

Oaks Primary Academy Behaviour Policy

2023 - 2024

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Sept 2020	3.0	Reviewed and reformatted for staff handbook and drive.
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Introduction

This policy sets out the expectations of behaviour at Oaks Primary Academy.

This document provides a framework for the creation of a happy, safe, secure and orderly environment. Within such an environment, children learn and develop as caring and responsible people. Every child has the right to learn free from disruption from anyone.

It is written for all members of the academy community (staff, pupils, parents, carers, visitors) to allow the policy to be understood and applied consistently.

Aims

As an IB PYP school, we have 10 Learner Profile Attributes which are embedded into all aspects of our school day.

Pupils at Oaks Primary Academy are expected to:

- **Be principled**
Be honest and fair. Show respect for others and take responsibility for your actions. Treat others how you would like to be treated yourself.
- **Be caring**
Show a caring attitude towards the school community and school environment. Act in a way that makes a positive difference to the lives of others.
- **Be open-minded**
Be open to and respectful of others' points of view. Understand how you can learn from others' experiences, cultures and perspectives.
- **Be balanced**
Take care of your physical and mental wellbeing and be mindful of others' wellbeing.
- **Be communicators**
Listen to others' ideas. Express yourself clearly and respectfully. Work collaboratively with others.

- **Be reflective**
Consider what you are good at and what you still need to work at and develop. Think about the changes you need to make to continue to improve and grow.
- **Be knowledgeable**
Remember techniques and strategies you have learned to manage your own wellbeing and behaviours for learning.
- **Be thinkers**
Think carefully and make good decisions.
- **Be inquirers**
Be proactive to find solutions and to look for advice when you need it.
- **Be risk takers**
Be willing to try new things and understand that mistakes are opportunities to learn. Be brave and stand up for what is right.

Expectations

We expect that all members of the academy:

- will be role models, and demonstrate respectful communication at all times
- will be well-behaved, well-mannered and attentive.
- will be polite to all pupils, adults and visitors to the school.
- show respect for others and their property by refraining from interfering in any way.
- take responsibility for their own actions and behaviour.
- will move around the building in a safe and sensible manner.
- will care for, and take pride in the physical environment of the school
- will not take part in offensive or abusive language that involves swearing, and/or insults about any protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)
- will not bring sharp, dangerous or inappropriate objects into school.
- adhere to our uniform policy and wear the correct academy uniform (including Nursery)
- Only Year 6 pupils are permitted to bring mobile telephones onto the site. These are left with a member of the office staff and stored in the office during the academy day. Items are left entirely at the owner's risk; the academy accepts no responsibility for loss or damage.
- Will only wear jewellery which is allowed; ear studs and/or a watch (with the exemption of smart watches or any watch which can take photographs or videos), both of which must be removed for Physical Education.
- Show respect to others when online whether at school or at home.

Strategies

- To ensure the Behaviour Policy is known, supported and followed by all stakeholders, which includes pupils, parents, academy staff and governors.
- To ensure children understand that it is the behaviour that may be unacceptable and not the child.
- Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-management, self-discipline, self-respect and respect for other people and property.
- To involve parents and carers in early consultation to discuss problems and actions whenever appropriate.

Encouragement, awards and celebrations

Encouragement is given at all times to all pupils, by teaching and non-teaching staff, to help pupils to attain and maintain high standards. Pupils are also encouraged to value the efforts of their peers, and awards and celebrations are given in recognition of achievement in all areas of academy life. Awards are based on the Learner Profile Attributes above which our pupils can speak confidently about and strive to achieve. There are also awards for the highest class attendance weekly, most improved attendance, sports awards, playground awards, writer of the week, star of the week, mathematician of the week, headteachers award, dojo points and termly rewards for the class with the highest attendance.

Consequences

All pupils will be given the chance to self-regulate their behaviour with adult support where necessary (often this involves giving pupils responsibility and a focus). The primary objective is always to keep pupils using positive learning behaviours and to avoid any situation that requires an escalated response. It is important to consider pupil voice to achieve this. On occasions where this cannot be achieved children will be removed from the classroom to work in a partner classroom, be removed from social time or be reprimanded by the Assistant Principal/Deputy Principal or Principal. It is important that children are given time to understand the importance of good behaviour and learn from any incidents of poor behaviour.

Formal Steps to Avoid Exclusion

Whenever possible we strive to avoid the use of exclusion ([see LAT Exclusion Policy](#)) as a sanction for inappropriate behaviour. We have therefore devised this policy, where a fixed term of exclusion is only used after the implementation of alternative strategies. In most cases, pupils respond positively well in advance of the fixed term exclusion stage. The academy involves parents as partners in finding ways of additional support to help their child to be a full and useful member of the academy community. Knowing that the academy and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour.

Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

Short summary of Use of Reasonable Force in Schools (July 2011) is non-statutory advice from the Department for Education. This advice replaces the Use of Force to Control and Restrain Pupils – Guidance for Schools in England. This guidance relates to The Education Act 1996 and The Education and Inspections Act 2006. This advice is aimed at all staff and Governors and Trustees on working Governing Bodies, in all schools. Key points: School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

Definitions - 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.

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 SLT has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so to prevent a pupil behaving in a way that disrupts learning, 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; 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.

Bullying

Bullying is defined by the Anti Bullying Alliance as “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”

At Oaks Primary Academy we do not tolerate bullying in any forms, whether in person or online. For further information please see the Anti Bullying Policy.

Special Circumstances

Some children may have individual circumstances which mean that the above measures are inappropriate to support the pupils and families; in these circumstances, advice is sought and appropriate action is taken from Behavioural Support Services and/or other agencies/groups.

Lunchtimes & Playground Behaviour

Our high expectations of behaviour remain the same at lunch times.

Incidents on the playground are managed by the Learning Support Assistants on duty by conferencing with pupils involved to resolve a conflict or misunderstanding. If a situation can't be resolved in this

manner because the pupil is not engaging respectfully in this process or the behaviour has been deemed dangerous, a member of SLT is informed immediately. In this instance, the pupil is brought into the school building with a member of SLT to resolve the situation. All incidents are recorded on the pupils' Bromcom Behaviour log and parents are notified as appropriate.

During our weekly meetings, all staff are kept informed of any special arrangements for individual pupils (by the Class Teacher or other appropriate Senior Staff) to ensure the safeguarding of all pupils.

After school clubs and off-site activities

Children who are attending clubs or who are attending an activity outside of school hours receive the same consistent response to their behaviour in line with this policy.

Onsite Behaviour of Parents

At OPA, we have excellent relationships with our parents and value the contribution that they play in the life of the school and in their children's education. It is expected that parents set a good example to children at all times, demonstrating how to get along with all members of the school and the wider community.

Behaviour that is deemed as unacceptable includes:

- Use of a mobile device on the school site
- Inappropriate posting on Social Networking sites
- Speaking in an aggressive/threatening tone
- Physically intimidating , e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats Shaking or holding a fist towards another person
- Swearing Pushing Hitting e.g. slapping, punching or kicking
- Spitting
- Discriminatory comments
- Parents must not approach and shout out at children on the playground under any circumstances. Please report any concerns to a member of staff.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. If parents become abusive at any time on school premises they will be asked to leave. School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may and will ban parents from entering school and its grounds.

Equal Opportunities/Inclusion Statement

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

Review

This policy is subject to review every two academic years or sooner should there be a change in practice.

Behaviour	Action
<p>Low level: e.g. Not listening Talking at inappropriate times Name calling Rough play Arguing with peers</p>	<ul style="list-style-type: none"> ● Cues (verbal reminder, visual reminder, body language, distraction with another task) will be used to encourage pupils to follow school expectations for behaviour
<p>Mid level: e.g. Not responding to low level actions/cues</p> <p>Mid level behaviour and consequences are to be recorded on Bromcom in the Pupil Behaviour file</p>	<p>Potential consequences, as appropriate, will be chosen from the following using professional judgement and may include more than one option or:</p> <ul style="list-style-type: none"> ● Reflection in class ● Litter picking ● Completing work (supervised by class teacher) ● Letter writing (to victim or parent) ● Alternate lunch (e.g. KS2 do KS1 lunch) ● Victim chooses consequence ● Removal of privilege ● Not able to represent the school ● Jobs in classroom ● Class teacher meets with parents ● Remaining in the office during play and lunch times
<p>High level: e.g. Leaving a classroom without permission Continuing disregard for school expectations and associated consequences Throwing objects Absolute refusal to follow instructions Answering back or being rude Destroying work Damaging the school resources or environment Swearing directed at another pupil or adult</p> <p>High level behaviours and consequences are to be recorded on Bromcom in the Pupil Behaviour file. This level of behaviour will always be discussed with SLT.</p>	<p>Potential consequences, as appropriate, will be chosen from the following using professional judgement and may include more than one option or:</p> <ul style="list-style-type: none"> ● Pupils will be sent to another class (buddy class) to work ● Working in the office with a member of SLT supervising ● Exclusion from activities and clubs ● Remove privileges permanently ● Parents will be called in for a meeting with either all or some of: pupil, class teacher, SLT ● Remaining in the office during play and lunch times ● Placed on a behaviour report which will be overseen by a member of SLT.
<p>Extreme level: e.g. Acts of physical violence Behaviour that puts themselves or others in danger</p>	<ul style="list-style-type: none"> ● Referral to Principal for decisions regarding seclusion/exclusion

Persistent high level behaviours To be recorded on Bromcom in the Pupil Behaviour file. This level of behaviour to always be discussed with SLT.	
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Recording behaviour:

Each member of school staff has access to Bromcom. Under each child's name, each member of staff is able to submit a behaviour incident report (under events). This is where any behavioural incidents are noted and recorded by the adult under low, medium, high and extreme behaviours.

These entries immediately alert the DSL team via email once they have been uploaded. Consequences and any follow up actions are also recorded (as well as location and linked children/adults if required). As a result of an entry on a child's behaviour log, if a child's adult needed to be contacted, this discussion is recorded on that pupil's communication tab on Bromcom.

Behaviour logs are monitored weekly as part of our DSL and SLT meetings, and always reviewed after an incident has occurred. Trends are also tracked to ensure that low level concerns are followed up with if they become repetitive - meetings with parents may be required if low level behaviours persist as they could be a precursor to a safeguarding concern.

Training on this platform forms part of our safeguarding briefing schedule across the academic year.