



Oaklands Junior School

Behaviour policy

Review: this policy will be reviewed annually by Oaklands Junior School governors.

Approved: Autumn 2022
Next Review: Autumn 2023

BEHAVIOUR POLICY

Introduction

Staff and governors at Oaklands Junior School believe that an orderly and well-structured atmosphere is essential if children are to achieve their best in school. The children are taught their duties and obligations towards others in a lively and friendly atmosphere.

Aims of this Policy

Oaklands Junior School has developed a Behaviour policy, supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values. Our aim is that children should develop self-discipline based on a sense of responsibility and care for others rather than a fear of punishment. On the occasions when a child does misbehave, teachers will exercise the kind of control that would be administered by a caring and responsible parent. Inappropriate behaviour will be addressed by a variety of sanctions and withdrawal of privileges but first and foremost, we aim to instil good behaviour through our positive approach.

By applying positive strategies, we:

- focus on the behaviour and not the child
- create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- teach, through the school curriculum, values and attitudes as well as knowledge and skills which will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- encourage good behaviour by providing a range of rewards for children of all ages and abilities
- make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- treat problems as soon as possible when they occur, in a caring and sympathetic manner to encourage an improvement in behaviour
- encourage children to have a sense of responsibility and self-discipline

Code of Conduct

Mutual respect between all members of the school community: children, teachers, parents and all adults working in school forms the foundation for our code of conduct. It is important that pupils behave well, not only in school, but also whilst representing the school at any time.

This code of conduct has been formulated with the safety and well-being of the children and adults in mind, and to enable the school to function efficiently as a place of learning.

Code for Children

The code of conduct for children is that children will:

- respect their teachers, other adults and fellow pupils
- respect their own and other people's property and take care of books and equipment
- respect the rules of the school and classroom
- be well-behaved, well-mannered and attentive
- walk, not run, when moving around school
- report to a member of staff, if they have a grievance against another child/children that they cannot resolve, so that this can be addressed
- not show aggressive physical behaviour, understanding that any kind of retaliation or bullying is unacceptable.
- understand that repeated or serious incidents will be dealt with by the deputy or headteacher and parents will be informed at an early stage; extremely serious offences may lead to exclusion
- not use foul or abusive language as this will not be tolerated
- be punctual and any absences must be explained by the parent with a telephone call or letter
- not bring illegal or prohibited items into school, including anything sharp or dangerous.
- be expected to attend school dressed in appropriate school uniform
- not wear jewellery, apart from small ear studs and watches (not smartwatches)
- ensure that long hair is tied back at all times (boys and girls); if hair accessories are worn, they should be in school colours and of a discreet size
- be careful with their own and others' property

Code for Adults

The code of conduct for adults is that adults will:

- model good behaviour and dress appropriately
- make every effort to be in class on time
- address the children in a polite, but firm way
- ensure that the children line up quietly at the end of break times
- ensure that the children are silent and attentive before speaking to them

- insist on a calm, industrious, working atmosphere with appropriate noise levels, for the task being undertaken: this will sometimes include working in silence
- be prepared to listen to children
- ensure that children move around the school in an orderly fashion, entering and leaving the hall for assembly in silence
- organise resources and keep working areas tidy

How we Encourage Good Behaviour in School

Oaklands Junior School uses a system of praise and reward to encourage all children to behave well.

All staff support this system and give verbal and written praise as often as is appropriate. Most children respond to these positive approaches where their efforts are seen to be valued, and make considerable efforts to improve their work and, where necessary, their behaviour.

We encourage children to share their achievements in and out of school in class and through certificate or sharing assemblies.

Rewards

House Points

Children are organised in houses (Hamilton (red), Mercury (yellow), Attenborough (green) and Nightingale (blue) and are encouraged to earn house points for their house. Each week the house with the most points collected is announced in the school's certificate assembly. The progress of each house is then charted on a visual ladder and at the end of each half term the members of the winning house receive a reward. e.g. 10 minutes extra playtime, ideally at the beginning of the afternoon session.

House points may be earned not only for being caring, for effort and for all aspects of good behaviour but also for academic and non-academic achievements.

Merits

Children will also be awarded their own individual merits for thoughtfulness, being helpful, regularly achieving high standards of work and consistently behaving well or for an exceptional piece of work or project.

When a child has received ten merits they will be presented with a certificate at the weekly certificate assembly. Pupils work towards their individual bronze, silver, gold and platinum awards. In rare circumstances where children have achieved all four awards, children work towards a further 10 merits for a Headteacher's Special Award.

Certificates

Individual certificates celebrating achievements are awarded weekly, for example, achievements/improvements in academic subjects, such as mathematics or improvement in spellings. They are also awarded for personal development such as concentration or enthusiasm. These certificates are based on a list of termly choices with teachers nominating two children per class.

Hot Chocolate Fridays

Every Friday afternoon, when possible, children are nominated in each class to join the head for hot chocolate and biscuits. This reward is very popular and can be for a range of reasons from that current week chosen by the class teacher, which may be for kind, caring, helpful and considerate behaviour, as well as personal achievement or resilience.

Daisy Trophy

This silver plate is presented to a child every half term who demonstrates all the good qualities that we would hope to see in Oaklands' pupils, a good all round, lovely kind and caring person who has been recognised by several members of staff. This is in memory of Daisy who used to attend Oaklands Juniors. Her mum visits school to meet the children who have been awarded this. The words that the teacher says are transferred to the Daisy Trophy book for a signature by this child, who also receives a lovely card with the words.

Pride Award

This is a termly event. Parents/carers are contacted and invited to a special assembly. Children are not told who will receive this award until presented – parents are also asked to keep this a secret. Children only know when they hear what is said by their teacher or see their parent in this assembly!

Maths / English Trophies

During lockdown 2020, one of our Y6 boys created these wonderful trophies with his dad and presented these to the school. During the year, these are awarded for outstanding achievement.

How we Discourage Poor Behaviour

Sadly, there will be times when children behave badly. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. All staff must state these boundaries firmly and clearly. The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding the age of the child. Each case is treated individually, with respect and consideration of any special circumstances relevant to the particular child. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Sanctions

At all times staff will encourage good behaviour through praise and reward. Staff will never physically chastise a child in their care and the focus will always be on the behaviour and not on the child.

The expected progression in sanctions is:

1. Verbal reprimand and reminder of expected behaviour
2. Redirect onto task
3. Move place within class
4. Discussion in group / class, if appropriate
5. Traffic light to Orange

Continued misbehaviour in one session

1. Traffic light to Red
2. Use of free time to complete tasks (teacher's discretion)
3. Time out in another class
4. Send work home

Extreme or persistent behaviour

1. Sent to Team Leader
2. Watch your step book – visit to Deputy Headteacher
3. Headteacher involvement
4. Discussion with parents
5. Personalised behaviour system (e.g. daily / weekly report, positive behaviour strategy, sticker system)

The Watch Your Step Book is used for persistently poor behaviour, or the occasional one-off more serious incident. This acts as an early warning to the child to improve their attitude or behaviour.

The child has to collect this book from the Deputy Headteacher. Their misdemeanour is entered and dated by the class teacher. Parents/carers may be contacted at this stage, at the discretion of the teacher knowing the child, as often children are devastated at being in this book and do not appear again. If a child has two entries in one term they spend part of a lunchtime working with the Deputy Headteacher, who will contact parents to share that this has happened and to say this is the second time in one term. Rarely, there may be three entries, which will result in a letter home with a reply slip for parents to sign receipt and the opportunity to discuss behaviour in school / support from home. All children have a fresh start each term.

Parents will be involved at the earliest possible stage, if problems are persistent, serious or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Detentions are not part of our sanctions, although if a child has missed school work due to behaviour, they may need to be supervised to catch up in their own time at break or part of lunchtime, at the discretion of the class teacher. Similarly, children who have not completed homework, will be expected to complete this in their own time during part of a lunchtime, supervised by staff if there has been no homework completed for 3 weeks. We operate a tiered approach with week 1 being a verbal warning and week 2 parents being informed.

Procedures for dealing with Serious Breaches of Discipline

Serious breaches of discipline will be, in the first instance, dealt with very firmly by the Team Leader. At the discretion of the Team Leader, or in the case of recurrence, the matter may be passed on to the Deputy Headteacher and then on to the Headteacher, if required. Whilst this type of behaviour is extremely rare at Oaklands Junior School, it may include physically hurting another child, deliberate damage to property, stealing, foul language, bringing inappropriate items into school, leaving the school premises without permission, verbal abuse or malicious threats, refusal to work or disruptive behaviour in class.

The school has developed a clear procedure for dealing with such situations which is known to and understood by all. Failure to improve leads automatically to the next stage, each stage is recorded.

The stages are:

1. Verbal warning as to future conduct, by the Team Leader. The matter may be referred to the Deputy Headteacher or Headteacher at the discretion of the Team Leader.
2. Withdrawal from the classroom of an appropriate duration, either with a member of the senior leadership team or the Headteacher.
3. Letter or a telephone call to parents of both the perpetrator(s) and victim(s) informing them of the problem.
4. Meeting with the parents of the instigator(s), and a warning given about the next stage unless there is an improvement in the child's behaviour.
5. If the problem is very severe or recurring, the DfE and LA exclusion procedures will be implemented following consultation with the Chair of Governors and this will be reported to the Local Governing Body (LGB).
6. The Chair of Governors may request a periodic review of actions taken for any serious cases to ensure that procedure was followed appropriately.

Intervention

Teachers are entitled to confiscate inappropriate or prohibited items brought into school. Return or retention of the property will be at the Headteacher's discretion.

If a child violently attacks another child or adult and does not respond to requests to calm down, then reasonable physical restraint is necessary. Staff will act in accordance with the principles set out in Appendix 1.

The child will be safely removed from the situation as soon as possible and taken to a member of the senior leadership team who will take immediate action to involve parents.

The situation will be brought to the attention of the Deputy Headteacher who will inform the Headteacher.

The Deputy Headteacher or Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological services etc.

Supervision at Breaktimes

At breaktimes, supervision is carried out by the lunchtime controllers. They can refer to Team Leaders, Deputy Headteacher or the Headteacher or any other member of staff if necessary. They are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Talking with the children involved in minor upsets usually takes the heat out of the situation. The lunchtime controllers keep note of children who continually misbehave and report to the child's class teacher in the first instance. Matters may be passed on to the Team Leader, Deputy Headteacher and Headteacher at the discretion of the class teacher and in accordance with this policy.

The lunchtime controllers are to be treated with the respect expected by all adults at Oaklands Junior School. Rudeness and disobedience are not tolerated. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Deputy Headteacher or the Headteacher. This results in loss of privileges and playtimes, or parental contact (whichever is deemed most appropriate). If, after these measures are taken, there is no improvement in behaviour the child could be excluded from the premises at lunchtime for a fixed time. In exceptional circumstances there is the option for exclusion at lunchtimes.

How Parents can Support our Policy

Parents can help by:

- recognising that an effective school Behaviour policy requires close partnership, and active support of school procedures between parents, teachers and children
- discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- attending Parents' Evenings, parents' functions and by developing informal contacts with school
- knowing that teaching and learning cannot take place without sound discipline
- remembering that staff deal with behaviour problems patiently and positively
- ensuring that homework is completed, checked and returned by the deadlines set, with Home/School diary signed weekly
- keeping in contact with teachers with updates in Home/School diaries.

Monitoring and Evaluation

Evaluating the effectiveness of this policy will be a continuous, whole school approach and the responsibility of all staff, including teaching assistants and supply teachers. Any observations of inappropriate behaviour will be acted upon immediately or as soon as appropriate, in accordance with this policy. Lunchtime staff will also be informed of any behaviour issues, including emotional or social difficulties that could potentially become a behaviour problem.

After analysing assessment data, members of the Senior Leadership Team meet staff for progress reports on individual attainment and any specific needs, including behaviour, where appropriate. Classroom observations will also recognise the quality of behaviour in lessons.

The following records will identify the frequency of good behaviour:

- house points / certificates awarded weekly
- merit awards: Bronze (10), Silver (20), Gold (30) or Platinum (40)
- Headteacher Awards (50 merits)
- Hot Chocolate Fridays
- Daisy Trophy – every half term
- Pride Award – termly
- Maths / English Awards - termly
- attendance records

The following records will identify the frequency of poor behaviour:

- 'Watch Your Step' book
- attendance records
- any relevant injury / accident reports relating to misbehaviour
- bullying, racial or homophobic incident reports

Related Documents

- Anti-Bullying policy
- Accident Book
- Best Value policy
- SEND policy

Appendix 1 – Principles of Physical Intervention

- ◆ Under no circumstances whatsoever is the use of corporal punishment permitted.
- ◆ If physical interventions are necessary, they will not deliberately cause pain/injury or humiliation nor will they include the use of threats or intimidatory language. Throughout any physical intervention, the child will be reassured in a calm voice that the measures taken are to ensure that he/she stays safe.
- ◆ The use of physical intervention is an act of care to keep the child and other children safe. When these interventions are used, the least amount of force will be applied for the minimum time required to restore self-control to the child/young person. Ideally, this will be with another adult present to support.
- ◆ Physical interventions will not be used routinely, but rather they represent a last resort in the context of a wider behaviour management strategy based on mutual respect, fairness and equality.
- ◆ When children/young people begin to display challenging behaviours this will be dealt with proportionately using initially techniques of defusion and de-escalation and resorting to physical interventions only when there is no alternative.
- ◆ Strategies for managing children and young people with challenging behaviour are likely to achieve the best outcomes when parents/carers, and school staff share responsibility and work in partnership on the issue. If appropriate outside agencies may also be involved e.g. behaviour support or social services.
- ◆ It is expected that staff will exhibit resilience and consistency in their endeavours to help children and young people with persistently difficult /challenging behaviours.
- ◆ When children and young people have been involved in physical interventions they will be given the opportunity to learn from their experiences – to improve their self-control and avoid similar situations in the future.
- ◆ For some disabled children and young people, their learning and development is supported and promoted through physical interventions. When this is the case, the school and social services' plans (care plan / pastoral support plan / behaviour management plan) will be shared with and followed by the child or young person's parents/carers and staff.
- ◆ Physical interventions should take account of age, size, gender, stage of development, health, fears and phobias, state of mind and any previous experience of abuse, drugs or alcohol.
- ◆ The purpose of physical intervention is to promote the child's learning and development of personal self-control. It is not intended merely to gain the child's compliance.
- ◆ As soon after the event as possible, any physical intervention will be recorded and reported to the deputy headteacher or headteacher. Parents/carers will be informed.