



# Oaklands School Behaviour Policy Main School and EYFS

We believe that the key to high standards of behaviour comes from:

- the quality of the relationships between pupils and staff, which are based on mutual respect;
- the clear expectations we set within and outside the classroom and which we reinforce continuously;
- providing stimulating lessons matched to the needs and learning styles of our individual pupils and generally living out our School aims and values.

We are mindful of the fact that some pupils may have behavioural issues arising from special educational needs or disabilities. All pupils are treated equally in accordance with the Equalities Act 2010. The school will make reasonable adjustments to avoid putting any pupils with special educational needs or disabilities (SEND) at a substantial disadvantage

Where behavioural issues give rise to concern that a pupil is, or may be likely to, suffer significant harm these will be considered in the light of the Safeguarding Policies. Each member of staff is expected to ensure the consistent application of this policy throughout the School and to follow the correct procedures by adhering to the guidance provided.

## **Aims**

At Oaklands School the pupils, teachers, support staff, volunteers, Senior Leadership Team, Headmistress and the Principal aim to create a safe and well-ordered learning environment in which we:

- Will promote calm, caring and co-operative behaviour at all times.
- Recognise and develop our capabilities, talents and gifts to the full.
- Are confident, caring and responsible members of our school family.
- Take pride in our own and others' achievements through our affirmative culture.
- Aim to be independent learners with a passion for learning.
- Recognise that behaviour can be changed and share a genuine desire to improve.
- Respond promptly to any incident of unacceptable behaviour.
- Understand that learning and social development are lifelong experiences.
- Treat all pupils fairly and with respect and understanding.

## **Behaviour Code**

At Oaklands School the pupils, teachers, support staff, volunteers, Senior Leadership Team, Headmistress and the Principal work together to make our school a safe, pleasant and dynamic place. We will:

- Take seriously our responsibility as members of a community which values each individual.
- Value all the learning opportunities provided in school.
- Take responsibility for our actions.
- Treat people as we would like to be treated by others.
- Share concerns, responsibility and be a telling school.
- Be polite to all members of the school community.
- Respect other people and the school environment.
- Behave well in all areas in and around the School.
- Be the best that we can be.

- Be supportive members of the school community.
- Take pride in our appearance.
- Always place litter in the bins.

In addition:

- ‘Circle Time’ is used to reinforce good behaviour and discuss issues or concerns.
- Classroom rules (appropriate to the age of the children) are displayed in each child’s classroom and reinforces the Schools’ Code of Conduct.
- All children understand that Bullying is unacceptable and is considered serious misconduct.

Details of the School’s approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

### **Code of Conduct for Pupils**

- We look after everyone and everything in our school.
- We behave in an orderly and self-controlled way, following the School Rules.
- We keep ourselves and the School clean and tidy.
- We always do our best.
- We treat the school buildings and school property with respect.
- We wear the correct school uniform at all times. Jewellery, other than for religious reasons, and trainers should not be worn. Hair attire should be simple and in the school colours.
- We move quietly around the school.
- In class, we make it possible for pupils to learn.
- We show respect to members of staff, to visitors and to each other.
- We accept sanctions when they are given.
- We refrain from behaving in a way that brings the school into disrepute, including when outside school.

### **Smoking, Alcohol and Drugs**

It is forbidden to bring cigarettes, lighters, alcohol or any form of drug (other than prescribed medication and asthma inhalers) onto school property. All medicines must be given to the School Office for safe storage.

Pupils must not possess, purchase or consume alcohol, tobacco or any illegal substance during the school day, whilst on the journey to and from school, or at any time whilst under the School’s jurisdiction (e.g. a school trip).

Any student found to be in possession of alcohol, tobacco or any illegal substance whilst at school shall be subject to action under this Behaviour Policy. This could mean fixed or permanent exclusion from the school. Staff should follow the procedures as set out in the Substance Misuse Policy.

### **E-Cigarettes and Vaping**

Vaping is the act of inhaling a vapour produced by an electronic vaporizer or e-cigarette. The vapour can contain nicotine, caffeine and other toxic chemicals or carcinogens used to create the flavour. The liquids that are vaporized come in a wide variety of flavours, such as bubble gum, vanilla and fruit. E-cigarettes can also be used to vaporize cannabis oil or melt highly concentrated “dabs,” a crystallized form of hashish. These products eliminate the odour typically produced by burning marijuana, which makes it difficult to detect the use of this illegal substance.

Parents should be aware that it is illegal for young people under 18 to be sold vaping products, which mirrors the sale of cigarettes.

Any student found to be in possession of e-cigarettes or associated products whilst at school shall be subject to action under this Behaviour Policy. This could mean fixed or permanent exclusion from the school. Staff should follow the procedures as set out in the Substance Misuse Policy.

## **Offensive Weapons**

It is illegal to carry knives or other offensive weapons on and around school premises. The School recognises that the presence of weapons, or items that could potentially be offensive weapons, in the School would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the School.

The school forbids the possession, custody and use of weapons by unauthorised persons in, on, or around the school premises and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the School, or is required by the School, for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession is not authorised.

The school interprets a “weapon” as being:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun
- knives, including all variations of bladed objects, such as pocket knives, craft knives, scissors etc
- explosives, including fireworks, aerosol sprays, lighters, matches
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use such as keeping or carrying the object for use, or threat of use, as a weapon.

Any student found to be in possession of an offensive weapon shall be subject to action under this Behaviour Policy. This could mean fixed or permanent exclusion from the school. Staff should contact the Police and follow the procedures as set out in the Offensive Weapons Policy.

## **Sexting**

Sexting generally refers to the sending of sexually explicit images via text, email or through social networking sites. For example, this could be a picture of a boy exposing himself or a young woman in a state of undress.

There could be many reasons why young people would want to take these sorts of pictures and send them to someone else. It could be that two young people who are in a relationship want to prove their love or commitment to each other; it could be that someone is looking to start a relationship with someone else or it could be that they simply want to show off. Young people may also call it ‘Cybersex’ or sending a ‘nudie’ or ‘selfie’. ‘Sexting’ is often seen as flirting by children and young people who feel that [it's a part of normal life](#).

Sexual photographic images of children under 18 are illegal. These are not child pornography pictures as some sites refer to them - they would be classed as child abuse.

If there is a case of sexting in school, the Designated Safeguarding Lead should follow the procedure as defined in Section I of the school’s Safeguarding Policy. It may be necessary to temporarily exclude a pupil (or pupils) from the school pending an investigation into the circumstances surrounding the sexting and the impact of the sexting on members of the school community. This would also give the school the time to ascertain how widespread the sexting has been shared.

Cases when a pupil shares indecent, naked or explicit photographs or videos of another pupil with others are referred to as ‘peer-on-peer’ abuse. Here, the Designated Safeguarding Lead should follow the procedure as defined in Section B of the school’s Safeguarding Policy and contact the Local Authority Designated Officer. It may also be appropriate to contact the police as the actions may be illegal.

Where peer-on-peer abuse happens within the school community, it is likely that a temporary or permanent exclusion will follow in line with the school’s Exclusion Policy.

### **Sexual Contact at School (by willing parties)**

The school operates a strict no-sexual contact policy at all times when at school, no matter how secluded or hidden from others, for pupils of all ages. This includes the following:

- Kissing
- Stroking
- Intimate sexual contact involving the touching of another's genitals
- Other sexual activity, including sexual intercourse.

In cases such as these, the school is likely to contact the parents and it is likely to follow the Exclusion Policy for a breach of the expected and appropriate behaviour.

### **Appearance**

- At all times students must dress in a manner which is appropriate to the high standards expected of members of the school community. Personal appearance should not distract any pupil from concentrating fully on their studies.
- Dress should be neat and clean, in good repair, and not excessively revealing. Torn jeans, bare feet, flip-flops and clothing with crude or offensive slogans are not permitted.
- Chewing gum is not allowed.

### **Personal Property**

- The use of mobile phones and other electronic devices such as iPads is not permitted at school.
- Children are advised not to bring valuable electronic items to school unless used for work; if they choose to do so, the school accepts no responsibility for their safe keeping.
- Theft, borrowing without prior permission, or otherwise interfering or deliberately damaging the property of the school or other members of the community, will not be tolerated. In such cases, the school will follow the Exclusion Policy.

### **General Well-being and Safety of Pupils**

- The possession at school of any sort of weapon is forbidden.
- When the School is in loco parentis, whether during the school day or on any recognised School trip, sexual activities as well as open displays of physical affection are forbidden.
- Dangerous items, for example lighters and fireworks, must not be brought to school.
- Fire drills are conducted regularly. Students receive instruction on the relevant procedures on each site. On hearing the fire bell, students, accompanied by their teachers, must proceed quickly and quietly to the designated area on each site.

### **Bullying**

The School has a zero-tolerance approach to bullying and is committed to responding swiftly and effectively to any bullying concern by:

- demonstrating that the school takes bullying seriously and that it will not be tolerated.
- taking measures to prevent all forms of bullying in the school and on off-site activities.
- demonstrating to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- supporting everyone in the actions to identify and protect those who may be bullied.
- educating our staff, pupils and parents about safe behaviour online, and particularly how to deal with and report online abuse.
- promoting an environment where it is not an offence to tell someone about bullying and encouraging a proactive attitude among pupils.

The School defines bullying as behaviour – usually, although not exclusively, repeated or habitual – that is intended to hurt someone physically or emotionally. Bullying can take many forms including, name-calling, teasing, jostling, punching, intimidation, extortion, assault and verbal abuse.

Bullying can be directed at individuals or groups for reasons of race, religion, culture, sex, gender, sexual orientation, special educational needs and disability. It may occur directly or remotely (for example, through social media sites, mobile phones, text messages, photographs and email). Repetition of any of the above would be construed as bullying, whereas ‘one-off’ incidents are usually considered to be isolated incidents of unpleasantness.

Bullying can cause physical and psychological suffering, feelings of isolation and loneliness, low self-esteem, insecurity, anxiety and fear arising from a threatening atmosphere.

See the Anti-Bullying Policy for further details.

### **Off-Site Activities**

Whilst off-site, either representing the School at any external activity or function, pupils are expected to behave in a manner which does not bring the school into disrepute, and are subject to the school rules at all times when in or out of uniform.

### **Behaviour away from School**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable”.

In response to all non-criminal poor behaviour and bullying that occurs anywhere off the School premises and that is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing the school uniform.
- in some other way identifiable as a student of the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
  - a) could have repercussions for the orderly running of the School.
  - b) poses a threat to another student or member of the public.
  - c) could adversely affect the reputation of the School.

This misbehaviour includes actions witnessed in person by third parties and also viewed through social media that could have a wider impact on the reputation of the School. In response to criminal behaviour the School will report this to the police or if it is brought to the School’s attention by the police fully cooperate with them.

### **Obstruction of Justice**

If serious misconduct has occurred, pupils are expected to be helpful to staff investigating. Children who wilfully conceal important information will face sanctions up to and including fixed-term exclusion. The level of co-operation offered by a pupils facing any investigation will be taken into account in determining the severity of sanction/s imposed. School staff reserve the right to confiscate phones and will ask the pupil’s permission to access the phone’s memory <sup>11</sup> where they believe that to do so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a pupil withhold permission to follow a reasonable request, the pupil will be liable to a sanction for obstruction of justice, and, in serious cases of misconduct, the police may then be informed in order to gain access to this information

## **Use of Social Media**

If pupils are found to have uploaded photographs or videos to social media, which can be accessed publicly, of other pupils or school staff without their knowledge then this will be regarded as a serious offence and disciplinary action will be taken in line with our Exclusion Policy. Such inappropriate behaviour includes ridiculing or parodying school staff in a way that undermines their role at the School and demonstrates a clear lack of respect for the staff, the School and its expectations.

## **Rewards**

The School encourages the pupils to practise good behaviour by operating a system of praise and rewards such as:

- Merit certificates and stickers are awarded to individual children in Reception to Year 6 for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. Merit certificates are awarded on a fortnightly basis, and are presented by the Headmistress/ Head of EYFS in assembly.
- Headmistress's special awards for exceptional work, progress or behaviour may be awarded.
- Incentive stickers are available for everyone. In addition, each class teacher/key worker gives verbal or written praise as often as possible.
- Children are encouraged to display their achievements in assembly, in concerts and through class and school display areas around the School.
- 'Wow' work assemblies are held at least once every half term for all Key Stages, highlighting pupils' exceptional work or effort in any area of school work or life.
- Good Behaviour awards are presented every fortnight to pupils who have consistently behaved well or who have breached the School's Code of Conduct and then shown significant signs of improvement.
- Friendship awards are presented every fortnight to pupils who consistently show caring, understanding and empathy towards their peers.
- In Key Stage 1 and 2 classes, weekly badges are awarded to Maths, Times tables, Handwriting and Reading superstars.
- Parents whose children are awarded Merit or Wow certificates, Good Behaviour and Friendship awards receive a personal email from the Headmistress.

In Key Stage 1, pupils compete for table points.

At the School's annual Prize Giving, pupils in Key Stage 2 are presented with awards for achievement and progress in curriculum subjects and for contributions to the School.

## **The House System**

From Year 1 to Year 6 the pupils are placed in one of four houses: Beech, Holly, Sycamore and Willow.

Children can receive house points for good work, effort and positive behaviour. The House Points shield is presented each half term to the winning house. We promote pride in the House System through a range of house events, e.g. athletics, swimming, quizzes and specific subject based competitions such as art and poetry.

We aim to enhance the behaviour of our pupils by giving them responsibility and privileges matched to their age. Older children take on the responsibility of team captains, games captains, librarians and prefects and are in a position of setting an example to the younger children.

## **Curriculum**

The values (including Fundamental British Values) of the School and the boundaries of acceptable behaviour are reinforced positively in main school and Key Stage assemblies, class assemblies, PSHE lessons and constantly throughout the daily life of the School, including House meetings, School Council and the Buddy system.

### **Before and After School Care**

The same high standards of behaviour are expected and encouraged from all the children who attend Breakfast Club, Tea Time Club and all the extracurricular clubs. Rewards for good behaviour are verbal and positive; house points are not normally awarded during these clubs.

Should a child's behaviour fall below expectations, the incident will be handled in line with the system detailed in this policy. Persistent poor behaviour will be reported directly to the Headmistress, who may decide, in consultation with the parents, to exclude the child from the club for a specific period of time.

### **Sanctioning for minor misdemeanours**

The School has developed a range of strategies to deal with any incident of disruptive behaviour in a consistent manner. These strategies are aimed at encouraging pupils to accept responsibility for their own behaviour and to make positive decisions.

Misbehaviour is defined as any behaviour that negatively impacts the fundamental rights of individuals to feel safe, be treated with respect and to learn such as:

- Disruption in lessons, around the school site and during trips/events outside school.
- Unkind acts (verbal or physical) to peers at break and lunchtimes.
- Non-completion of homework or classwork.
- Poor attitude.
- Incorrect uniform.

Possible sanctions include (but are not limited to):

- A verbal reprimand and reminder of expected behaviour.
- Moving to sit somewhere else in the classroom.
- Moving the child to the classroom of a member of the SLT (for an age appropriate amount of time).
- if appropriate, keeping the child in at break or part of lunchtime (for an age appropriate amount of time).
- Other age appropriate sanctions such as or loss of house or table points.
- Initiating the Oaklands System of Sanctions.

Minor breaches of discipline are generally dealt with by the class teacher/keyworker in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Children will be given time to reflect about their bad/inappropriate behaviour and if appropriate, they will be encouraged to make verbal or written apologies.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments. Sensitivity will be shown when dealing with children with SEND, where this affects their behaviour and alternative strategies may be used, in consultation with the School SENDCo.

### **System of Sanctions**

If a pupil's behaviour falls beneath the standard which could reasonably be expected of them, the school has the right to administer our system of behavioural sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

The System of Sanctions has three main purposes, namely to:

- Impress on the pupil that what he or she has done is unacceptable.
- Deter the pupil from repeating that behavior.
- Signal to other pupils that the behavior is unacceptable and deter them from doing it.

Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff and the SLT are clearly understood.

The System of Sanctions is to be presented to the individual child as a means of correcting their behaviour. The rest of the class also have the responsibility to help any child who has been given a blue/yellow/red card. Class teachers should use a PSHE circle time session to discuss this with all the children.

Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction given, it must be carried followed through.

Parents will be informed depending on the seriousness of the misbehaviour and the consequences it caused, such as injury to another child. This decision is made by the Key Stage Coordinator, Deputy Head or the Headmistress in line with the Oaklands School System of Sanctions.

### **Sanctioning for serious misdemeanours**

If there are repeated minor misdemeanours that are not deterred by the suggested sanctions, or if there are serious misdemeanours that show a clear and/or deliberate breach of the Behaviour Policy and the School's high expectations of its pupils, the Headmistress may issue more serious sanctions.

Examples of serious misdemeanours include, but are not limited to, aggressive, dangerous or violent behaviour, significant disrespect to members of staff, defiance, theft of personal belongings from a pupil or member of staff, theft from the school, any form of bullying, vandalism, smoking, bringing cigarettes or alcohol or other banned substances into school, bringing an offensive weapon into school, deliberately injuring another pupil or member of staff, inappropriate use of IT, making malicious allegations against staff.

Possible sanctions include (but are not limited to):

- Meeting parents to discuss behaviour.
- Fixed term exclusions. These are always followed up by a re-entry meeting with the pupil and parent.
- Permanent exclusion.

Serious misdemeanours that require exclusions are dealt with in accordance with the Policy on Exclusion, Removal and Review.

### **Record Keeping and Monitoring**

There is an expectation that all pupils will behave appropriately at all times and if high standards of behaviour fall short, it will be addressed.

Sanctions for serious misbehavior are not used very often but it is important that when they are used, they are used fairly and are properly recorded.

Serious breaches of the behaviour code are discussed with the Senior Leadership Team and actions and sanctions are recorded in the Behaviour Log, which is kept and stored securely and is accessed by the Senior Leadership Team and the Principals.

This enables the Leadership Team and Principals to have oversight, to review, look out for patterns and evaluate the ongoing effectiveness of our Behaviour Policy.

Where it has been decided that a pupil requires reasonable adjustment to be made to the Behaviour Policy, these are recorded in the Behaviour Log.



## **Playtime**

We aim to provide an environment in which all children have the opportunity to enjoy playtime without any restrictions imposed by the behaviour of other children. Games equipment, hoops and soft balls are available for the children to play with. Playground rules have been drawn up in discussion with the pupils and are displayed next to the Playground. We recognise that the space available on the Playground is restricted which in itself can cause some problems.

In order to make best use of the space available class teachers may choose to spend some PSHE time teaching children to play new Playground Games. Pupils may from time to time take on the role of "Playground Buddies" and help organise games for younger children. There is a 'Friendship Bench' in the playground where children can go to, to find an older pupil who will help to organise a game that includes them.

### *Rewards*

- A class or individual child who has behaved well on a particular day may be awarded stickers, table points or house points.

### *Sanctions*

- A verbal warning from a member of staff/lunchtime staff and possibly time out on a playground bench.
- If, following a warning and time out on the playground bench the child continues to misbehave, he/she will be kept in at lunchtime on the following day for between 10 and 20 minutes or he/she will be brought into school immediately to see their Key Stage Coordinator/the Deputy Head. The child's name will be entered in the School Behaviour Log (available in the Headmistress's Office) and a Behaviour/Incident form will be completed. A 'Stop and Think' blue card may be issued to the child depending on the level or frequency of misbehaviour.
- Privileges may be removed.

A 'Link Book' between lunchtime staff and Deputy Head/Headmistress is kept in the 'lunchtime box' in the cupboard in the Parents Waiting room. It is used to note behaviour in the playground/field and keeps the staff, Deputy Head and Headmistress informed of any behavioural incidents. A member of the lunchtime staff passes the book to the school office staff at the end of lunchtime, who are responsible for giving it to the Deputy Head/Headmistress every day.

The Headmistress will provide liaison between lunchtime staff and teaching staff.

## **Early Years**

Promoting positive behaviour in our children is very important and we promote this by:

- Giving lots of praise for good behaviour.
- Building the children's self-esteem and ensuring they feel valued.
- Listening and respecting what the children have to say.
- Discussing with children their behaviour and helping them understand the consequences.
- Being consistent with our department rules and behaviour management.
- Being as good role model.
- Offering a safe and secure environment where every child matters.
- Developing an awareness that there are similarities and differences amongst all groups of people but that all groups are equally important.

To manage the children's behaviour successfully and in order not to confuse the children, it is important that we work in partnership with parents and carers. Therefore, we ask that within our setting we work together to create an atmosphere and environment that reflects this behaviour policy.

The Physical Restraint log book is kept by the Headmistress. A record is kept of any incidents where physical restraint has been used and parents are automatically informed at the time.

The member of staff responsible for behaviour in the Early Years is Mrs Caroline Potts, Head of Early Years.

## **SEND**

The school recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEN team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school works with staff to promote de-escalation strategies where required for pupils with SEND.

## **Role of the Headmistress and SLT**

The Headmistress and members of the Senior Leadership Team will support the staff in responding to behavioural incidents.

The weekly Staff Briefings (Monday and Thursday mornings, 8.00-8.30am) ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concern about a pupil, advice and support are available from their Key Stage Coordinator, Deputy Head, Assistant Pastoral Head and the Headmistress.

The SLT and Headmistress monitor the behaviour of the pupils through verbal and written communication with class teachers and the lunchtime assistants.

## **Role of the Teacher:**

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific children needs of particular pupils.
- Recording behavior incidents as detailed in this policy.

Within the classroom, staff are responsible for:

- Creating and maintaining a stimulating environment that encourages the pupils to be engaged.
- Displaying the pupil Code of Conduct and their classroom rules.
- Developing a positive relationship with the pupils which may include:
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behavior.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement.

If a pupil misbehaves, the member of staff should:

- Always try, first, to diffuse a situation and encourage the pupil back on task.
- Remind pupils of the classroom expectations.

- If required, move the pupil within the classroom or enable the pupil a short time-out period.
- Detain the pupil as required.
- Ensure that any incidents are recorded on the correct forms and passed to the Key Stage Coordinator/Deputy Head/Headmistress.

### **Role of the Parents**

Parents can help:

- By recognising that an effective school Behaviour Policy requires close partnership between parents, teachers and children.
- By discussing the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.
- By informing the School of any changes in circumstances that may affect their child's behaviour.
- By discussing any behavioural concerns promptly with the class teacher.

### **Behaviour Form**

This form is filled in by a teacher when a child is involved in an incident with another child or misbehaves. It is signed by the teacher, Key Stage Coordinator, Assistant Pastoral Head, Deputy Head and Headmistress. A copy is placed in the child's file in the school office and a copy is kept by the Headmistress. The child's name and a description of the incident/misbehaviour is recorded in the Behaviour Log by the Headmistress.

### **Communication Notes**

This form is filled in when staff and parents hold a discussion or conversation or exchange emails regarding details of a child's progress, behaviour or background necessary to the well-being of the child. It is placed in the child's file in the school office, having been circulated to the SLT and Headmistress. Blank forms can be obtained from the School Office/staff room/on the portal.

### **Behaviour Improvement Plan**

A Behaviour Improvement Plan is written following a child receiving a 'Red Consequence' Card from the Deputy Head. At this stage of the Oaklands System of Sanctions, parents are asked to meet with the class teacher and the Deputy Head to agree the behaviour targets in the Improvement Plan.

The Behaviour Improvement Plan is written to suit the age and needs of each individual pupil. It focuses on identifying the key behavioural difficulty, strategies to help the child maintain positive behaviour and how progress is to be rewarded.

### **Corporal Punishment**

Oaklands School does not use corporal punishment on a child in any circumstances, whether on or off the school premises. The school takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person working in the premises where care is provided.

Members of staff must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

## **Restraint**

The legal provisions on school discipline provide members of staff with the power to use reasonable force or restraint to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headmistress and SLT may also use reasonable force when conducting a search without consent.

Restraint 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. Restraint can be 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.

Any incidents when a member of staff is required to restrain a pupil who is either causing or is about to cause harm to themselves or another person will be recorded in the Physical Restraint Log, kept by the Headmistress. Parents will be immediately informed.

## **Searching pupils**

The Headmistress or members of SLT may search a pupil without consent if they have reasonable grounds for suspecting a pupil is in possession of a prohibited item.

Schools are not required to have formal written consent for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or desk/drawer and for the pupil to agree.

Prohibited items include: knives or weapons, alcohol, illegal drugs and stolen items. The person conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

## **Malicious Allegations against Staff by Pupils**

Any malicious allegations made against staff by pupils will be dealt with under the school's disciplinary procedures.

## **Mobile telephones at school**

The School does not permit mobile phones to be brought onto site or used at school during normal school hours. If a pupil is found to have a mobile phone during the school day, or if a mobile phone is heard to ring or beep, it will be confiscated by the member of staff concerned and handed to the School Office for safe keeping for the rest of the day. A parent will be required to collect it in person.

## **Monitoring**

The Behaviour Log is kept and carefully monitored by the Headmistress. The Log includes the name of the child, the date, a brief explanation of what happened and the action taken. Further details are written on Behaviour forms. All Communication Forms and Behaviour Improvement Plans are also signed by the Headmistress.

**Review of Policy**

This policy is reviewed at least every two years. In updating this policy, due reference was paid to the DfE document "Behaviour and Discipline in Schools (Jan 2016) and the Equality Act (2010), including issues related to pupils with special educational needs or disabilities and how reasonable adjustments are made for these pupils.

**Links with other policies:**

- Safeguarding
- Physical Restraint
- Exclusion
- Anti-Bullying
- SEND
- PSHE

**Forms to refer to:**

- System of Sanctions
- Behaviour Improvement Plan