



# Oakhyrst Grange School

## Behaviour Policy

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. The security, safety and protection of our children in all online contexts is equally important.

### RATIONALE

- To develop self-discipline
- For children to feel happy, safe and secure within the classroom and school environment
- To recognise desirable behaviour
- To value school guidelines
- To encourage commitment to school activities

These aims develop our school aims that emphasise self-discipline, honesty, reliance, courtesy, consideration and a respect for one another as members of the school community.

The Praise, Rewards and Consequences Policy outlines, in more detail, a series of steps and possible sanctions that might be taken. An EYFS child might have their name being placed on the grey cloud. An older child might be kept in at break time, spoken to by the Deputy Head Teacher or the Head Teacher.

### Behaviour across the School including the EYFS

The following reflect our guidelines and expectations of behaviour:

- Children have the right to feel happy, safe and secure.
- Good manners are expected and encouraged.
- Children should not be in school unless they are supervised.
- Children should look after and respect their own and other people's property and keep it tidy.
- Children should be encouraged to develop positive social skills.
- Children should use non-offensive language in all situations.
- Fighting or upsetting other people is not permitted.
- Children are expected to walk sensibly around the buildings, keeping to the left in corridors.
- Children should wait patiently by the gate and stay with the adult collecting them at the end of the day.
- School uniform should be correctly worn to and from school and whilst in school or on school activities.
- Everyone should be allowed the right to be different and everyone should be treated with respect.

We expect children to behave sensibly in school. These high expectations of behaviour inside the school will be reflected outside the school in the community. These guidelines should be considered on all school trips and outings.

Wherever possible, discipline should take the form of *positive reinforcement*.

## **Reward System**

The reward system includes the use of the Achievement Board, Certificates of Merit, Sport's awards, stickers and House points. Teachers will award certificates of merit to pupils for examples of good work or behaviour. Wednesday morning assemblies provide an opportunity to publicly award these and any other Achievements. Certificates are given for achievement, quality of work, courtesy and helpfulness, and at the discretion of the teacher/member of staff. Children are placed in one of two houses in the school Hillside (red) and Stanstead (yellow). The houses compete in sporting and achievement competitions.

Children may be awarded House points that are recorded in the back of their homework diary. Similarly to Certificates of Merit, House points are awarded for a variety of reasons. All staff award House Points. Pupils that achieve 25, 50, 75, 100, 125 and 150 house points receive a signed certificate. A yellow or red house point star badge is awarded for achieving 100 house points and a gold star badge is presented for achieving 150 house points. All of these awards are presented in the Giving Out Assembly.

A house point can also be deducted consequently (see Praise, Rewards and Consequences Policy).

The results of the competitions are announced termly and at the annual Prize Giving.

All teachers discuss social and moral issues with their classes as part of their pastoral duties. These principles are also dealt with as a school during assemblies.

The whole school PSHE programme encompasses the promotion of self-esteem and social skills.

## **Bullying and persistent anti-social behaviour**

Bullying and persistent anti-social behaviour are unacceptable.

Children who use physical violence will be withdrawn from the playground and referred to a suitable member of staff. After investigation a note of the incident will be made and suitable action taken. This might take the form of the parents being telephoned immediately and invited into the school to discuss the situation.

It is important to implement the school's Online Safety Policy in respect of certain aspects of bullying or anti-social behaviour.

Child on Child abuse.

All staff should be aware that children can abuse each other (often referred to as child on child or child abuse. This can happen both inside and outside of school. This form of abuse should be taken very seriously and not as just be seen as a part of growing up. It may include bullying (including cyber bullying). Physical abuse includes anything that causes physical harm such as hitting, kicking shaking biting hair pulling. There are many other forms of child on child abuse and all staff should be aware of the possible variety and consequences of this abuse.

In a case of persistent anti-social behaviour all parties are brought in to discuss the issue, notes are made and any decisions will be recorded. Parents of both parties will be contacted and informed of any action taken. Members of staff will be notified. Sanctions that the School may employ include: the loss of house points or the loss of play time for misdemeanours. For more serious offences, sanctions might include internal isolation for part of a day or for a whole day. The next level of sanction would be temporary exclusion for one day rising to a two or three day temporary exclusion. The final sanction would result in permanent exclusion.

The Head Teacher will keep a log of significant behavioural issues after consultation with staff.

The Praise, Rewards and Consequences Policy outlines, in more detail, a series of steps and possible sanctions that might be taken. An EYFS child might have their name being placed on the grey cloud. An older child might be kept in at break time, spoken to by the Deputy Head or the Head Teacher.

The issues relating to Bullying and Anti-Social behaviour will be covered by the PSHE programme.

The EYFS setting will allow for a daily and constant free flow of dialogue between staff and parents in order to keep an open communication about behaviour. Most incidents of a routine nature will be dealt with internally, although staff are encouraged to keep parents informed as fully as possible. Parents will be informed about any incident wherein inappropriate behaviour has resulted in the need for intervention by a senior member of staff. Where physical restraint has been necessary parents will be notified the same day or as soon as is reasonably practical.

The School does not threaten or use corporal punishment.

The ultimate aim in dealing with all negative behavioural matters is to find reconciliation and a positive way forward.

## **Dealing with Major Misdemeanours**

Please refer closely to the School's Anti-Bullying Policy as it applies to this section of the Behavioural Policy.

Minor misdemeanours may result in loss of free time, or detention. Repetition of poor behaviour may result in a pupil's or pupils' withdrawal from class to work in supervised isolation and parents will be informed. A planned way forward will be agreed upon as a result of this meeting. Subsequent poor behaviour might lead to the removal of the child from the school for a fixed period and Governors will be informed. The consequence of future misconduct could be permanent exclusion, although the option of a fixed term exclusion will be used at the discretion of the Head Teacher.

Examples of major misdemeanours include:

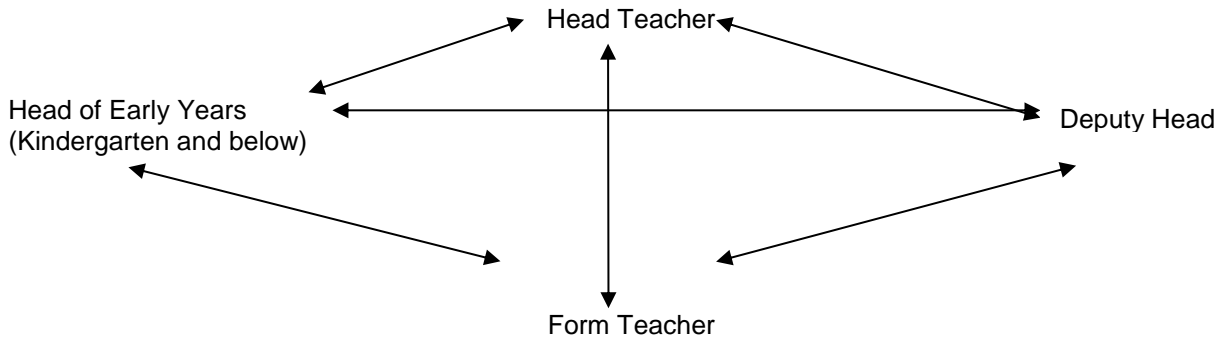
- A serious incident, such as a violent, physical attack or victimisation.
- Bullying.
- Seriously and continually disrupting other pupils' ability to work.
- Persistent anti-social behaviour.
- Endangering the safety of others.
- Seriously and continually disobeying school guidelines.

## **Communication**

It is of paramount importance that school and parents work closely to clarify areas of discipline, rules and general awareness of what is acceptable and unacceptable behaviour.

Methods of communication include Reading and Homework Diaries, appointments and parents' evenings.

The structure of communication within the school is as follows:



### **Board of Governor Involvement**

The Board will be made aware of concerns relating to disciplinary matters at the regular half termly Board meetings. In matters concerning serious misdemeanours, the Board will be alerted at the earliest opportunity. The Head Teacher will inform the Board of Management of all intended temporary and permanent exclusions.

Reviewed and Updated AG 16.10.23

Board Approval awaited January 2024