

## Oakwood School Behaviour and Discipline Policy

This policy applies to the whole school, including the EYFS

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### Definitions:

|         |   |
|---------|---|
| "DfE"   | Department for Education                        |
| "LEA"   | Local Education Authority                       |
| "PACT"  | PACT Educational Trust Limited                  |
| "SENCO" | Special Educational Needs Co-ordinator          |
| "SMSC"  | Spiritual, Moral, Social and Cultural education |
| "SMT"   | Senior Management Team                          |

### 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. Our school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. We aim to promote an environment where everyone feels happy, safe and secure.
- 1.2** This policy takes into account the guidance provided by the DfE publication *'Behaviour and discipline in school's'* (January 2016).

- 1.3** Our school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. We use a restorative approach as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports our school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4** Our school expects every member of the school community to behave in a considerate way towards others.
- 1.5** We treat all our pupils fairly and apply this behaviour policy in a consistent way. We pay due regard to the protected characteristics of the Equality Act (2010) and, in line with the ethos of our school, we do not tolerate discrimination of any kind. Reasonable adjustments are considered for pupils with special educational needs or learning difficulties.
- 1.6** This policy aims to help our pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.
- 1.7** Our school rewards good behaviour, as we believe that this will help to develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8** We attach importance to all the virtues that underpin good behaviour and discipline such as courtesy, integrity, manners and good discipline which are taught through the school's Character Development programme, which is integral to our school's provision of SMSC. We seek to develop qualities which enhance individual well-being as well as the life of the community. Parents have a right to expect that our pupils will take a full part in the activities of the school, attend each school day, be punctual, work hard, be well behaved and comply with school rules. We expect the support of parents in promoting our high standards in all aspects of our school, including that of good behaviour.
- 1.9** The following members of staff are responsible for dealing with general behaviour management issues in the first instance: Early Years Co-ordinator (Early Years) and Deputy Heads (main school).

## **2 Rewards and punishments**

- 2.1** We have a school reward system in the form of certificates, merit badges and house points. We praise and reward pupils for good behaviour in a variety of ways:
- Staff congratulate pupils.
  - Staff give pupils house points.
  - Certificates are given out when certain levels are reached on house point cards.
  - Every week we nominate a pupil from each class to be awarded the merit badge, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
  - We hold 'good work' assemblies periodically where teachers select a pupil from their class to show examples of their best work.
  - Our Early Years pupils show work at their assemblies and individuals are rewarded with stickers and certificates.
  - Our Infants may choose a member of staff other than their class teacher to show good work to.
  - Early Years teachers will often use stickers for good work and/or behaviour.
  - Secret agents announce character stars in assembly.

**2.2** All our teachers are also expected to use additional age-appropriate positive rewards. These are used as often as possible according to individual/group needs, including:

- verbal praise
- acknowledging good behaviour by thanking someone
- looking for the positives
- hand gestures (eg thumbs up)
- class rewards
- star of the day/session/week
- top table points
- role modelling
- stickers
- given extra responsibilities
- class games
- extra playtime
- valuing achievements publicly

**2.3** Our school recommends a structured approach to behaviour management, with the type of sanctions used dependent on the severity of the behaviour and how frequently it occurs. Our pupils vary in their ages and their stages of development and this is taken into consideration when there are decisions to be made about how best to respond to unacceptable behaviour. Below is a list of suggested sanctions, which are not in any order of preference or severity.

- a disapproving look
- verbal warning
- extra work or repeating unsatisfactory work until it meets the required standard
- school based community service – such as picking up litter, tidying a classroom or helping clear up the hall after lunch
- state the unacceptable behaviour
- reiterate class rule
- name on board with warning of sanction (tick system)
- move place
- miss play
- apology letter
- role model good behaviour
- explain unacceptable behaviour to others
- ring home
- withdrawal of privilege
- class / playground ban between specific pupils (next stage formal Head's ban)

**2.4** Wherever possible, sanctions are imposed in a progressive manner depending on the nature and severity of the behaviour. In extreme cases of misbehaviour, progressive measures may not apply. Our teachers will use their judgement and discretion when imposing sanctions, deciding if and when a higher level of sanction may be necessary. They will act fairly, based on the information received or built up over a period of time. Context will also be important. For example if no misbehaviour has been reported over many months this may be taken into account.

**2.5** The sanctions used enforce our school rules, and ensure a safe and positive learning environment. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, staff can impose a punishment on that pupil. We employ each sanction appropriately to each individual situation.

- We expect our pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect our pupils to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a pupil is disruptive in class, we follow the 'tick system' which is published in the Parents and Staff Handbooks (and set out in more detail below). This focuses on improving behaviour rather than focusing on the pupil themselves.
- All members of staff should be extra vigilant when they are supervising pupils during break times. The playground rules (see Appendix A of Staff Handbook) should be strictly observed, and games equipment should only be used for the purpose for which they are intended. 'Rough' games or games which could be physically dangerous especially for our younger pupils are not permitted. A system is in place to allow staff on duty to manage any misbehaviour. This involves progressive warnings and clear consequences if playground rules are not adhered to.
- Any pupil with more than 3 warnings from the playground or with 3 ticks from the classroom will be reported to a member of the SMT as part of the normal behaviour monitoring processes.
- Following reasonable and proportionate measures in dealing with repeated misbehaviour a pupil may be issued with a behaviour plan. Targets will be set (alongside sanctions and rewards) and a half termly meeting with parents will be held to review progress.
- In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says that the penalty must be reasonable in all the circumstances and that account must be taken of a pupil's age, any special educational needs or disabilities they may have, and any religious requirements affecting them.
- Our Head may extend the power to discipline to adult volunteers, for example to parents who have volunteered on a school trip.
- A sustained inability to meet behavioural targets may result in the issuing of a report card. This will monitor and record the pupil's behaviour in every lesson and will require a member of staff to sign and grade behaviour accordingly (age and stage appropriate). All reasonable measures will be followed to encourage the pupil to improve their behaviour. If these reasonable measures fail to work, parents may be asked to fund one-to-one support to help manage behaviour. In the absence of any progress within a reasonable time period a pupil may be excluded (see 8.4).
- The safety of our pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- If a pupil threatens, hurts or bullies another pupil, the class teacher reports this to our Deputy Heads or Head who will record the incident and ensure that the pupil is punished. If a pupil repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil.

**2.6** Our class teachers discuss the class rules with their pupils. In this way, every pupil in our school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, our class teachers discuss these with the whole class.

**2.7** The punishment/reward system outlined in our Staff Handbook is adhered to at all times.

**2.8** Our 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 (also see the Anti-bullying Policy).

**2.9** All members of our staff are aware of the regulations regarding the use of force by teachers, as set out by the DfE in '*Use of reasonable force*' July 2013. Staff in our school do not hit,

push or slap our pupils. They only intervene physically to restrain a pupil if they are trying to prevent injury to a pupil, if they are in danger of hurting themselves, where action is necessary in self-defence or because there is an imminent risk of injury or significant damage to property. The actions taken are in line with government guidelines on the restraint of pupils. Any such incidences are recorded in the Incidents log book in the Head's office. Parents of Early Years pupils will be informed on the same day, or as soon as reasonably practicable.

- 2.10** Corporal punishment is prohibited during any activity (whether or not within school premises). This applies to all members of staff, including volunteers. 'Physical intervention' may only be used in exceptional circumstances as outlined above.
- 2.11** Sanctions begin with a warning followed by a name on the board using the 'tick system': One tick – the pupil receives a 5 minute sanction; Two ticks – the pupil receives a 10 minute sanction (including staying in at break or lunchtime). A third tick results in a visit to a Deputy Head, our Early Years Co-ordinator or Head. Pupils failing to adhere to our playground rules as set out in our Staff Handbook are given progressive warnings, following which they will either sit out or stay with the staff member on duty or if their unacceptable behaviour continues after these measures have been taken they are sent to see a senior member of staff as above. Alternatively (especially when the 'tick' system may not be appropriate) teachers are free to adopt a more bespoke approach provided that there is a graded, proportionate response to any instances of misbehaviour.
- 2.12** Disciplinary action will be taken against any pupil who is found to have made a malicious accusation against a member of our staff.

### **3 Early Years Foundation Stage**

- 3.1** We place great emphasis on praising pupils for good work, kind behaviour and recognise that the immediacy of this praise has a beneficial and increased impact on the pupil concerned.
- 3.2** Good work is shown in the weekly Early Years assembly. Certificates are given out for Star of the Week and good lunchtime behaviour.
- 3.3** When a pupil's behaviour is unacceptable or disruptive, they are given time out either by changing the activity they are engaged in or separating them from the classmates they are playing or working with.
- 3.4** A Time Out chair is used primarily as a tool to allow the pupil to reflect on the impact of the breakdown in their behaviour.
- 3.5** Pupils are encouraged to apologise if their behaviour has upset another pupil or adult, and are praised afterwards for doing so.
- 3.6** In Reception there is a Smiley Face chart for good behaviour and a class Reward Scheme in place.

### **4 Pupils' conduct outside the school gates**

- 4.1** Staff have the power to discipline pupils for misbehavior outside the school premises 'to such an extent as is reasonable' (Section 19 of the Education and Inspections Act 2006).
- 4.2** Subject to the Behaviour & Discipline Policy, staff may discipline pupils for:

- misbehavior when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school
- or misbehavior at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school

**4.3** In all cases of misbehavior staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **5 Confiscation of inappropriate items**

**5.1** Staff members have the power to confiscate or retain a pupils' property as a punishment, so long as it is reasonable in the circumstances. The confiscated item may be returned to the pupil or directly to their parents.

**5.2** The power to search without consent for prohibited items include things such as knives and weapons, alcohol, illegal drugs, stolen items, fireworks and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## **6 Role of parents**

**6.1** Our school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.

**6.2** We explain our school rules in the Parents Handbook, and we expect parents to read them and support them.

**6.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the terms & conditions of the Parent Contract. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**6.4** If we have to use reasonable sanctions to punish a pupil, we expect parents to support our actions. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

## **7 Role of class teacher**

**7.1** Our class teachers are responsible for ensuring that our school rules are enforced in their classes, and that pupils behave in a responsible manner during lesson time.

**7.2** Our class teachers have high expectations for their pupils with regard to standards of behaviour, and they strive to ensure that all pupils work to the best of their ability.

**7.3** Our class teachers treat each pupil fairly, and enforce their class rules consistently. Our teachers treat all their pupils with respect and understanding.

- 7.4** If a pupil misbehaves repeatedly in class, in the first instance the class teacher deals with incidents themselves in the normal way. However, if misbehaviour continues, our class teachers seek help and advice from our Deputy Heads, Early Years Co-ordinator or Head.
- 7.5** Reasonable adjustments are made for any pupil with a special educational need or learning difficulty / disability. In such cases our class teachers will liaise with our SENCO who, if necessary, will support and guide the progress of each pupil. Each case will be considered on its own merits.
- 7.6** Our school also considers whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, our staff will follow the school's 'Child Protection & Safeguarding Policy' and liaise with our DSL and/or SENCO as appropriate. Staff will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and whether a multi-agency assessment is necessary (including social workers, behavior support services or other agencies).
- 7.7** Our class teachers report to parents about the progress of each pupil in their class, in line with our whole-school policy. Our class teachers may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

## **8 Role of Head**

- 8.1** Our Head is responsible for implementing the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. Our Head is also responsible for ensuring the health, safety and welfare of all pupils in our school.
- 8.2** Our Head supports staff by leading an annual review of this policy and by organising training/INSETs involving external specialists when appropriate.
- 8.3** Our Head keeps a central record of all reported serious incidents of misbehaviour.
- 8.4** Our Head is responsible for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, our Head may exclude a pupil (either temporarily or permanently), after our school governors have been notified.

## **9 Role of governors**

- 9.1** The PACT governing body is responsible for setting out these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Our governors support our Head in adhering to these guidelines.
- 9.2** Our Head has the day-to-day authority for the implementation of this policy on behaviour and discipline. However governors may give advice to our Head about particular disciplinary issues, and any such advice must be taken into account when making decisions about matters of behaviour.

## **10 Fixed-term and permanent exclusions**

- 10.1** We do not wish to exclude any pupil from school, but sometimes this may be necessary. If required, we will refer to the DfE publication '*Exclusion from maintained schools, academies and pupil referral units in England*' (June 2012, last updated Feb 2015).

- 10.2** Only our Head has the power to exclude a pupil from school, which may be for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances our Head can exclude a pupil permanently. It is also possible for a fixed-term exclusion to be converted into a permanent exclusion, if the circumstances warrant this.
- 10.3** If our Head excludes a pupil, the parents will be informed immediately together with reasons for the exclusion. At the same time, our Head will advise the parents that they have the right to appeal against the decision to the governing body, and how to make any such appeal.
- 10.4** Our Head informs the governing body of any permanent exclusion, and of any fixed-term exclusions beyond five days in any one term.
- 10.5** Our governing body itself cannot either exclude a pupil or extend the exclusion period made by our Head.
- 10.6** In the event of an appeal, our governing body will appoint an appeals panel made up of between three and five members. This panel will consider any exclusion appeal on behalf of our governors.
- 10.7** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, together with any representation by parents and whether the pupil should be reinstated.
- 10.8** If the appeals panel decides that a pupil should be reinstated, our Head must comply with this ruling.
- 10.9** In the event of an exclusion, we will provide support for that pupil to transfer to a more appropriate setting.

## **11 Drug and alcohol-related incidents**

- 11.1** It is our school policy that no pupil or adult should bring any drug, legal or illegal, into our school. If a pupil needs to take medication during the school day, the parent or guardian should ask for appropriate permission. Any such medication should be taken directly to our school office for safekeeping. Any such medication must be taken by the pupil under the supervision of a member of staff.

## **12 Monitoring and review**

- 12.1** Our Head monitors the effectiveness of this policy on a regular basis, reporting appropriately to our governing body and, if necessary, making recommendations for any improvements to this policy.
- 12.2** Our school keeps a variety of records concerning incidents of continual misbehaviour. A register of sanctions imposed for serious misbehavior is kept, even if there are no entries.
- 12.3** Our Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 12.4** Our Governors acknowledge their responsibility to ensure that this policy is effectively implemented and meets all current regulatory requirements. They monitor the rate of suspensions and exclusions, and ensure that our school policy is administered fairly and consistently. They pay particular attention to matters of racial equality, ensuring that no pupil is treated unfairly because of race or ethnic background, or indeed any of the listed 'protected characteristics' as outlined in the Equality Act 2010.

**12.5** This policy is reviewed annually, however it may be amended earlier if legislation or our school procedures change.

**Signed: C Candia**

| <b>This policy is reviewed annually</b>           |                        |
|---|------------------------|
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| Version   | 5                      |
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| Next Review Date                                  | Summer 2019            |

**This policy should be read in conjunction with the following related policies:**

Anti-Bullying; Equal Opportunities