

OAKDALE PRIMARY SCHOOL



BEHAVIOUR and ANTI-BULLYING

Status	Statutory
Date approved	March 2021
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.

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 seclusion
 - 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 Appendix 3)

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'.

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 in the class 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.

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 class may choose their own reward once their jar is full:

- Afternoon with play equipment on the field/playground
- Film afternoon
- Golden time
- Creative play
- ICT equipment



Oakdale Primary School Rewards and Sanctions Policy 2021



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.

Challenge

Golden Tickets



Care

Aspire

Pupils have the opportunity to receive a golden ticket when they demonstrate school values. 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.

Collaboration

Respect



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

<p>Sparkly behaviours: </p> <ul style="list-style-type: none"> • Exceptional behaviour and demonstrating school values 	<p>Process: </p> <ul style="list-style-type: none"> • On sparkly three times a week= automatic golden ticket prize.
<p>Green light behaviours:</p> <ul style="list-style-type: none"> • Following expectation of rules and good behaviour 	<p>Process and Potential Sanction:</p> <ul style="list-style-type: none"> • Potential to move to sparkly with continued good behaviour
<p>Yellow light behaviours:</p> <ul style="list-style-type: none"> • One example of disruptive behaviour • Disrespecting adults or other children • Ignoring warnings • Unsafe behaviour 	<p>Process and Potential Sanction:</p> <ul style="list-style-type: none"> • Issue warning • Explain • Give time for reflection/apology
<p>Amber light behaviours:</p> <ul style="list-style-type: none"> • Ongoing disruptive behaviour • Aggression towards other children • Deliberate defiance of an adult • Deliberate damage to property • Inappropriate behaviour affecting another child’s learning/wellbeing – repeated/ongoing 	<p>Process and Sanction</p> <ul style="list-style-type: none"> • Investigate and record incident (lunchtime incident-record on slips, pass to relevant staff and file) • Inform Phase Leader or Deputy • Miss playtime/lunchtime • 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. • Miss collective ‘treat’ • Call to parents if necessary – e.g. fighting • Instigate behaviour plan
<p>Red light behaviours:</p> <ul style="list-style-type: none"> • Repeated amber light behaviours even with behaviour plan or support strategies • Unprovoked violence • Repeated incidents of fighting 	<p>Process and Sanction:</p> <ul style="list-style-type: none"> • Record incident- record witness views • Visit to Headteacher • Internal or external exclusion for a fixed period

Appendix 3

Exclusion procedures

At Oakdale School we try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion. (See Behaviour and Anti Bullying Policy).

Purpose of this policy

This policy is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in the 2012 DfE publication 'Exclusion from maintained schools, Academies and pupil referral units in England'. Our school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Principles

- 1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:
 - Verbal or physical assault of a student or adult;
 - Persistent and repetitive disruption of lessons and other students' learning;
 - Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- 2) A Fixed Term Exclusion from the school can only be authorised by the Headteacher or one of the Deputy Headteachers acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.
- 3) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.
- 4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.
- 5) The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
- 3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

- 1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Headteacher's decision and may meet with them to explain your views on the exclusion.
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority.
- the school must explain in a letter how to lodge an appeal.
- the local authority must provide full-time education from the sixth day of a permanent exclusion.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour and Anti Bullying Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Whole School Equality & Diversity Policy. It also has a close inter-relationship with the Attendance Policy.