


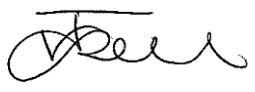
# The Arreton & Oakfield Federation

## Optimising Behaviour Policy

### Oakfield CE Primary School

|                          |  |
|--------------------------|--|
| <b>Date of Approval:</b> | <b>3<sup>rd</sup> December 2020</b>        |
| <b>Committee/FGB</b>     | <b>Education &amp; Standards Committee</b> |
| <b>Responsible:</b>      | <b>Vikki Reader - Headteacher</b>          |
| <b>Review Date:</b>      | <b>November 2021</b>                       |

**Signed:**  **Chair of Governors**

**Signed:**  **Headteacher**

**Date: 3<sup>rd</sup> December 2020**

| REVISION No: | Date issued: | Prepared by: | Approved by: | Comments:   |
|--------------|--------------|--------------|--------------|---|
| 1            | Oct 2018     | VR           | CCP          | Scheduled review and changes following consultation |
| 2            | Nov 2019     | VR           | E&S          | Scheduled review and changes following consultation |
| 3            | May 2020     | CH           | FGB          | COVID-19 Update                                     |
| 4            | Sept2020     | VR           | E&S          | Scheduled review and changes following consultation |

## **Optimising 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 **love, trust, honesty** and **hope** 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 recognising occasions where children have displayed our school values in practice
- ensure that there is clarity and consistency across our school about procedures, agreed by all stakeholders
- **de-escalate** any situation at the earliest opportunity
- make reasonable adjustments for pupils who have a disability or barriers to learning.

### **As a direct consequence of the Behaviour Policy:**

#### **3. Children will:**

- build strong relationships
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through Childrens' Champions and PSHE lessons)
- understand that the schools behavioural expectations, including learning to manage and adapt their behaviours effectively in different situations, will enable them to flourish in later life.
- experience what it means to live and serve as a member of an open, generous and forgiving community.

#### **4. Staff will:**

- benefit from a calm and secure environment in which to teach effectively and with minimal disruption
- be able to convey clearly and with confidence expectations of behaviour in line with our policy
- model forgiveness and **prioritise restoration**
- ensure that the 'Six Strands model' is in place and supporting all children to have successful learning behaviours.
- build positive relationships with parents and the whole school community and work together, in particular, to address any behavioural concerns
- illustrate the link between rights and responsibilities
- conform to Teachers' Standards in respect to behaviour management
- develop personally and professionally
- use their professional discretion to log incidents on CPOMs

For the purposes of this policy, 'staff' includes all teaching, support and administration staff. The Headteacher (HT) is responsible for the Optimising Behaviour Policy and the HT and Assistant Headteachers (AHTs) 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 Optimising Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's policy and values
- Support the school by modelling and reinforcing our OAK values and their links to life chances later on.
- Be confident that their child is developing personally, socially, academically and emotionally.
- Be offered opportunities to explore further the school's values at home through home learning activities
- Feel welcome and supported in school..

We respect individuals' right to confidentiality and will endeavour to only discuss details of each individual with their own parent/carer, unless it is a safeguarding concern in which case we have a duty of care to share with relevant professionals. 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.

#### 6. Optimising behaviour in the school environment

Oakfield has adopted the Six Strands model which focuses on 6 key areas of behavioural development. Therefore the expectations of behaviour in the classrooms and support offered to individuals, ultimately promote being ready to learn.

1. Respecting **BOUNDARIES**
2. Having **RESILIENCE**
3. Ability to **FOCUS**
4. Having **RESPECT**
5. **SELF-REGULATION**
6. **INDEPENDENCE**

These are all encompassed in three overarching **OAK**field expectations, displayed in every classroom and around the school:

**O**rganised and ready

**A**lways respectful (*So in everything, do to others what you would have them do to you*)

**K**ee yourself and others safe

We prioritise the time needed for children to develop personally invested behaviour. The Dojo system is established throughout the school. Children's Champions have introduced Golden Tickets.

#### 7. Strategies used at Oakfield to support and recognise behaviours

- Zone of Regulation in place throughout the school
- Praise and positive comments will be given readily. Staff are encouraged to respond to behaviour using the 'values and six strands language' in order that children understand what the value, e.g. what respectful looks like in practice.
- Dojos – consistent across the school.
- Golden Tickets.

## 8. Response to Inappropriate Behaviour

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

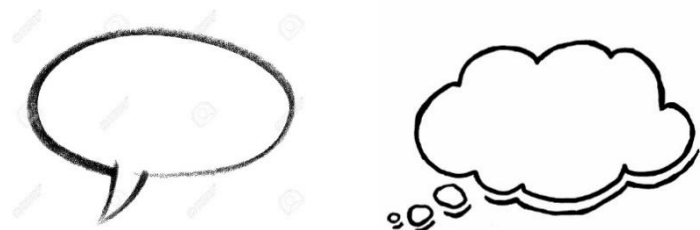
- seek to **avoid confrontation** and demonstrate compassion through **active listening** and **forgiveness where there is an acknowledgement of wrong doing. Pupils are encouraged to reflect knowing their thoughts and opinions are valued.**
- provide children with the opportunity to reflect and make amends, reminding them that it is their behaviour, not themselves, that is unacceptable
- Individual Behaviour Support Plans can be implemented if a more bespoke approach is needed to optimise behaviour.

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

- Track behaviour trends and inform using CPOMS.
- inform parents, ideally in person or via a telephone call, of any behaviour that they need to be aware of and keep the SENCo/AHT informed of any further escalation.
- Regularly liaise with the Family Inclusion Officer (FIO) and attend termly safeguarding surgeries.

## 9. Consequences

We acknowledge that whilst this policy aims to optimise all childrens' behaviour, some children and staff may need to refer to Appendix 1 for specific examples.



## 11. Systems

Visual cues are used in every classroom

Zones of Regulation set up in every classroom to enable children to express how they are feeling.

## 12. 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.

## 13. Review

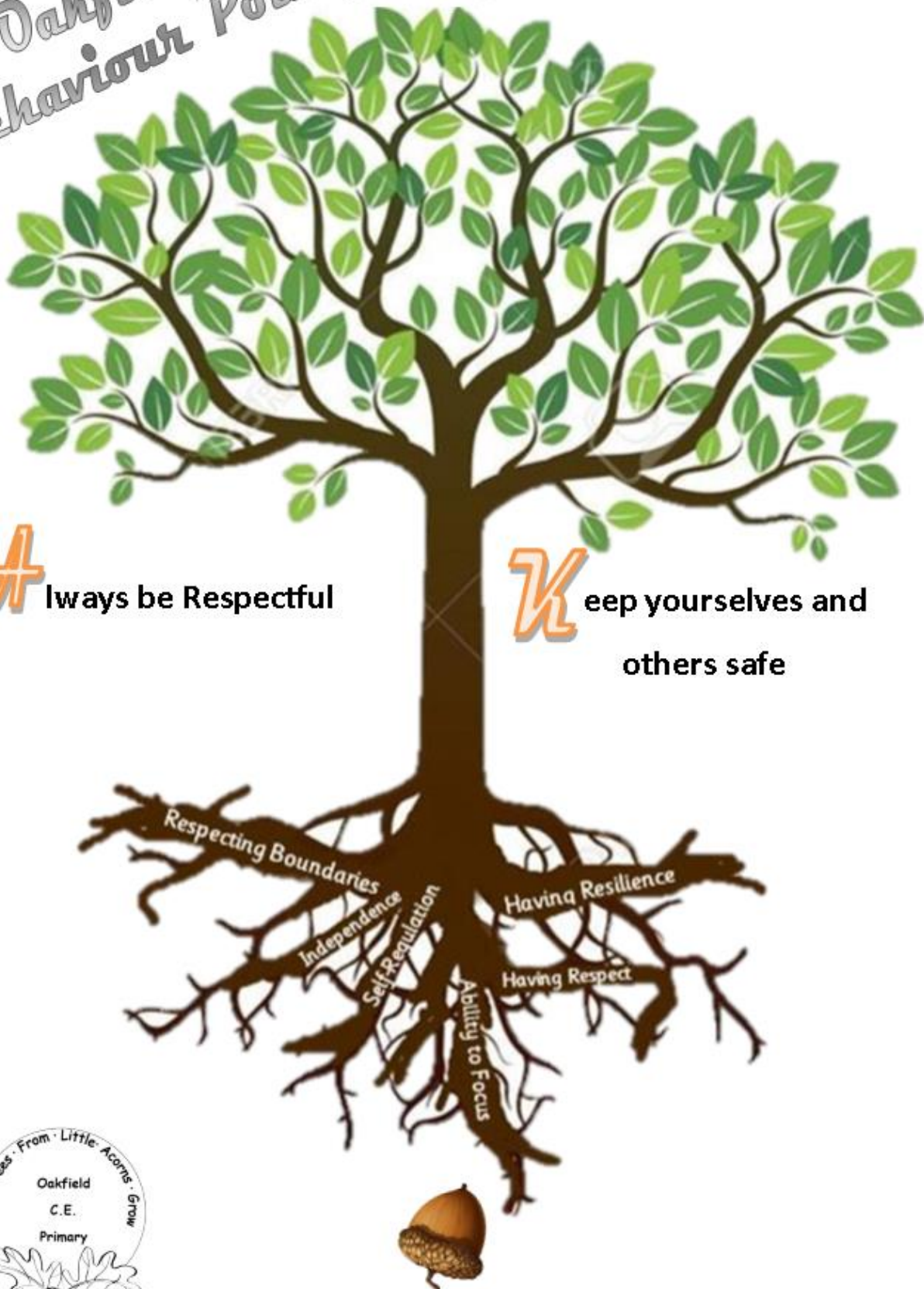
This policy will be reviewed annually. It will be published on the school's website and hard copy will be available from reception.

# Oakfield's Behaviour Policy

**O**rganised and ready

**A**lways be Respectful

**K**eep yourselves and others safe



**Our Christian Roots Golden Rule...**

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

## Appendix 1

|  |  |
|--|--|
| <b>Organised &amp; Ready</b>   | Range of possible consequences   |
| Calling out<br>Not listening<br>Running indoors<br>Pushing in the line<br>Not working<br>Not having correct PE Uniform   | Verbal warning<br>Moving the child within the classroom<br>Completion of work in own time<br><br>After a reminder, if child repeats, they are given time to think (next step)  |
| <b>Always Respectful</b>   | Range of possible consequences   |
| Persistent repetition of minor behaviours after a verbal warning.<br><br>Distracting others<br><br>Throwing small objects but not to hurt<br><br>Inappropriate physical contact (e.g. pulling hair, pinching)<br><br>Inappropriate language<br><br>Refusal/Complaint against work<br><br>Minor deliberate damage to school property<br><br>Refusal to follow instructions<br><br>Rough play including pushing<br><br>Interferes with others property<br><br>Leaves the room without permission | Child to stop and think!<br>'Time Out'<br>Loss of playtime in 5 min increments<br>Playground restriction (e.g. no football or loss of use of play equipment)<br>Missing whole or part of lunch time<br>Removal/exclusion from clubs<br>Removal of walk home pass<br><br><b>Follow up</b> - Restoration/re-visit Six Strands and Verbal/written apology<br><br>If the child refuses to accept the consequence given SM/BH/HD (strategic leader) are notified.<br><br><b>Teacher/SLT to inform parent in person or via telephone at end of day</b> |
| <b>Keep Yourself &amp; Others Safe</b>   | Range of possible consequences   |
| Persistent repetition of moderate behaviours<br><br>Threatening behaviour<br><br>Swearing/aggressive language<br><br>Defiance of staff<br><br>Persistent disruptive behaviour<br><br>Prejudice related incident (e.g. racism or homophobia)  | Inclusion Team to support to avoid escalating further<br><br>Internal exclusion at lunchtimes and or break times<br>Internal exclusion during lessons with work completed in isolation (KS2) and time out (KS1)<br><br>Inclusion Team member to inform HT/AHT and support if necessary<br><br>CPOMs procedures followed to capture pupil voice<br><br><b>Teacher to inform parent in person or via telephone at end of day</b><br>Invite parent/carers to meeting<br><br>External exclusion  |
| <b>Non- Negotiable consequence for .....</b>   |  |
| Violent Behaviour<br>Bullying  | 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 in England* (DfES, Sept 17). 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 Headteacher has the power to exclude a child from school. The HT 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 HT may exclude a child permanently. It is also possible for the HT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
  - b. If the HT excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the HT 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 HT 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 HT.
  - 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 HT 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, including swearing at adults or peers
- Bullying/persistent bullying
- Inappropriate language including racist abuse
- Defiance of uniform rules
- Unauthorised 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 HT/AHT (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 Optimising 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. The school also reserve the right to withdraw or refuse an application for a pupil walk home pass (year 5 & 6 only), if the child's behaviour in school gives cause for concern about the child or other children's safety.

**Buses and Taxis** - 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

### Managing allegations against other pupils

#### Background

The new 'Keeping children safe in education' statutory guidance says that 'governing bodies... should ensure that there are procedures in place to handle allegations against other children' (paragraph 40). Having such procedures is a new feature to this guidance.

**In most instances**, the conduct of students towards each other will be covered by the school's **Optimising Behaviour Policy**. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

#### Key Issues

What are Safeguarding allegations?

What steps should be taken?

Who else should be informed?

Should this safeguarding allegation trigger a social care referral?

Should this safeguarding allegation trigger a police investigation?

#### Policy Statement

We recognise the importance of our safeguarding policies to ensure that they reflect our local situations and areas of risk. The Federation has developed policy to ensure that it meets the needs of our pupils.

#### Introduction

The Arreton & Oakfield Federation believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

#### Safeguarding allegations

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against another pupil and refers to their behaviour towards another or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

#### Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

### **Emotional Abuse**

- blackmail or extortion
- threats and intimidation

### **Sexual Abuse**

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students.

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

We ensure that these students have an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations, as we recognise there is a need to balance the tension between privacy and safeguarding.

### **Procedure**

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) will be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL will contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.



















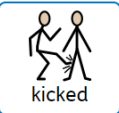
















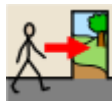



Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.



























The plan will be monitored and a da

ie concerned







| <p>2. Always Respectful</p> <p>Oakfield CE Primary School</p> <p>Behaviour Expectations &amp; Possible consequences - Visual</p>   | <p>Range of possible consequences</p>   |
|--|---|
| <p>I am stopping  other children from learning. </p>   | <p>I need some time out to  and think </p>  |
| <p>I have thrown  things around the classroom. </p>  | <p>I need to <del>lose</del>  some or all of my play time. </p> <p>I am not <del>allowed</del>  to go on the playground equipment </p>  |
| <p>I have not <del>used</del>  kind  hands  and feet </p> <p>I may have done the following things...</p> | <p>I am not <del>allowed</del>  to go to my club </p>   |
| <p> pinched  pull hair  kicked  pushing etc.</p>   | <p>I might lose <del>my</del>  my walk  home pass </p> <p>I need to say sorry  I might say it or write it </p> |
| <p>I have not used kind words. </p>   | <p>If I refuse  my consequence, I will need to speak to</p>  |
| <p>I have refused  my work </p>  | <p>Mrs Doyle </p>  |
| <p>I have broken  something small that belongs to school </p>  | <p>or Miss Howlett  and they will</p>  |
| <p>I have refused  to follow instructions </p> <p>Leaves the room  without permission </p>       | <p>phone  home. </p>  |

# 1. I am organised & Ready

| <b>3. Keep Yourself &amp; Others Safe</b>   | Range of possible consequences   |
|--|--|
| I am showing the same behaviour mentioned above, again and again.   | I will spend playtime  or lunch time  with an adult on my own.  |
| I am scaring or worrying other people with my behaviour   | I will complete my work on my own, away from my class.    |
| I am swearing  and being using aggressive words.   | The teachers will write what I say on CPOMS.    |
| I have refused  to follow instructions from Mrs Doyle  or Miss Howlett  | Someone from school will phone home.   |
| I am  continuing to  other children from learning.                  | Someone from home may need to have a meeting  with   |
| I have been unkind  to someone because of the way they look  or what they do. (e.g racism or homophobic)   | Mrs Reader <br>Mrs Doyle <br>or  |
|  | Miss Howlett <br><br>I may be sent home and excluded.     |

**Non- Negotiable consequence for .....**

I have seriously hurt  someone else.  
I might be a child  or an adult. 

I will be sent home  This behaviour is not acceptable.