



Oakridge Primary School Behavioural Attitudes and Discipline Policy

Adopted: Chair of Health and Safety Committee: Mr D Rust Next review date:	October 2023 Mrs K Lincoln October 2024
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Introduction

The Governing board firmly believes that for children to make outstanding progress in lessons and to make a positive contribution to our school community, behaviour should also be outstanding. The best way to ensure high standards of behaviour and discipline is to ensure high quality learning opportunities within an environment where all recognise achievement and celebrate success. We believe that our behaviour policy should not just be a set of rules but more a code of conduct where good behaviour is expected, highlighted and rewarded and poor behaviour is identified and modified through clear guidance, support and where necessary sanctions. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

1 Aims and expectations

The behaviour policy is not primarily concerned with rule enforcement: it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It is a primary aim of Oakridge Primary School to secure a caring community, whose values are built on mutual trust and respect for all. The school's policy, therefore, is designed to support the way in which all members of the school can live and work together in a supportive way

The main aims are:

- to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- to support the Oakridge Way which promotes positive behavioural attributes
- to maximise time learning and opportunities for students to make progress in the classroom
- to promote the social and emotional well-being of the pupils and staff
- to encourage children to be proud of their achievements and of our school
- to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community
- to reward good behaviour and self-discipline, in the belief that this will develop an ethos of kindness and cooperation within school and in wider society

- to ensure that children understand how to stay safe online and to prevent online bullying

1.1 Expectations

Children understand the importance and nature of a high standard of behaviour through:

- the sharing of The Oakridge Way by all staff
- modelling of high standards by all staff
- modelling of high standards by older pupils (for example, through the Year Six and Reception buddy system)
- whole school celebration assemblies and collective worship
- PSHE
- on-going positive reinforcement of positive behaviour
- zero tolerance of bullying in any form
- close monitoring

2 Rewards and consequences

2.1 Rewards

The Oakridge Way learning at the beginning of each academic year reinforces positive behaviour traits. We praise and reward children for good learning attitudes and behaviour against the Oakridge Way in a variety of ways:

- Staff congratulate children verbally
- Staff give children house points and these contribute towards a class total – the winning house in each class receive a treat once a half term
- Positive notes are sent home to parents to commend children on their excellent efforts related to their learning behaviours and their character
- Headteacher and Deputy Headteacher stickers
- Each week we nominate a child / children from each class to receive a 'Golden Book' certificate - each 'Golden Book' winner receives a certificate in the school assembly (themes are carefully chosen to ensure all children receive a certificate throughout the year)
- Through our weekly newsletter and through the news and gallery areas on our school website

2.2 Dealing with inappropriate behaviour

Most instances of poor behaviour are relatively minor and can be adequately dealt with by the class teacher. These may include a verbal reprimand and reminder of expected behaviour, loss of free times eg playtimes, moving to sit alone, writing letters of apology, and a loss of responsibilities.

However, if this is not sufficient, then our cascade model approach to dealing with inappropriate behaviour comes into effect.

Each case is treated individually. It involves dealing with disruptive and rule breaking behaviour in a 'stepwise' approach, from the least to the most intrusive. It is important

that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. It must be clear why the sanction is being applied, as well as it being made clear what changes in behaviour are required to avoid future punishment. It should be the behavior, rather than the person, that is punished and the primary message to communicate is:

‘You Own Your Own Behaviour.’

At Oakridge, we will not tolerate behaviour which impacts on other peoples learning and /or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

When a child behaves inappropriately the decisions made by the adults must not be led by the children’s and parents demands/behaviours.

We expect children to try their best in all activities. If they do not do so, we may ask them to complete extra work or repeat unsatisfactory work.

In the first instance, the teacher is responsible for resolving the situation. If the misbehaviour continues, then the teacher seeks help and advice from a member of the Senior Leadership Team and then the Headteacher. If extreme circumstances dictate, then the Headteacher is the first to be contacted. The behavioural incident is recorded on the child’s individual welfare record and any issues are analysed and acted upon as appropriate.

If a child repeatedly acts in a way that repeatedly disrupts or upsets others, the Headteacher will contact the child’s parents or carers. Initially, this may be an informal conversation. If the misbehaviour persists, then the Headteacher will arrange an appointment for parents to attend in order to discuss the situation and actions to be taken, including signposting parents towards agencies offering family or child support, or making referrals through school to gain further guidance, advice or support. All members of staff will act respectfully and sensitively when communicating with parents and will ensure that confidentiality is maintained, especially in relation to other parents.

2.2.1 Inappropriate Behaviour in Class

1.Cool off time in class – Initially, a reminder is given on what is expected, what rule they are breaking and what choices they have. If this is not sufficient, there is:

- A 5 minute ‘cool off to rethink’ in the classroom, but away from the other children. You may wish to give the child a timer, or ask them to rejoin the lesson when they feel ready. We do not keep a record of this sanction.
- In Little Oaks ‘cool off’ time is also given and the incident reported to the class teacher as soon as possible.

2.The ‘Partner’ System

If a child is displaying behaviour that is likely to lead to classroom disruption, then they should be sent to the teacher’s ‘partner’.

- The ‘partner’ will be a staff member in close vicinity.
- The child should stay with the ‘partner’, normally this will be: KS1 10 minutes, and KS2 15 minutes.

- The child will not be sent with work, as this time should be used by the child to reflect on their actions.
- The member of staff, or their 'partner', should give the child as little attention as possible
- On entry into the 'partner classroom, the child should be asked to sit in a chair quietly.
- After the nominated time has passed the 'partner' teacher will send the child back to their own classroom
- On entry back into the classroom a working relationship should be rebuilt, rather than continuing the incident. A smile, thank you, a welcome back can all help. Essentially it means 'Let's start again'.
- The incident is recorded in the child welfare record. This includes the nature of the incident the date and the time.

3. Removal from the classroom

If a child is displaying disruptive behaviour that is either verbally or physically aggressive to such a degree that you wish them to leave the room but do not wish to operate the 'partner' system, then the child should be escorted to the Headteacher, or in his or her absence, the Deputy Headteacher.

If the child refuses to leave the room, send another child to the reception office with a note, on which you have written the disruptive child's name. The office staff will then inform the Head teacher, who will come and collect the disruptive child from you. If the disruptive child refuses to go it may well become necessary for the class teacher to vacate the area taking their class with them.

A record of the disruptive child's behaviour, and any action resulting from this, will be discussed by the class teacher and recorded in the child's welfare record.

Unacceptable behaviour, which also includes their attitude to learning within the classroom or in Afterschool club, may also lead to the child:-

1. Missing part of break and/or lunchtime
2. Missing a larger part or all of break and/or lunchtime
3. Missing extra curricular activities including sporting events
4. Being removed from Afterschool club

2.2.2 Inappropriate Behaviour outside of the Classroom

1. Cool off time

If a child misbehaves at lunchtime they have a time out period standing against the wall. A reminder given on what is expected, what rule they are breaking and what choices they have.

2. Removal from the playground

If behaviour is persistently disruptive, disrespectful to staff, inappropriate language or hurtful actions or words then they are sent to the foyer for the remainder of the lunchtime. If the behaviour is severe enough then they are sent straight to the Headteacher.

A midday supervisor will inform the class teacher when inappropriate behaviour occurs during the lunchtime session. The incident is recorded in the child's welfare record. This includes the nature of the incident the date and the time.

Unacceptable behaviour may also lead to:-

1. Miss break and or lunchtime for an agreed period set by the HT / DHT or class teacher
2. The HT / DHT or class teacher informing parents with a phone call. (Possibility of being invited in.)
3. Missing extra curricular activities including sporting events
- 4 .To lose their place in afterschool club.
5. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

The above model may not be suitable in all occasions; for instance where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher / Deputy Headteacher immediately.

If inappropriate behaviour occurs at break times, the staff on duty need to deal with it immediately. Children will be asked to stand alone for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of break time, they will then need to be collected by their class teacher who will then follow up the incident once back in class. In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to Positive Handling Policy.) If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Headteacher or Deputy Headteacher so they can take necessary action.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then an Individual Behaviour Plan may be drawn up and the actions on it will be followed and reviewed regularly.

3.Behaviour outside of school

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School,;

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or could adversely affect the reputation of the school

4. Bullying –See anti Bullying Policy

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

5. The Involvement of Parents

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

If the child's behaviour results in their name and the incident being recorded on a regular basis, e.g. 2 or 3 times a week for a period of 2 or 3 weeks, then the parents will be invited into school to discuss their child's behaviour with the class teacher. A plan to liaise with parents will be put into place, this may be in the form of a daily behaviour card or homeschool behavior book or a weekly meeting. If however there is no significant improvement in the child's behavior over the agreed timescale set then parents will be invited back into school where further measures will be considered. This may involve the involvement of the local authority behavior team.

If a child's behaviour constantly causes problems at lunchtime then they are sent home during the lunchtime period.

If the school has to use reasonable sanctions to punish a child, 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. If the concern remains, they should contact the headteacher and finally if they are still not satisfied they can contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Hitting Back

Although society frequently signals that hitting back is an acceptable means of dealing with an incident of aggressive behaviour, we at Oakridge do not, in any circumstances, condone this. Children are taught strategies to use in the event of such an incident happening and are told that hitting back is totally unacceptable and causes consequences.

7. Recording, Monitoring and Evaluating Behaviour

Incidents of disruptive behaviour are recorded in the child's welfare record. These records can be used to inform the child or children involved in such incidents, other colleagues, parents / guardians and other interested parties of an individual's poor behaviour when necessary.

The guidelines will be reviewed regularly by all staff and will be reported on at staff meetings on a termly basis. The closer monitoring of the behaviour process will be recorded by the SLT and reported to staff.

8 The role of the headteacher

8.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

8.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

8.3 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

9 The role of governors

9.1 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 headteacher in carrying out these guidelines.

9.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

10 Exclusion

Only the head teacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. Procedures for Dealing with Major Breaches of Discipline which may lead to a Fixed or Permanent exclusion can be found in the School Exclusion Policy.

11 Monitoring

11.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 The school keeps a record of incidents of misbehaviour. The class teacher records minor classroom incidents as well as those incidents where a child is sent to the Headteacher on account of bad behaviour. We also keep a record of any incidents

that occur at break or lunchtimes: lunchtime supervisors pass on details of any incidents to the class teacher who records them on the child's welfare record.

11.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

11.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12 Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

13 Equalities Statement

Through appropriate treatment of all, Oakridge Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

