



Oakridge Primary School Behavioural Attitudes and Discipline Policy

Adopted: Chair of Health and Safety Committee: Mr D Rust Next review date:	Sept 20 Mrs K Lincoln Sept 21
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Introduction

The rights of all within the school community

As and when appropriate reference will be to the rights of both children and adults, facilitated within this policy, i.e.

- The rights of all children in school to be safe and educated without disruptive behaviour.
- The rights of staff to be safe.
- The rights of parents to know that their child is being educated in a safe environment.

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school expects every member of the school community to behave in a considerate way towards others.

1.3 We aim to treat all children fairly and apply this behaviour policy in a consistent way.

1.4 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.5 Good behaviour is expected and is frequently acknowledged by all staff through verbal feedback. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and consequences

2.1 Rewards

We praise and reward children for good learning attitudes and behaviour against the schools mission statement and values in a variety of ways :

- Staff congratulate children;
- Staff give children house points;
- 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.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
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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 behaviour 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 people's 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.

2.2.1 Inappropriate Behaviour in Class

1. Cool off time in class -1. A reminder given on what is expected, what rule they are breaking and what choices they have.

- 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 class behavior log. This includes the nature of the incident the date and the time.
- The 'behaviour log' will provide an indicator of a child's behaviour when it is discussed with the child themselves, another teacher or the child's parents.

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 class behaviour log.

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 class behavior log. This includes the nature of the incident the date and the time.

The 'behaviour log' will provide an indicator of a child's behaviour when it is discussed with the child themselves, another teacher or the child's parents.

Unacceptable behaviour may also lead to:-

1. Miss break and or lunchtime for an agreed period set by the HT / DHT
2. The HT / DHT 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.

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.

2.3 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.

2.4 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.

2.5 Recording, Monitoring and Evaluating Behaviour

Incidents of disruptive behaviour are recorded using the classroom incident logs. (See appendix below) 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.

3 The role of the headteacher

3.1 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.

3.2 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.

3.3 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.

4 The role of governors

4.1 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.

4.2 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.

5 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.

6 Monitoring

6.1 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.

6.2 The school keeps a variety of records 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 in their class incident log.

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

6.4 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.

7 Review

7.1 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.

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.



Coronavirus Appendix

All staff will ensure that the bullet points below are explained to the children and relate these to our school values.

'You Own Your Own Behaviour.'

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

- Pupils must respect the social distance rule of 2m wherever they are in school whether they are working in their learning space, walking around school, at break and lunchtimes and when entering and leaving school.
- Pupils must follow instructions on who pupils can socialise with at school.
- Pupils must follow the new routines for arrival or departure.
- Pupils must not use another pupils learning equipment or drinking bottle.
- Pupils must ensure that they follow the personal hygiene rules at all times washing their hands when they enter school, come in from break time and before and after lunchtime.
- Pupils must not cough or spitting at or towards any other person.
- Pupils must follow the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- At break and lunchtime pupils must try to remain at least 2m apart and only play in their designated zone

Class Incident Log

Date		Reported by	
Name/s of children involved			
Description of incident / concern			
Immediate action taken			
Future action:			
Monitor	Parents informed	Headteacher informed	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff signature			