(s) if appropriate Internal exclusion at lunchtimes Internal exclusion during lessons with work completed in isolation Possible external exclusion (fixed term or permanent)

## Appendix 2

### **Fixed-Term and Permanent Exclusions.**

We do not wish to exclude any child from school, but sometimes this may be necessary. The Federation has adopted the standard national guidance, *Exclusion from maintained schools, Academies and pupil referral units* (DfES, June 2012). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<https://www.gov.uk/government/publications/school-exclusion>

1. A decision to exclude a pupil will only be taken:
  - In response to a serious breach, or persistent breaches, of the school's behavior policy; and
  - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- a. Only the Executive HeadTeacher (EHT) has the power to exclude a child from school. The EHT 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 EHT may exclude a child permanently. It is also possible for the EHT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- b. If the EHT excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the EHT 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.
- c. The EHT informs the LA/Social Services and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- d. The governing body itself cannot either exclude a child or extend the exclusion period made by the EHT.
- e. 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.
- f. 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/Social Services, and consider whether the child should be reinstated.
- g. If the governors' appeals panel decides that a child should be reinstated, the EHT must comply with this ruling.

### **2. Serious breach of Behaviour Policy**

Every occasion of misconduct will be appropriately investigated. A serious breach of Behaviour policy may include, but not be limited to:

Persistent misconduct

Refusal to follow reasonable instructions

Violent behaviour

Threatening behaviour

Bullying/persistent bullying

Inappropriate language including racist abuse

Defiance of uniform rules

Authorised leaving of school premises

Possession of offensive weapons

### **3. Drug and alcohol related incidents**

- a. It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- b. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- c. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and appropriate authorities informed.
- d. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The appropriate authorities will be informed. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Principal and other authorities as necessary.
- e. If the offence is repeated the child will be permanently excluded.
- f. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

### **4. Searching pupils**

School staff can search pupils with their consent for any item. The EHT and HOSs (or designated stand-in) retains the right to search a pupil or their possessions, without consent, where they suspect the pupil has a prohibited item such as alcohol, illegal drugs, stolen items, offensive weapons, fireworks, pornographic images or tobacco. Additionally a search will be made for any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. The school may, from time to time, ban items within the school grounds and these may be searched for (with consent) if there is reason to believe a pupil has broken any instigated school rule relating to these items.

### **5. Outside of school grounds**

It should be noted that our Behaviour Policy will apply on all organised school trips and other activities outside the school (e.g. sports fixtures, educational visits etc.). The school reserves the right not to take a child outside the school grounds if they have behaviour issues that impact on the health, safety and well-being of other pupils and staff.

**Buses and Taxi's** - It is important that children understand that they are expected to behave in line with the schools expectations whilst on their journey to and from school on the transport provided.

## Appendix 3

### Physical control, contact and restraint

1. It is recognised that the majority of our pupils respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. Reasonable Force may be required to:

- a. Maintain the safety of pupils and staff, preventing pupils from hurting themselves or others.
- b. Prevent serious breaches of school discipline.
- c. Prevent serious damage to property.

### Definitions

2. For the purpose of this guidance:

- physical intervention will involve the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property;
- the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

#### a) Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with learning disabilities; in games/PE; to comfort pupils, first aid etc.

#### b) Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Any use of force must be 'reasonable in the circumstances' (no more force than that needed). 'Control' is passive physical contact (e.g. blocking a pupil's path) or 'active' such as leading a pupil out of the classroom by the arm. Restraint means to hold back physically or to bring a pupil under control.

Pupils are not to be locked in a room. 'Locked' includes a person holding a door shut. Such an action is considered to be a restriction of liberty.

## **Authorised staff**

3. In this Federation all staff are authorised to use reasonable force within the context of 'The use of Reasonable Force to Control and restrain pupils' guidance. Authorisation is not given to parents. The EHT will ensure that those authorised are aware of and understand what the authorisation entails. Those whom the EHT has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example to contact an 'authorised' member of staff.

## **Training**

4. Training for all staff will be made available and will be the responsibility of the EHT. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. Members of staff will be given additional training as required (e.g. for 1:1 staff).

5. As a precursor, to minimise the need to use force staff should:
- a. Create calm environments that minimise the risk of incidents.
  - b. Teach pupils to manage conflict and strong feelings.
  - c. De-escalate incidents if they do arise.
  - d. Only use force when the risks are outweighed by the risks involved in not using force.
  - e. Risks assessments and positive handling plans are in place for identified pupils.

## **Acceptable measures of physical intervention**

6. The use of any degree of force can only be deemed reasonable if:
- a) It is warranted by the particular circumstances of the incident;
  - b) It is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
  - c) It is carried out as the minimum to achieve the desired result;
  - d) The age, understanding and gender of the pupil are taken into account;
  - e) It is likely to achieve the desired result.
7. Wherever possible, assistance should be sought from another member of staff before intervening.
8. If force is undertaken staff should:
- a. Give a clear verbal warning that force may have to be used.
  - b. Suggest the nature of any force you are going to use.
  - c. If at all possible do not use force unless another member of staff is in support/present.

- d. Post-incident, appropriate support is to be provided.

## **Recording**

- 9. Where physical intervention has been used to manage a pupil, a record of the incident will need to be kept. Forms in accordance with the guidance document are to be used.
- 10. Any use of force is to be reported to the EHT. The EHT will inform the Chair, parents and/or other agencies as required.

## **Complaints**

- 11. The availability and application of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the School's Complaints Procedure. The Chair of Governors will be informed of complaints.