

# Oaklands Junior School

## 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. Punishment, where necessary, will be by a variety of sanctions and withdrawal of privileges.

By applying positive strategies, we aim to:

- 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 rather than simply punish bad behaviour
- make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- treat problems when they occur in a caring and sympathetic manner in the hope of achieving 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, 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 bullying or retaliation is unacceptable.
- understand that repeated or serious incidents will be dealt with by the deputy or headteacher and parents 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 a tidy, sensible and discreet manner, wearing the agreed 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:

- 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 display their achievements in and out of school in sharing assemblies and in the school news book, which is on display outside the hall.

### ***Rewards***

#### ***House Points***

Children are organised in houses (Red, Yellow, Green and 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 sharing 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 may 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 sharing 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.

## **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.

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. If a child has two entries in one term they spend part of a lunchtime working with the Deputy Headteacher. Three entries 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.

## **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 governing body.

### ***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 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 permanent exclusion during lunchtime.

## **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.

In the Autumn and Summer terms, behaviour reports will form part of the school's Pupil Progress meetings, when the Headteacher, Deputy Headteacher and SENCo meet staff for progress reports on individual attainment. 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)
- Daisy Trophy awarded 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

## **Policy Review**

Review of these records and any changes in legislation will inform the need to revise this policy. Otherwise, it will be reviewed every three years in the Autumn term by the School and Community committee.

**Approved by the School and Community committee:                      September 2019**

**Ratified by the local governing body:                                      November 2019**

**Next review:    Autumn 2022**

## **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.
- ◆ The use of physical interventions is an act of care, not punishment. 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.
- ◆ 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 community services staff, parents/carers, and school staff share responsibility and work in partnership on the issue.
- ◆ 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 (drug/alcohol) and any previous experience of abuse.
- ◆ The purpose of physical interventions is to promote the child's learning and development of personal self-control. It is not intended merely to gain the child's compliance.