

# Oakdene Primary School



## Behaviour Policy

Policy Written by: L. Young & M. Weston

Date reviewed: September 2023

Date to be reviewed: September 2024

## Oakdene – Growing and Learning Together

The above statement is our Mission Statement, which is what we are all aiming to achieve at Oakdene. We will try to achieve this through The Oakdene Way and our values in everything we do at Oakdene.

### 1) Statement of Intent & Purpose

The aim of this policy is to outline the behaviours expected at Oakdene Primary and how the school will seek to achieve them. We have very high expectations of behaviour. Our values, rewards and sanctions systems are in place to enable our children to be well-rounded and successful citizens within our community.

At Oakdene, we have the following aims:

-  to enable all members of our school community to reach their full potential.
-  to prepare each child, through all aspects of School life, to become responsible citizens respecting themselves, others and the environment.
-  to become independent and highly motivated learners.
-  to equip children to be flexible and adaptable to the modern world.
-  for each child to feel valued, safe and confident.

We aim to take a fair and consistent approach to behaviour, ensuring that our expectations for all are applied equally and without discrimination (Equality Act 2010), whilst also considering any additional support that may be required for individual pupils (for example those with special educational needs).

### Equal Opportunities

Oakdene has an equal opportunities policy. All children have equal curricular entitlement. We use resources that are free of gender bias and represent different cultural and ethnic backgrounds, to enhance learning and behaviour at Oakdene School.

### The Oakdene Way

At Oakdene, we know the behaviours we want members of our school community to display. We refer to this as ‘The Oakdene Way’.

We are committed to following ‘The Oakdene Way’ through the following points:

### Our Rules

- Be Ready
- Be Respectful
- Be Resilient
- Be Safe

### Our Values

Our core school values underpin everything we expect from our children in terms of behaviour. Each half-term also sees one value chosen as the whole school focus, with assemblies and singing practices focusing on aspects of that value.

### School Values (celebrated half-termly)

Responsibility	Respect	Friendship	Honesty	Determination	Pride
<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>

Through our School Values we aim for our children to be inquisitive, enthusiastic, tolerant, respectful and happy individuals with the ability to prosper in a diverse society (see Intent in our Curriculum Statement document).

### Our Visible Consistencies

- We meet and greet
- We follow up
- We teach and follow relentless routines
- We support
- We build emotional currency and relationships
- We praise in public (PIP) and reprimand in private (RIP)
- We level our behaviours and consequences
- We promote self-regulation
- We use scripted conversations (see Appendix A)
- We use calm and consistent communication from all adults in school

## **2) Roles and Responsibilities**

The **Governing Board** is responsible for:

- Helping to establish the principles and values of the school.
- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.

The **Senior Leadership team (SLT)**, and especially **The Headteacher (Ms L. Young)** and **Deputy Head Teacher (Mr M. Weston)**, are responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance.
- Ensuring that all staff are supported and monitored in the application of the procedures outlined in this policy.
- Ensuring staff receive induction and regular up to date CPD linked to behaviour.
- Leading repeat reflection times (Appendix C) and maintaining records for any incidents requiring this approach.
- Liaison with parents if any behaviours are escalating beyond the class teacher's remit.
- Ensuring the successful application of group rewards (e.g., Team dojo rewards).
- Setting up the Class Dojo system for reward across school.
- Leading weekly celebration assemblies and half-termly values assemblies.

**Class Teachers** are responsible for:

- Having our school values visible in their classroom.
- Incorporating our values explicitly within medium-term curriculum planning and making links to values within their teaching whenever applicable.
- Giving out rewards and sanctions outlined in this policy during lessons, including the application of basic sanctions at break and lunch times.
- Ensuring reward certificates linked to our values, as well as class dojo awards, are ready for Friday morning celebration assemblies and detailed in the celebration assembly folder in the Year 6 classroom.
- Detailing 2 children for staff and class values awards each half-term and placing in staff room box.
- Contacting parents with any initial behaviour concerns and following up as necessary with parents and/or senior leaders as per our behaviour steps (Appendices D and E).
- Mentioning aspects of the behaviour policy in 'Back to School' parent meetings (consistent slide to be provided by behaviour lead to class teachers to use).
- Liaison with SLT over any ongoing behaviour issues which may need escalation, or if children require reflection time with SLT. Clear guidance is given as to the steps in this process in Appendix E.

**All staff** are responsible for:

- Making responsible judgements, as professionals, about pupil behaviour.
- Having high expectations and wanting the best outcomes both emotionally and educationally for our children, by setting and following positive classroom routines.
- Following the procedures in this policy – including rewards and sanctions - to ensure a kind, calm and consistent approach both inside and outside of classrooms.
- Always Modelling the school’s values for our children.
- Treating all children and parents with respect and expecting the same in return.
- Setting an example in school by keeping tidy classrooms and shared areas.
- Challenging anybody in school not demonstrating our values.
- Filling in CPOMS with any relevant details of more challenging behaviour or discussions with parents.

**Parents and Carers** are responsible for:

- Signing our Home School Agreement at the beginning of the school year or when children start at school. This states that the family will support the school’s behaviour policy (this document), resulting in very high standards of behaviour in school at all times.
- Trying to attend back to school meetings which detail the key aspects of the behaviour policy or read related written messages on the school website if unable to attend.
- Trying to attend values assemblies when their children win awards.
- Supporting and liaising with school staff to support any behaviour concerns in school.
- Contacting the school office if they wish to discuss any aspect of behaviour, and then the most appropriate member of staff will contact the parent to discuss any issues further.
- Treating school staff with respect.

**Pupils** are responsible for:

- Remembering with and engaging with the Oakdene Way, the 3Rs and our 6 values.
- Always aiming to behave in a way that exemplifies our principles and values.
- Helping to choose class values winners each half-term.

### **3) Routines and Expectations**

#### Staff Induction

All new members of staff receive a copy of the Behaviour Policy at their induction meeting with the headteacher. All staff are informed about and receive updated training on the behaviour policy at least annually in September each year, or when any significant changes to the behaviour policy are made.

#### Positive Routines

Each class will maintain clear and easy-to-follow routines set out by staff, who will develop a positive, friendly hard-working atmosphere in their own classroom. This should include at least the following:

- Start of the day - all children will be greeted at the door when they arrive at their classroom every day, just as they would if entering a household.
- Assemblies – children expected to line up and walk into and from assembly sensibly and silently. In assembly, children expected to listen to or join in with the music as they enter/leave.
- Walking in from break/lunch – children should be collected from the playground by staff. They walk in alphabetical order, in single file and sensibly put coats away/wash hands before entering class.
- Routines for giving out and collecting resources and books, whilst ensuring no children are in any area without adult supervision.

#### Values Within the Curriculum

- Oakdene School Values underpin the curriculum.
- Values are threaded through topics and lessons as part of our curriculum work in class to underpin learning.
- Specific links to our school values (and British values) are detailed in curriculum medium-term planning.

#### Anti-Bullying, and Explicit Links to Values

- By following our school principles and values, in conjunction with our systems of rewards and sanctions (see below), we aim to encourage good behaviour and respect for others on the part of pupils and, in particular, to prevent all forms of bullying among pupils. See Anti-Bullying Policy.
- Respect is our value focus in the 2<sup>nd</sup> half of the autumn term, which incorporates Anti-Bullying week in the UK. This is followed up with our Friendship value in the 1<sup>st</sup> half of the spring term, which incorporates Safer Internet Day.
- Through explicit work and implicit expectations of these values, we promote good behaviour at all times and show respect to all people in school; we ensure that all children are able to complete their work and we ensure that all children are treated fairly at all times.
- Online behaviour and links to our values are covered in detail during the autumn term, when every class focuses on digital literacy, including online safety. This is repeated around Safer Internet Day in the spring term and revisited in the summer term during Computing sessions.

#### Upholding our Principles and Values Outside School

- We have very high expectations of all our pupils. Our school values apply whenever they are wearing the Oakdene uniform or when they are out of school as a group of Oakdene pupils. This means that the same rewards and sanctions will apply to children when they are walking to and from school and on school trips as would apply on the school site.
- The reputation of Oakdene School must be upheld at all times and we will aim to continue with our very high standards of behaviour at all times. We will ensure the health and safety of all our children, staff and members

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of the public associated with Oakdene and we will use our Behaviour Policy to enforce sanctions so that all children, staff and members of the public are free from harm.

### Values Songs & Videos

- Our school has unique songs for each of our values, written specifically for Oakdene.
- These songs are learnt and performed by the children and staff.
- The songs are also used as background music (in addition to other suitable songs) for videos made each half-term by staff to showcase our values and achievements. These videos are made available to the school community on our school website and/or social media pages.

### Extended Services

- All children attending our Extended Services Provision (including our Out of School Club and After School / Before School Activities and Holiday Club) will follow our Behaviour Policy.
- Our Extended Services Providers will be signposted to our Behaviour Policy on the school website, given the Oakdene Behaviour Blueprint document, and agree to follow our Behaviour Policy.
- This also applies to clubs that are run by staff both before and after school.
- Rewards can be used at these times of the day just like throughout the rest of the school day. If a sanction is required following a warning, this needs to be done at the end of the session and a parent may be present.

### Pupil Transition

- When a new pupil joins the school, the class teacher will ensure that the values and classroom routines are thoroughly revisited for the benefit of the new pupil, enabling them to make a successful transition to Oakdene.
- At the end of each academic year, transition days are held when class teachers meet their new class. On this day, and the opening days of the new academic year, staff will ensure there is a focus on our principles, values and class routines.
- Additional provision is made for children transitioning to EYFS at Oakdene. This includes, but is not restricted to, additional meetings for parents and pre-school visits.

### Oakdene Behaviour Blueprint

- This document (see Appendix B) is a less detailed version of the behaviour policy (this document).
- A copy should be kept in the class file in each classroom.

#### 4) Rewards in School

Wherever possible, we want to engender a positive approach to behaviour in school, where extrinsic rewards are mixed with intrinsic expectations linked to our values. The following extrinsic rewards are used:

##### Values Awards

- 🏆 Values awards are given every half term for children who have upheld our current value and shown this in class and/or across school. There are two per class, with one voted for by staff and the other voted for by children in the class. When voting, children should be reminded about what aspects of behaviour should be looked for. Parents of the winning children are invited to the values assembly, where the awards are given out.

##### Weekly Certificates

- 🏆 Each week in celebration assembly, 3 certificates will be given out per class – 1 for each of our 3 key principles.
- 🏆 These will be written in advance by class teachers for children who have demonstrated particular excellence that week. Certificates should be taken to Year 6 classroom by 8.45am on Friday.
- 🏆 Children should take these certificates home and celebrate their achievements with their families.

##### Class Dojos

- 🏆 Class dojos are given in class and around school.
- 🏆 These are for work, behaviour, upholding our principles and values, and generally being excellent role models to others.
- 🏆 Each class follows the same dojo award system, with 1, 2 or 3 dojos given linked to each of the key principles, or for standards of work completed in class.
- 🏆 Dojos for work will be shown in books by the use of dojo stamps.
- 🏆 All staff have access to all classes' dojo points via the Class Dojo app and website.
- 🏆 Dojo awards are given on a weekly basis in Celebration Assemblies, normally held on a Friday morning. These are for the 2 children who have earned the most dojos in each class during the week.
- 🏆 Team dojo awards. Our children are all part of one of four teams – St Andrew, St David, St George and St Patrick. Dojos are accumulated for Celebration Assembly each week and an overall team winner is announced. The most successful team across the term receives a reward of choice of activities on the final afternoon of the term. Dojo points should be taken to Year 6 classroom by 8.45am on Friday morning.

##### Other Behaviour Rewards

- 🏆 Headteacher's Awards and stickers and Deputy Headteacher's stickers can be given for exceptional work or behaviour in School. Staff should send children to the senior leader to receive these.
- 🏆 Staff may use stickers in class or lunchtimes.
- 🏆 Parents may be messaged by class teachers on Class Dojo to praise the child for positive behaviour or work.
- 🏆 Postcards may be sent home to highlight examples of positive behaviour that has gone above and beyond. There should be no more than one per half-term per class.
- 🏆 Staff praise and commendation. We expect our children, especially as they get older, to understand that extrinsic rewards are not to be expected for basic behaviour requirements. We aim to develop intrinsic motivation as a life-long skill. This is a key aspect of our 'Pride' value.

A folder is kept in the Year 6 classroom which details the weekly winners of certificates, dojos and team dojos. Details are filled in by class teachers prior to the week's Celebration Assembly. This is updated by responsible Year 6 monitors on Friday mornings before the celebration assembly.

## 5) Undesirable Behaviours

At Oakdene, we consider the following behaviour to be unacceptable: (Lists are not exhaustive)

- **Physical assault** – includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, hair-pulling, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
- **Verbal abuse and threatening behaviour** - includes threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.
- **Persistent Disruptive Behaviour** – includes challenging behaviour, disobedience, persistent violation of the school rules, having temper tantrums.
- **Bullying** – Bullying is usually defined as behaviour that is: intended to hurt someone either physically or emotionally; behaviour that is repeated over a period of time by an individual or group; often aimed at certain groups, for example, because of race, religion, gender or sexual orientation
- **Racist abuse** – includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
- **Sexual Misconduct** – including abuse, assault, harassment, bullying, graffiti, lewd behaviour.
- **Drug and alcohol-related** – including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.
- **Damage** – to school or personal property to any member of the school community, vandalism, arson, graffiti.
- **Theft** – including stealing school property, personal property, extortion.

Subject to the school's behaviour policy, the teacher may apply a consequence to a pupil for any misbehaviour when the child is:

- taking part in any school-organised or a school-related activity or
- travelling to or from school or
- wearing school uniform
- or in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- could adversely affect the reputation of the school

A useful **Hierarchy of Behaviours/ Sanctions** (Appendix E) has been developed by staff to clearly map the severity of different undesirable behaviour choices and what sanctions may be used in response to them.

**MANAGING UNDESIRABLE BEHAVIOUR – THE BEHAVIOUR PATHWAY**

A simple ‘Behaviour Path’ has been developed so that all staff can clearly identify how to respond to behaviour as it escalates/de-escalates. (Appendix C)

The aim is always to provide the right support at the right time, in order to encourage positive behaviour choices and swift reintegration into the main classroom.

Staff, parents and pupils should all be aware of and refer to the behaviour pathway at all times to manage undesirable incidents of behaviour that occur in school.

**SEVERE CLAUSE: This does not affect the Headteacher’s right to take immediate action in the case of any serious incident.**

THE BEHAVIOUR PATH		
	Class-based Behaviour Management Strategies	
	Informal Advice from key stage leader, pastoral lead or SENCO	
	Senior Leadership team involvement and meeting with parents	
	Individual Risk Management Plan (IRMP) in liaison with the senior leadership team and/or pastoral lead and SENCO	
	Formal pastoral support programme – including referral to external agencies	
	Suspension and exclusion – breaktime, lunchtime, internal, fixed-term, permanent	

**RECORDING INCIDENTS**

Incidents are recorded when the behaviour has escalated beyond the point of normal classroom management techniques or has developed in frequency. It will always be recorded when the behaviour has escalated to a point where support from the Senior Leadership Team is required. The school uses CPOMS to record incidents in a consistent format.

Incidents which happen at lunchtime are reported to the class teacher who makes the decision whether it is appropriate to record on CPOMS or report to the Senior Leadership Team.

**SEVERE CLAUSE: DEALING WITH SERIOUSLY UNSAFE BEHAVIOURS**

The safety of the children is paramount in all situations. Sometimes, staff must act quickly and decisively to stop a pupil’s unsafe behaviour, such as serious fighting, vandalism, dangerous refusal to follow instruction, serious verbal abuse or persistently stopping the whole class from functioning. Where a child needs to be safely held, members of staff work within the guidance that this is to safeguard the child.

In these cases, a pupil loses the right to proceed through the ‘Behaviour Path’ and the relevant support strategy will be applied immediately.

A Safety & Support Plan will be completed where there is evidence of ongoing risks of unsafe behaviours.

### **Information regarding restrictive physical intervention**

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances for example: (This is not exhaustive)

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

### **Banned Items**

Children are not permitted to bring the following items to school:

- knives and weapons (including imitation weapons)
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).
- tobacco and cigarette papers
- fireworks
- pornographic images
- items linked to propaganda

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for items set out in the school's behaviour policy. Given the age of the children, parents should be contacted prior to any searches being made.

Children are not allowed mobile phones or other electronic devices in school. If they bring one in (e.g. to be safe when walking home, visiting another home after school), it should be sent to the School Office immediately and the child needs to collect the phone at 3.15pm.

If children bring phones to after school discos, films etc then they will be collected in and stored safely until the end of the event. At events where all parents are present, this cannot be instigated but parents are responsible for the content and will not bring the school into disrepute (in line with the Home School Agreement).

### **Relationship to other policies**

The Behaviour Policy is linked to and is to be read in conjunction with the following school policies:

- Child Protection Policy
- Keeping children Safe in Education
- Inclusion Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy

## APPENDIX A – STAFF SCRIPTS

### Staff use positive phrasing

#### Staff Lanyards

<u>De-escalation script</u>	<u>30-second Script</u>
Name...	I've noticed that...
I can see something is wrong.	It was the rule about being ready / respectful / resilient that you've broken.
I am here to help.	You have chosen to ignore our value of ...
Talk and I will listen.	Remember last week / yesterday / last lesson when you... (discuss and frame positive behaviour)
Come with me and ...	That's the {child's name} I need to see now. Thank you for listening.

Displayed in staff room and kept in staff pink planning folders in classrooms

<u>Positive Phrasing</u>	<u>Negative Phrasing</u>
Stand by me	Stop being silly
Put the pen on the table	Don't throw the pen
Walk in the corridor	Stop running
Switch the computer screen off	Be good
Walk with me to the library	Don't talk to me like that!
Stay seated in your chair	Calm down

#### Limited Choice

Where shall we talk – here or in the library?

Put the pen on the table or in your tray.

I am making a drink – orange or blackcurrant?

Are you going to sit on your own or with the group?

Are you starting your work with words or with a picture?

**APPENDIX B**

	<p>Growing and Learning Together</p>	<p style="text-align: center;"><b>OAKDENE BEHAVIOUR BLUEPRINT</b> <b>‘The Oakdene Way’</b></p>																					
<p style="text-align: center;"><u>Our Rules – the 3 Rs</u></p> <p style="text-align: center;">Be Ready</p> <p style="text-align: center;">Be Respectful</p> <p style="text-align: center;">Be Resilient</p> <p style="text-align: center;">Be Safe</p>		<p style="text-align: center;"><u>Relentless Routines</u></p> <p style="text-align: center;">Wear correct school uniform</p> <p style="text-align: center;">Using manners consistently</p> <p style="text-align: center;">In lines when moving in classes</p> <p style="text-align: center;">Walking when moving around school</p>	<p style="text-align: center;"><u>Visible Consistencies</u></p> <p style="text-align: center;">Calm and consistent approach</p> <p style="text-align: center;">Meet and greet</p> <p style="text-align: center;">Praise in public; reprimand in private</p> <p style="text-align: center;">Follow up and support</p>																				
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<p style="text-align: center;"><u>Praise and Reward</u></p> <p style="text-align: center;">Celebration Assembly – 3 values certificates, 2 dojo winners, 1 reading award</p> <p style="text-align: center;">Half-termly values certificates chosen by staff and class</p> <p style="text-align: center;">Class dojos and messages home</p>		<p style="text-align: center;"><u>Stepped Sanctions</u></p> <p style="text-align: center;">1) Reminder of rule</p> <p style="text-align: center;">2) Warning</p> <p style="text-align: center;">3) Last chance</p> <p style="text-align: center;">4) 3 Minutes off break/lunch</p> <p style="text-align: center;">5) Reflection</p>		<p style="text-align: center;"><u>Reflection Questions</u></p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>How did this make people feel?</p> <p>What can you do to put things right?</p> <p>What would you do differently in future?</p> <p>Which of our rules or values did you choose not to follow?</p>																			
<p><u>30-second Script</u></p> <p>I’ve noticed that...</p> <p>It was the rule about being ready / respectful / resilient that you’ve broken.</p> <p>You have chosen to ignore our value of ...</p> <p>Remember last week / yesterday / last lesson when you... (discuss and frame positive behaviour)</p> <p>That’s the {child’s name} I need to see now. Thank you for listening.</p>			<p style="text-align: center;"><u>Positive Phrasing</u></p> <p>Stand by me</p> <p>Put the pen on the table</p> <p>Walk in the corridor</p> <p>Switch the computer screen off</p> <p>Walk with me to the library</p> <p>Stay seated in your chair</p>																				
<p style="text-align: center;">At Oakdene, we believe everyone has the right to feel safe. Feelings are feelings but behaviour is chosen.</p>																							

BEHAVIOUR REFLECTION SHEET

Name:

Date:

1) What happened?	
2) What were you thinking at the time?	
3) How did this make people feel?	
4) What can you do to put things right?	
5) What would you do differently in future?	
6) Which of our rules or values did you choose not to follow?	

THE BEHAVIOUR PATH		
	Class-based Behaviour Management Strategies	
	Informal Advice from key stage leader, pastoral lead or SENCO	
	Senior Leadership team involvement and meeting with parents	
	Individual Risk Management Plan (IRMP) in liaison with the senior leadership team and/or pastoral lead and SENCO	
	Formal pastoral support programme – including referral to external agencies	
	Suspension and exclusion – breaktime, lunchtime, internal, fixed-term, permanent	

**STEP 1 - CLASS-BASED BEHAVIOUR MANAGEMENT STRATEGIES**

*See encouraging pro-social behaviours outlined above in the 30 second script*

**STEP 2 - INFORMAL ADVICE FROM SENCO/PASTORAL LAD/KEY STAGE LEAD** The class teacher will approach the inclusion team for more individualised advice relating to behaviour displayed from a child/group of children. At this point, the child’s parents will be informed of the discussion. The outcome of the discussion will be recorded on CPOMS.

**STEP 3 - SENIOR LEADERSHIP TEAM INVOLVEMENT & MEETING WITH PARENTS**

Behaviour is becoming more serious or happening on a more frequent basis. Advice will be sought from more senior members of staff. If this level of intervention is required, a formal meeting with parents will be arranged to discuss how to move forward. Meeting minutes to be recorded and added to the child's CPOMS record.

**STEP 4 - INDIVIDUAL RISK MANAGEMENT PLAN (IRMP) IN LIAISON WITH SENIOR LEADERS/PASTORAL/SENCO**

Children who are displaying behaviours that require over and above the normal class-based behaviour management systems will require an individual risk management plan. This plan will be written by the appropriate school leader, alongside the class teacher and parents, to plan the best way in which to manage an individual child’s behaviours and the risks these may present when they are at school. Pastoral support will be given first to create a profile of the pupils needs and to identify possible triggers.

**STEP 5 - FORMAL PASTORAL SUPPORT PROGRAMME – INCLUDING REFERRAL TO EXTERNAL AGENCIES**

When a child at Oakdene displays behaviours that place them at risk of exclusion, either internally or externally, a pastoral support plan will be put into place. This is a formal, 16-week programme supported by the senior leadership team and pastoral lead, written alongside parents, that provides targeted support for children at risk of exclusion. This will be regularly reviewed and will include more regular meetings between senior staff and parents. This will also usually involve referral to agencies from outside the school.

**STEP 6 – SUSPENSION or EXCLUSION – BREAK TIME, LUNCHTIME, INTERNAL, FIXED-TERM, PERMANENT**

Suspension or Exclusion is a rarely used sanction within the school behaviour policy. The decision to exclude, whether permanent, fixed period or lunchtime, is taken very carefully and will be based upon strict adherence to local authority procedures.

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APPENDIX E – HIERARCHY OF BEHAVIOURS AND SANCTIONS

SANCTIONS	LEVEL 1	LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
	Non-verbal or verbal rule reminders 3 minutes off break or lunch (class-based sanctions)	Reflection Record on CPOMS Inform parents	Inform: Phase leader Inclusion lead as needed	Reflection Record on CPOMS Meeting with parents	Inform: Phase leader Inclusion lead or senior lead as needed	SLT involved with provision planning Meeting with parents IRMP or Support Plan	Inform: Phase Leader Inclusion lead Deputy Head Headteacher	Pastoral Support Plan Head involved Possible Suspension or exclusion	Inform: Phase Leader Inclusion lead Deputy Head Headteacher
		Persistent Level 1 Behaviours		Persistent Level 2 Behaviours		Persistent Level 3 Behaviours		Persistent Level 3 Behaviours	
Refusal	<ul style="list-style-type: none"> <li>Not sitting on chair properly</li> <li>Not listening</li> <li>Making a poor effort</li> <li>Not following uniform / jewellery policy</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to follow basic classroom instruction</li> <li>Wandering around classroom</li> <li>Telling lies to an adult to exonerate yourself</li> </ul>		<ul style="list-style-type: none"> <li>Leaving the classroom without permission within supervised area</li> <li>Refusing to do work / avoiding work</li> <li>Refusing to come out of toilets / hiding place</li> <li>Telling lies to an adult to get another in trouble</li> </ul>		<ul style="list-style-type: none"> <li>Leaving the classroom without permission away from adult supervision</li> <li>Refusing to follow any instructions from any members of staff</li> </ul>		<ul style="list-style-type: none"> <li>Leaving the school site without permission</li> </ul>	
Verbal	<ul style="list-style-type: none"> <li>Calling out</li> <li>Interrupting</li> <li>Inappropriate chattering</li> </ul>	<ul style="list-style-type: none"> <li>Answering back or interrupting rudely</li> <li>Swearing to make others laugh</li> <li>Name calling or unkind remarks</li> <li>Insulting family or loved ones</li> </ul>		<ul style="list-style-type: none"> <li>Using language which offends others</li> <li>Swearing to release frustration / swearing under breath</li> <li>Child on child name calling on a persistent basis</li> </ul>		<ul style="list-style-type: none"> <li>Swearing directly to intentionally hurt or abuse someone</li> <li>Racist, sexist or homophobic abuse as a singular incident</li> </ul>		<ul style="list-style-type: none"> <li>Serious verbal abuse</li> <li>Racist, sexist or homophobic abuse, taunting or harassment</li> </ul>	
Damage	<ul style="list-style-type: none"> <li>Interfering with the property of others</li> <li>Accidental damage to school or personal property</li> </ul>	<ul style="list-style-type: none"> <li>Defacing own work</li> <li>Minor deliberate damage to property</li> <li>Deliberately throwing or flicking small items</li> </ul>		<ul style="list-style-type: none"> <li>Defacing others' work</li> <li>Deliberately damaging school or personal property</li> </ul>		<ul style="list-style-type: none"> <li>Proven stealing of school or personal property</li> <li>Substantial damage to school property</li> </ul>		<ul style="list-style-type: none"> <li>Arson</li> <li>Serious, deliberate damage to school or personal property</li> </ul>	
Disruption	<ul style="list-style-type: none"> <li>Distracting others</li> <li>Fiddling with things</li> <li>Not sitting on the carpet properly</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging others to misbehave by supporting their poor behaviour choice</li> </ul>		<ul style="list-style-type: none"> <li>Disrupting the class so that learning is affected</li> <li>Manipulating others to make a poor behaviour choice</li> </ul>		<ul style="list-style-type: none"> <li>Persistent, significant disruption to learning</li> <li>Using threats to force others to make poor behaviour choices</li> <li>Extortion</li> </ul>		<ul style="list-style-type: none"> <li>Persistent, significant disruption to learning despite numerous strategies engaged to de-escalate</li> </ul>	
Physical	<ul style="list-style-type: none"> <li>Unwanted physical contact – jostling, small pushes or shoves, poking, invading personal space</li> </ul>	<ul style="list-style-type: none"> <li>Play-fighting, leaving an injury</li> </ul>		<ul style="list-style-type: none"> <li>Threatened violence</li> <li>Deliberate minor physical assault: hitting, strangling, punching, kicking, pinching</li> <li>Spitting on things</li> </ul>		<ul style="list-style-type: none"> <li>Possession of object that could be used to harm someone</li> <li>Serious fighting</li> <li>Deliberate serious physical assault: hitting, strangling, punching, kicking, pinching</li> </ul>		<ul style="list-style-type: none"> <li>Deliberate serious wounding</li> <li>Causing injury by biting</li> <li>Sexual misconduct</li> </ul>	

Oakdene Primary School – Behaviour Policy

	LEVEL 1	LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
SANCTIONS	Non-verbal or verbal rule reminders 3 minutes off break or lunch (class-based sanctions)	Reflection  Record on CPOMS  Inform parents	Inform: Phase leader Inclusion lead as needed	Reflection  Record on CPOMS  Meeting with parents	Inform: Phase leader Inclusion lead or senior lead as needed	SLT involved with provision planning  Meeting with parents  IRMP or Support Plan	Inform: Phase Leader Inclusion lead Deputy Head Headteacher	Pastoral Support Plan  Head involved  Possible Suspension or exclusion	Inform: Phase Leader Inclusion lead Deputy Head Headteacher
		Persistent Level 1 Behaviours		Persistent Level 2 Behaviours		Persistent Level 3 Behaviours		Persistent Level 3 Behaviours	
Substance Abuse	•	•		•		•		• Smoking • Alcohol or substance abuse • Inappropriate use of prescribed drugs • Possession of illegal drugs • Drug dealing	
Bullying	•	•		•		• Monitor for bullying with regularly targeted behaviour incidents from one child to another		• Proven and persistent bullying	
Consequences	<ul style="list-style-type: none"> <li>• Non-verbal reminder</li> <li>• Verbal reminder</li> <li>• Final warnings</li> <li>• 3-minutes off break or lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection with class teacher at lunchtime (written at KS2 and verbal at KS1)</li> <li>• Completion of work at a different time</li> <li>• Re-do work</li> <li>• Change of position in class</li> <li>• Loss of privilege (different for different children)</li> </ul>		<ul style="list-style-type: none"> <li>• Formal meeting to be held with parents to discuss way forward</li> <li>• Reflection carried out with phase leader</li> <li>• May be longer reflection/loss of privilege time</li> <li>• Removal from classroom / individual space</li> <li>• Restorative work necessary, possibly with pastoral lead</li> </ul>		<ul style="list-style-type: none"> <li>• Formal meeting with parents with headteacher or deputy headteacher</li> <li>• Individual Risk Management plan (IRMP) in place</li> <li>• Structured lunch and playtime</li> <li>• Possible increased adult support</li> <li>• Referral to external agencies</li> <li>• Changes to curriculum/timetable</li> <li>• Possible part-timetable</li> <li>• No trips or parental supervision on trips</li> <li>• Internal exclusion</li> </ul>		<ul style="list-style-type: none"> <li>• Headteacher meeting with parents</li> <li>• Pastoral support plan completed</li> <li>• Suspension</li> <li>• External exclusions – fixed term or permanent</li> </ul>	

**Guidelines for physical contact with children**

**1. Guidelines for physical contact with children**

**Acceptable physical contact**

- Guiding a child using an open mitten hand position or bring a child close using a closed mitten hand position.
- A child sitting on an adult’s lap when offering comfort at a time of upset or distress. The child should sit across the adult’s lap with the adult’s legs fully closed.
- Offering a child, a supportive hug – one hand on each of the child’s shoulders and a side-by-side position between adult and child.
- Short physical contact offered as a reward or praise e.g., high five, handshake.
- Use of physical intervention for a named individual, e.g., a backpack with a rein harness, when out of school grounds. And with prior consultation with Headteacher and child’s parents.

**1.2 Unacceptable Physical contact**

- Lifting children in the air and/or physically restraining a child using hands or arms. Adults should not lift children for any purpose.
- Children sitting or standing in between adult’s open legs.
- Hugging or cuddling children in a face to face or front to face situation. Initiating a hug with open arms. When children initiate this kind of hug, adults will adopt a supportive hugging position in response.
- Lifting children in the air in celebration or during outdoor games.
- Physically restraining a child by grabbing children’s clothing or pulling their arms or legs.
- Play with children’s hair e.g., brushing or plaiting hair or initiating children to play with adult’s hair.

Open mitten - used to move a child away		
Closed mitten - used to draw a student close		
Supportive hug - to communicate and reward		