



Policy Name	Behaviour Policy, Anti-Bullying Policy, and Statement of Behaviour Principles
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1. Aims

Oakfield Junior School aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils and staff
- › Define and clearly state what is considered to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) which applies to both primary and secondary schools:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- › Breaches of the school rules (Oakfield Golden Rules)
- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules (Oakfield Golden Rules)
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. School Behaviour Curriculum

At Oakfield Junior School we encourage excellent behaviour and support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This policy extends to all members of the school community and will be reviewed in agreement with staff, pupils, governors, parents and carers.

This Behaviour Policy aims to

- ensure expected standards of behaviour are shared with the school community.
- ensure all adults and pupils understand, support and promote the principles underpinning the policy.
- ensure boundaries, sanctions and rewards are consistent and understood by all
- enable pupils to develop reasoned, self-disciplined and socially acceptable behaviour, demonstrating respect towards each other and adults.

- allow all to reach a high level of self-esteem where they are happy, feel good and enjoy each other's company.
- maintain high standards of appearance and orderliness around the school, encouraging pupils and adults to take pride in themselves, their school and the wider community.
- ensure effective learning opportunities for all
- ensure inclusive practice and equality of opportunity

Pupils are expected to:

- › Follow the Oakfield School Rules

Oakfield School Rules are:

- We listen to people, we don't interrupt.
- We are honest, we don't cover up the truth.
- We are kind and helpful, we don't hurt anyone's feelings.
- We are gentle, we don't hurt others.
- We work hard, we don't waste time.
- We look after property, we don't damage things.
- We walk around the school quietly and calmly, we don't run.

- › Carefully read and agree to follow the Home/School Agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour
- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Wear the correct uniform at all times
- › Take care of the environment; keep it tidy and place litter in the bin
- › Always be on time
- › Maintain good attendance
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

5. Bullying and our Anti Bullying Policy

At Oakfield we aim to provide a happy, supportive and safe environment for all children. Everyone has a right to feel safe at school. If the unhappiness is being caused by the unreasonable actions of another person or group of people, then bullying may be occurring. At Oakfield bullying is completely unacceptable and will not be tolerated. This policy sets out how we deal with bullying in its various forms.

Aims

- To define what we mean by 'bullying'
- To raise awareness of the issues in the school community.
- To set out clearly how incidents of bullying, whether suspected or confirmed, will be addressed.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Procedures to follow

We aim to prevent bullying through raising awareness and understanding. This is done in class and in assemblies. Children need to understand what bullying is and the impact it has. When bullying does occur intervention is essential. All cases of bullying should be reported to the Headteacher at the earliest opportunity and will be logged on CPOMs.

Appendix 5 contains details of strategies which have been used successfully elsewhere. It would be wrong to concentrate on just one strategy as 'one size fits all' approaches seldom work for any length of time. At Oakfield we will use the strategy which we feel is most likely to succeed. All incidents of bullying and the strategies employed will be recorded by the Headteacher and reported to parents/carers.

Intervention techniques

Five key points:

- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth.
- Adopt a problem-solving approach which moves pupils on from justifying themselves.
- Follow up repeatedly, checking that bullying has not resumed.

In cases of repeated bullying when the bully has been warned and prevention strategies employed without long term success or when violence has been used repeatedly against a victim or victims, fixed term exclusion, and if necessary permanent exclusion, will be used at the discretion of the Headteacher and in consultation with the Local Authority.

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the Headteacher
- › Reviewing incidents of bullying and the anti-bullying policy in conjunction with the Headteacher.
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

6.2 The Headteacher

The Headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Body.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural ethos to ensure they understand our rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and other staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour within the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules (Oakfield Golden Rules) and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

6.6 Mobile phones

See mobile phone policy

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management

- report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy which is available on our website for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- 5C sticker/badge, house points
- Communicating praise to parents via: marvellous me, a phone call or written correspondence
- Certificates, celebration assemblies such as Star of the Week, Jigsaw Star
- Positions of responsibility, such as monitor or being entrusted with leading in a particular area e.g sports
- Whole class or year group rewards such as the chance to take part in a popular activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour (reflection sheet)
- › Sending the pupil out of the class
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour contract
- › Putting a pupil 'on report'
- › Removal of the pupil from the classroom
- › A fixed term exclusion
- › A Permanent exclusion, only in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher / member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy. See school procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions/reflection sessions during break/lunchtime.

The school will decide whether it is necessary to inform the pupil's parents.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an SLT member or pastoral staff member and will be removed for a maximum of a learning session.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Meetings with STIPs team members
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMs.

8.3 Suspension and permanent exclusions

The school can use a fixed term exclusion and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- › Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Listed below are some of the approaches which may be taken to anticipate and remove triggers of misbehaviour.

- › Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- › Training for staff in understanding conditions such as autism or anxiety
- › Use of separation spaces (sensory zones of nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

One of the following strategies may be implemented when reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following a fixed term exclusion:

- Reintegration meetings
- Daily contact with a pastoral member of staff
- A report card with personalised behaviour goals.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (for appropriate staff members only)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by headteacher/DSL and safeguarding governor.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher and safeguarding governor.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › Mobile phone policy

Appendix 1: Governing Body written statement of behaviour principles



OAKFIELD JUNIOR SCHOOL

Governors' Statement of Behaviour Principles

Scope of this Statement

Under the Education and Inspections Act 2006, the Governing Body is charged with the duty to set the framework of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour and Anti-Bullying Policy by stating the principles which governors expect to be followed.

In line with Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils this statement aims to underpin the governors' duty of care to pupils and employees; promote teaching, learning and high standards of attainment and progress and preserve the reputation of the school. The statement is available on request from the school office and can be found on the school's website.

This Statement and the Behaviour and Anti-Bullying Policy will be reviewed on an annual basis, unless changes at national or local level necessitate an exceptional review.

Governors' Statement

This statement is informed by our school vision, aims, attitudes and values which are at the core of everything that we do.

We, the Governing Body of Oakfield Junior School,

- believe that all members of our school community should be able to work, learn and achieve their full potential in a safe, secure and orderly environment;
- value the strong relationships that exist throughout the school community which lead to the mutual respect that encourages good behaviour of all pupils, staff, volunteers and visitors;
- have high expectations of everyone, pupils, staff, volunteers and visitors, and we will actively promote equality regardless of race, gender, age, sexuality, religion or disability; we seek to eliminate all forms of discrimination, harassment and bullying.
- encourage families to be involved in behaviour incidents to foster good relationships between school and the pupils' home life;
- the Behaviour and Anti-Bullying Policy to be understood by all pupils and staff;
- are committed to safeguarding and promoting the welfare of children and expect all staff, governors and volunteers to share this commitment.
- expect all staff to use rewards, sanctions and reasonable force consistently, in line with the Behaviour and Anti-Bullying Policy;
- promote the Exclusions Policy that explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions;

The Governing Body also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

We recognise the need to support any pupils whose behaviour – whether it is disruptive, withdrawn, anxious, depressed or otherwise – may be related to an unmet mental health need. We seek to promote our pupils' mental health through our school culture and structure, through:

- a committed senior leadership team;
- an ethos of setting high expectations of attainment for all pupils with consistently applied support;
- an effective strategic role for a qualified teacher who acts as a special needs co-ordinator (SENCO);
- working with parents and carers, as well as with the pupils themselves;
- continuous professional development for staff;
- clear systems and processes to help staff identify pupils with possible mental health problems;
- Working with others to provide interventions for pupils with mental health problems;
- A healthy school approach to promoting the health and wellbeing of all pupils in our school.

Where some pupils, for a variety of reasons, experience particular challenges with managing their own behaviour, the school should seek to ensure such pupils receive behavioural support according to their needs. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the importance of the safety of the pupil body, the Governing Body support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search, confiscate and dispose of items and to use reasonable force in order to keep individuals from harming, or further harming, themselves and others. The Governing Body instructs the Head Teacher to draw on the advice in the 'Searching, screening and confiscation: Advice for Head teachers, school staff and governing bodies' (July 2022), 'Use of reasonable force in schools' (July 2013) and Behaviour in schools Advice for headteachers and school staff (September 2022)

This written statement and the policies that stem from it and are influenced by it applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Oakfield Junior School. The Governing Body further supports the school in investigating incidents that have taken place out of school but adversely affect the orderly running of the school, threaten the safety of a pupil or member of staff or could adversely affect the reputation of the school.

The Governing Body instructs the Head Teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers in relation to behavioural management.

Mrs T Trewinnard. On behalf of Oakfield Junior School Governing Body. September 2023
Next Review and Approval: Autumn 2024

References

Education and Inspections Act 2006 sections 88-94

Education Act 2002 section 175

Behaviour and discipline in schools: a guide for governing bodies Sept 2015

Behaviour and discipline in schools: a guide for head teachers and school staff DfE Sept 2022

Dealing with allegations of abuse against teachers and other staff. DfE Mar 2012

Ensuring good behaviour in schools DfE Mar 2012

Exclusion from maintained schools, Academies and Pupil Referral units in England: A Guide for those with legal responsibilities in relation to exclusion DfE Sept 2017

Mental Health and behaviour in schools Nov 2018

Searching, screening and confiscation: Advice for Head teachers, school staff and governing bodies July 2022

Use of reasonable force in schools July 2013

This written statement of behaviour principles is reviewed and approved by the full governing Body annually.

Appendix 2: staff training log

All training is logged on the Oakfield CPD google form termly and is shared with governors in the termly headteachers report.

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

All negative behaviour incidents will be recorded on CPOMs and should include the information listed below

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 4: letters to parents about pupil behaviour – templates *for teachers*

For repeated incidents of poor behaviour and attitude (5 de-merits) or more serious incidents of poor behaviour and attitude pupils will be expected to attend a lunchtime reflection session (12:30-1:00) which will be supervised by a Headteacher/senior teacher. During the session pupils will be asked to complete a reflection sheet and will be reminded of our Oakfield Golden Rules. All serious incidents of behaviour and attitude will be recorded on CPOMS

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____ has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

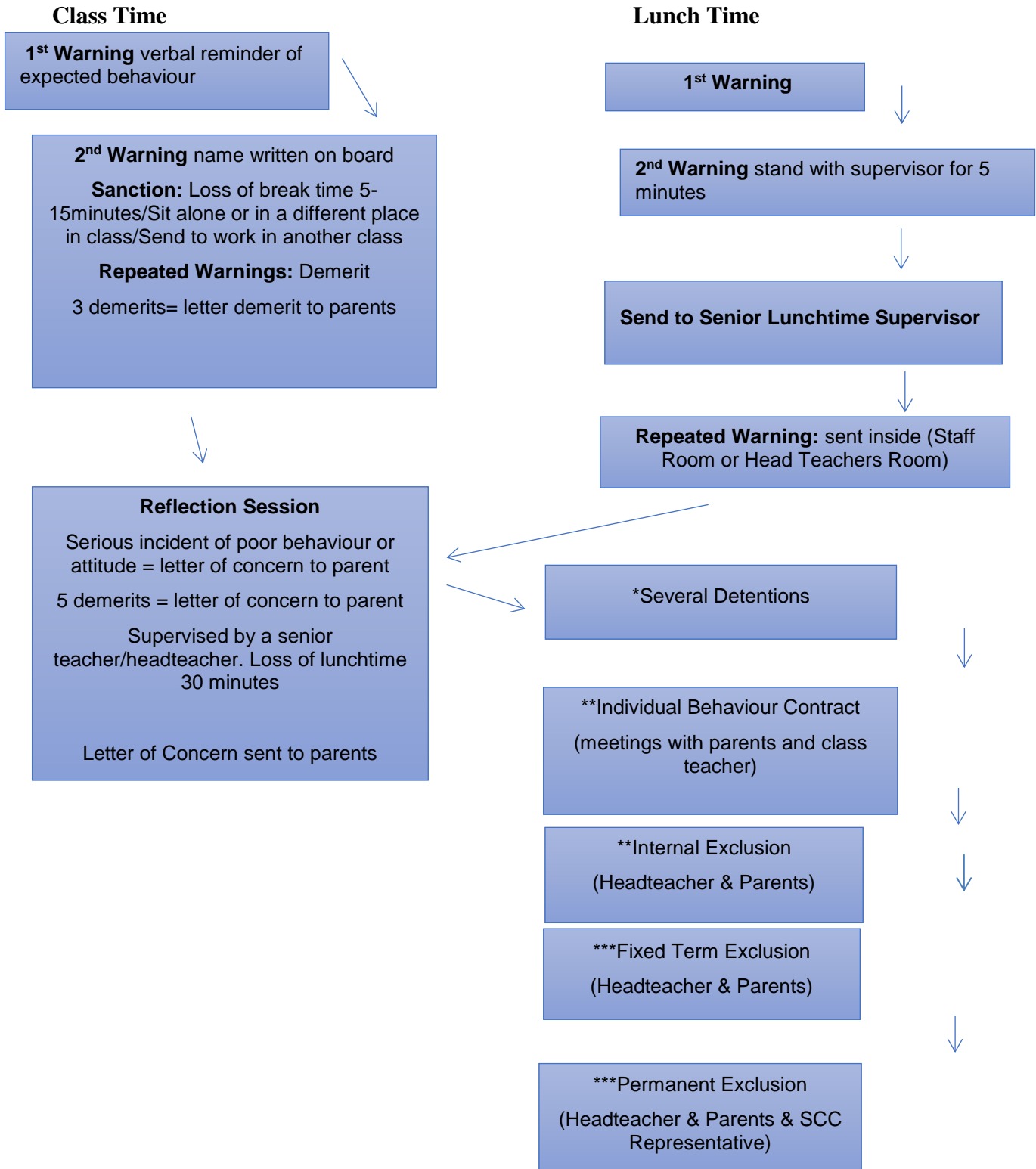
Parent name: _____

Parent signature: _____

Date: _____

Oakfield Golden Rules. All serious incidents of behaviour and attitude will be recorded on CPOMS

SANCTION FLOW CHART





Reflection Sheet

Name:

Date:

Class:

What happened?

Who was involved?

What is my side of the story?

What Oakfield Golden Rule was broken?

How can I make it better/fix things?

Investigated by:

Consequences:

Actions/Next Steps:

DE-MERIT CODES

3=De-merit Letter home

5=Reflection Session (Lunchtime 30minutes)

G: Oakfield's Golden School Rules

G1: Interrupting

G2: Dishonesty

G3: Hurting others feelings

G4: Hurting others physically

G5: Wasting time

G6: Damaging property

G7: Not walking calmly or quietly (transition)

R: Lack of respect

L: Poor language

U: Uniform

D: Disrupting learning

E: Equipment

P: PE kit

W: Wrong place

Oakfield De-merit 1st Letter

Dear Parent/Carer of-----

Class:-----

Date:-----

Working in Partnership with Parents - Behaviour & Attitude

We work hard to foster a caring, supportive community where children learn to take responsibility for their own behaviour and understand the impact of their actions on others.

I am writing to let you know that your child has received a **de-merit**. This has resulted in a fifteen-minute reflection session at lunch supervised by a Teacher. This session was used as an opportunity to complete a reflection exercise with your child to help them understand how they could have made different choices.

We have spoken to your child about this at school and they understand the reason for the de-merit. We would appreciate it if you could also discuss this at home so, together, we can help your child avoid further de-merits.

Your child has received a de-merit for the following reason:-----

As always, you are welcome to discuss this further with us at school.

Thank you for your support,

Class teacher: -----

Headteacher: -----

Please return the slip to the relevant Class teacher or Headteacher

✂.....

Working in Partnership with Parents - Behaviour & Attitude

Name of Child:.....Class:.....Date:.....

Parent Signature:.....

Comment:.....
.....
.....
.....

Oakfield De-merit 2nd Letter

Dear Parent/Carer of-----

Class:-----

Date:-----

Working in Partnership with Parents - Behaviour & Attitude

We work hard to foster a caring, supportive community where children learn to take responsibility for their own behaviour and understand the impact of their actions on others.

I am writing to let you know that your child has now received three **de-merits**. If they receive a further two de-merits (total five), it will result in thirty-minute reflection session at lunch supervised by the Head Teacher. During this session we will use the opportunity to undertake a reflection exercise with your child to help them understand how they could have made different choices.

We have spoken to your child about this at school and they understand the reasons for the de-merits. We would appreciate it if you could also discuss this at home so, together, we can help your child avoid further de-merits.

Your child has received de-merits for the following reasons:

- 1.-----
- 2.-----
- 3.-----

As always, you are welcome to discuss this further with us at school.

Thank you for your support,

Class teacher: -----

Headteacher: -----

Please return the slip to the relevant Class teacher or Headteacher

✂.....

Working in Partnership with Parents - Behaviour & Attitude

Name of Child:.....Class:.....Date:.....

Parent Signature:.....

Comment:.....
.....
.....

Oakfield General Letter of Concern linked to Pupils Negative Behaviour &/or Attitude

OAKFIELD JUNIOR SCHOOL
BELL LANE, FETCHAM
LEATHERHEAD, SURREY KT22 9ND
Telephone 01372 374781
Facsimile 01372 361049
e-mail info@oakfield.surrey.sch.uk
website www.oakfieldjunior.com



Parent/Carer of Class: Date:

Working in Partnership with Parents – Behaviour and Attitude

You will be aware that Oakfield Junior School has a behaviour policy for all pupils based on our shared values of Caring, Courage, Confidence, Co-operation and Curiosity – we call these our 5Cs. We also have a set of expectations which we call 'Oakfield's Golden School Rules'

The Oakfield School Rules are:

- We listen to people, we don't interrupt.
- We are honest, we don't cover up the truth.
- We are kind and helpful, we don't hurt anyone's feelings.
- We are gentle, we don't hurt others.
- We work hard, we don't waste time.
- We look after property, we don't damage things.
- We walk around the school quietly and calmly, we don't run

We work hard to foster a caring, supportive school community where children learn to take responsibility for their own actions and understand the impact of their actions on others. Unfortunately your child's behaviour choices recently have not been positive.

Negative Behaviour Incidents:

.....
.....
.....
.....

It is vital that your child understands that we will not tolerate poor behaviour choices at Oakfield and that self-discipline and respect for others and our school rules are essential for success in all aspects of school life.

I would be grateful if you could confirm receipt of this letter by signing the bottom of it. If you would like to discuss this further please contact the relevant teacher or myself to make an appointment.

Thank you for your support.
Mrs Willemse
Headteacher

Please return the slip to the office

✂.....
.....

Working in Partnership with Parents Letter of Concern -Behaviour and Attitude

Name of Child:.....Class:.....

Date:.....

Parent Signature:.....

Comment:.....
.....
.....

APPENDIX 5

ANTI-BULLYING STRATEGIES

Through assemblies and PSHE (personal, social, health and economic education) lessons and a child friendly anti-bullying policy we teach children that everyone is responsible for the well-being of others in the school community. Unkind and thoughtless behaviour is not acceptable. To develop our effectiveness as a caring school we teach children to:

- Develop positive relationships with other children.
- Understand their own and other's experiences or feelings.
- Learn to express their own feelings.
- Learn to respond to the feelings of others.
- Handle conflict.
- Avoid confrontational arguments.

Choosing strategies for reducing bullying

The following paragraphs list some of the **key strategies** schools have used to prevent or reduce bullying; they might not remain appropriate if there has been violence and **tougher measures** will then be needed.

Many schools have found that the best policies usually include a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

Co-operative Group Work

When this is integrated into normal classroom practice, pupils can:

- explore issues and controversies by considering different points of view ·
- be more tolerant of others and more willing to listen ·
- trust those of the opposite gender and those from other ethnic groups ·
- become better integrated into the peer group

Children work together on shared tasks, involving co-operation and individual accountability. For example, groups of pupils in '*expert*' groups research aspects of a topic. The '*experts*' then return to the '*home*' group to instruct one another and produce a joint piece of work. In a final plenary session, children are debriefed about the task that they have just done, or the way in which they have worked together, or both. Variants include trust-building exercises, co-operative games, problem-solving activities, discussion groups, role play and simulations. All share some essential aspects:

- pupils work together and help one another, managing conflicts within the group · there are tasks needing a group effort · children share information and divide work towards common goals · roles vary within groups: leading, minuting, problem-solving, tidying up
- working together as colleagues, relationships sometimes develop into real friendships.

Jigsaw Time

Time is set aside during Personal, Social, Health and Economic (PSHE) lessons for teachers and pupils to take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed session usually spreads into other areas of class activity. Jigsaw Time:

- creates a safe space to explore issues of concern · explores relationships with adults and peers · enhances effective communication · affirms the strengths and enhances the self-esteem of each member

Jigsaw Time occurs, at the beginning or end of a session. Participants listen carefully to each other and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules which encourage the group to:

- focus on their own feelings and those of others · listen to one another and tolerate others' views · learn to take turns · discuss difficult issues using a problem-solving approach

Putting this method into practice needs good organisation and links to other anti-bullying strategies.

Circles of Friends

Sometimes known as 'Circles of Support', they build relationships around a vulnerable pupil. The method must first be explained to that pupil and the parents, whose agreement and support are essential. Circles aim to:

- improve the level of acceptance and inclusion of the pupil · help the pupil make friends inside or outside the Circle · increase insight into the pupil's feelings and behaviour

The class meets with an experienced staff member e.g. SENDco who explains it

is unusual to talk in this way about a pupil who is not present, but making clear that the pupil has agreed to the discussion. The class then:

- describe the pupil - only *positive* things may be said · list things about the pupil that they find difficult · discuss how *they* would feel and behave if they were isolated or socially excluded · consider how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track · identify what might stop the pupil changing · volunteer to form the pupil's Circle of Friends (between six and eight pupils)

Soon afterwards, the initial Circle of Friends meeting takes place including the focus pupil. Ground rules are negotiated and aims clarified about helping them to make friends and change any negative behaviour. In turn, circle members explain why they volunteered. The leader asks '*What do we like and value about this person?*' and responses are written down. Next, the leader carefully asks about the pupil's negative behaviour. The group brainstorms strategies for helping the pupil which are recorded and then prioritised. Finally, circle members come up with a name for their group, and subsequent weekly meetings of 30 to 40 minutes are set up. Training is essential.

Buddy System

The Buddy System involves assigning selected pupil volunteers to 'be with' or 'buddy' peers whom teachers have referred. Buddies:

- need friendly personal qualities · give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded · run school clubs offering companionship and activities to peers who would otherwise be miserable and alone · may share a common difficulty - for example bereavement - perhaps setting up a support group

The buddied pupil feel more positive about themselves having had someone to talk to about their problems. Buddies feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally. Buddies need training in active listening, assertiveness and leadership. Experienced staff support this process.

The Support Group Approach

A support group is formed for the bullied pupil made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:

- the group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part;
- with the victim's agreement, their own feelings are communicated to the group.

The facilitator makes clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought, but the key aim is a joint commitment to take action;

· each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members might not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

Mediation by Adults

Class teachers or Headteacher

Methods focus on pupils who have been bullying others regularly for some time, *as well* as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school. There is a simple script available:

· hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first · get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive · chat supportively with the bullied pupil - helping them to understand how to change

if thought to have 'provoked' the bullying · check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying · check whether the bullying starts again or targets another pupil · if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or a change of class

The approach is successful, at least in the short term, provided the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, including firm disciplinary ones.

Additional Emotional & Social Support

Pupils who have been identified as needing support can access support during lunchtime in the calm club and/or from the school ELSAs (emotional literacy support assistants) & Thrive practitioners. The Thrive Approach draws on insights from neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development.