



Behaviour Policy (Policy for Positive Behaviour and Exclusions)

Policy reviewed by: Amanda Gibbard

Review date: September 2019

Next review date: September 2020

'School' refers to Oaks International School; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

Policy for Positive Behaviour and Exclusions

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, AntiBullying Policy, Cyber Bullying Policy, Physical Restraint and Use of Reasonable Force Policy, and Disability Policy.

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities.

This policy has been drawn up using advice from Behaviour and Discipline in Schools: Advice for Principal Teachers and School Staff DfE 2014. This is a whole-school policy and includes EYFS.

The aims throughout the whole school are:

- To promote good behaviour, self-discipline and respect;
- To promote an environment where everyone feels safe, valued and secure;
- To prevent bullying

Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

EYFS / YEARS 1 & 2

Our discipline is positive, encouraging and caring and to set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- Verbal praise to the individual
- Drawing attention among the group or class to the work or behaviour
- Positive comments written on child's work and/or in Home/School contact book
- Award of a star or sticker for work or behaviour
- Award of a certificate in a weekly celebration assembly
- Nomination for Rights Respecting Schools Award golden ticket
- Golden time (Years 1 & 2)

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- Re-directing children
- Early intervention
- Anticipation and elimination of potential problems

A collective staff vision is important in achieving these goals.

In the event that negative behaviour occurs, one of the following actions would be taken:

- A reprimand
- A warning of the consequences if the behaviour is repeated
- Temporary separation of a child from main group
- Missing part of playtime
- The loss of a privilege, e.g. doing a free-choice activity
- Persistent negative behaviour would require liaison with the child's parent or guardian
- In extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Headteacher may be sought.

YEARS 3-6

Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences. This will be done primarily through PSHEE but where appropriate will be incorporated into any lesson.
- To create a school where children are happy and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community. Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

Methods

Our policy at OIS is to use a positive attitude to behaviour. Praise and encouragement is seen as very important from an encouraging smile to a quiet word, a public word in assembly, written comments on work, or a visit to other staff, including the Headteacher, to show special achievements.

Incentives

We use a system of house points. These are awarded for good work and behaviour. They are totalled every week for each house team, with the weekly and running totals announced in the celebration assembly. The house team with the highest total at the end of the term has a special treat chosen by them in liaison with the Headteacher. The pupils are thus encouraged to work not only for themselves but for the 'good of the House'.

Certificates for good work and behaviour are awarded in the weekly celebration assembly and pupils can be nominated for a Rights Respecting Schools Award golden ticket. In class pupils can be recognised for good attitude and behaviour by having their name on 'the sun' of the class behaviour chart.

Our behaviour management at OIS aims to be firm and fair. While poor behaviour is checked immediately, the individual circumstances of each child are carefully monitored by teachers and pastoral staff so that staff are aware of any extenuating circumstances. The pastoral care system at OIS is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally led by the class teacher but all teachers have a responsibility through their lessons to encourage and support students to be better citizens. We believe that the better the rapport between pupil and staff, the more positive the child's behaviour is. An appropriate verbal rebuke or encouragement, together with an explanation the pupil clearly understands, is an important part of the behaviour management process.

However, there are occasions when it is necessary to correct bad behaviour or work. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.

Sanctions

A behaviour chart that is consistent in format in each class is used to recognise particularly good behaviour and poor behaviour.

Poor work may be re-written at break so long as a pupil does not miss both breaks in a day and that missed breaks do not become the norm. Communication between staff is an important part of this process.

If pupils are found to have made malicious accusations against staff, disciplinary action will be taken which may result in the pupil's exclusion.

Children who are causing concern academically, physically or socially are discussed with the relevant teacher along with the headteacher; actions could include:

1. Talking to the pupil to better understand the reasons behind the behaviour
2. A relevant task or written punishment
3. Monitoring behaviour
4. Inviting parents to discuss the concerns raised
5. Monitoring progress carefully by putting the student (or class) on report – comments written by staff after each lesson and checked by the teacher with the student at the end of each day.
6. A 'communication book' where staff record where a child has made a special effort to co-operate or to produce good work. This book can be taken home daily to share with parents.

Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Headteacher.

Pupils who are on the class's 'thundercloud' or have exhibited poor behaviour outside the class are referred to 'Reflection Time' on a Friday afternoon when the other pupils are partaking in Golden Time. Referred pupils complete a reflection sheet with the aim of identifying what occurred to cause the referral, why it took place and what more positive actions could and should be taken in future circumstances. The reflection sheet is photocopied and sent home with the pupil for their parents/carers to see. In the event of a pupil being referred to Reflection Time three times in a single half-term, = parents will be invited to meet with the Headteacher to decide on a behaviour plan to address the issues.

Parents will, of course, be advised and involved in any disciplinary matters at the appropriate stage in order to make them aware of their child's behaviour in school and to work together to resolve the problem before more serious measures become necessary.

Mobile devices

The school acknowledges that parents may wish to send their child to school with a mobile device, for before and after school usage on transport. The school does not accept any responsibility for these items and we ask that expensive items are included in families' own home insurance. Mobile devices should be handed into Reception on arrival at school and signed for. Pupils are responsible for collecting them from Reception at the end of the day. **Usage of mobile devices during the school day by pupils is not permitted under any circumstances.** Pupils may use their mobile devices on school transport but must take responsibility for them. Misuse of these devices, including cyberbullying, will result in the withdrawal of this privilege. Cyberbullying will be dealt with under our separate Cyberbullying Policy.

Serious Misconduct

Serious misconduct, e.g. physical violence, serious safety risk, total defiance will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract / report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

Criminal Activity

If a pupil is caught or suspected of being involved in any criminal activity, he/she will be sent home, with their parent(s) or Guardian(s) whilst the case is investigated. Where the situation would require the intervention of the police the school will not conduct any interviews or investigation without the prior consent of the police. Activities of a criminal nature may result in the pupil being asked to leave the school.

EXCLUSIONS POLICY

Pupils guilty of serious misconduct may be liable to either fixed-term or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at School (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the School community or the reputation of the School, the School may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the School's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or for a fixed-term, the School will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the School and any member of the OIS community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

For the purposes of this policy:

"at the School" means each of the following:

- on School premises;
- anywhere where a pupil is engaged in an activity organised by School staff or anyone acting on behalf of the School; and
- whenever and wherever the pupil is wearing school uniform or other clothing which identifies him / her as a OIS pupil, including when travelling to and from the school.
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"serious misconduct" means

- violent or threatening behaviour
- indecent, offensive, abusive, bullying or harassing behaviour
- theft
- possession or consumption of illegal drugs at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the School, or acting on behalf of the School
- serious misuse of School ICT facilities (see the ICT Acceptable Use Policy)
- repeated breaches of the School Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the School; (ii) any aspect of the wellbeing of any member of the School community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the School.

To support a pupil receiving a fixed-term exclusion and who would thereby be at risk of permanent exclusion (in the event that he / she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he / she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SLT. Failure to comply could result in permanent exclusion.

Parents may appeal against the exclusion of their child through the school's Complaints Policy.

Liaison with Parents and other Agencies

- The school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil.
- The policy is available at all times on the school website.
- The policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

Staff Training

- Staff will receive annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities.

The Designated Safeguarding Leads are Mrs Amanda Gibbard and Mrs Angela Spaxman

Malicious Accusations against Staff

Sanctions may be imposed on any pupils who are proven to have made malicious allegations against a member of staff, but that the decision on how to proceed should be dealt with sensitively.

In order not to deter pupils from making genuine allegations, the pupil found to have made a malicious accusation should be offered confidentiality. According to the circumstances, he/she may:

- Receive counselling to help identify why he/she made the allegation
- Be excluded
- Possibly face criminal proceedings

Register of Sanctions

The school uses the MIS system, Engage, to keep a central register of sanctions imposed for serious misbehaviour.

This is a whole-school policy and relates to EYFS through to Year 6

Reporting of Concerns/Behaviour Log

Concerns (low level complaints) are in the first instance handled by the Headteacher. These are brought to weekly staff meetings for discussion and review in order to ensure a joined-up approach (this may pick up SEN requirements or Child Protection issues).