



Oaklands Community Primary School BEHAVIOUR AND EXCLUSION POLICY

Values and beliefs

We believe that children have the right to be safe, be treated politely and learn without disruption. Children have a responsibility to care for themselves, each other and their school.

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. We believe that good behaviour supports enjoyment of school for pupils and staff and promotes good teaching and learning opportunities.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in building positive and effective relationships so we can support pupils in managing their behaviour effectively and respectfully.

Our aims:

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To interact with others in a respectful way through speech, actions and relationships
- To raise pupil self-esteem
- To provide clear boundaries for acceptable behaviour and enable them to make appropriate choices
- To ensure physical and emotional safety
- To help children, staff and parents to have a sense of direction and feeling of common purpose
- To be fair to each other, however we recognise that by treating people fairly we may not treat everyone the same

Teaching positive behaviour for learning – our core skills and abilities

At Oaklands Primary School we believe that positive behaviour for learning stems from learning the core skills and abilities from our curriculum as well as learning specific and individual behaviours. The core skills and abilities are;

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-management
- Forgiveness
- Attention
- Honesty
- Co-operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Resilience and perseverance
- Pride
- Enquiry and curiosity
- Managing competition

Information about the progress of children in these core skills and abilities will be included in the annual report to parents as well as termly meetings.

Responsibilities, Rules and Routines

At the beginning of each year the school reflects on the behaviour policy and teachers negotiate age appropriate rules with their class to provide a safe, happy and busy learning environment using the school's Child Friendly Behaviour Policy to support (see Appendix 1). The rules below are the basis of classroom, school and playground rules and routines.

- To have a positive attitude to learning where we try hard
- To be kind, polite and considerate to all members of the school community
- To listen and respond in an honest and appropriate way to all members of the school community
- To stop, think and take responsibility for our actions
- To take care of our school and everybody in it

Staff Responsibilities

- To treat all children fairly and with respect showing empathy and understanding
- To recognise and value the strengths of all children enabling them to reach their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment where children can learn without interruption

- To listen to, and form positive relationships with parents, children and members of the school community in a respectful way
- To communicate expectations of work and behaviour with parents and children providing informative feedback
- To provide clear boundaries and expectations for behaviour and learning
- To model and encourage others to model our core skills and abilities
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's curriculum using positive consequences to encourage the learning of appropriate behaviour using negative consequences to discourage the learning of inappropriate behaviour

Parents' Responsibilities

- To make children aware of appropriate behaviour and model it themselves
- To encourage independence, self-management and forgiveness
- To inform school of any significant events which may have an impact on their child e.g. bereavement, parental separation
- To show an interest in all their child does in school
- To monitor and support their child's behaviour both in and outside of school (including online)
- To be aware of the school rules
- To support the school in implementing this policy and the Parents' Code of Conduct & Use of Social Media Policy.

Parents are encouraged to take an active part in the school. Parents are expected to work alongside the school to allow all pupils to establish trusting relationships with all adults.

Parents and the school should work together and have honest discussions to best meet the needs of their child. Please read our SEND offer on our website (or request a copy from the school office) www.oaklandsprimaryschool.co.uk

Positive Consequences (rewards)

At Oaklands School we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave well for the pleasure of the task but recognise that rewards are enjoyable as well. We use the following positive consequences:

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the Headteacher
- Stickers
- Certificates for effort over and above normal expectations
- Displaying work
- Team points
- Cups, trophies and prizes

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in their work

and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Negative behaviours

We recognise that negative behaviours disturb the learning of pupils and can cause hurt and upset. These can be individual incidents or a series of ongoing behaviours that cause concern.

Negative behaviours include:

- Disruption of learning (e.g. tapping, calling out or ignoring staff)
- Non-compliance and defiance (refusal to do as asked or complete work)
- Talking in an inappropriate or disrespectful way e.g. sarcasm, teasing
- Deliberately hurtful behaviour, repeated over a period of time (bullying - reference school's anti bullying policy)
- Swearing or using inappropriate language (including gestures)
- Racist remarks or gestures
- Causing damage to property
- Theft
- Inappropriate requests
- Spitting
- Inappropriately exposing body parts
- Causing physical harm to others (hitting, kicking, pinching, biting, pushing, hair pulling, poking, fighting)
- Absconding
- Peer on Peer Abuse

Peer on peer abuse is any form of physical, sexual, emotional and financial abuse and coercive control, exercised between children and within children's relationships. Peer on peer abuse can take various forms including: serious bullying (including cyber bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or gender based violence.

During a response to peer on peer abuse we will treat all children involved as being at potential safeguarding risk – while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. This could be the effect of wider social-cultural contexts such as peer groups at school and home, their family, the school or their experience of crime and victimisation in the community and their online presence. This will enable us to consider what changes may need to be made in order to address the child's needs and to mitigate risk. We will ensure that a safeguarding response is in place for both the victim and perpetrator with additional sanctioning work for the latter.

We should also consider the potential complexity of peer on peer abuse and of children's experiences within the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting.

Unless it is considered unsafe to do so (for example where a referral to Children's Social Care needs to be made immediately) the DSL should discuss the proposed action with the child and their parents and obtain consent to any referral before it is made. The school will take every measure to manage the child's expectations about information sharing and keep them and their parents informed of developments where it is appropriate and safe to do so.

COVID 19 ADAPTATIONS

At times a child may display unsafe behaviour that puts themselves or others at risk of catching COVID, or promotes an excessive fear of risk of exposure to COVID. The adaptations to provision during the COVID-19 situation is detailed in our risk assessment.

Oaklands Primary School will risk assess these situations to decide how they can safely meet the needs of the child whilst protecting other children and staff.

If it is deemed that a child is not safe, the school will liaise with parents/carers whilst further risk assessments and professional guidance is sought.

These behaviours may include:

- Deliberately coughing in someone's face
- Saying unkind words about COVID

Negative Consequences (sanctions)

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible staff will encourage and support children teaching them the skills to try to resolve disputes themselves and to take responsibility for their own actions.

Staff will endeavour to deal with inappropriate behaviours in school when appropriate to do so. For example a child who talks in class and disturbs his/her class mates might have to work by him or herself for a short while. A child who does not work as hard as s/he is able to might have to miss out on his/her playtime to finish the work set.

These are not always designed to punish the child but to teach him/her that there is a consequence to inappropriate behaviour and learning activities should be completed. The range of negative consequences that might be used in the school includes:

- Withdrawing or limiting attention
- Completing work at break and/or lunch time or during free choice time
- Short periods sitting to reflect upon their behaviour
- Trying to make amends for upsetting or hurting others
- Writing a letter explaining why things went wrong
- Missing a playtime
- Withdrawal of a privilege or extra-curricular activity
- Discussion with the Headteacher
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Inappropriate behaviour outside school premises

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on the school premises and are not under the lawful control or charge of a member of school staff. This can relate to any incidents occurring anywhere off the school premises, such as on a pupil's route home, on school or public transport, outside the local shops or in the town.

Where inappropriate behaviour outside school is reported to school staff, it may be investigated and acted on. The head teacher may also consider whether it is appropriate to notify the police, Children's Social Care or other agency. If the misbehaviour could be criminal or pose a serious threat to a member of the public, the police should always be informed.

Inappropriate cyber behaviours

The widespread access to technology provides a medium for 'virtual bullying', which can occur in or outside school. Inappropriate cyber behaviours can happen at any time of the day and if persistent, are classified as cyber bullying.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The school will endeavour to do this in collaboration with parents.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to our website.

Procedures in place when there is concern about a child's behaviour

Stage 1*

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties. E.g. pupils are encouraged to use the language 'please don't do that I don't like it' and then tell if a teacher if this is unsuccessful.
- If there is no improvement the child should be informed that parental contact will be made by a member of staff (e.g. the class teacher) and the reasons should be made clear.

Stage 2*

- Joint intervention by the class teacher and parents. The pupil should be included in discussions as appropriate
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to a senior member of staff or the inclusion teacher stating the reasons why.

Stage 3*

- Discussions between the senior teacher / inclusion teacher and parents involving the child as appropriate, to try and resolve the problem

Stage 4*

- A contract or PSP (personal support programme) may be agreed between school and home.
- A PHP (personal handling plan) may be agreed between school and home (ref policy on the use of force to control or restrain pupils)
- Outside agencies may be asked to support the school and home e.g. educational psychologist
- An EHA (Early Help Assessment) may be undertaken
- Review behaviours and interventions with all parties (cross reference the schools graduated response)

*Depending on the severity of the incident, and after consideration of individual circumstances, the school may access this procedure at any stage.

During discussions between parents and school staff we find out if there are any factors that might be affecting the child (for example family breakdown, bereavement or if the child is

unhappy in school). The teacher will then discuss how the school and home might help to support the pupils and help them to improve their behaviour. This might involve extra encouragement or a short chat with parents and/or the child each week.

The school appreciates that some pupils have SEND needs and in line with the Special Educational Needs Code of Practice the school will use their best endeavours to ensure the pupil receives the support they need. This will be taken into consideration when applying the Behaviour Policy. The school will endeavour to ensure that vulnerable children – such as those with special educational needs, physical or mental health needs, migrant and refugee children, and looked-after children – receive sensitive and well-matched behavioural support matched to their needs.

Exclusions

Exclusions can take three forms. Internal (the pupil remains in school but works away from other pupils or some members of staff), fixed term (the pupil is not allowed to access school or any public space during school hours for the duration of the fixed period) or permanent (the pupil is no longer allowed to attend Oaklands School and will be removed from the roll). We recognise that nationally, exclusions are less frequent when parents support the school; therefore we aim to work collaboratively with families to support pupils in their continued full time education.

Principles

- The school may need to consider an exclusion when:

A serious breach or persistent breaches of the behaviour policy has taken place **or** where a pupil's behaviour is detrimental to the education or welfare of the pupil or others in the school. Examples include:

- Verbal or physical assault of a child or adult;
- Persistent and / or repetitive disruption
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions

An internal or fixed term exclusion from the school can only be authorised by the headteacher or a member of senior staff acting on their behalf. If none are available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is available.

In the case of a permanent exclusion, this can only be authorised by the headteacher or anyone acting on her behalf.

The school regularly monitors the number of exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individual are being fully met.

The school uses its best endeavours to inform parents of an exclusion by telephone or through a face to face meeting and the exclusion is confirmed in writing. The pupil is informed of an exclusion in the most appropriate manner given the circumstance.

Where applicable, on return to school, a Personal Support Plan will be written to support the child.

The governing body are informed of the number of exclusions at termly meetings.

Permanent Exclusions

Oaklands School will usually only permanently exclude a pupil as a last resort, after trying to support the child to change their 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 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 you 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 will explain in a letter to you how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion

Use of reasonable force

Oaklands School has a duty of care to protect pupils from harm. All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils. Please see the school Policy on the use of force to control or restrain pupils.

In service training needs

Members of the school staff will undertake training individually or as a staff or group of staff to ensure methods of supporting pupils are most effective and up to date. This training may be provided by the Local Authority, independent parties or other members of school staff as appropriate.

Evaluation

The effectiveness of the policy will be measured by

- A reduction in the number of incidents of poor behaviour
- A reduction in the number of pupils referred to external agencies
- Improvement in pupils' skills and abilities

Date: 18 March 2021

Date of Review: Summer term 2023

Signed: _____ *K PARR* _____ **(Headteacher)**

Child Friendly Behaviour Policy

At Oaklands our aim is for all pupils in school to be happy and to have a caring attitude towards each other. We expect a high standard of behaviour and in order to maintain this, the support and involvement of children, parents and staff is essential.

Child Responsibilities

You will:

- To have a positive attitude to learning where we try hard
- To be kind, polite and considerate to all members of the school community
- To listen and respond in an honest and appropriate way to all members of the school community
- To stop, think and take responsibility for our actions
- To take care of our school and everybody in it

Staff Responsibilities

Staff will:

- Treat you fairly and with respect
- Help you achieve your full potential
- Create a safe and pleasant environment where you can learn

Parents' Responsibilities

Parents will:

- Show an interest in all you do in school
- Let school know if anything significant is happening at home.
- Make you aware of what is good behaviour
- Be aware of school rules
- Support you by working with the school

Positive Consequences

We use the following positive consequences to encourage you to behave well and work hard.

- Praise
- Stickers and team points
- Showing your work to another teacher and to the Headteacher
- Certificates
- Trophies, cups and prizes
- Letters home

Negative Consequences

We use the following negative consequences to discourage you from behaving badly and to teach you positive behaviours instead.

- Completing your work at break time or during free choice time
- Short periods out of class to reflect upon your behaviour
- Missing a playtime
- Withdrawal of a privilege
- Discussion with a senior member of staff
- Exclusion