

# OAKDALE PRIMARY SCHOOL



## BEHAVIOUR and ANTI-BULLYING

Status	Statutory
Date approved	October 24
Date of next Review	Annually

# BEHAVIOUR AND ANTI-BULLYING POLICY

Our school values are;

Care, Respect, Collaborate, Challenge and Aspire. These values are at the heart of all we do at Oakdale Primary. We promote these values through our policies, our curriculum, Assemblies, Circle time and school ethos. In this way our children learn the fundamental values of tolerance and respect to prepare them for life in modern Britain.

We believe children should:

- Be respected and show respect to others
- Be treated fairly and equally
- Feel safe and cared for

Considerable emphasis is placed upon ensuring that all children, regardless of race, cultural identity, gender or ability, find their time at Oakdale an enjoyable and positive experience and that they receive the inclusive curriculum they are entitled to.

## **Benefits of good social behaviour**

- Children need and like to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, peers, their parents and their teachers.
- Pupils can work in a calm and quiet atmosphere, concentrating on their learning, free from disruption from others.
- Pupils and staff can expect to be safe.

**We expect all members of the school community to demonstrate our values with these behaviours and attitudes**

**Care** - We care for ourselves, each other and the environment.

**Respect** - We respect each other's views, culture, religions and rights. We treat others as we would like to be treated. We show good manners.

**Collaboration** – We learn together, listen to one another and take turns.

**Aspiration** - We aspire to be the best we can be and take pride in our work.

**Challenge** – We aim to think creatively and face challenges with a positive attitude.

**Rewards and Sanctions – see Appendix 1 and 2**

**Good behaviour will be positively rewarded at Oakdale at every opportunity**

**Rewards include:**

- Positive feedback, verbal and written.
- Stickers, Golden tickets, Prizes
- House tokens, house rewards
- Class rewards, extra activities that working cooperatively have enabled them to achieve
- Weekly awards presented in a designated whole school assembly

All members of the Oakdale community have an entitlement to feel safe, valued and respected. With this as a central premise there are codes of behaviour which are unacceptable within this school.

## Sanctions

When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. See Appendix 3. We aim to work with pupils and parents to address behavioural issues at the earliest possible stage.

Behaviour concerns are logged in class behaviour logs which are monitored by the Headteacher and Senior Leadership Team.

If these are deemed as orange or red behaviours they are also recorded on our safeguarding platform MyConcern. Behaviour is form of communication linked to safeguarding. This allows us to track any changes of behaviour and identifying appropriate support needed. This is detailed in appendix 3.

### Sanctions include:

- Withdrawal from group work or class
- withdrawal from favoured activities, for example school visit or, in the case of behaviour which threatens the safety of others, withdrawal from residential trips
  - Loss of break-times/lunchtimes for a period to be determined by the Headteacher.
  - Internal exclusion for a period of time to be determined by the Headteacher.
  - Fixed period exclusion
  - Permanent exclusion

### The purpose of sanctions are:

- To ensure that children understand when their behaviour is unacceptable.
- To show that action has been taken when someone has been hurt or upset as the result of another child's behaviour.

If a child demonstrates ongoing persistent challenging behaviour, we will involve parents at the earliest opportunity to discuss ways of improving the behaviour. This may involve:

- A behaviour plan/risk assessment which is monitored and reviewed
- Involvement of other agencies for advice and support – e.g. Educational Psychologist, Multi Agency Support Group, Behaviour support etc.

## Exclusion

Where a child causes significant concern and the range of strategies has failed, the school may issue an exclusion for a fixed term or in extreme circumstances permanently. (See Exclusions Guidance)

## Use of Reasonable force

Our staff are aware of the regulations regarding the use of force by teachers. **Force is not used in our school as a punishment.**

Schools can use reasonable force (taking into account the age and needs of the pupil) to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the safety of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground: and
- Restrain a pupil at risk of harming themselves through physical outbursts

Where reasonable force has been used or a pupil has been restrained the incident will be logged and parents will always be informed.

The use of reasonable force would only be used as a last resort.

Staff may also use the 'Power to search pupils without consent'.

**Positive Handling:** There may be occasions where children need to be supported for their own or others safety. When this is identified we will work with parents to create a positive handling plan. Details can be found in our Positive Handling policy.

## **Anti-Bullying**

At Oakdale Primary School we want to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as, *deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.*

To prevent incidents of bullying we promote an ethos of respect and kindness. We encourage pupils to develop skills such as sharing, taking turns and compromise. These skills are taught explicitly through our PSHE curriculum, Circle time and Assemblies. Through events such as e -safety weeks, Friendship weeks and Anti bullying week, pupils are taught how to recognise bullying, how to speak out and who they can go to for help.

If a bullying incident is suspected or reported in school, the incident will be dealt with immediately by the member of staff to whom it has been reported or the class teacher who will investigate the issue and record details in the incident file. These incidents will be reported to a member of the Senior Leadership Team.

After investigation if there is sufficient evidence that bullying has occurred, relevant sanctions will be applied and the parents of both parties will be informed.

We will support the victim appropriately and may use a range of age appropriate strategies.

We will also provide opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals.

## **Pupils**

Pupils must tell their class teacher, or another adult they trust, when they feel that they have concerns about the behaviour of another child. Each class has a worries box for children to voice concerns. Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.
- Parents will be informed.

Pupils who have bullied will be given opportunities to consider their actions and the consequences and be supported to understand the need to change their choices and behaviours. Parents or guardians will be informed.

## **Parents**

**If you have any concerns about the well-being of your child, inform your child's class teacher by making an appointment to fully discuss your concerns.**

**Your concern will be taken seriously, these actions will follow.**

**Your concern will be recorded and investigated. You will then be invited in to discuss the outcome and if necessary, a plan of action will be agreed with you and your child.**

**If you feel concerned about the behaviour of another child, please do not approach that child or their parents on the playground. Please inform the class teacher immediately and we will deal with it following the school procedures.**

### **Cyber bullying**

We teach children to stay safe on the internet. The majority of cyber bullying incidents occur out of school. The school takes a supportive rather than punitive role in managing these concerns. At Oakdale we will:

- Investigate the allegation.
- Inform parents of the children involved.
- The Headteacher or a representative will speak to the individual or group. Key messages will be reinforced. When these incidents occur, we will issue parental advice regarding safety of internet use.

### **Prejudice related incidents**

A prejudice related incident is any incident which is perceived by the victim, or any other person to be prejudiced towards an individual, due to one or more of the following protected characteristics:

- Age
- Disability
- Gender identity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any incident involving these characteristics will be dealt with sensitively and age appropriately. Incidents will be reported, recorded, responded to and monitored. The school has a duty to inform the Local Authority of any such incidents in an anonymous format. Parents will be informed if such incidents occur. See The Prejudice related incident policy for more information.

### **Monitoring, Evaluations and Review**

Oakdale Primary School will review this policy annually and assess its implementation and effectiveness. This Policy will be promoted and implemented throughout the school.

This policy was written with reference to:  
Behaviour and discipline in school DfE 2014 and  
Preventing and tackling bullying DfE 2014  
Use of reasonable force DfE 2013  
The Equality Act 2010  
Guidance on dealing with Prejudice related incidents.  
Whole school Equality Policy  
Safeguarding Policy

**This policy should be read in conjunction with the school Safeguarding Policy Section 11.14 which references the steps we take to Prevent Radicalisation and Extremism.**

**House System**

All pupils will be allocated to a house team upon entry to school. Siblings will be in the same house.

Aspire	Respect
Challenge	Collaborate

Pupils will be awarded house points for:

- Good behaviour
- Effort
- Positive learning behaviours
- Good outcomes/progress
- Manners
- Demonstrating British Values

Tokens (house points) will be kept in classrooms and sorted into the school collection tubes every Friday. The house with the most tokens at the end of each term will have a dress down day, wearing their house colour, the following term.

**Aims and Objectives**

At Oakdale we aim to reward and praise children for their good efforts. This happens in a variety of ways.


This system has been agreed using feedback from the School Council and feedback from Teachers.

**Marble in a Jar**

A class award. A marble will be awarded to the class for collective good behaviour. E.g., Assemblies, class effort, good behaviour on trips etc.


The children work towards filling the jar and are rewarded as they increase the number of marbles they achieve. This is detailed in the policy.

Marbles may also be taken away as a sanction.



**Four Tier Classroom system**

All classes will agree their class rules. In addition to this a class display will be used to move children up/down according to their choices.




**Praise Assembly**

Friday morning assembly is a praise assembly.

Two children from each class will be presented with a postcard for good work. These, where possible, should be linked to the school values.

House points will be added to the whole school collecting tubes.



**Roles and Responsibilities**

This policy is in place to ensure consistency in approach across the school. It works in conjunction with the Behaviour and Anti-Bullying Policy.

Staff are expected to follow the policy.

**Informing Parents**


Behaviour files, used to log behaviour concerns in each class, will be monitored every half term. Pupils without any incidents recorded will receive a letter home to parents informing them about their child/ren's consistently good behaviour.

Teachers are expected to collate this information and provide a list of children to the office by Friday on the penultimate week of the half term. Letters will be sent out via the office.

**Oakdale Primary School Rewards and Sanctions Policy 2023.4**

**Golden Tickets**

Pupils have the opportunity to receive a golden ticket when they demonstrate school values and when they move to Sparkly. Their ticket is entered into a prize draw to be drawn at the end of the week. A child is able to achieve multiple entries during a week, increasing their chance of winning. Pupils may select a prize from the class prize box.



**Challenge**

**Care**

**Aspire**

**Collaboration**

**Respect**

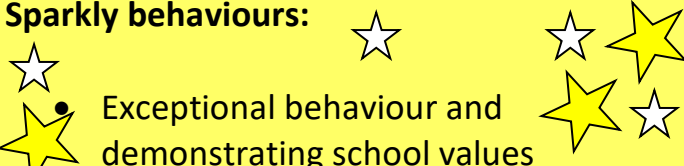
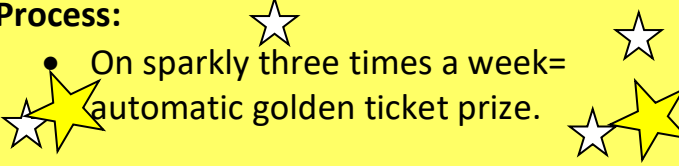
**Marble in a Jar Rewards**

Typical prizes suggested are listed below but these should be the children's choices:

Marble	EYFS	KS1	KS2
5	Episode of TV 10 mins on trim-trail	5/ 10 mins extra play	5 mins extra play
10	" Increasing in minutes	Colouring session 10 mins	10 mins extra play
15	"Increasing in minutes	Episode of film/ TV	15"
20	Den building Extra Playtime Golden Time Afternoon	Golden Afternoon	20" Golden Time afternoon Film

**BEHAVIOUR TRAFFIC LIGHTS GUIDANCE TO BE USED IN CONJUNCTION WITH BEHAVIOUR AND ANTI-BULLYING POLICY**



<p><b>Sparkly behaviours:</b> </p> <ul style="list-style-type: none"> <li>• Exceptional behaviour and demonstrating school values</li> </ul>	<p><b>Process:</b> </p> <ul style="list-style-type: none"> <li>• On sparkly three times a week= automatic golden ticket prize.</li> </ul>
<p><b>Green light behaviours:</b></p> <ul style="list-style-type: none"> <li>• Following expectation of rules and good behaviour</li> </ul>	<p><b>Process and Potential Sanction:</b></p> <ul style="list-style-type: none"> <li>• Potential to move to sparkly with continued good behaviour</li> </ul>
<p><b>Yellow light behaviours:</b></p> <ul style="list-style-type: none"> <li>• One example of disruptive behaviour</li> <li>• Disrespecting adults or other children</li> <li>• Ignoring warnings</li> <li>• Unsafe behaviour</li> </ul>	<p><b>Process and Potential Sanction:</b></p> <ul style="list-style-type: none"> <li>• Issue warning</li> <li>• Explain</li> <li>• Give time for reflection/apology</li> </ul>
<p><b>Amber light behaviours:</b></p> <ul style="list-style-type: none"> <li>• Ongoing disruptive behaviour including regular yellow warnings.</li> <li>• Aggression towards other children</li> <li>• Deliberate defiance of an adult</li> <li>• Deliberate damage to property</li> <li>• Inappropriate behaviour affecting another child’s learning/wellbeing – repeated/ongoing.</li> </ul>	<p><b>Process and Sanction</b></p> <ul style="list-style-type: none"> <li>• Investigate and record incident.</li> <li>• Inform Phase Leader or Deputy</li> <li>• Miss playtime/lunchtime</li> <li>• If incidents occur in class, child to be removed from activity, preferably in same room. Children may be sent to another class on some occasions.</li> <li>• Miss collective ‘treat’.</li> <li>• Call to parents if necessary – e.g., fighting.</li> <li>• Instigate behaviour plan – with parents</li> </ul>
<p><b>Red light behaviours:</b></p> <ul style="list-style-type: none"> <li>• Repeated amber light behaviours even with behaviour plan or support strategies.</li> <li>• Unprovoked violence to pupils or staff</li> <li>• Repeated incidents of aggression/unsafe behaviour putting others/self at risk</li> </ul>	<p><b>Process and Sanction:</b></p> <ul style="list-style-type: none"> <li>• Record incident- record witness views</li> <li>• Visit to Headteacher</li> <li>• Internal or external suspension for a fixed period following exclusion guidance.</li> </ul>

Appendix 3



Logging Concerns Flow Chart 2023

