

# Behaviour Management Policy and Procedures including Anti-Bullying Policy and Procedures

## Oakley CE Junior School



Oakley Church of England Junior School aims for every member of our community to act with **courage, respect and grace** in everything they do. This includes their behaviour around school and towards each other.

**Courage:** to endure in our commitment to what is right and true and not give in to discouragement

**Respect:** to value each other and celebrate our differences

**Grace:** to display generosity and kindness and show care for others

### Aims

- to create an environment which encourages and reinforces good behaviour.
- to define acceptable standards of behaviour.
- to encourage consistency of response to both positive and negative behaviour.
- to promote self-esteem, self-discipline and positive relationships.
- to ensure that the school's expectations and strategies are widely known and understood.
- to encourage the involvement of both home and school in the implementation of this policy.

### Standards of Behaviour

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled, or not. Thus, the school has a

central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on their individual circumstances. At school, we must work towards standards of behaviour based on our core Christian values of courage, respect and grace. It follows that acceptable standards of behaviour are those that reflect these principles.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to demonstrate and develop the core Christian values of courage, respect and grace through:

- creating a positive climate with realistic expectations;
- emphasising the importance of being valued as an individual within the group;
- promoting, through example, honesty and courtesy (courage and grace);
- providing a caring and effective learning environment (grace);
- encouraging relationships based on kindness, respect and understanding of the needs of others (respect and grace);
- ensuring fair treatment for all regardless of age, gender, race, ability and disability (respect);
- showing appreciation of the efforts and contribution of all (respect);
- understanding that everyone makes mistakes and that our goal is to learn from them and do the right thing next time (courage).

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have effective pace and clear objectives which are understood by the children and scaffolded to meet the needs of all children. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour where all pupils have a view of the board and teacher. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should aid current learning in a clear and calm way with neutral coloured backing and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others.

Children should never leave the classroom or designated area of working without permission.

Children should never leave the school site during the school day.

### Rules and Procedures

Rules and procedures should be designed to make clear to the children how they could achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced; promote the idea that every member of the school has responsibilities towards the whole.

### Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

### Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, disapproval is a powerful consequence.

The use of consequences should be characterised by certain features:-

- It must be clear why the consequences are being applied.
- It must be made clear what changes in behaviour are required to avoid further consequences.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that prompts a consequence.

### Communication and parental partnership

Clear communication within the school and a positive partnership with parents are crucial in promoting and maintaining high standards of behaviour and fostering a climate of trust.

Records of certain aspects of behaviour will be recorded to identify patterns. Formal records will be kept for more serious incidents.

*See also:*

*Procedures for Behaviour Management*

*Appendix A*

*Anti-bullying Policy and Procedures*

*Appendix B*

**Oakley Church of England Junior School**  
**PROCEDURES FOR BEHAVIOUR MANAGEMENT**

Oakley Church of England Junior School encourages the development of high standards of behaviour by using rewards and consequences appropriately.

Class charters promote the engagement of all pupils into the expectations of behaviour in the school.

### Rewards

Positive reports

Certificates

Dojo points reward system

Table/group points

House points

Class rewards such as the golden broom award for the tidiest classroom

Praise and encouragement for all children who display good behaviour

Stickers for good behaviour as well as work, positive comments for good behaviour, recognition of success in collective worship and work shown to parents

Praise such as the 'Star of the Week' award for an individual from each class

Work displayed throughout the school

Sent to show work to a member of the SLT

### What do consequences look like in our school?



All of the children's names will start on the smile.



If a child makes the wrong choice of behaviour, they will be given a warning. If they were then to continue then their name will be moved to the exclamation mark.



If they then continue to make the wrong choice of behaviour, then their name will be moved to the sad face and a consequence will take place.

### Once a child's name is on the sad face, what will happen? What will the consequence be?

If a child is making a wrong choice of behaviour, then they will complete a reflection during their break or lunch time. This will be with the child's class teacher or another appropriate member of staff. If there is also work to be completed from a lesson, then this will be done during lunchtime for a maximum of 20 minutes.

All reflection sheets will be recorded in the class behaviour file. The senior leadership team and phase leaders will then monitor this.

If the child was to continue to misbehave and end up on the sad face again that day, they will then spend an hour completing their work with a member of the senior leadership team. A phone call home will be made by the class teacher to keep parents/carers informed.

Please note that some children will have a 'Positive Support Plan' to support their behaviour further and therefore their consequences might look slightly different. The school's SENDCo will share these with parents, staff and pupils.

If further support is needed for children's behaviour, then the school SENDCo will seek further support from PBS (Primary Behaviour Services).

### **Use of Reasonable Force**

'Reasonable force' means using no more force than is needed to control pupils or restrain them.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. All pupils, especially SEND pupils, must be given special consideration when any force might be used.

All staff at Oakley have the authority to use 'reasonable force' but are advised not to use it to move children who disobey instructions. Members of staff who have received 'Team Teach' training will be called if reasonable force is deemed necessary. Reasonable force will only be used after other strategies have been exhausted.

Reasonable force can be used to:

- a) remove disruptive pupils where they have refused to follow instructions
- b) prevent a pupil behaving in a way that disrupts a school event, trip or visit
- c) prevent a pupil behaving in a way that threatens the safety of themselves or others; this may include preventing them from leaving the class or building
- d) prevent an attack on others
- e) restrain a pupil at risk of harming themselves or others
- f) prevent damage to property

### **Support**

Pupils will be given support to discuss their problems with members of staff. The Emotional Literacy Support Assistants (ELSA) will work with pupils who have short term, specific issues. Social skills groups also assist with behaviour development.

Outside agencies can be used for particular pupils. These include behaviour support, paediatricians, educational psychologists, school nurse and parent support adviser.

### **Pastoral care for School Staff**

When dealing with allegations of abuse against teachers and other staff, contact must be made with the Local Authority.

*For further advice refer to DfE paper 'Dealing with Allegations of Abuse against Teachers or other Staff'.*

### **Outside environment**

The school aims to offer a welcoming and varied environment for play. Constant consideration will be given to ways of improving the school environment to make it more stimulating during the children's free time.

### **Playtimes**

- Organisation - teachers or dinner supervisors are on each playground and all follow the same behaviour policy and procedures
- Field - used in good weather
- Litter - all children are encouraged to place litter in the available bins
- Wet Playtimes - children only leave the classroom for the toilet
  - appropriate sensible behaviour is expected
  - class wet play rules are clearly displayed and known by children
- Playground - rules - general safety expectations apply
  - football for certain groups in designated areas during the winter months
- Lunchtimes - Nurture Lunch provided daily for 30 minutes to break up the hour of lunchtime and provide structure and organised games
  - Sports Leaders provide daily organised activities to structure lunchtime for 30 minutes daily

All children must be supervised by an adult during break and lunchtimes.

### **Personal belongings, screening searching and confiscation**

Staff can search pupils with their consent, for any item barred by the school.

The Headteacher, or staff authorised by the Headteacher, in the presence of another member of staff, can search pupils without their consent, for weapons, drugs, or stolen items. Appropriate action must be taken with any items found.

*For further advice, please refer to DfE paper 'Screening, Searching and Confiscation'.*

Children are responsible for all their belongings and should not bring valuable items into school.

### **Mobile Phones**

Children are expected to place their phones in the storage cabinet every morning when they enter school. The storage cabinet will be locked up by the class teacher for the duration of the school day.

**Oakley Church of England Junior School**  
**ANTI-BULLYING POLICY AND PROCEDURES**

We believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse in an environment which reinforces the Christian values of courage, respect and grace.

We believe that it is the responsibility of all adults to ensure that children's learning takes place in an atmosphere which is caring and protective.

This policy is part of the school's policy for good behaviour and sets out the following:

- our desire to ensure that this school remains a 'bully-free zone'
- to identify how we aim to prevent bullying
- to identify how we will respond to incidents

All partners in Hampshire agree with the government definition of bullying which is: Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The actions of the bully are usually (though not always) unprovoked and include threat and fear. The bully may acquire power as an individual or as a leader of a group – supported by onlookers who may by their silence allow the power to continue.

Bullying behaviour can be:

- physical assault in varying degrees
- verbal assault – name calling, teasing and taunting
- rude gestures
- cyber-bullying
- intimidation and extortion

Examples include taking another's belongings, forcing to commit unacceptable acts, deliberately spoiling another's work or equipment and diminishing self worth.

Not every act of aggression or unkindness may necessarily be bullying. Some children are boisterous and rough in play. Bullying emerges when rough play spoils other children's activities or when violence or hostility is shown when there is rough intimidatory behaviour.

We must be aware that some bullying may take place in secret places while other acts are in public. It can take place on the journey to and from school.

No act of bullying behaviour is acceptable.

All pupils should abide by our Christian values of courage, respect and grace.

#### **What should pupils do:**

- never allow bullying to take place to themselves or others without telling an adult (grace)
- never allow themselves to be drawn into a group which is bullying (courage)
- never allow bullying to be socially acceptable (courage)
- learn the differences between loyalty and letting unacceptable behaviour occur (courage).
- develop the skills of being a friend (courage, respect and grace).

#### **What should parents do:**

- be aware of signs of distress in your child
- listen to your children
- inform school of bullying immediately
- take an active interest in your child's social life at home and school
- check your children's phones/messages regularly
- advise your child not to give in to a bully's demands
- devise strategies that will help and support your children
- encourage your children to make friendships

#### **What should staff do:**

- be aware of signs of distress in pupils
- listen carefully to pupil's reports
- take all bullying incidents seriously
- make sure all children know that bullying behaviour is totally unacceptable
- provide opportunities for children to discuss bullying issues (role play etc)
- work with children to devise strategies to combat bullying
- discuss bullying behaviour with the children – effects on victim and bully
- provide activities which raise all pupils' self-esteem
- reward non-aggressive behaviour
- after an incident of bullying, make sure parents of victim and bully are informed
- make sure incidents are recorded so that further monitoring can be undertaken
- ask for support if necessary
- monitor the annual pupil questionnaire closely for perceived incidents of bullying and take appropriate action.

#### **What can governors do:**

- support the school's efforts to combat bullying
- ensure the school's policy for bullying is regularly reviewed
- listen to children and parents if appropriate and inform school

#### **Consequences for bullying**

Consequences for undesirable behaviour are outlined in the Behaviour Policy.