



Oakwood Primary School is a [Rights Respecting School](#).

Article 3

The best interests of the child must be a top priority in all actions concerning children.

We are committed to providing a caring, friendly and safe environment for **all** of our pupils so they can learn in a relaxed and secure atmosphere and be treated with respect and courtesy.

Everyone has the right to be safe in school. Pupils have a right to learn without disruption. Teachers have the right to teach without disruption from unsatisfactory behaviour.

We promote excellent behaviour and strive to create a community in which excellent learning and progress take place.

We work together to '**Respect, Believe, Achieve**'.

Respect sits at the heart of our school values:



We believe excellent behaviour encompasses the following areas:

- Being respectful of others. This includes speaking to each other kindly and respectfully, showing **empathy**, listening to others without interruption, holding doors open, walking inside school, saying 'good morning', 'please', 'thank you', 'excuse me', 'pardon'.
- Being respectful of our learning. This includes paying attention in lessons, being **curious**, asking appropriate questions, completing tasks to the best of our ability, trying our best in all areas of learning, listening to and following instructions, taking **pride** in our work.
- Being respectful of our surroundings. This includes keeping the school tidy, taking care of our equipment, and caring for our environment.
- Being respectful of our relationships. This includes treating others as you wish to be treated, helping others, showing **teamwork**, celebrating the success of others.
- Being respectful of ourselves. This includes looking after our physical and mental health and safety, developing our **strengths** and talents, showing **resilience** when faced with a challenge and trying to develop a growth mindset.
- Being respectful of being part of Oakwood. This includes the ability to strive for **excellence** in everything we do.

Behavioural consequences

Children will learn that all behaviour has consequences. Positive behaviour leads to recognition and reward. Negative behaviour leads to sanctions. We avoid using the term 'punishment' - the aim is to promote positive behavioural choices.

Positive consequences - recognising and rewarding expected behaviour

Our first priority is to maintain a positive approach to encouraging the behaviour we expect. We do this in a variety of ways, including:

- Verbal and non-verbal praise – we aim for 'process praise' rather than 'person praise'.
- House Point scheme.
- Writing in Gold Book.
- Golden Tickets.
- Recognition in Celebration Assembly.
- Positive notes, phone calls or text messages home.
- Star of the Day.
- Star of the Week.

House Points

Children are awarded a House Point by any member of staff when they display a positive behaviour choice linked to the school values. House Points contribute to both individual and House rewards. In Year R, we call them Dinosaur Dots!

Children who obtain a total of 100, 250, 500 or 1000 house points are awarded badges and certificate respectively. These are presented in front of the whole school in a celebration assembly.

- Children in Year R, work towards their coloured "Splat" badges
- Years 1 and 2, children work towards their coloured Smiley House Point badges
- In Years 3 and 4, children work towards a bronze, silver, gold and platinum Smiley House Point badges
- Children in Years 5 and 6 work towards a bronze, silver, gold and platinum Merit House Point badges

The House at the end of each half term which has the most House points will have an 'own clothes' day as a reward.

House points will be awarded through the Trackit Lights programme. The 'Green' behaviours are linked to the school values, and so children can earn points for the following:

- o Respect
- o Resilience
- o Empathy
- o Strength
- o Pride
- o Excellence
- o Curiosity
- o Teamwork

Staff and children contribute their ideas of the types of behaviours that would be recognised as one of these values.

Star of the Week

Children are awarded by their class teacher for outstanding effort in learning **and** behaviour during a week. They are announced in whole school Celebration Assembly on Friday afternoon and presented with a special certificate. They also earn 10 House Points.

Gold Book

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Children's names can be written in Gold Book for excellent learning. They receive a special sticker and postcard to take home, as well as recognition in Celebration Assembly.

In addition, children will receive 3 House points.

Golden Tickets

Golden Tickets are given by all staff to any pupil that demonstrates good citizenship.

Golden Tickets are a prestigious reward within the school.

They are for acts of **good citizenship**, such as...

- excellent manners
- holding doors open
- carrying things
- thoughtfulness
- helping others

Each year group draws three Golden tickets at the end of Celebration Assembly and the winners receive a small prize.

The tickets are designed so that half of the ticket goes home for parents to see that their child has demonstrated good citizenship. All Golden Tickets earn 3 House points.

Contact home

This may be in the form of positive notes, text messages, emails or phone calls.

Negative consequences - sanctions and strategies to improve behavioural choices

Sanctions

These are also recorded as part of the Trackit Lights programme.

Children should always be given a quiet verbal warnings before logging the behaviour on Trackit.

'Amber' and 'Yellow' behaviours fall into one of the following categories:

- Not respecting your own learning
- Not respecting others' learning
- Not respecting our right to be safe
- Not respecting our school community
- Not respecting our environment

As with 'Green' behaviours, staff and children contribute their ideas of the types of behaviour which would fall into one of these categories.

The following sanctions occur in cases of negative behaviour:

- Quiet verbal warning.
- If the negative behaviour is repeated or there is a further issue, the pupil's name is highlighted 'Amber'.
- If there continues to be an issue, the pupils' name is highlighted 'Yellow' and the pupil spends a few minutes reflecting on their behaviour with the teacher. This discussion may take place during break or lunchtime.
- If the pupil continues to make inappropriate choices, their name will be highlighted 'Red' and they will miss part or all of their next break time and discuss their behaviour with a member of the Senior Leadership Team. Class teacher will make contact with parents.
- Children can return to earning house points for positive behavioural choices at any point.

- There are some more serious behaviours which will result in an immediate move to 'Red'. This includes but is not limited to:
 - Violence
 - Deliberately hurting others either physically or emotionally
 - Swearing
 - Repeated refusal to follow instructions
 - Spitting
 - Throwing things
 - Destruction of property
 - Inappropriate online behaviour
 - Offensive language related to the protected characteristics of the Equality Act

Actions:

- Details are recorded on Trackit Lights to give children a visual reminder of their choices. The system starts afresh each day so the child can be encouraged to make positive choices.
- Teachers should use their professional judgment, knowledge of the child and understanding of the context when deciding appropriate sanctions. These sanctions include, but are not limited to:
 - Restorative conversations
 - Loss of part or all of break or lunchtime
 - Reflection time with another adult
 - Communication with parent
 - 'Lost learning' to be sent home for completion
 - Referral to senior staff
 - Teachers may set up an individual behaviour system in liaison with parents and senior staff as appropriate
- All behaviours are recorded on Trackit Lights. Red behaviours will also be recorded as more detailed incidents on CPOMS and referred to senior staff.

More serious or repeated behaviour will be referred to the Headteacher, Deputy or Assistant Headteacher.

We may:

- Work with the Inclusion Manager and other agencies to establish the cause of the behaviour. This could include competing and ABCC form (Antecedent, Behaviour, Consequence, Communication).
- Set up an individual behaviour plan.
- Withdraw a child from extra-curricular activities.
- Draw up an individual risk assessment related to specific behaviour.
- Exclude a child internally (isolation from their class)
- Exclude a child temporarily or permanently in line with DfE guidance.

For some children who have additional needs in respect of their behaviour, the systems outlined above are not always appropriate. We may need to design a system for a specific child which means they are treated differently to other children with the aim of changing established behaviours. This sometimes includes sanctions which are agreed with that child and their parents and sometimes includes "over reward". At all times, we follow the best behavioural and psychological research available via the Educational Psychology Service.

We will not enter into discussions with parents about sanctions or behaviour systems for other children.

In accordance with the Governors' Written Statement of Behaviour Principles, the school will:

- Follow the guidance on sanctions in the statement
- Involve other agencies as necessary to give behavioural support
- Use reasonable force in line with the school's Physical Intervention Policy
- Utilise search powers in line with Department for Education Guidance

The school may apply these powers to discipline beyond the school gate as the powers apply to pupils whilst on school premises, engaged in any extra-curricular curricular clubs or activities, sporting events or whilst on any educational trips or visit arranged by the school, including residential.

The governors intend that the school rules and sanctions in the behaviour policy can also apply in appropriate circumstances (where it is lawful to do so) to pupils when travelling to or from school and outside of the school day. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute. This may include incidents arising in respect of the use of social media and other technology i.e. cyberbullying.

Appendix A: Anti-Bullying

Bullying of any kind is unacceptable at Oakwood Primary School.

We recognise all the [protected characteristics](#) of the [Equality Act 2010](#) and commit to respect them. We aim to prevent all forms of [discrimination](#), [harassment](#) and [victimisation](#) related to the protected characteristics for all members of the school community.

We avoid using physical intervention or force whenever possible. We always follow the [DfE Guidelines: Use of Reasonable Force](#) (Advice for head teachers, staff and governing bodies).

(Parts of this policy are based on the recommendations of **Kidscape – the Anti-Bullying Charity** www.kidscape.org.uk)

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. It is **targeted and repeated over a period of time**. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic, biphobic or transphobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email & internet chat room misuse
mobile threats by text messaging & calls
misuse of technology, eg. camera and video facilities

We recognise that children sometimes fall out, disagree and argue. We deal with this following our normal sanctions as detailed above.

When this becomes **targeted and repeated**, it is bullying.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

If bullying does occur, all pupils should feel safe to tell and know that incidents will be dealt with promptly and effectively. **We are a telling school**.

This means that **anyone** who knows that bullying is happening is expected to tell a member of staff.

Children may be supported by our Emotional Literacy Support Assistant who follows up all reports if referred by the class teacher. Other members of staff including the class teacher and senior members of staff may be involved depending on the severity of the case.

Why is it important to respond to Bullying?

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- **We will respond promptly and effectively to bullying.**

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs. If a child:

- feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- is frightened of walking to or from school
- cries themselves to sleep at night or has nightmares
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- says they don't want to go to school and feigns illness
- starts stammering
- attempts or threatens self-harm or runs away
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when an online message is received

These are just **some of the signs** a child may exhibit when being bullied. They may also behave in ways not listed, or exhibit no signs at all. All adults must be vigilant.

These signs and behaviours could also indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff using the appropriate forms.
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying will be investigated and actions taken to stop the bullying quickly.
6. An attempt will be made to help the bully change their behaviour.

Outcomes

1. The bully will be asked to genuinely apologise. Other consequences in our Behaviour Policy may be considered appropriate.
2. If possible, the pupils will be reconciled.
3. In serious cases, exclusion will be considered.
4. After the incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. We will keep parents informed.

Prevention

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- referring to our Behaviour Policy, procedures and Rights and Responsibilities.
- signing a behaviour contract.
- attending Circle of Friends or Anger Management groups.
- writing stories or poems or drawing pictures about bullying.
- promoting positive images of difference and diversity.
- attendance at Rainbow Room for victims or bullies.
- using appropriate resources from organisations and the internet (eg. www.thinkuknow.co.uk).
- taking part in the annual **Anti-Bullying Week** activities as organised by the [Anti Bullying Alliance](http://www.anti-bullyingalliance.org.uk).
- reading stories about bullying or having them read to a class or assembly.
- making up role-plays (or using Kidscape role-plays).
- having discussions about bullying and why it matters.

Appendix B: Physical Intervention

At Oakwood Primary School, Physical Intervention is considered as **a last resort** to support young people in times of crisis:

- Physical Intervention should be avoided wherever possible.
- It is never a substitute for good behaviour management.
- Other methods of managing and de-escalating any situation which arises should be tried first, unless this is impractical.
- The main reason for intervening physically is to keep people safe.

This policy sets out the circumstances in which physical intervention might be appropriate and discusses the meaning of "reasonable force". It adheres to section 550A of the Education Act 1996, and complies with the LA guidelines, including the Health and Safety at Work Act.

Planning to avoid Physical Intervention

At Oakwood Primary School, we are proactive and **plan** to avoid Physical Intervention wherever possible.

This is achieved through:

- our Behaviour Policy, which promotes positive behaviour management strategies and outlines how a Positive Behaviour Management Plan might be used with specific children. A Positive Behaviour Management Plan details how we arrange support in the areas of:
 - o risk assessment
 - o early intervention
 - o preventative measures
 - o proactive measures
 - o planned support
- multi-agency support for children with challenging behaviour.

Authorised Staff

Only staff who have been trained to use specific physical intervention techniques (eg. Team Teach) should be authorised to use these on young people.

However, **everyone** has the right to use **reasonable force** to **prevent an attack against themselves or others**, whether they are formally authorised or not.

When to intervene with reasonable force

The following categories would be considered legitimate situations in which to consider physical intervention as a response:

1. committing a criminal offence.
2. when there is risk of injury to self and/or others.
3. when there is risk of significant damage to property.
4. when a young person is behaving in a way that is compromising good order and discipline*.

(*In Oakwood Primary School, we avoid using physical intervention in the latter circumstance. We recognise that intervention may exacerbate the problem, and good order may not be achieved.)

Physical intervention should only be chosen as an option when the following judgements have been made:

- Alternative calming and defusing strategies have failed to de-escalate the situation.
- This response is in the paramount interest of the young person.
- Not intervening is likely to result in more dangerous consequences than intervening.

Examples of situations in categories 1, 2 and 3:

- a pupil attacks a member of staff, or another pupil.
- pupils are fighting.
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- a pupil is running in a corridor in a way in which he or she might have or cause an accident likely to injure him or herself or others.

Examples of situations in category 4:

- a pupil persistently refuses to obey an instruction to leave a classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.

In these two situations, we would remove the class to a safe place rather than intervening physically.

- a pupil leaves the classroom or school grounds.

In this situation, we assign members of staff to watch out for the pupil's safety. If the child leaves the grounds, we will **not** give chase, as this is likely to put the child in more serious danger – running across roads etc. We will follow the child calmly, asking the child to make the safe decision to come back into school. We **always** contact parents if a child leaves the school grounds, even if the child comes straight back. In more serious situations, we will also contact the police.

What is Reasonable Force?

There is no **legal** definition of reasonable force, so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is **unlawful** if the particular circumstances do not warrant the use of physical force. **Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.**
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. **Any force used should always be the minimum needed to achieve the desired result.**

If Physical Intervention is necessary

Before intervening physically we, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. We continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical intervention will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and we should **never** give the impression that they have lost our temper, or are acting out of anger or frustration, or to punish the pupil.

Recording Incidents

We make a detailed, contemporaneous, written report of any where physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Immediately following any such incident the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards using the form in the **Physical Intervention Guidelines for Schools.**

We inform parents formally and seek their cooperation eg. by drawing up individual behaviour management programmes or by putting pupils on behaviour diaries.

For any child where Physical Intervention has been required at least once, we will have a Challenging Behaviour Consultation with the Educational Psychology Service and produce a Positive Behaviour Management Plan.

Appendix C – Remote Learning Behaviour Expectations

Staff to follow the safeguarding policy at all times and report to DSL if any concerns.

Staff must not set up or join social media groups for school use with pupils (such as WhatsApp etc.). Staff should continue to follow the Acceptable ICT use policy and Staff Code of Conduct at all times.

Oakwood behaviour expectations are still applicable during 'live' lessons as well as recorded lessons - teachers must follow the behaviour policy. Children are expected to be respectful of the other children in their group by logging on in time and following the rules set by the adult delivering the lesson.

It is possible to record meetings in Google Meet and this is required, both for possible future reuse and to demonstrate safe working practice if needed. Children can also be prevented from recording the sessions and this function must also be selected. When recording lessons, Teachers can mute the children in the group and control when they are able to speak to the group.

Children must take part in group sessions ideally in a central part of their home, with the consent of their parents with a plain background where possible. If this is not possible the children must keep their door open and a parent must be aware they are on a 'live' meet.

Only the children in the group must take part in the lesson and it can be recorded by the school to be able to share with other children within their own class or year group.

Parents and children should follow the guidelines set out below:

Parent and Child Online Guidelines:

- The parent must ensure that their child and other members of the household are aware the group lesson is happening
- Staff, children and other members of the household should be dressed appropriately in suitable clothing i.e. not pyjamas
- Devices used should be in appropriate areas ideally not in bedrooms; and where possible with a neutral background
- Language must be professional and appropriate, including any family members in the background; staff have the ability to control the mute button
- The same behaviour expectations apply for remote learning as they do at school
- Wherever possible 'live' lessons will be recorded and uploaded to Google classroom for review where necessary
- If children are allowed to comment in online learning platforms, they must remember their learning on online behaviour – all comments must be polite and positive and comments should be related to learning.