



Behaviour Management Policy

This policy applies to the whole school including the EYFS.

1. INTRODUCTION

- 1.1 Oakwood School promotes good behaviour amongst pupils encouraging pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. The school aims to teach trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. The school develops qualities of teamwork and leadership through its extensive programme of extra-curricular activities.
- 1.2 Oakwood School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world. This policy applies to all pupils in the school, including EYFS.

2. CODE OF CONDUCT

- 2.1 Oakwood's community of governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. Oakwood sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
- 2.2 We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's rules and regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
- 2.3 Everyone has a right to feel secure and to be treated with respect at Oakwood School, particularly the vulnerable. Harassment and bullying will not be tolerated. Our anti-bullying policy is on our website and in the school handbook. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender or sexual orientation or physical disability or learning difficulty.

- 2.4 We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. The school expects pupils to behave at all times in a manner that reflects the best interests of the whole community.

3. INVOLVEMENT OF PARENTS AND GUARDIANS

- 3.1 Parents and guardians who accept a place for their pupil at Oakwood School undertake to uphold the school's policies and regulations, including this policy when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.
- 3.2 The school is always happy to consider suggestions from parents and hope that parents find the school responsive and open-minded.

4. UNEXPLAINED ABSENCES

- 4.1 The school will always telephone the pupil's home on the first day of an unexplained absence in order to make sure that your pupil has not suffered an accident. Please note that it is the governors' policy usually not to allow holiday to be taken during term.

5. INVOLVEMENT OF PUPILS

- 5.1 Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council which meets regularly.

6. SCHOOL RULES AND REGULATIONS

- 6.1 The school's rules and regulations are designed to encourage positive behaviour and self-discipline, having regard to non-statutory advice Behaviour & Discipline In Schools (2016). Our aim is to reward and encourage good behaviour through our credit and house point system. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the rules and regulations are set out on the website and in school handbook and may change from time to time. Parents and guardians undertake, when signing the Parent Contract, to support the authority of the Headteacher in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.
- 6.2 The Headteacher for their part, undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- withdrawal of privileges;
- confiscation of property that is being used inappropriately or without consideration;

- assistance with domestic tasks, such as collecting litter;
- withdrawal from a lesson, school trip or team event;
- suspension for a specified period, removal or expulsion.

6.3 The school's policy on discipline and exclusions is set out in the Complaints and Procedure Policy, and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headteacher can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- theft;
- bullying / repeated unkindness;
- physical assault/threatening behaviour;
- fighting;
- racist or sexist abuse;
- damage to property;
- persistent disruptive behaviour;
- parental behaviour.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with a disability at a disadvantage compared to pupils who are not disabled.

6.4 The school reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by School Rules which has been identified in the rules as an item which may be searched for.

The Headteacher or staff authorised by them may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member of witness. The school may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff.

7. PHYSICAL RESTRAINT

7.1 Like all schools, physical intervention may be used to avert immediate danger of personal injury and in specific circumstances outlined in this policy. The Education and Inspections Act 2006 enables school staff to use 'such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do' any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*

- *“Causing personal injury to any person (including the pupil themselves)”*
- *“Causing damage to the property of any person (including the pupil themselves)”*
- *“Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise”*

The Act also defines to whom the power applies as follows:

- *“Any other person whom the head teacher has authorised to have control or charge of pupils”*
- *“Any teacher who works at the school”*

Staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL’s Guidance entitled ‘Restraint’ which includes:

- *“The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *“The chances of achieving the desired result by other means*
- *“The relative risks associated with physical intervention compared with using other strategies”*

Every member of staff will inform the head teacher immediately after he/she has needed to restrain a pupil physically. Any occasion in which physical intervention is used is always recorded and parents informed on the same day as as soon as reasonably practicable. In these situations these parents may be invited to the school, so that we can, if necessary, agree a way to manage that individual pupil’s behaviour.

Corporal punishment, in any form, is strictly prohibited - as is any form of unnecessary physical contact between staff and pupils. ***Shouting at pupils should not be necessary.***

8. TEACHING AND LEARNING

- 8.1 Oakwood School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. The school’s teaching staff offer every pupil a high level of individual attention together with consistent and helpful advice. In return, the school expects every pupil to co-operate and to work hard.

9. COMPLAINTS

- 9.1 The school hopes that parents will not feel the need to complain about the operation of its behaviour management policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school’s complaints procedures (which

apply equally to Prep School and Pre-Prep including EYFS), are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your pupil has left our school.

- 9.2 Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the nursery department, because it is part of an independent school, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. www.ofsted.gov.uk

10 AIMS & EXPECTATIONS

- 10.1 The whole school, including EYFS, has a simple code of conduct “The Oakwood Way”. This is displayed all around the school and in each teaching area. The Prep School has a copy of “The Oakwood Way” printed in the front of the pupil planner. The school’s Behaviour Management Policy seeks to provide a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school in aiming to allow everyone to work and play together in an effective way.

The Oakwood Way

We are kind and helpful.

We think about other people’s feelings.

We always do our very best.

We look after our own property and everyone else’s.

We listen to other people.

We are honest.

We are polite.

- 10.2 The school expects every member of the school to behave in a considerate way towards others.
- 10.2 We treat all pupils fairly and apply our behaviour policy in a consistent fashion.
- 10.3 This policy aims to help pupils to grow in a safe and secure environment, helping them to become positive, responsible and increasingly independent members of the school community, willing to take risks and learn from their experiences.
- 10.4 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.
- 10.5 Discipline issues in the EYFS setting are dealt with firmly but fairly. Class teachers are responsible for discipline within their setting; issues that arise in the playground and with

other members of staff, will be dealt with by the staff member concerned, who will, inform the class teacher and Head of EYFS or Head of KS1.

11 REWARDS

We believe in the celebration of effort and success. We praise and reward pupils for good behaviour, personal achievements, including academic effort, both in and out of school. These are celebrated in a variety of ways, both individually and publically. Our school assemblies are important in this celebration of our pupils with assemblies each half term to recognise achievements and successes out of school too. Examples of how pupils are recognised are detailed below:

- Verbal praise
- Public praise - through displays around school, in class, assemblies and the weekly bulletin 'The Friday Flyer'
- VIP Scheme
- House points – House Points are awarded for a wide range of positives, including: good progress, good standards of achievement, helpfulness, good manners, other thoughtful behaviour. Pupils are allocated a house on joining the school: Avenue, School, Summersdale and Wilsey Down. House points earned go towards a weekly and an end of term total. Results are announced weekly at Friday morning assembly. The House Point cup is awarded to the winning "House of the Week".
- Passport to Prep for Y2-4 with Bronze, Silver and Gold Star badges and Merit badges for Y5/6
- Recording pupil achievements in Pupil Planners (Prep School).
- Informing parents in person, by telephone or email
- Displaying pupils' work in class, around school & on the web site
- Credits and Special Achievement Awards are given in Friday Assemblies to mark a worthy achievement or contribution
- Pre-Prep including EYFS pupils are awarded Star Badges for trying their hardest, for being helpful and kind
- A "Gold Leaf" can be awarded for an act of kindness or consideration. This will be awarded in a Friday assembly and the pupil is allowed to attach the leaf to the Oakwood Tree
- End of term achievement, effort and courtesy prizes, Reception to Year 6
- Headteacher's half term and end of term newsletter
- School website and Twitter
- Speech day - end of year prizes and awards
- It is understood by all staff that sweets are not given as rewards

To create the necessary climate of courtesy, good conduct and opinion, and in addition to form time, RS/PSHE and some assemblies will focus on the encouragement of a greater knowledge of, and respect for, the needs of others. The School Council, who meet regularly chaired by Head of Pastoral Care, are responsible for monitoring and reviewing the the Oakwood Way, which complements the school's Mission Statement and makes clear the pupils' expectations of one another.

Teachers use PSHE time as a means of helping pupils develop their social, moral and emotional skills and develop a sense of shared purpose. This contributes to a climate of positive behaviour and mutual respect.

12 SANCTIONS

The school employs a number of sanctions to support the “Oakwood Way” and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and these are recorded on our management information system on the individual pupil profiles so that staff can monitor and be informed of pupil behaviour.

Every pupil in the school knows the standard of behaviour that is expected at Oakwood School. Form time, PSHE, some RS lessons and Assemblies linked to the Jigsaw programme will be used to reinforce the importance of good conduct, endeavour and courtesy. We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task or to improve their piece of work. The usual measure for dealing with a relatively minor misdemeanour will be a quiet, but firm, verbal reprimand. A portion of a break may be taken away as appropriate to age and situation.

Most discipline issues are of a minor nature and parents will not always be told. Each day should start on a positive note, with a fresh start. However, in some cases parents do need to be informed and a strategy discussed and put in place between parents and staff, with regular updates. This is recorded on the school’s management system – 3SYS.

More serious misdemeanours, or consistently unacceptable behaviour, will result in a ‘Reflection Meeting’ with the Head of Pastoral Care/Form Tutors. The HPC keeps a record of these meetings on the school’s MIS. In this “reflection” the pupil will be asked to reflect on his/her behaviour, on its impact on others and what can be done to avoid any repetition. In the event of a pupil’s behaviour upsetting another, a letter of apology is written.

Pre-Prep (including EYFS)

In EYFS most problems can be addressed with a simple reprimand, but if the misdemeanour is repeated after a warning, or is of a more serious nature, there will be loss of a privilege, possibly part of a playtime or, nearer the end of the week, Golden Time. This may involve sitting away from the group for a minute or two to calm down.

For repeated bad behaviour during a lesson, children from Reception upwards may be brought to Head of EYFS or Head of KS1, where they will be asked to sit quietly together and reflect on their behaviour for a few minutes to then continue the day afresh.

In the Nursery and Kindergarten they are gently spoken to by the key persons. If there were concerns, it is raised with the parents. We work in partnership with parents to help overcome any behavioural problems.

If the child is a persistent offender or is caught swearing, spitting, biting or bullying, the Head of EYFS or KS1 will speak to them to emphasise the seriousness of the matter. If she

feels it necessary, they will be seen by the Head of Pastoral Care, Assistant Head or Headteacher.

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Behaviour Stages: These are displayed in all classrooms and used by all staff to establish a consistent approach to behaviour management throughout the school.

- **1ST Stage: A verbal warning.** The teacher will tell the pupil why they are being warned and what they expect in terms of behaviour.
- **2ND Stage: Yellow warning triangle.** The pupils will be given a warning triangle and told that this is the second warning. Remind the pupil that they are in control of their own behaviour and need to consider how to change their behaviour.
- **3RD Stage: A note in the pupils planner to tutor and parents.** A 'reflection' session could also be issued if deemed necessary. Two notes in a week - Meeting with Head of Pastoral Care and/or Assistant Head.

□ The safety of the pupils is paramount in all situations. If a pupils' behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.

□ If a pupil threatens, hurts or is repeatedly unkind to another pupil, the class teacher will record the incident by email and inform the HPC, who will decide whether further action is required. The Headteacher is informed and the school will contact the pupil's parents. If appropriate, an appointment to discuss the situation, with a view to improving the behaviour of the pupil, will be arranged with the Head of Pastoral Care.

The school does not tolerate bullying or teasing and unkindness of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate all repeated unkindness and teasing, we do everything in our power to ensure that all pupils attend school free from fear. The Headteacher, or the Head of Pastoral Care, must be informed immediately of any incidents of bullying. All reported incidents will be investigated thoroughly.

All members of staff should contribute fully to creating a school ethos, which discourages or prevents incidents of bullying & teasing ever occurring. **(See separate policy on Anti-Bullying).**

13 The role of the teaching staff

It is the responsibility of all Prep School and Pre-Prep including EYFS teachers to ensure that the Oakwood Way and School Rules are observed and that their classes behave in a responsible manner during lesson times.

Teachers at Oakwood have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability. *It is also expected that teachers display the highest standards of behaviour and courtesy and, by so doing, set the best possible example.*

The form teacher treats each pupil fairly and enforces the classroom code consistently. The form teacher treats all pupils in their class with respect and understanding. Form time is often used as it enables pupils to come together in a safe and supportive way to learn more about each other and develop their communication skills.

Teachers deal with minor incidents in the normal manner. However, the teacher must always be willing to seek help and advice from the Headteacher, Assistant Head, HPC or other colleagues.

The teachers report to parents about the progress of each pupil in their class, in line with the whole-school policy. The form teacher, HPC or Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil. ***All such discussions are included on an email, copies distributed to all relevant personnel.***

14 The role of the Headteacher

It is the responsibility of the Headteacher, with the support of the Assistant Head, Head of EYFS, Head of KS1 and the Head of Pastoral Care, to implement the Behaviour Management Policy consistently throughout the school, and to report to the Board, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

All reported serious incidents of misbehaviour are kept in pupil files.

The Headteacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil.

15 The role of parents

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

We publish the "Oakwood Way" in the Pupil Planner, and we expect parents to be familiar with this and offer it their support. Whilst dialogue, either face to face or by telephone/email is preferable, there are spaces in the Pupil Planner for parental feedback and for teachers to jot down messages.

We expect parents to support their pupil's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour. *These meetings are minuted on the minor incidents folder, note in school planner and/or by email to ensure effective follow-up.*

If the school has to use reasonable sanctions to punish a pupil, parents should support the actions of the school. If parents have any concern about the way that their pupil has been treated, they should initially contact the form teacher but the Head OF EYFS, Head of KS1, HPC, Assistant Head and Headteacher are always available. If parents are unhappy about the way a matter has been handled by the school, they are welcome to refer the matter to the Chairman of the Board of Governors.

Whenever a member of staff speaks with parents, in person or by telephone/email, a record of the conversation is recorded on the MIS. This system ensures follow-up and the best possible communication by the appropriate SLT member.

16 Fixed-term and permanent exclusions

- 16.1 Only the Headteacher has the power to exclude a pupil from school. She may exclude a pupil for a fixed period and, as a last resort, may also exclude a pupil permanently.
- 16.2 If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Board.
- 16.3 Breaches of School Rules which merit exclusion are listed in **section 6.3, page 3** of this policy under **School Rules & Regulations**. Please note that exclusion may also be imposed by the School as a sanction for a series of minor misdemeanours.

17 Collective Worship

Oakwood School conducts separate Pre-Prep and Prep School Assemblies from Monday to Thursday. We take some of the themes of our assemblies from the PSHE programme, Christian calendar or global awareness which reflects world religious faiths and moral issues. Assembly themes are planned for each term and will include specific reference to charities being sponsored and to annual events eg. "Anti-Bullying Week". "Internet Safety and Awareness" etc. On Fridays the whole school combines for a 'Celebration Assembly', led each week by a different class, Year Group or theme, to which parents are invited. This celebration assembly promotes the community spirit of the school and is a practical demonstration of the way the home and school work together to support the achievements of our children.

The aims and purpose of collective worship support both the behaviour expectation of the school and more specifically:

- provide an opportunity for the children to worship God;
- enable children to consider spiritual and moral issues;
- enable children to explore their own beliefs;
- encourage participation and response;
- encourage an enjoyment of communal singing;
- develop in children a sense of community spirit;
- promote a common ethos with shared values and to reinforce positive attitudes;
- teach children how to worship.

We understand worship to be a special act or occasion whose purpose is to show reverence to God. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faiths and beliefs of all members of the school. We hold occasional assemblies that reflect other religious traditions that are presented in the school and the wider community. We also link this to SMSC, British Values and Global Learning. With some current themes this includes an awareness of radicalisation.

We conduct assemblies in a dignified and respectful way. We explain to the children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to the teachings and participate fully in prayers and hymns. A Grace is said by the children in the Dining Hall at each sitting. As part of our school council initiative, the children have also contributed their own prayers which are also used during school lunchtimes.

The Headteacher, members of the leadership team and Heads of EYFS/KS1 conduct the school assemblies for both Pre-Prep and Prep School. The Headteacher conducts the celebration assembly on Friday. Our local parish vicar is invited to Oakwood each term to conduct assemblies in Pre-Prep and Prep School as well being involved in the annual Carol Service.

Our assemblies reflect the achievements and learning of the children and we encourage the children to participate in assemblies, often raising issues that they have discussed in their classes. Similarly, themes raised in assemblies are often followed up during PSHE lessons as part of our PSHE programme. Assemblies, particularly the Friday Assembly, offer an opportunity to acknowledge and reward children for their achievements both in and out of school. They play an important part in promoting the ethos of the school, which is that all children are valued and that their achievements are recognised.

We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the children during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1994 Education Act and was reinstated as part of the 1998 Education Reform Act.

The Headteacher, Assistant Head and HPC monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements. These will be added to the school's annual Development Plan.

Reviewed: January 2016	By:	Felix Page, Head of Pastoral Care
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Reviewed: October 2018	By:	Clare Bradbury, Headteacher
Signed: 	By:	Clare Bradbury, Headteacher
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