



BEHAVIOUR AND DISCIPLINE POLICY

“Where we all strive to be the best we can be.”

EXPECTATIONS:

At Four Oaks, the expectation is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of the school can work together, promoting an environment where everyone feels happy, safe and supported.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Our school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and therefore prevent misbehaviour.

This behaviour policy aims to help children to become positive, responsible and increasingly independent members of the school and local community. We treat all children fairly and apply this policy in a consistent way.

Legislation

We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with Special Educational Needs and/or Disability (SEND).

Sections 90 and 91 of the Education and Inspections Act 2006, gives schools the statutory power to discipline pupils in a way that is reasonable and proportionate to the circumstances of the individual cases.

Guidance

Keeping Children Safe in Education (KCSIE)

Behaviour in schools – advice for headteachers and school staff DfE 2022 – All points in page 8, section 10, are included in this policy.

Mental health and behaviour in schools DfE 2018

Use of Reasonable Force – advice for headteachers, school staff and governing bodies

AIMS:

- To be a caring school with high expectations of children's conduct and behaviour.
- To maintain high standards of behaviour so that all children can learn in a calm, safe and supportive environment and protect them from disruption.
- To cultivate in all children, acceptance of and responsibility for their own thoughts and actions.

- To have mutual tolerance, respect, courtesy and consideration for each other and the environment.
- To prevent all forms of bullying: emotional, physical, sexual, direct or indirect verbal, cyberbullying, prejudice-based and discriminatory bullying.
- To ensure that children complete any tasks reasonably assigned to them in connection with their education.

WHOLE SCHOOL APPROACH

- All staff are aware of their safeguarding responsibilities as set out in Part 1 of KCSIE and attend safeguarding training at least once per year.
- An agreed and shared discipline system through a graduated series of rewards and consequences.
- Everyone should treat one another with dignity, kindness and respect.
- A fair consistent approach.
- Distinguishing between serious and minor offences
- Providing praise and positive feedback
- Being a positive role model for children
- Developing awareness and respect of how we fit into the community
- Working in partnership, building and maintaining positive relationships with parents and carers.
- Providing a relaxed and pleasant atmosphere where curricular activities encourage and motivate children to fulfill their potential.
- Working closely with outside agencies to support pupils' specific needs.

WHOLE SCHOOL CODE OF CONDUCT

- Respect yourself and others.
- Be responsible for your own actions.
- Be calm.
- Be a good listener.
- Work quietly without disrupting others.
- Enjoy school and help others to enjoy it too.
- Be proud to be a member of Four Oaks Primary School

CLASS RULES

Each class has their own set of class rules which are agreed between the class teacher and pupils. Classroom rules are displayed in each classroom.

All classes use **Team Stop** (adult says Team Stop and raises one hand, palm out and all pupils stop what they are doing and raise one hand, palm towards the teacher).

All pupils will be encouraged to **TAG: Tell A Grownup** if there is anything that concerns them either online or in person.

All pupils are encouraged to say '**No thank you**' as a means of conveying to peers that they want something to stop such as: a peer distracting them when they are reading for pleasure or insisting that they play a game with them when they would prefer not to or if they feel free play is becoming too lively for them. These are offered as examples and not intended as a definitive list.

RESPONDING TO GOOD BEHAVIOUR

We encourage and reward children for good behaviour. The need for 'fair play' and to respect others is a reoccurring theme throughout the school. Praise, reward and celebration of achievements are at the forefront of our school's approach. Our school's PSHE policy and practice has a strong focus on personal and social development.

Whole School Rewards

- Weekly Golden British Values assemblies, which recognise and encourage good behaviour, achievement, effort, positive attitudes and good manners. Certificates are given out to children from each class by a member of staff.
- Verbal praise
- Attendance awards
- Child sent with good work to show the Head, Deputy Head or Assistant Headteacher

Class Rewards

As well as whole school rewards, teachers may also use a variety of ways (depending on the cohort), to promote and encourage high standards of behaviour with their class such as:

- Stickers
- Raffle tickets
- Dojo points
- Stars
- Small prizes
- 'Busy Bees' in Early Years

Consequences and Warnings

- See Traffic Light policy

SPECIAL EDUCATIONAL NEEDS (SEND)

We acknowledge our legal duties under the Equality Act 2010 in respect of pupils with special educational needs. There are occasions when individual children with SEND exhibit behaviour which is unacceptable but there are reasons for behaviour difficulties. As part of the approach within our behaviour policy, we use different strategies and targets on individual learning passports to help children resolve their behaviour problems. These are used by all staff. Each child is different, so it is important that the cause of the behaviour is investigated and plans put in place to meet individual needs.

CHILD-ON-CHILD ABUSE

For our procedures regarding child-on-child abuse, see Section 17 of our Child Protection Policy.

RESPONDING TO MISBEHAVIOUR

We do everything we can to ensure that all children at Four Oaks behave well at all times, which is positively recognised by all staff. However, some children require extra help to prevent misbehaviour. We provide this help at different levels: -

- Class teacher discusses issues with parents/carers and child and monitors behaviour.
- Class teacher and if appropriate the SENDCo, parent and child devise a Behaviour Plan for the child.
- The school invites other professionals to support the child such as the Educational Psychologist, specialist teachers or support groups to help devise a support plan.
- The child is set clear targets and encouraged and rewarded for working towards and achieving these.

Staff will follow our child protection policy, the guidance set out in Part 1 of KCSIE and refer to the DSL (or a member of the safeguarding team), if a child's misbehaviour gives cause to suspect that they might be suffering or are likely to suffer harm.

SERIOUS MISBEHAVIOUR

In addition to the graduated system, in serious cases, eg:

- Swearing at an adult
- Deliberate vandalism
- Running off school premises
- Bullying, intimidation, threats – physical, verbal and non-verbal
- Sexual violence and sexual harassment
- Racist, sexist, homophobic or discriminatory behaviour
- Hitting an adult
- Violent unprovoked attack on another child
- Possession of any banned items listed below:

Banned items

Any items that could be used to cause personal injury or damage to property

Any harmful weapons

Drugs

Cigarettes or E-cigarettes

Stolen items

Consequences

- Headteacher, Deputy or Assistant Headteacher will speak to the child.
- Behaviour agreement may be drawn up between child, parent, teacher and SENDCo, this will be reviewed regularly. Alternatively, the child will be given a daily diary to complete to demonstrate positive behaviour.
- Parents are called to school to attend a meeting with Headteacher, Deputy Headteacher or Assistant Headteacher and/or class teacher.
- The child may be excluded for a fixed period or permanently excluded.

The use of Reasonable Force

There may be occasions when it is appropriate for staff to use reasonable force to safeguard children. Staff have the power to use reasonable force to prevent children from injuring themselves or others, damaging property or committing an offence.

Reasonable force involves a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

36 staff, including the Headteacher, teachers, teaching assistants and lunch staff, have received Team Teach Positive Behaviour Management training.

Bullying

Incidents of bullying at Four Oaks Primary School are rare but are taken very seriously. Bullying is action taken by one or more children, repeated over time, with the deliberate intention of hurting another child, either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governors monitor the incidents of bullying that occur and reviews the effectiveness of the school policy regularly.

If we become aware of any bullying taking place between children, we deal with the issue immediately. This may involve counselling and support for the victim of bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. Parents are informed. In more extreme cases where a child is repeatedly involved in bullying and where these initial discussions and support have proven ineffective, the school may contact external support agencies.

ANTI-BULLYING STRATEGIES

At Four Oaks we provide a safe, caring environment where bullying is unacceptable. We do this in the following ways:

- Issues surrounding bullying are covered within the curriculum, in order to develop every child's understanding of their significance.
- In our PSHE curriculum, children consider their relationships with others and how their interactions can impact others.
- Through our School Council, general issues are discussed, which often gives children more confidence to step forward and ask for help.
- PSHE and Resiliency lessons provide teachers and children with the opportunity to raise concerns.
- Half-termly e-safety lessons and Internet Safety Day activities.

- RE lessons help children to understand and respect people from different religious backgrounds.

Fixed Term or Permanent Exclusions are very rare and are almost always the result of behaviour that endangers other pupils or staff in the school.

Internal exclusions

Most incidents of poor behaviour are managed by the class teacher and the poor behaviour is not repeated. In some cases, the behaviour is considered to either be repeated, and therefore stronger reinforcement is required of appropriate behaviour, or of such a serious nature that it warrants an internal exclusion.

Benefits of internal exclusion v external exclusion.

- The child remains on the school premises as per a normal school day
- Staff are able to see that the child is safe and well (Safeguarding)
- The child accesses their full day's work (in some instances a part-exclusion is used where the child joins the class for the introduction to a lesson before returning to the workstation outside the Headteacher's office to work independently.)
- The child has an opportunity to discuss their behaviour and future choices with the Headteacher at intervals throughout the day.
- The child has the benefit of eating lunch at their workstation outside the Headteacher's office.
- The child may not have access to all resources or teacher input at home to enable them to complete their schoolwork.
- The child may have access to TV or other recreational screen time or other recreational activities if they are at home. This might encourage them to believe that exclusions are a good option.

Location of Internal exclusion

- A workstation comprising a study table and chair are provided outside the Headteacher's office.
- There is good lighting, heating and ventilation for the child to work comfortably.
- All resources needed to complete the class work are provided.
- The child can ask the Headteacher for guidance in completing their work if required.
- They have access to the Y3 toilets as required although they must politely request leave to use them.
- At lunchtime they have either their choice of school lunch or their packed lunch which is eaten at their workstation.

Pupils that leave class during a lesson:

A staff member will monitor the child. The pupils name will be removed from the Traffic Light board to show he/she is not in class.

LUNCH TIME PROCEDURES

Good behaviour will be rewarded:

- Stickers and certificates are given daily to pupils that show generally good behaviour and attitude.

A record of serious incidents that occur on the playground at lunch times are kept and actions taken.

- Time out with a member of staff
- Sent in to speak to the Headteacher, Deputy Headteacher, Assistant Headteacher or their representative who will be available every lunch time

ROLES AND RESPONSIBILITIES

GOVERNING BODY

The governing body has the responsibility of setting down these general Guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1988, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This must be ratified by school Governors at exclusion and appeal meetings.

ALL STAFF

Staff have an important role in developing a calm, safe and supportive environment for children in order to establish clear boundaries of acceptable behaviour. It is their responsibility to ensure that the school rules are enforced in their class and that the children behave in a responsible manner during lesson times. All staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

All staff enforce the class rules consistently and treat each child fairly with respect and understanding. If a child misbehaves repeatedly in class, the teacher follows the traffic light policy.

All new staff are made aware that copies of policies including Behaviour and Discipline, are available on StaffONLY drive. ECTs are given additional training and offered coaching as part of their ECT training.

PARENTS/CARERS

The role of parents and carers is crucial in helping schools develop and maintain high standards of behaviour. At Four Oaks, we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about the child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to the Headteacher and then if concerns persist, they should contact the Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

CHILDREN

Child friendly versions of this policy are encapsulated in the individual class contracts which are drawn up between the teacher and the children.

MOBILE PHONES

Mobile phones are only permitted in school for children who walk home alone. They must be handed to a member of staff on arrival at school. We take no responsibility for the safe keeping of mobile phones. Any child who is found to be using a mobile phone inappropriately, on school premises such as Snapchat or abusive messages, will no longer be allowed to bring a phone to school.

FIXED TERM AND PERMANENT EXCLUSIONS

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governors. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governors cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governors have a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

PUPIL TRANSITION

All pupils who have engaged in inappropriate behaviour choices or have been excluded from class, will have a re-integration meeting with their class teacher or Phase Leader, to explore how to make positive decisions and how to seek additional support to ensure positive behaviour choices are made in the future.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governors on the effectiveness of the policy and if necessary, makes recommendations for further improvements to help improve policy and practice.

The school keeps a record of incidents of misbehaviour. The Headteacher keeps a record of any pupil who is suspended for a fixed term. Figures concerning all incidents are recorded on the termly safeguarding report sheet and shared at Governors' meetings.

It is the responsibility of the Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

REVIEW

The governing body reviews this policy at least every 3 years. The Governors may review the policy earlier than this, if the Government introduces new regulations, or if the Governors receive recommendations on how the policy might be improved.

Date: Spring term 2024

Review Date: Academic year 2027/28