

## **Oakley Church of England Junior School**

### **BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES**

#### **INCLUDING ANTI-BULLYING POLICY AND PROCEDURES**

The aim of Oakley Church of England Junior School is to encourage children to develop considerate, responsible and appropriate attitudes towards themselves and others, both in school and in the community through our core Christian values of compassion, integrity and forgiveness.

#### **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 differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the core Christian values of compassion, integrity and forgiveness. It follows that acceptable standards of behaviour are those which 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 compassion, integrity and forgiveness 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 (integrity);
- providing a caring and effective learning environment;
- encouraging relationships based on kindness, respect and understanding of the needs of others (compassion);
- ensuring fair treatment for all regardless of age, gender, race, ability and disability;
- showing appreciation of the efforts and contribution of all;
- understanding that everyone makes mistakes and that our goal is to learn from them and do the right thing next time (forgiveness).

## **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, understood by the children, and differentiated to meet the needs of children of different abilities. 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. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, 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 which will enable the children to work and play in co-operation with others.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can 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, rather than on failures. 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.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions 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, loss of respect, or disapproval, is a powerful punishment.

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

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

## **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*

<p><b>Oakley Church of England Junior School</b></p> <p><b>PROCEDURES FOR BEHAVIOUR MANAGEMENT</b></p>
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Oakley Church of England Junior School encourages the development of high standards of behaviour by using rewards and sanctions appropriately.

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

The school has two simple rules which are “no running” and “no shouting” inside the school. All other aspects of good behaviour form part of normal expectations and require no set rules.

### **Rewards**

Positive reports

Postcards

Certificates

Caps

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 assembly and work shown to parents

Praise in assembly such as the ‘Star of the Week’ award for an individual from each class

Work displayed throughout the school

Sent to show work to Headteacher

### **Sanctions**

Eye contact

Verbal - one to one private reprimand

Punishment to fit the crime, i.e. picking up dropped litter

Missing breaktime - several breaktimes - two children involved, one out, one kept in, swap

Work sent home, meeting with parents to agree

Behaviour/work cards - used just with children/possible in conjunction with parents

Target/reward cards - used just with children/possible in conjunction with parents

Lower School – use “cloud” system, moving peg until break-time lost.

Year Five – card system, possible loss of break or reward

Headteacher - formal chat

Policy of positive classroom behaviour should help to minimise use of sanctions - agreement by class of class rules / classroom charter.

Headteacher	<ul style="list-style-type: none"> <li>- reprimands</li> <li>- staying in, recording problem</li> <li>- cause for concern sheet</li> <li>- informing parents, discussions</li> <li>- forming contracts</li> <li>- involving outside agencies including a multi-agency assessment that should be considered for pupils who display continuously disruptive behaviour</li> </ul>
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- exclusion – temporary or permanent

### **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 SEN 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. In these cases, the Headteacher would be used, if at all possible.

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

### **Support**

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

*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	<ul style="list-style-type: none"><li>- teachers or dinner supervisors are on each playground</li><li>- ensure they are outside as soon as possible</li><li>- children go out to play</li><li>- children who have to stay in work on tables in the classroom, monitored by staff or children monitors</li></ul>
Field	<ul style="list-style-type: none"><li>- used in good weather</li></ul>
Litter	<ul style="list-style-type: none"><li>- all children are encouraged to place litter in the available bins</li></ul>
Wet Playtimes	<ul style="list-style-type: none"><li>- children only leave the classroom for the toilet</li><li>- appropriate sensible behaviour is expected</li><li>- class wet play rules are clearly displayed and known by children</li></ul>
Playground - rules	<ul style="list-style-type: none"><li>- general safety expectations apply</li><li>- football for certain groups in designated area</li></ul>

## **Movement around school**

### Supervised

Children will be encouraged to move quietly around the school. (Take responsibility for messages, trips to library etc.) They will also wait quietly and will sit quietly in the hall during assembly.

### Movement in Community

Children will also be encouraged to walk quietly and sensibly taking due regard and consideration for other pedestrians and people's property.

### Unsupervised - expectations

Children will be expected to use the toilet facilities responsibly, demonstrating the practice of good hygiene habits. Children will be expected to be helpful and courteous to visitors to the school, whether adult or child.

Hampshire County Council guidelines on behaviour will be followed in all circumstances.

## **Behaviour - expectations**

Children must never leave the school grounds without permission.

There is **no running** inside the school building.

There is **no shouting** in the school building.

No child can stay in a classroom at break or lunchtime without the permission of a member of staff.

The library is a special workroom and can only be used with a member of staff's permission.

## **Break-times**

Children dismissed may go to the toilet, wash hands and then must go out onto the play areas where adults are available to supervise them.

Use of the field depends on the weather and a member of staff will decide on whether or not it is in use and inform the rest of the school.

During wet playtime, children will be based in their classrooms and take part in sensible activities.

### **Injuries**

Any pupil who is sick or injured should be sent to the office for attention. At lunchtimes, pupils will be sent to the IT suite.

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

Staff can require pupils to undergo screening without the consent of the pupil.

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. Each classroom has a particular place for the storage of lunch boxes.

### **Lunchtimes**

A senior meals supervisor is responsible for all pupils at lunchtimes.

Organisation of staff	Head/Deputy Headteacher or designated member of staff always available
Organisation of children	encouraged to eat in proper way, to move about quietly and gently, to clear away their own plates and cutlery leaving their table clean and tidy.
Movement of children	children are encouraged to walk quietly within school
Playground	limited football supervisors initiate games and play prominent role
Field	use dependent on weather conditions ball games permitted
Sanctions	<ul style="list-style-type: none"><li>- spoken to by lunchtime supervisors</li><li>- class teacher informed of incident</li><li>- recorded children are excluded from play for a short period of time</li><li>- children sent to the Headteacher</li><li>- records of serious incidents are kept by the Headteacher</li><li>- children can be excluded from lunchtime play</li></ul>

### **Out of School**

Sanctions stated in the procedures may be used for bad behaviour when a pupil is:

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

or any other misbehaviour that:

- could have repercussions for the orderly running of the school
- pose a threat to another pupil or any person
- could adversely affect the reputation of the school

*For further information, see DfE paper Behaviour and Discipline in Schools; Guidance for Governing Bodies.*

**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 compassion, integrity and forgiveness.

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.

Bullying behaviour usually focuses on younger, smaller or timid children.

Not every act of aggression or unkindness may necessarily be bullying. Some children are bossy – not a bully. They will boss anyone around. 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 be used as a positive resource to counter bullying.

**What should pupils do:**

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

**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.
- advise your child not to give in to 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 pupil's esteem
- reward non-aggressive behaviour
- after an incident of bullying make sure parents of victim and bully are informed
- make sure incidents are recorded if deemed necessary so 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

**Sanctions for bullying**

Sanctions for undesirable behaviour are outlined in the Behaviour Policy.