

OXON CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

AIM

That everyone should act with common sense, good manners and consideration for others at all times.

BELIEFS AND VALUES

- We fully support the Church of England statement 'We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.' (Valuing All God's Children – 2017)
- We believe that teaching pupils the skills of self-discipline, co-operation and tolerance is an important part of the curriculum.
- We believe that these are skills which can be learnt, particularly if we work in partnership with parents and others to achieve our goals.
- We expect pupils to have extremely positive attitudes about their learning and give their best.
- We recognise that some children, particularly those joining the school or those with Special Educational Needs, may require additional support to ensure that their behaviour meets the expectations of the school. The school is committed to taking a very active role in these situations to work with the child, parent and possibly other agencies to see rapid improvements in behaviour.

EXPECTATIONS OF THE CHILD'S BEHAVIOUR

- All people should be treated with kindness and respect – in a way that you would like others to treat you.
- You should speak to others politely.
- In class, you should make it as easy as possible for everyone to learn. This means listening carefully, following instructions, asking good questions, helping each other and being polite at all times.
- You should always be honest and truthful. Never take things or use things which belong to other people unless they have given you permission.
- You should walk around school in a quiet way.
- You should respect and take care of the school building and its equipment. Take pride in our school – its contents and its environment.
- You should have a sense of fair play and a good sporting attitude at all times.
- When you are out of school with a school group, you should remember that the school's good reputation depends on the way that you behave.

On entry to the school each parent will receive a copy of the Home-School Agreement which sets out basic expectations.

Details of the schools procedures to prevent bullying are contained in the anti-bullying policy.

GOVERNING BODY

The governing body of Oxon CE Primary School fully support the 'aim', 'beliefs and values' and 'expectations of children's behaviour' as summarised in this policy. The governing body give their full support to the headteacher and staff of the school in continuing to maintain high standards of behaviour. The following sections of this policy explain the school's arrangements for managing behaviour and are fully supported by the governing body.

MANAGEMENT OF BEHAVIOUR

- The school works hard to promote the importance of good behaviour through the 'school ethos' that is promoted in a variety of ways but particularly through whole school and key stage assemblies (acts of worship). The school vision includes our key aspiration in this area: 'A happy and secure atmosphere - We aim for our school to have a happy, caring and friendly atmosphere underpinned by Christian values. We seek to provide a supportive learning environment that is calm, positive and purposeful.' We have a 'jigsaw' of Christian Values that, in turn, provide a focus for each month. Many of these values are integral to our approach to behaviour and conduct within school.
- We maintain that the management of pupils' behaviour will be most effective when there is a consensus and consistency of approach, which is supported by all of those adults who work with the pupils.
- At the start of each year, each class establishes a set of class rules. These rules are negotiated with the class and are in line with our whole school expectations of behaviour. The rules are displayed within the class base and referred to at different points throughout the year.
- Every teacher is responsible for the discipline and promotion of good behaviour of all the children in their class and also has a wider responsibility for all children in the school. Class teachers have a wide variety of strategies and reward systems for promoting good behaviour. Teaching assistants and lunchtime supervisors play a very important role, working alongside teachers, to promote and maintain high standards of behaviour.

REWARD SYSTEMS

- The school has a clear system of rewards to encourage positive behaviour. Many of these rewards are an integral part of the Friday morning whole school assembly. These include:
 - Class Teacher's Awards
 - House Points
 - Lunchtime Supervisor's Awards
 - Golden Coat Peg and Bear Award
 - Lining Up Points
 - Gold Certificates - termly
- All class teachers operate their own systems of rewards using a wide variety of approaches. These systems are constantly evolving and developing to meet the needs of individual children or groups of children.

INTERVENTIONS AND SANCTIONS

Lesson Time

Class Teacher

Listed below is an indication of a possible progression of sanctions. Children will not necessarily move through every step in the order listed below.

Class teachers are able to make use of a variety of classroom based sanctions where required. These can include:

- Speaking to a child directly during the lesson;
- Moving where a child sits;
- Asking a child to sit out of an activity;
- Sending a child to another teacher for 'time out';
- Speaking to a child at the end of a lesson;
- Requiring a child to miss part of a playtime;

Recording: Most minor incidents will not be formally recorded. Significant incidents are recorded on 'Oxon B1' Form. Teachers have additional 'informal' systems. These may include home-school behaviour books.

Where inappropriate behaviour is occurring, class teachers may involve parents in a variety of different ways. These may include:

1. A brief informal conversation at the end of the school day;
2. A conversation as part of a planned parents evening;
3. Contacting a parent to arrange a planned meeting to discuss a child's behaviour;
4. The setting up of home-school behaviour book;
5. Introducing a series of regular meetings with a parent;

Senior Management Team Involvement

The headteacher, deputy headteacher, SLT and other teachers may be involved in supporting class teachers and other member of staff in a variety of different ways. These may include:

General Support

- SLT provide ongoing support in behaviour management to teachers and other members of staff through:
 - Induction training;
 - Individual support and mentoring in relation to approaches in the classroom;
 - Whole staff training;
 - Lesson observation feedback and linked CPD;
- On some occasions it may be appropriate for a child to be sent to a senior teacher (who is teaching a class) for a 'time out'. Normally a partner teacher will provide 'time out' but on occasions it may be appropriate to involve a senior teacher;

Dealing with specific classroom incidents ('Exceptional' – significant concern):

- For most incidents the teacher will deal with the incident and pass the completed Oxon B1 form to SLT to summarise events and actions;
- When completing the Oxon B1 Form, teachers are able to request support and guidance from SLT about a particular child or situation;
- In exceptional circumstances, teachers may require the involvement of a member of the SLT as a matter of urgency. In these circumstances the headteacher, deputy headteacher or a member of the SLT will support an individual teacher;
- Teaching assistants should consult with the class teacher before calling for SLT support;

Children causing concern (over time):

- If a child is causing concern, then an Oxon B1 form will be completed and passed to SLT. Further support and guidance can be requested as part of this process.
- SLT support could include:
 - A child being sent for a lunchtime detention with a senior member of staff (this will normally be identified through the Oxon B1 Form);
 - Providing 'time out' support during lesson time;
 - The headteacher or deputy headteacher working directly with an individual child and meeting with parents; (The headteacher and deputy headteacher use a wide variety of different strategies and approaches with individuals or small groups of children to ensure that good behaviour is maintained throughout school.)
 - The headteacher or deputy headteacher imposing additional sanctions including missed playtimes, withdrawal from specific school activities and visits;
 - The ultimate sanction would be a fixed term or permanent exclusion;
- Throughout this process consideration will be given to the involvement of external agencies – see paragraph below;
- The log of B1 forms is monitored each half term by the deputy headteacher and headteacher. SLT also review and discuss the forms each term.

Break-time and Lunchtime

KS1

- Details about supervision procedures can be found in the staff handbook;
- Minor incidents will be dealt with verbally by the member of staff on duty;
- Most minor incidents will not be formally recorded;
- If a more significant incident has occurred at a break or lunchtime then an Oxon B2 form will be completed, and passed to the class teacher;
- The class teacher will follow this up with the child, with the support of the EYFS or Key Stage 1 Coordinator.
- Additional sanctions, such as missing future break or lunchtimes may be appropriate and will be organised by the class teacher and EYFS or Key Stage 1 Coordinator and annotated on the form. The child's parents may be involved;
- The EYFS or Key Stage 1 Coordinator have an important role in supporting teachers in identifying appropriate strategies and sanctions. Their comments should usually be included before the form is passed to the deputy headteacher. (On some occasions this will not be practical and the teacher will need to speak directly to the deputy headteacher or headteacher).
- The completed form Oxon B2 form will be passed to the deputy headteacher and then the headteacher.
- Oxon B2 forms completed after an incident/ concern are copied to class teachers.
- The log of B2 forms is monitored each half term by the deputy headteacher and headteacher. SLT also review and discuss the forms each term.

KS2

- Details about supervision procedures can be found in the staff handbook;
- Minor incidents will be dealt with verbally by the member of staff on duty;
- Members of staff will follow the red and yellow card protocol;
- If a more significant incident has occurred at a break or lunchtime then an Oxon B3 form will be completed and passed to the headteacher and/or deputy headteacher;
- SLT will follow up incidents in line with procedure;
- Red cards will be dealt with immediately by SLT;
- Yellow cards will be dealt with through the lunchtime sanctions system;
- All Oxon B3 forms are monitored by the deputy headteacher and headteacher and further action taken as appropriate. The child's, parents may be involved;

- Oxon B3 forms completed after a yellow or red card has been awarded are copied to class teachers.
- Class teachers will speak to children as appropriate. Comments in relation to behaviour at break-time and lunchtime will be included in general discussions with parents about behaviour.
- The log of B3 forms is monitored each half term by the deputy headteacher and headteacher. SLT also review and discuss the forms each term.

Extra-Curricular Activities

- Expectations of children's behaviour, as stated at the start of this policy, also apply to after school clubs.
- The interventions and sanctions, which operate during break-time and lunchtime for each key stage, also operate during extra-curricular activities. (Forms B2 or B3)
- The headteacher, deputy headteacher and SLT are involved in supporting the adults who supervise the extra-curricular activities. Where inappropriate behaviour has occurred, parents may be contacted. If it is appropriate, a child may be asked to miss the next club session. Ultimately, if it is necessary, they may be asked to leave a club.

Teaching Assistants and HLTAs

- Teaching assistants have a vital role to play in the management of behaviour within school.
- Many of the strategies and approaches described earlier in the policy in relation to class teachers are used by teaching assistants.
- Class teachers and teaching assistants work in partnership to manage behaviour.
- Teaching assistants are often deployed to support children with particular needs. On occasions, this will involve working closely with external agencies, SLT and parents.

Lunchtime Supervisors

- The school expects that children should maintain high standards of behaviour throughout the lunchtime. The headteacher meets weekly with lunchtime supervisors to support them in their role.
- Lunchtime supervisors play a key role in planning positive activities for children to undertake during the lunchtime. They also have their own reward system that is included in the Friday morning whole school assembly.
- A system of sanctions based on red and yellow cards operates at lunchtimes (see appendix 1). This system provides a range of sanctions for supervisors to instigate that link directly to members of the SLT.
- Training is provided for the lunchtime supervisors each year to support them in their role.
- The School Council meets with the lunchtime supervisors to discuss the playground and behaviour management during the spring term each year. The School Council link teacher liaises with both the School Council and lunchtime supervisors on a regular basis.

EXTERNAL AGENCIES

The school works closely with external agencies making use of multi-agency assessments (Early Help) where appropriate. If required a referral may be made by the school in relation to an individual child. Examples of these agencies include:

- Woodlands Outreach Service
- Severndale Outreach Service
- Educational psychologist
- Behaviour support team
- Emotional Health and Wellbeing Service (Formerly CAMHS)
- Agencies accessed through Compass

PHYSICAL INTERVENTION

It is currently very unusual for school staff at Oxon to make use of physical intervention. The school works in line with the DfE guidance published in 2013 (reviewed 2015) on 'Use of Reasonable Force'. Key elements are stated here and are agreed school policy:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- Schools can use reasonable force 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 a school 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 behaviour 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.
- Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

All schools have their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Staff training

Currently a number of staff have completed the accredited training 'CPI Safety Intervention'. The school reviews training on a regular basis to ensure a sufficient number of staff have completed accredited training.

If a particular child is identified as requiring restraint on a regular basis then the key staff involved will have undertaken the specialist behaviour training. In these cases, a 'Safety and Support Plan' (CPI) will be written and agreed. The views of the child, parents/carers and the key staff involved will be sought and considered as part of this process.

SCREENING AND SEARCHING PUPILS

It is not usual for staff to need to search or screen pupils. Should such an occasion arise in the future the school would work in line with the DfE guidance updated in 2018 'Screening, Searching and Confiscation.'

POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

The governing body confirm that the headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

- Pupils taking part in school visits;
- Pupils taking part in school organised after-school activities on and away from the school site;
- Pupils taking part in residential visits;
- Pupils travelling to and from school;

CCTV

The school has CCTV cameras that provide visual coverage of the external play areas. Those authorised (see section 4 of the CCTV policy) may view images, recorded by the system, when the account of an incident is disputed by children or parents or to provide further detail, background and context to an incident. Full details can be found in the CCTV and GDPR policies.

MONITORING

Standards of behaviour are monitored by the headteacher and deputy headteacher and SLT. This monitoring is informed by a wide variety of evidence. They will plan any additional interventions required to maintain high standards of behaviour throughout the school.

POLICY DATE – April 2019

SLT Review – April 2020 (No changes made)

SLT Review – April 2021 (No changes made)

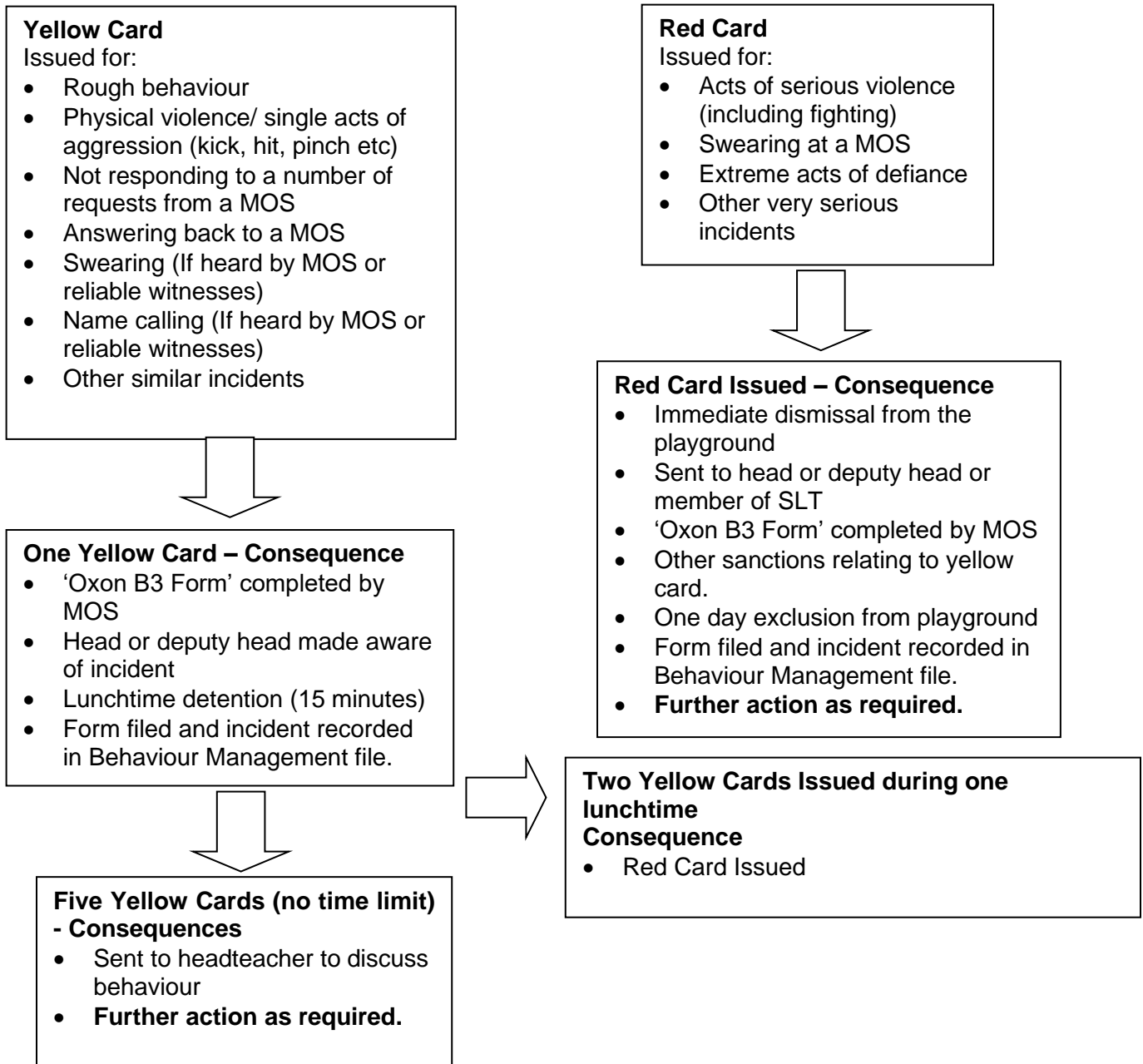
SLT Review – April 2022 (No changes made)

SLT Review – February 2023

OXON CHURCH OF ENGLAND PRIMARY SCHOOL

APPENDIX 1 SANCTIONS PROCEDURES KS2 BREAK-TIME AND LUNCHTIME

Note: Member of staff – MOS



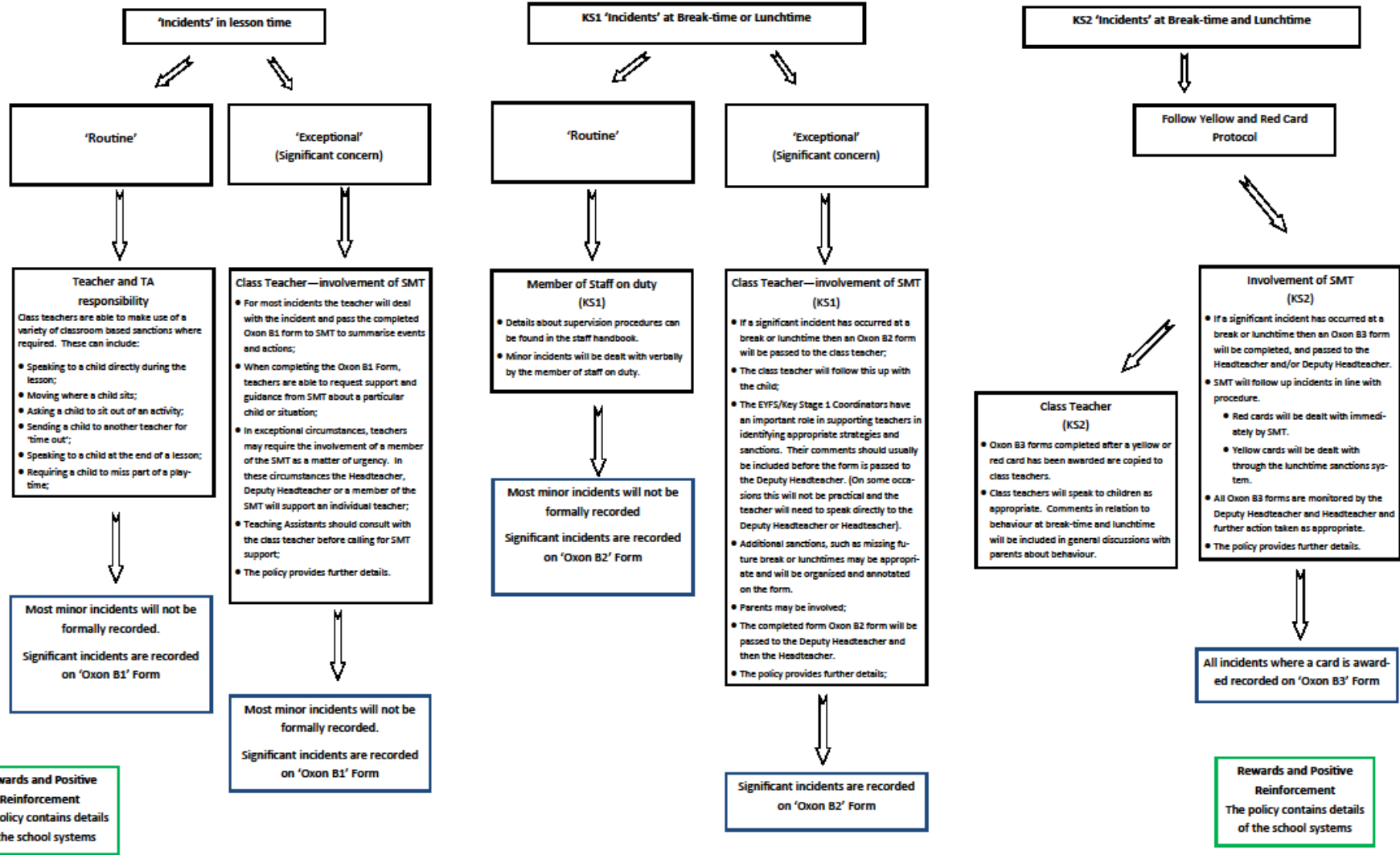
Concerns about bullying should always be reported to the head or deputy head

All incidents where a card is awarded are recorded on ‘Oxon B3’ Form

Rewards and Positive Reinforcement
The policy contains details of the school systems

**OXON CE PRIMARY SCHOOL
BEHAVIOUR POLICY
APPENDIX 2**

Rewards and Positive Reinforcement
The policy contains details of the school systems



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**OXON CE PRIMARY SCHOOL
BEHAVIOUR POLICY
APPENDIX 3**

