



## Oakington Church of England (A) Primary School

### Behaviour Policy

#### *Self discipline is the only worthwhile discipline*

#### 1. Aims

As in society at large, behaviour at school is about rights and responsibilities. Children in school have rights or entitlements, but they also have responsibilities towards helping to create a school where the rights of others are respected.

Children are entitled to:

- feel safe;
- respect themselves and others;
- be able to get on with their work without undue interruption from other children;
- know that their own property will be respected;
- be listened to properly by staff when they have worries or concerns;
- have their worries and concerns addressed.

Children are expected to be responsible for their own behaviour, and for ensuring that the rights of themselves and others are not infringed.

Good behaviour is also about creating an environment in which everybody can work effectively, and where visitors to the school feel welcomed.

We want children at Oakington School to:

- feel confident about approaching a member of staff to talk about any worries;
- develop self discipline and a positive self image;
- show courtesy, consideration and kindness towards each other, to adults in the school, and to visitors;
- show care towards themselves, other children and adults in the school, property and the school itself;
- be able to stand up for themselves in an assertive but not aggressive way;
- take an active part in the life of the school;
- know how to handle times when they have been upset by others;
- understand how we deal with poor behaviour and what the consequences will be;
- understand the need for, and place of, rules in school and in society.

We want all children at Oakington to be children who understand and accept the school's code of conduct, know that they are responsible for their own behaviour, and prefer the intrinsic rewards of good behaviour to any perceived attractions of bad behaviour.

**In working towards achieving these aims, the way that adults in the school treat children and each other is critical. By showing respect to each other and to children, by taking children's concerns seriously and helping them to resolve conflict in non-confrontational ways, we can provide a model of appropriate behaviour from which the children can learn.**

All classes agree Codes of Behaviour in September. These are signed by all adults and children in the class, and are displayed in the classroom and sent home.

All children and parents sign a Home School Agreement when they come to the school. This is also signed by the Headteacher and class teacher. (Appendix 1)

Children will find it easier to understand our principles of good behaviour if home and school work together. **We aim to communicate clearly to parents our expectations, and to seek their support when things go wrong.**

When a child is repeatedly unable to conform to our expectations of acceptable behaviour, the school's SENCO is involved, and the graduated procedure for meeting the needs of individuals is used to help establish strategies for the child.

(See Special Needs Policy for graduated response and use of outside agencies.)

## **2. Acceptable and Unacceptable Behaviour**

### **Behaviour we wish to encourage:**

- respecting self, others and property;
- moving around the school in a sensible and orderly fashion;
- being well organised for school and lessons;
- listening to others actively;
- being polite, co-operative and friendly;
- valuing others, their work and their opinion;
- working hard and giving of one's best;
- promoting positive body language

### **Behaviour that is unacceptable:**

- swearing;
- refusing to carry out a reasonable request;
- name calling; (calling children any name other than the name they have agreed to be known by)
- verbal aggression;
- physical aggression (including "play fighting");
- racist or sexist remarks;
- vandalism;
- disruptive behaviour;
- disrupting the learning environment;
- "put downs";
- bullying (Appendix 2).

At school children learn the difference between acceptable and unacceptable behaviour through:

- observing the way adults interact with children and with each other;
- explicit teaching in the classroom through circle time and self esteem techniques;

- discussing the reasons for particular rules (e.g. no running inside the school);
- individual discussions with an adult when a child has behaved badly;
- discussions between children and adult when children have had an argument;
- the use of behaviour modification techniques (e.g. behaviour charts, rewards, sanctions).

### 3. Implementation

Positive behaviour around the school is encouraged through:

- emphasis being placed on consideration of the needs of others being given a high priority;
- a curriculum planned and taught to the needs of the children;
- a class code of behaviour agreed between the teacher and the class (Appendix 3);
- an agreed code of conduct for the playground (Appendix 4);
- a planned personal and social health education programme; (See LA PSHCE Scheme of Work)
- Individual class systems, e.g. awarding stickers, stars etc. in a developmental and age-appropriate way.
- 'Star of the week' for outstanding effort in classwork (one child per class per week)
- 'Golden Leaves' for attitude / example to others, 'above and beyond' that which is routinely expected. (Several children per class per half term, and also awarded by Headteacher)
- teacher modelling.

Negative behaviour is dealt with through:

- a system of consequences (Appendix 5);
- working with parents (Appendix 7);
- a common approach by staff;
- the use of exclusion when all else has failed (Appendix 6);

### 4. Record Keeping

Keeping accurate records of incidents and discussions is an essential part of the school's approach to behaviour. Serious breaches of school discipline are recorded by the Headteacher or the class teacher on the Incident Report Form. (Appendix 8) Both class teacher and Headteacher keep a copy of this and it is used in discussion with parents as appropriate. Staff should explain to parents that a written record will be made. This record will contain a summary of the discussion held, any agreed actions to be taken and any other agreed follow up.

What is written must always be accurate and truthful. Unsubstantiated statements must not be presented as fact. Incident Report Forms are kept by the class teacher and the Headteacher. When a child leaves the school, the Headteacher is responsible for deciding what records should be passed to the next school.

#### **Extended Schools and After School Activities**

The Governing Body provides Breakfast and After School Clubs which are under the direct supervision/management of school staff and therefore the school's arrangements for behaviour apply to the club.

### 6. Monitoring and Evaluating the Policy

The Headteacher has overall responsibility for monitoring and evaluating the effectiveness of this policy annually. All staff have a responsibility to bring to the Headteacher's attention issues relating to this policy that are causing concern.

**Approved by Governing Body: November 24th 2016**

**Signed:**

**Headteacher**

**Chair of Governors**

**Appendix 1: Home School Agreement**

<p><b>Oakington School</b></p> <p>Home – School Agreement</p> <p>for</p> <p>_____</p>
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<p style="text-align: center;"><b>The Family</b></p> <p>The family will:</p> <ul style="list-style-type: none"><li>• Ensure that their child arrives at school to be working by 9.00a.m. (Doors are open from 8.50 a.m.)</li><li>• Ensure that their child attends regularly, providing an explanation if their child is absent, and avoiding holidays in term time wherever possible.</li><li>• Ensure that their child makes a reasonable effort to do their homework.</li><li>• Attend Parent/Teacher consultations to discuss their child’s progress in the Autumn and Spring terms.</li><li>• Foster in their children a positive attitude towards learning.</li><li>• Ensure that their child attends school appropriately dressed, fully equipped and having had enough food and sleep.</li></ul> <p>Parents’/Guardians’ signature(s):</p> <p>_____</p>	<div style="border: 1px solid black; height: 50px; margin-bottom: 10px;"></div> <p style="text-align: center;"><b>Oakington School</b></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Provide a safe, caring and intellectually stimulating environment.</li><li>• Encourage children to do their best at all times in both their work and their behaviour.</li><li>• Encourage children to take care of their surroundings and others around them.</li><li>• Ensure that children will have access to the full curriculum and every opportunity to achieve rigorous academic standards.</li><li>• Inform parents of their children’s progress at regular meetings.</li><li>• Contact the parents by 9.30 a.m. in the case of unexplained absence.</li></ul>
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<ul style="list-style-type: none"> <li>• Inform parents about what the teachers aim to teach the children each term.</li> <li>• Ensure all children, of whatever religion, race, gender, gift or impairment are included, and feel included, in every aspect of school life.</li> </ul> <p>Signatures: _____  Class teacher</p> <p>_____   Headteacher</p>	<p>Child's signature:</p> <p>_____</p>
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<p style="text-align: center;"><b>The Child</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>• Work hard, quietly and always do my best, taking responsibility for my own learning.</li> <li>• Make reasonable efforts to complete my homework.</li> <li>• Be friendly and respectful to everyone in school.</li> <li>• Be helpful both to other children and to adults.</li> <li>• Remember to take good care of the equipment and the building.</li> <li>• Move around carefully so as not to hurt other people.</li> </ul>
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<p style="text-align: center;"><b>Together</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Tackle any special needs.</li> <li>• Encourage the children to follow the school's code of conduct.</li> <li>• Support the children's learning to help them do their best.</li> <li>• Work to build an excellent school.</li> </ul> <p>Headteacher's signature</p> <p>_____</p>
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**Appendix 2: Bullying**

We acknowledge that bullying can cause enormous unhappiness amongst children at school if it is not dealt with promptly and effectively. We define bullying thus:

**Bullying is behaviour which is deliberately hurtful, which is repeated over a period of time, and which is an abuse of power over those unable to defend themselves.**

Bullying can be physical (kicking, hitting, interfering with belongings), verbal (racist remarks, name calling, taunting) or psychological (deliberately excluding, "looks", colluding with others).

Children often find it hard to tell a grown-up that they are being bullied. Often it emerges at home before anyone at school knows about it. If bullying is reported, it will normally be the responsibility of the child's class teacher to start investigating. Thus if a child reports to a midday supervisor or a classroom assistant, that person should report to the class teacher as soon as possible.

**If a child complains of being bullied**, our first reaction must be to take the child seriously.

1. Allow the child to talk about and explain the incident/s.

2. Reassure the child, and remind her/him how brave and grown-up they are being by talking about it. Discuss with the child how serious the incidents are discuss frequency, intensity, duration.
3. Decide what support is needed, and discuss this with the child. This may be long term, if, for example, a child is being picked on as a result of poor social skills.
4. Discuss with the child what to do about the bullying child. Often this will involve a joint discussion with both children.
5. If it is considered that the situation is one of bullying, log the incidents and the resulting follow up action, inform the Headteacher and discuss the situation with the parents of the child.
6. Monitor the situation closely, and consider what further action, if any, is needed.

**With a child who has been bullying**, our approach must be to make it clear to the bullying child that we take the situation very seriously, but that we want to help the bullying child to avoid this kind of behaviour in the future. It is the **action**, not the **child**, that we disapprove of.

1. Ask the child to describe what has happened.
2. Encourage the child to explain why the incident/s happened.
3. Encourage the child to describe different things s/he could have done that would have avoided the problem.
4. Encourage the child to empathise with the victim's feelings.
5. Decide a suitable sanction including written/verbal apology, when appropriate.
6. If it is considered appropriate, discuss the situation with both children together.
7. Log the incidents and follow up action taken, and notify the Headteacher.
8. Inform the child's parents of the incident, action taken and seek their response and support.
9. Monitor the situation closely, and consider ways to change the child's long term behaviour. It may be appropriate to discuss this with the school's SENCO. Further support and advice is available through the Primary Learning Support Service.

### **Appendix 3: Class Codes of Conduct**

At the start of each academic year, adults and children will discuss, formulate and implement a "Class Behaviour Agreement". This should become a focal point for any discussion with individual children about unacceptable behaviour in the classroom. It is written under the following headings:

To feel safe in our class we ..

To learn in our class we..

To show respect for each other we..

It may be appropriate to help children observe the agreed rules by highlighting a "Rule For The Week". Children should review how well as a class they are following the rules on a regular basis. This is signed and a copy sent home. An example may look something like this:

<b><i>Our Class Behaviour Agreement</i></b>
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Dear Parent,

We have, with your children, discussed the issue of behaviour and learning – together - in the first weeks of term.

We discussed *what it means*: -

- ◆ *To have a class where everyone can learn well*, to the best of their ability, in a way that supports each other. We discussed issues such as: – seating groups, noise levels, how to get teacher assistance in learning time.

- ◆ *To have a class where everyone feels safe:* - We discussed physical safety but we also discussed *feeling safe*; how we speak to one another; what “put-downs” are; how people feel when they are spoken to in unkind or hurtful ways. We also had a positive discussion on manners. You will see how these issues are reflected in our positive rules and responsibilities in our behaviour agreement.
- ◆ *To have a class where we treat one another with thoughtfulness, kindness and respect.* As well as discussing the issue of manners we also discussed what respect means and how to show it to others.

### **Behaviour Plan**

All the points in this classroom behaviour plan are there to emphasise how we protect the right to learn, the right to feel safe and the right to respect and fair treatment.

We have tried to make the rules as positive as possible with an emphasis on personal responsibility, thoughtfulness and co-operation. They are published in our classroom and are the basis of any appropriate discipline.

We encourage our children in many ways regarding their effort, their contributions, and their participation in the life and learning at Oakington.

### **Consequences (for inappropriate and wrong behaviour)**

The emphasis on consequences is not punishment but accountability, reparation and responsibility for one’s behaviour.

All our children have the opportunity to have their say concerning their behaviour; where it is appropriate children are encouraged to work out behaviour consequences with their teacher. We seek to make the consequences fair and related (to the disruptive, inappropriate or wrong behaviour). We also seek, at all times, to keep the respect in tact.

Our whole school policy is to help our children to see a consequence as an opportunity to learn something constructive about their behaviour.

### **Support**

We make every effort to encourage and support your children to learn to the best of their ability. Included in their learning are the choices they make about their behaviour. We will work with individuals, and the whole class group, to encourage and support positive behaviour and learning. There will always be opportunities for children to have a “right of reply”: -

- ◆ to participate in class discussions where common concerns are raised, discussed, explored and explained;
- ◆ individual behaviour plans (IBP’s) are also ways that can help and enable children who may need extra support with their behaviour choices.

We would appreciate it if you would take time to read through this behaviour plan with your child. It reflects our school’s commitment to positive learning and behaviour.

We look forward to your continued support this term.

Yours sincerely,

## **Appendix 4: Playground Rules**

### **Before and after school**

Before the school doors open and after children have been collected, they are the responsibility of their parents. If children are allowed to walk home alone, they should do so straight away and not stay and play at school. Normal school safety rules should be observed by children playing after school (see below.)

### **Playtime and lunchtime**

Children are expected to play safely. Fighting, play fighting, throwing stones and climbing trees are not allowed for this reason. The climbing frame area of the playground is not to be used for ball games. When the grass is wet, ball games may only be played on the netball court and other designated areas.

When the grass is wet, children must stay on the hard play area unless they have a change of foot wear. If the grass is in a weak state, e.g. after prolonged rain / frost etc. children will not be allowed to play on it. If a ball goes onto the grass, **one** child may fetch it. If a ball goes out of school grounds or in the pond area, children may **not** retrieve it, but must wait for it to be returned.

Children may only use the designated school owned playtime equipment unless agreed with the child's classteacher beforehand. No responsibility can be taken for lost or damaged toys etc.

At morning play children are encouraged to eat a snack of fruit. Litter must be put into one of the bins. At lunch time, no food is to be eaten outside.

## **Appendix 5: Consequences of Negative Behaviour**

In responding to negative behaviour we have two, at times conflicting, aims. Firstly, we need to show that the behaviour is unacceptable, and that misdemeanours will be dealt with in order to encourage all children to behave well. Secondly, we need to help the child who has misbehaved behave well in the future. It is often difficult reconciling these two aims. It is easy, for example, to get into a situation where a child enjoys the attention of being ticked off in front of the rest of the class, of becoming something of a folk hero. Yet if all telling off is done privately, other children may be led to think that the child has "got away with it". We acknowledge that it can be difficult getting the right balance between these two conflicting aims.

In reprimanding children for negative behaviour, we seek to avoid belittling the child unnecessarily. Because we want to help the badly behaving child to improve, it is not possible to treat each misdemeanour in the same way. However, by having an agreed and recognised set of steps in our responses, children will understand the results of their own actions .

1. Minor breaches of good behaviour are dealt with "on the spot", with reminders of the appropriate and acceptable behaviour.
2. If the action is more serious, or is repeated, time is spent discussing with the child what happened, getting the **child** to explain why it was wrong, discussing what the child could have done instead that would have been good, and explaining what will happen if the child decides to persist in its negative behaviour. If another child has been hurt or upset as a result of the poor behaviour, the child is asked to say how that child is feeling and is expected to apologise properly. We aim to help children see that they are responsible for their own actions. Except in trivial situations, teachers record details of the incident.
3. If the behaviour persists, the teacher will inform the Headteacher and parents will be asked to come and discuss the matter.

## **Appendix 6: Fixed Term and Permanent Exclusion**

The school's ultimate sanctions are fixed term or permanent exclusion. The procedures for excluding a child are outlined in the LA's "Guidelines on Exclusion from School" (file in Headteacher's office). The key elements are:

- The exercise of the power of exclusion lies with the Headteacher and cannot be delegated, except where the deputy is in the role of Acting Headteacher.
- Exclusion should only be used as a last resort in response to serious breaches of discipline and following a detailed investigation which includes an opportunity for the pupil facing exclusion to



express a view. Permanent exclusion should only be considered if the school has taken all reasonable steps to avoid excluding a child or if allowing the child to remain in school would be seriously detrimental to the education and welfare of the pupil, or to that of others in the school. Reasonable steps might include: exhausting other appropriate sanctions; interviewing the pupil and parents; identifying any special educational needs the pupil may have; negotiating agreements with the pupil and his or her parents; issuing final warnings; removing the pupil for a limited period from a specific activity; detailed discussions with the Behaviour Support Service.

- Careful consideration will be given to determining the appropriateness of exclusion, including factors relating to the pupil and the offence such as: age; ability; previous record; domestic situation; extent to which parental, peer or other pressures have contributed to the offence; severity, frequency and likely recurrence of offence; effect on the functioning of pupils and the school; location; degree of supervision; whether committed alone or as part of a group; whether there are emerging signs of the pupil having special educational needs.
- Exclusion is generally not appropriate for: contravention of uniform regulations for cultural, religious or financial reasons; failure to complete homework; non attendance; breaches of home school agreements.
- Exclusion may be appropriate for: drug abuse; alcohol abuse; persistent bullying; physical assault causing injury taking account of mitigating circumstances such as self defence or retaliation; use of a weapon to injure; serious criminal offence.
- In the event of exclusion parents have the right to make representations to the Governing Body or the LA. In the event of a permanent exclusion the Headteacher is required to submit the decision to the governors and the LA so that they may consider whether or not the exclusion should stand.

## **Appendix 7: Working With Parents**

Our approach to behaviour will have the greatest chance of succeeding if home and school work together. We will work hard, therefore, to communicate clearly to parents what our approach and expectations are, and will listen carefully and respond to the concerns of parents. We acknowledge, however, that there are times when home and school approach behaviour and discipline in different ways, and that this can be a cause of difficulty. Children can become confused in this situation, or they can deliberately exploit the differences.

In order to work closely with parents, we adopt the following strategies:

- A section on behaviour is included in the school prospectus.
- All parents sign a Home – School Agreement. The Class Teacher and Headteacher also sign this.
- Details about behaviour and class code of conduct are given to all children and their parents at the start of each school year.
- Class teachers discuss concerns about behaviour with parents at an early stage. Children are included in these discussions if it is felt that the child will benefit from this. Notes of discussion and any agreed action points are made.

- Class teachers keep the Headteacher closely informed about issues, and the Headteacher arranges to meet parents in more serious situations. As above, the child may also be involved, and notes are taken and shared with all concerned.
- If there appears to be a conflict between the approaches adopted at home and school, we will do all we can to explain the reasons for our approach. We may suggest to parents that a talk with the school nurse would be useful.

We strive to make all parents feel that they can come and talk about concerns openly. We explain that we record discussions and that this record is open to parents.

## Appendix 8: Incident Report Form

### Incident Report Form

This form is to be used to record significant bad behaviour by a child. One copy is to be kept by the headteacher, and one copy is to be kept by the class teacher

Name of child
Date
Details of incident
Follow up action
Parents informed?

## School Behaviour Code

Our school behaviour code helps to create a safe, secure and happy environment place where all can work hard and achieve their best. We expect everyone to behave with care, courtesy, co-operation and consideration for others.

### **In our school we:**

- ◆ Treat others as we would wish to be treated.
- ◆ Walk quietly and calmly.
- ◆ Wait politely to speak to others if they are already speaking to someone else (except in an emergency).
- ◆ Look after our own, and other people's equipment.
- ◆ Take turns, share and help each other.

### **◆ In our classrooms we:**

- ◆ Wait to be asked to contribute, rather than calling out.
- ◆ Settle promptly to our work.
- ◆ Aim to complete our work in the time set.
- ◆ Remember that good presentation matters.
- ◆ Work hard and allow others to work without distraction.
- ◆ Leave rooms tidy at the end of each session.