



Behaviour Management, Rewards & Sanctions Policy

This policy applies to the whole school including the EYFS and makes reference to Appendix A 'The Oakwood Way' and Appendix B 'Behaviour Stages'.

1. INTRODUCTION

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.

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 promotes good behaviour amongst pupils and sets out the sanctions to be adopted in the event of pupils' misbehaviour as well as detailing the recording of sanctions. In line with KCSIE (2019) we prioritise the safeguarding and welfare of all pupils in our school, recognising the significance of peer on peer violence. Please refer to the Child Protection and Safeguarding Policy.

2. CODE OF CONDUCT

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, cooperation and harmony. 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.

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. Simple principles of being courteous, punctual, sensible and appropriate are key aspects of life at Oakwood. Treating others as you would like to be treated is at the heart of our values and beliefs.

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.

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, showing respect for others, property and places. The school expects pupils to behave at all times in a manner that reflects the best interests of the whole community.

3. SCHOOL RULES AND REGULATIONS

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) recognising the importance of:

- making reasonable adjustments for SEND pupils (Equality Act, 2010);
- having support systems for pupils;
- liaison with parents and other agencies;
- managing pupils' transitions;
- dealing appropriately with actions against pupils who are found to have made malicious accusations against staff.

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. Both rewards and sanctions should always be appropriate and clearly identifiable; known by pupils, parents and staff. Copies of the rules and regulations are set out on the website and in the 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.

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.

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.

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.

4. PHYSICAL RESTRAINT

Corporal punishment, in any form, is strictly prohibited, as is any form of unnecessary physical contact between staff and pupils.

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 soon as reasonably practicable. In these situations these parents may be invited to the school, so that we can, if necessary, agree on a way to manage that individual pupil’s behaviour.

5. VALUES & AIMS

The whole school, including EYFS, has a simple code of conduct ‘The Oakwood Way’ (*Refer to Appendices A and B: The Oakwood Way*). This is displayed all around the school and in each teaching area and is a shared set of values under the 3 main headings of **Character**, **Community** and **Curiosity**.

The Prep School also has a copy of ‘The Oakwood Way’ printed in the pupil planner:

- 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.**

This is used during 1:1 pastoral meetings with pupils and parents, as a basis for all behaviour management, in class/pshe discussions and in assemblies.

The Pre-Prep are introduced to the Oakwood Way through the use of soft toys - All Pre-Prep classes have 5 cuddly toys as props for modelling the Oakwood Way - either as a tool for circle time chats, as a method of awarding a sticker or as a questioning tool about what skills we need to use to be successful for a new piece of learning. (*Refer to Appendix C*).

Our school aims to:

- Treat every member of the school fairly, behaving in a considerate way towards others and applying our behaviour policy in a consistent fashion;
- Help pupils to grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community, willing to take risks and learn from their experiences;
- Reward positive behaviour, as we believe this supports an ethos of kindness and cooperation;
- Promote good behaviour, rather than merely deter poor behaviour;
- Deal with behaviour issues firmly but fairly (particularly important in EYFS to support understanding and future behaviour).

6. COLLECTIVE WORSHIP

The aims and purpose of collective worship at Oakwood support both the behaviour expectations 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;
- promote the ability to listen to others and respond appropriately;
- promote calm and a time for reflection;
- encourage an enjoyment of communal singing and participation through hymns and prayers;
- develop in children a sense of community spirit, behaving in a dignified and respectful way;
- promote a common ethos with shared values and to reinforce positive attitudes;

We hold separate Pre-Prep and Prep School Assemblies from Monday to Thursday, taking some of the shared themes of our assemblies from the PSHE programme, Christian calendar or global awareness which reflects world religious faiths and moral issues. On Fridays the whole school combines for a 'Celebration Assembly' promoting the community spirit of the school and is a practical demonstration of the way the home and school work together to support the achievements and behaviour of our children.

All of our assemblies are conducted 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.

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.

7. TEACHING AND LEARNING

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.

We recognise the different nature of peer groups can often throw up 'powerful' individuals who sometimes through no fault of their own, impose positive or negative influences on their peer group. We focus on guiding our pupils, through PSHE lessons, assemblies and class discussions, to create a contented environment at Oakwood that allows each pupil to develop their own unique characteristics and to feel happy. It is important for all staff to be aware of individual needs and their reaction to incidents, being prepared to offer the right level of sensitive support. Avoiding the temptation to 'label' children as a result of repeated misbehaviour as there will be a danger that these children will label themselves in a negative way, giving them increasingly low self esteem and making it all the more difficult to get 'back on track'.

8. 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 and rewarded are detailed below:

- Verbal praise;
- Public praise - through displays around school, in class, assemblies, the weekly bulletin 'The Friday Flyer', Headteacher's Half term and End of Term Newsletters and the annual School Magazine;
- 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 work towards achieving their personal house point target each week. House points earned go towards a weekly and an end of term total. Results are announced weekly at Friday morning assembly and the House Point cup is awarded to the winning 'House of the Week'. In the Pre-Prep (including EYFS) individual pupils will be given house tokens to put in their house pot in their classroom. These are counted each week and added to the term's total for each house. At the end of each term the winning house attends a 'House Tea' and at the end of the year the winning house has a 'house treat'!
- Credits are awarded for outstanding work in lessons and are worth 5 house points; the Headteacher, on recommendation by the teacher, awards Credit stickers and certificates in whole school assemblies;
- Special Achievement Awards are given to pupils to recognise additional work or worthy contribution beyond the expected at home;
- Acorns to Oaks Scheme for Y2-6, including Passport to Prep and Merit Badges;
- 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;
- Sticker charts, smiley faces, positive comments and Star Badges for Pre-Prep including EYFS pupils;
- A "Gold Leaf" can be awarded for an unprompted 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;
- Golden Broom awarded to a fun, creative and tidy classroom at various assemblies through each term;
- End of term achievement, effort and courtesy prizes (Reception to Year 6);
- School website, Twitter and Instagram;
- 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 for, the needs of others. The School Council, who meet regularly chaired by Head of Key Stages and/or the Assistant Head Pastoral Care (AHPC), are responsible for monitoring and reviewing 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.

9. 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 centrally on our management information system (CPOMS) on the individual pupil profiles so that staff can monitor and be informed of pupil behaviour as well as identify patterns of misbehaviour in school.

In line with the Oakwood Way and core values of the school we expect pupils to try their best in all activities. 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. Minor behavioural concerns are dealt with at the time and parents are not always informed. We believe each day should start on a positive note, with a fresh start. However, in some cases parents do need to be informed of minor misbehaviours to ensure an agreed action plan can be put in place between parent, pupil and staff with the opportunity for open discussion, agreement and review.

Examples of minor misdemeanours are:

- Poor manners or disrespect
- Disobedience or defiance
- Calling out in class repeatedly
- Not completing work without a reasonable explanation

More serious misdemeanours, or consistently unacceptable behaviour, will result in a ‘Reflection Meeting’ with the Form Teachers/Head of Key Stage and/or Assistant Head Pastoral Care (AHPC). The AHPC keeps a record of these meetings on the school’s MIS (CPOMS). 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. It is seen as an opportunity to reflect on past behaviour and to action positive behaviour in the future. In the event of a pupil’s behaviour upsetting another, a letter of apology is often written as part of the reflection process. Other appropriate interventions may be used to encourage positive behaviour in the future including the use of ‘Target, Effort or Focus Cards’ monitored by the class teacher, Head of KS and/or AHPC as appropriate to the situation and individual pupil. The basic behaviour management process is detailed clearly below and is displayed in all classrooms (*Refer to Appendix D: Behaviour Stages*):

- **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 pupil will be given a warning triangle and told that this is the second warning. The pupil will be reminded 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 - ‘Reflection Meeting’ with Form Teacher/Head of Key Stage/Assistant Head Pastoral Care.

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 report this behaviour to the Head of Key Stage and/or the Assistant Head Pastoral Care (AHPC) and this will be handled in accordance with the school's Anti Bullying Policy and Procedures. 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 Assistant Head Pastoral Care, must be informed immediately of any incidents of bullying. All reported incidents will be investigated thoroughly and recorded to enable a holistic view of misbehaviour within the school.

In EYFS most behavioural concerns can be addressed with a simple reprimand however 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 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. Such sanctions will be determined as appropriate by the class teacher.

For repeated unacceptable behaviour in school, 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 and/or the Head of EYFS as appropriate. If there are such concerns, these are raised with the parents. We work in partnership with parents to help overcome any behavioural concerns. If a child is a persistent offender or is caught swearing, spitting, biting or bullying, the Head of EYFS or KS1 will speak to the pupil and parent to emphasise the seriousness of the matter and decide on the sanction age appropriately and in line with the school's Anti Bullying Policy and procedures. If appropriate the AHPC and/or Headteacher will be part of this process.

10. INVOLVEMENT OF PUPILS

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, PSHE lessons and via the School Council which meets regularly.

On occasions where a pupil needs to be interviewed in relation to behaviour concerns such interviews should always take place with the knowledge of another member of staff and, where possible and appropriate, in the presence of a third party. Discussions should take place with a sensible space between pupil and staff member and, if possible and appropriate, with an open door so that others are aware of the discussion taking place. Staff should always exercise utmost care regarding the private interviewing of a pupil.

11. ROLE OF STAFF

It is the responsibility of all staff, including EYFS practitioners, to ensure that the Oakwood Way and School Rules are observed and that their classes behave in a responsible manner during lesson times. We must be consistent, individually and as a staff as a whole. Staff are expected to ensure that all stated practices and policies are adhered to.

At Oakwood we have high expectations of the pupils in terms of behaviour, and as staff we strive to ensure that all pupils work to the best of their ability. It is also expected that staff display the highest standards of behaviour and courtesy and, by so doing, set the best possible example. All staff treat pupils fairly, with respect and understanding, reinforcing the classroom code consistently. We must

remember at all times the uniqueness of each individual pupil and in turn our approach to behaviour management should show recognition of this.

The guiding principles for staff are:

- Be positive and avoid negative instructions
- Avoid confrontation, loss of temper, raised voices
- Give children a 'way out' of confrontation
- Be vigilant in supervision
- Involve children in discussions relating to misbehaviour & sanctions to ensure understanding
- Encourage positive behaviour

All staff should be willing to seek help and advice from the Headteacher, Assistant Head Pastoral Care, Head of Key Stage or other colleagues.

12. ROLE OF HEADTEACHER

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. It is the responsibility of the Headteacher, with the support of the Senior Leadership Team and School Management Team (Head of EYFS, Head of KS1, Head of Key Stage 2 & DSL), to ensure the Behaviour Management Policy is implemented 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 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.

13. INVOLVEMENT OF PARENTS AND GUARDIANS

The school works collaboratively with parents to ensure pupils receive consistent messages about how to behave at home and at school. To this end we publish the 'Oakwood Way' on the school website, in classrooms, on school notice boards and in the Pupil Planner (Prep School) to promote transparency for all allowing parents to be familiar with our aims and values, and offer it their support.

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 details may be communicated by a note in school planner (if appropriate in Prep School) and/or by email, phone or in person to ensure effective follow-up. All communication/correspondence relating to behavioural concerns are recorded on the school's centralised management information system (CPOMS) to ensure patterns of behaviour or concerns may be identified and responded to. Such records are overseen by the AHPC.

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. It is expected that parents and guardians 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.

If the school has to use reasonable sanctions to deal effectively with misbehaviour, parents are expected to support the actions of the school. If parents have any concerns about the way that an incident has been handled, they should contact a member of the pastoral team - Class Teacher, Head of Key Stage, Assistant Head Pastoral Care and the Headteacher are always available. The school is always happy to consider suggestions from parents and hope that parents find the school responsive and open-minded.

14. FIXED TERM AND PERMANENT EXCLUSIONS

Only the Headteacher has the authority to exclude a pupil from school. He/she may exclude a pupil for a fixed period and, as a last resort, may also exclude a pupil permanently.

If the Headteacher excludes a pupil, he/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.

Breaches of School Rules which merit exclusion are listed in 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.

15. COMPLAINTS

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 the investigation within 28 days. We maintain records of complaints for three years after your pupil has left our school. 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

The Headteacher and Assistant Head Pastoral Care monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements.

Reviewed: January 2016	By:	Felix Page, Head of Pastoral Care
Reviewed: July 2016		Felix Page, Head of Pastoral Care
Reviewed: October 2016		Felix Page, Head of Pastoral Care
Reviewed: August 2017		Felix Page, Head of Pastoral Care
Reviewed: April 2018		Felix Page, Head of Pastoral Care
Reviewed: October 2018		Clare Bradbury, Headteacher Felix Page, Head of Pastoral Care
Reviewed: September 2019		Clare Bradbury, Headteacher Felix Page, AHPC
Reviewed: January 2020		Felix Page, AHPC
Reviewed: January 2021		Felix Page, AHPC
Signed: 	By:	Clare Bradbury Headteacher

Next Review Date:		September 2021
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