



Oakhurst Community First and Nursery School

Behaviour Policy

Date of Policy –September 2020

Review Date – September 2021

The Heath Academy



Growing Excellent Learners

This Behaviour Policy, pays due regard to the DFE Guidance – Behaviour and Discipline in Schools – January 2016. This policy should also be read in conjunction with the ‘Anti-Bullying’ Policy and ‘Use of Reasonable Force’ Policy.

At Oakhurst Community First and Nursery School we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

Aims of the policy

- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children feel safe, secure and respected.

Objectives

For children to show: -

- Self confidence
- Self control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others feelings
- Respect for their environment and community

Teachers and all staff are expected to be good at managing and improving children’s behaviour. Support will be given to those children who struggle to maintain acceptable behaviour

It is expected that parents and carers will support the school in encouraging their children to show respect and support the school’s authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and wider community.

A variety of methods are used to encourage and support pupils to behave appropriately:

- PSHE/Assemblies
- School Council
- Code of Conduct
- Sanctions
- Rewards

- Areas of Responsibility/good role models
- Mutual respect expected of all adults and children
- Anti-Bullying policy
- Individual support as needed e.g. through ELSA, behaviour plan
- A range of visitors into school and a variety of visits offsite

School Council

The members of the School Council aim to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school. Each year group elects one boy and one girl to represent them on the council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held regularly and the School Council are responsible for making decisions about certain aspects of school life which affect all pupils.

Anti-Bullying Week

Oakhurst Community First and Nursery School takes part in the national anti-bullying week. This is done through assemblies, PSHE lessons and discussions/debates in classrooms.

Class Charters

Each year group develops a Class Charter which is on display in the classroom to remind all children of the expectations of behaviour within school.

When Things Go Right:

- **Rewards**

Rewards are used throughout the school. They range from awards to the whole class, to groups, to individuals and are given by all adults in the school. These rewards include stickers, special helpers, etc.

- **Rainbow and stars**

Every class has a sun and cloud display. Each day every child begins the day with their name on the sun. In addition to the sun and clouds, Reception and Year 1 also have a rainbow and stars where children can move their name up for making positive choices regarding on their effort, behaviour, attitudes to learning etc. At the end of each day any child whose name has been moved up will be given a Dojo point.

- **Dojo Points**

In all years children can earn Dojo points for making positive choices regarding on their effort, behaviour, attitudes to learning etc. Children will also review a dojo point as an incentive for reading at least three times a week at home.

When a child has collected a certain number of points they are able to 'spend' these points in the class Dojo shop. Prizes will be given at increments of 15, 30, 50 and 75 points with smaller prizes being worth less points rising to larger prizes for more points. Smaller prizes will include stickers, small rubbers etc. however children will be encouraged to 'save up' their points for bigger prizes such as visiting the park, a lunch with the headteacher etc. There are standard items which will be available in all shops (stickers, rubbers, stamps etc.)

but individual classes will also have specific prizes based on the motivators of children in their class.

- **Headteachers Award**

Children from each year group are chosen by their class teachers for particular mention in whole school assembly. This may relate to work, attitude, behaviour etc. Each of the winners is presented with a Head Teachers Award certificate.

- **Jigsaw rewards**

Children are awarded weekly Jigsaw dojo points in whole school assembly if they meet the PSHE focus for that week.

- **Attendance**

Those children with 100% attendance each half term are presented with a special certificate. At the end of the year children who have 100% attendance for the whole year receive a certificate and a prize. Children achieving attendance of 98% or higher are also given a certificate.

Areas of Responsibility

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:-

Classroom monitors

School Council Representatives

Eco Pirates

Sports champions

Librarians

E-safety champions

Mutual Respect

At Oakhurst Community First and Nursery School we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

Implementation

1. **Parents** - Parents have a clear role in making sure that their child attends school and is well behaved at school.
2. **Staff** - Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
 - Be alert to signs of bullying and racial harassment and deal firmly with it in line with school policy.

- Model the type of behaviour felt to be acceptable.
- Play an active part in building a sense of community.
- Deal sensitively with children in distress.
- Support each other in maintaining good classroom management and be sensitive to each other's needs.
- apply the agreed standards of behaviour consistently.

3. Children

- Should treat others as they would like to be treated, i.e. with tolerance and respect for others views and rights.
- Should accept responsibility for their own choices and actions.
- Should dress appropriately in the agreed school uniform. The wearing of jewellery should also be in line with school policy.
- Respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
- Complete all assigned work within an agreed timescale.

When Things Go Wrong:

Employed Staff Powers to Discipline Pupils - Teachers (and all paid employees), have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

- The power applies to all paid staff with responsibility for pupils, e.g. including support staff
- Staff can discipline pupils at any time that the pupil is in school or offsite e.g., visits and residential visits.
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupils' property.

Staff have the power to impose a detention e.g. lunchtimes, playtimes or after school (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity e.g. representing the school, or whilst on a residential visit.

Unacceptable behaviour includes

(Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' may be determined by the Governing Body where the Head Teacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category)

- Disobedience to a reasonable instruction.
- Non-completion of school work that could be reasonably expected.
- Inappropriate dress [e.g. trainers]
- Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks, racist or derogatory comments e.g. use of the word 'gay'
- Damaging property, including defacing property e.g. graffiti

- Answering back, rudeness or aggression to adults.
- Stealing, including hiding another person's property
- Carrying knives, drugs, alcohol or any offensive weapon into school
- Truancy.
- Fighting or encouraging others to fight
- Forming gangs for the purpose of intimidating others
- Bullying
- Putting themselves, other children or adults at risk.
- Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing.

Sanctions/Strategies

It is the policy of Oakhurst First and Nursery School to focus on positive behaviour and to use appropriate rewards and strategies for encouraging acceptable behaviour as our first strategy.

The sanctions and strategies used must be appropriate to the age/stage of development of the child.

Teachers, Support Staff and other paid staff of the school, have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline pupils applies to behaviour both in school, and out (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.) The Head teacher should consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school's safeguarding procedure. Schools should also consider whether continuing disruptive behaviour, might be as the result of unmet educational or other needs, and whether a CAF would be suitable.

Pupil's Conduct Outside the School Gates - Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:-

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Or any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school (including misbehaviour online).

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits). When children's behaviour falls below an acceptable standard, a range of sanctions maybe used.

The punishment used must be reasonable (it is the decision of the Head teacher or Governing Body what is considered reasonable) and must not breach any other legislation (disability, SEN, human rights, race and other equality acts).

A reminder about acceptable behaviour from a member of staff is expected to be sufficient to correct most unacceptable behaviour. However, if this fails, then the following procedures may be adopted:

- **Sun and cloud system**

Every day the children start the day with their name on the sun. For low level behaviour choices such as talking when they have asked not to, running in the corridors, calling out, distracting others etc. the child will receive a warning. If the behaviour continues, they will be told to move their name down to the first cloud and spoken to by their teacher or teaching assistant. If the behaviour continues, or a secondary behaviour takes place, the child will be told to move their name onto the second cloud. This will result in missing 5 minutes of playtime or 5 minutes of lunchtime. If poor behaviour continues the child will be told to move their name to the third cloud. This will result in their parents/carers being spoken to and they will lose 10 minutes playtime/lunch time and will be spoken to by Mrs Clark the headteacher.

For more serious behaviours such as hitting a child or adult, spitting, biting, running off, throwing things or other aggressive behaviours, the child will be told to move their name straight to the third cloud. If more serious behaviour happens twice in a week they will be internally excluded, where they will go to another class or the Headteacher for the remainder of the morning or afternoon.

For extreme violent or dangerous behaviour external exclusion will be considered in consultation with the COE of the Heath Academy Trust.

Children with specific needs may require a different plan or approach as agreed by external agencies, SENCo and Headteacher.

If the above sanctions do not lead to a modification of behaviour the following actions may be considered.

- Exclusion from a favoured activity. [short term used occasionally, including on residential visits]
- Exclusion from the right to represent the school.
- The establishment of a behaviour record/log or home school report book.
- A verbal disciplining from a senior member of staff.
- A requirement for a written apology
- A meeting with parents.
- Other sanctions following discussion between parents, class teacher and Head Teacher.
- Referral to ELSA or Behaviour Support Services
- Exclusion from school [LA guidelines to be followed for either temporary or fixed

term, or permanent exclusions]

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent pupils:

- Committing a dangerous offence
- Injuring themselves or others
- Damaging property

Force is never used as a punishment, but is used to bring pupils under control or to restrain them. Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

Confiscation of Inappropriate Items:

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (including lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (e.g. mobile phones)

Where appropriate, items may be handed to the police. The Head Teacher will decide whether it is appropriate to involve other outside agencies e.g. Social Care Team.

Bullying

It is the aim of the School Behaviour policy to help create a positive, supportive, atmosphere which is based on shared values and a sense of community.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences of race, religion, gender, sexual orientation, ability are absolutely repudiated as reasons for bullying.

The rules by which we conduct our affairs are derived from this aim and it is important that all staff and pupils clearly understand them. It is equally important that all staff act as effective role models in their relationships with children and with each other.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and less aggressive pupils can be drawn in by group pressure.

Bullying of whatever kind is unacceptable and must not be regarded as an inevitable, or necessary, part of growing up. It must be clearly understood by everyone that it is wrong and will not be tolerated in this school, or on the way to and from school.

Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying, and deal with it firmly, fairly and promptly

Bullying can take many forms, including:

- Physical: hit, kick or man handle
- Verbal: teasing/name-calling/insults relating to physical/social appearance, disability, gender, ethnic origin, sexual orientation or personality
- Psychological: spreading rumours, excluding from activities, discussions, groups of friends
- Extortion: threats to obtain money or property
- Damage/Theft: to/of belongings.

Within our personal and social education programme

- Across the Key Stages, games, simulations, strategies and stories are used to help children to understand that actions have consequences for themselves and others

As a school, we shall seek to:

- Support children who are being bullied
- Help bullies to change their behaviour
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Inform parents immediately if the incident involves violence
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness
- Record incidents of bullying in pastoral books so that they can be monitored
- Involve and discuss with children agreed class rules and behaviour
- Involve other agencies, e.g, Education Psychologist when necessary
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It is everyone's responsibility to try to prevent bullying from happening

“We have reviewed this policy in line with the single equality seven strands: race/ethnicity, gender, religion/faith/belief, sexual orientation, transgender, age and rural isolation/exclusion/deprivation.”

Racist or Homophobic remarks:

Any words or actions that cause offence to another person and are considered racist or homophobic by the offended person will be deemed as a racist or homophobic remark. In this case;

- The pupil will be reprimanded, the Head Teacher is informed and a record of the incident is kept.

- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the Head Teacher and a referral made to police in line with the school Equality Policy.

Allegations of Abuse Against Staff/ Malicious Accusations Against Staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Exclusion

The Head Teacher will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher may consider the following questions:

1. Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?
2. Has the school previously supported the child (what/when/what level of impact did this have?)
3. Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Head Teacher has a duty of care to **all** children. If the risk to others cannot be controlled, then exclusion should be considered.
4. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then The Headteacher must have agreement from another Headteacher within the HAT before an exclusion is applied. In this case, the school will follow Local Authority guidelines.

For Nursery children a parent may be contacted to collect their child if behaviour is considered to be unacceptable; this would not be an exclusion for Nursery age children. Discussions would be held between parents and Nursery staff to ensure appropriate strategies are put in place.