



OCKLYNGE SCHOOL POLICY COVER SHEET

POLICY DOCUMENT	Positive Management of Pupil Behaviour
Type of Policy – Statutory, Other, ESCC adopted, Other statutory document	Statutory
Lead Governor if applicable	
Publication/Revision date	September 2016
Full Governors Ratification Date	26 th September 2016
Review Frequency	Annual
Date of next review	October 2016
School website Staff Information Folder	Staff Drive/Governors' Drive
Chair of Governing Body signature	
Purpose	
Supporting documents if applicable	

OCKLYNGE JUNIOR SCHOOL

Policy For The Positive Management Of Pupil Behaviour



October 2016

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1. Introduction

At Ocklynge we believe that good behaviour needs to be carefully nurtured.

At the heart of all we do is our belief that our strategies must ensure that children can learn, teachers can teach, and that we all work in a safe, secure, caring and respectful environment. Every member of this school is expected to behave in a considerate way and to respect the rights of others.

Where necessary staff will discuss poor behaviour with parents and parents should feel free to approach the school to discuss their child's behaviour or any worries concerning behaviour towards their child by others.

We aim:

- to create a positive learning environment
- to encourage staff, children and parents to demonstrate and value good behaviour
- to help our children develop into caring and thoughtful people who respect and value the feelings, opinions, property, beliefs and differences of others

The whole school uses a system of Golden Rules, which are the moral values guiding day-to-day behaviour. These rules are agreed and signed by each class at the beginning of the new academic year and are on display in classrooms and around the school. Children who adhere to the rules are rewarded with a weekly, time-tabled session called Golden Time.

We will not accept-

- Rude or abusive language
- Unkind behaviour including words or actions towards others
- Aggressive or violent behaviour
- Bullying of any kind
- Behaviour that disrupts the learning of others

To ensure the success of this policy we will-

- work very hard to develop effective and positive relationships throughout the school but particularly between class teacher and their class.
- actively praise and reward positive behaviour;
- be consistent in our responses;
- have a commitment to dealing with incidents when they occur.
- actively teach good behaviour through class Circle Time and assemblies.

2.Rewards

Teacher Praise

All adults will work hard to notice and praise good behaviour. This will be a constant and regular feature of classroom practice. It may be just verbal praise or may be followed up by one of the following:

Golden Time

There is fifteen minutes each week that can be allocated to “Golden Time”. This is used as a reward for good behaviour and minutes are lost by individual children if their behaviour is poor during the week. Golden Time can be given in small ‘extra playtime’ sessions of 5 minutes as necessary to reward the class or as special activities children enjoy (e.g. making things, drama, games, etc).

Other Rewards

Smiley faces (Years 3 & 4) and merit marks (Years 5 & 6) can also be given for good behaviour. A record of these is kept on a chart or in a booklet.

After 20, 40, 60 etc. smiley faces/merit marks certificates are awarded.

Good Work Assemblies. Children may be selected to show their work or have their achievement celebrated in these special assemblies.

Newsletters. Particular achievements may be mentioned in Newsletters.

Staff may also come up with their own award system in class for example awarding children with a variety of other stickers spontaneously, having class marbles and are encouraged to send children to the deputy or headteacher for further praise.

3.Sanctions

Assertive discipline is used in all classes and includes play/lunch incidents. These rules are laminated and clearly displayed in all classrooms (See Appendix A).

The sanctions are generally followed in the following order but they may be applied in a flexible manner to suit the situation and therefore children may move onto more serious sanctions sooner.

Verbal warning – usual classroom practice at discretion of individual teachers.

Name on board – this acts as a visible warning for the child.

One cross against name – the child loses 5 minutes of Golden Time. Alternatively the child may be moved or isolated in class and may be kept in at playtime for a short time by the class teacher. Name and incident are recorded in class Behaviour Book.

Two crosses against name – the child spends a playtime in “Time Out” and the incident is recorded in the class Behaviour Book.

Time Out-Time out is a playtime detention and is overseen by a member of the Senior leadership Team. Children should take a slip completed by the teacher to the back of the hall where their name and incident are recorded. Parents are sent a letter detailing the reason for the time out and asked to support the actions taken by the school and

talk to their child. Should a child have five or more time-outs in any one term, the matter will be discussed by senior staff and the child's parents at the weekly behaviour meeting and a daily report card may be set up.

Removal to another class - If the child continues a pattern of poor behaviour, he/she may be sent to work for a period of time in another class or year group. The time spent away from class will vary from a lesson to several days.

After School Detention- Where appropriate, schools will liaise with parents to organise a short after school detention.

Lunchtime Isolation- if the behaviour causing concern is happening at lunchtimes the school may consider asking for the child to be taken home for the lunchtime period.

Internal Isolation- The child will work isolated from the other children for an appropriate period of time. They will also have separate playtimes. This is typically a half or full day. They will be supervised by an adult and will have their normal classwork to do.

Fixed Term Exclusion- The child is not allowed into school for a fixed period of time depending on the seriousness of the incident. Typically less than 5 days, and up to a maximum of 45 in any one academic year.

Permanent Exclusion- If the behaviour reaches a level of seriousness where a place at the school is no longer tenable the school may permanently exclude the child. The decision to permanently exclude will only ever be taken after all other options have been exhausted and needs to be ratified by the Governing Body Disciplinary Sub-Committee.

4. Nurture Groups

The Oasis is a nurture group which has been set up for children who occasionally have emotional, social or behavioural problems. If a child has problems with anger, socialising, etc then they can be referred to the OASIS. This is a programme set up by a teaching assistant, who works closely with the children playing games, discussing issues and helping children to deal with their anger or helping them learn how to make friends. A teacher may refer a child and then a group is set up and the group will go to the OASIS one afternoon a week for about six weeks.

During lunchtime there is also a 'Haven' set up for children who find going outside playing difficult. This is a preventative measure for some children so they don't get into trouble outside as well as a safe place to go for children who need more close nurturing. This is run by a lunchtime supervisor.

5. Restraining Children

Physical intervention will only ever be used as a last resort. It will only be used to prevent pupils from hurting themselves or others, from damaging property, or from

causing significant disorder. Staff using physical intervention will follow the following guidelines-

- Never use physical force on your own unless in the case of emergency, when a child presents an immediate physical danger to themselves or others. All emergency cases of physical restraint/force must be reported immediately to Head
- In all non-emergency cases refer to Head before deciding whether a physical intervention would be appropriate. This includes all situations where physical force would be applied to a child to ensure compliance with an instruction.
- In all but cases of emergency, two members of staff should be involved when physical force is being used.
- In any situation where physical restraint/force is used in the routine management of behaviour this must have been discussed and planned with Headteacher in advance and discussed with parents

6. Systems and Records of Behaviour

Behaviour Files

All class/play/ incidents are recorded in the class Behaviour File.

The Head of Year monitors the Behaviour Files weekly and will take any further follow-up action as may be appropriate. Eg parental involvement.

Behaviour Chart

The child's behaviour may be monitored through the use of a behaviour chart. The child will be set a target and then given a grade for each lesson, The chart will be monitored by a member of the SMT who will also then consider appropriate rewards or sanctions.

School Behaviour File

The School Behaviour File is a central record of children who are causing concern through their behaviour. It is monitored weekly by the SLT and details incidents, sanctions, actions taken and any other relevant information.

This file also includes a form for reporting serious anti-social, hate incident and bullying incidents – with advice from ESCC.

Behaviour Meetings

These meetings are held weekly by Senior Staff. Incidents or patterns of poor behaviour are discussed and comments/action taken are recorded. A child may be brought in to discuss concerns, a behaviour chart introduced, a standard letter detailing the behaviour may be sent home to inform the parent, or parents may be invited in to discuss the problem.

School Based Support Plan

If despite school interventions behaviour continues to be a concern, a School Based Support Plan may be used to plan for and monitor the child's behaviour and support.

7. The Role of Lunchtime Supervisors

There are currently 20 lunchtime supervisors whose role is to monitor children's behaviour over the whole lunch break. They are led by a team leader who liaises directly with the member of the Senior Management Team on duty at the time.

Every lunchtime supervisor is issued with a named High Vis jacket which they wear while on duty. This is to encourage the children to know and use their names as a point of courtesy.

Rewards

Children will be given a 'golden ticket' if their behaviour has been noted as being particularly good. This follows the Golden Rules that are followed in class. This golden ticket is then passed to the class teacher, who then rewards the child with a smiley fact/merit mark or marbles etc

Sanctions

When negative behaviour is noted, the Lunchtime Supervisors employ an Assertive Discipline approach. The sanctions have been agreed as follows:-

The Supervisor discusses the incident with the child and gives a verbal warning. This may be followed by a slip being passed to the class teacher, who will decide if there is to be a further sanction.

The child may be isolated from the incident or kept with the Supervisor for a period of time.

The child's name may be written in the Supervisor's book and the incident reported to the class teacher if appropriate.

Serious incidents are either dealt with by the Team Leader, or brought to the Senior staff on duty in the designated area by the Theatre. The incident is recorded, with copies given to class teachers and placed in the School Behaviour File.

If there are children who are repeatedly causing trouble and being involved in serious incidents at lunch time, then there is programme set up by a lunchtime supervisor, whereby the children are kept off the playground and work with the supervisor. The supervisor will work with the children on restorative and constructive activities. This continues for a week, or until the child 'earns' their way back onto the playground.

8. Links with Outside Agencies

If the behaviour of an individual continues to disrupt learning the school may contact outside agencies for additional guidance and support.

Contacts with outside agencies must only be made by Senior staff.

Behaviour Support Service- The school may seek advice from the LEA Behaviour Support Service. This usually involves guidance on behaviour management strategies but may also involve 1:1 work with children.

Pupil Referral Unit- The school may refer children to the referral unit. This may result in the child spending some or all of their week in the unit. This arrangement tends to be time limited, for example for 12 weeks.

Educational Psychologist- The school may ask for an assessment of the child's learning patterns to help us understand and manage their behaviour.

Other agencies that may be contacted as appropriate: Police, Children's Services, Parent Support Advisory Service, and CAMHS.

9. Anti-Bullying Policy

At Ocklynge we take all forms of conflict, friendship problems, and bullying behaviour seriously.

All adults in our school have a vital part to play as role models.

Our aims are:

- To provide a safe and secure environment for all students in our care.
- To create an atmosphere in which children feel able to reveal they are being bullied and are aware that action will be taken to keep them safe.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- That everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage students to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to

friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where students disagree and find it difficult to resolve the disagreement, without adult help. It is unlikely to be repeated behaviour and may even be accidental, where all children make an effort to resolve the problem. However, we recognize that repeated friendship problems can sometimes lead to bullying behaviour.

We define bullying behaviour as **‘behaviour by an individual or group – usually repeated over time – that intentionally hurts another individual or group’**.

We define a victim as **‘anyone who is repeatedly harmed by the behaviour of another and who does not have the resources, skill or ability to counteract the harmful behaviour’**

We encourage children to understand that it is ‘alright to tell’ and that what they say will be taken seriously. We encourage the children themselves to actively discourage bullying and to view the reporting of these incidents as acting responsibly.

Bullying can take many forms:

- **Physical** bullying (hitting, punching, finger jabbing, any appropriate touching, pinching, jostling, breaking or taking property)
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm)
- **Indirect** bullying (rumours or stories, exclusion from a group, shinning, invading privacy, withholding friendship or affection)
- **Cyber** bullying (sending nasty phone calls, text messages or e-mails/chat rooms – linked to schools Acceptable Use Policy I.C.T)

Warning signs

As a school we need to watch for early signs that a child is being bullied. Children may:

- be unwilling to go to school.
- fall to a lower standard in their work.
- come home regularly with their belongings damaged or missing.
- have unexplained bruises, scratches, cuts.
- come home hungry because their dinner money has been taken.
- become distressed, stop eating.
- ask for money or begin stealing money to pay the bully.
- become withdrawn and subdued.
- cry themselves to sleep, have night mares.
- refuse to say what’s wrong.
- give improbable excuses to explain any of the above.

At all times, we aim to target the behaviour and not the child.

When bullying has been identified we use some or all of the ideas listed below:-

1. We provide opportunities for the victim to discuss safely what is happening and listen carefully to the feelings they express.
We discuss possible strategies with the child so that they work to have some control over what happens.
2. We may arrange a meeting of those involved in the bullying and include the victim, instigator(s), colluders (children who fail to intervene) and possibly some friends of the victim.
3. We make sure that the person/s doing the bullying, understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore underlying reasons for bullying.
4. We explain the problem and recount the victim's story to make the others aware of his/her distress.
5. We state that members of the group are responsible and can do something about it.
6. We ask all group members to suggest ways in which they might help. We arrange to meet group members alone after about a week to discuss how things are going.
7. We contact parents of children involved.
8. We arrange to meet group members alone after about a week to discuss how things are going.
9. We convey throughout this process our belief that the young people involved are not 'bad' but are capable of kind, helpful behaviour.

We keep a record of all bullying incidents. We look for a pattern and pinpoint the area in which specific intervention would be useful.

There will be incidents too serious for this system. In those situations, the children will be sent directly to the Head/Deputy who will decide on appropriate action.

We recognize that the bullies themselves often have difficulties caused by low self-esteem and may need our support.

A useful child friendly checklist for display in the classroom is provided in Appendix C. Sanctions in line with the school's 'Positive Management of Pupil Behaviour Policy' will be used where appropriate.

In school there is now a nurture room (The Oasis) where children take part in a variety of individual or group sessions devised to help children with special needs such as low

self-esteem, friendship difficulties or behavioural and emotional difficulties. A programme for its use is drawn up by the SENCO.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new government and local guidance, and the views of the whole school community.

Complaints

The Governing Body has established a formal complaints procedure, and this may be used by a parent/carer if necessary.

APPENDIX A

ASSERTIVE DISCIPLINE RULES

It is important that children are responsible for their own behaviour. If class or school rules are broken we use the following procedures:

Verbal Warnings – usual classroom practice at discretion of individual teachers.

Name on board – This acts as a visible warning for the child. The child's name is added to the Behaviour File.

One cross against name – The child may lose 5 minutes of Golden Time. Alternatively, the child may be moved or isolated in class and may be kept in at playtime for a short time by class teacher. Name and incident are recorded in class Behaviour File. .

Two crosses against name – The child spends a playtime in Time Out, and the incident is recorded in class Behaviour File. Teachers may at this point discuss the situation with parents.

FOR SERIOUS INCIDENTS THE CHILD MAY BE SENT TO A SENIOR MEMBER OF STAFF.

SERIOUS INCIDENTS CAN MEAN STAGES ARE MISSED OUT, AND THE CHILD FAST-TRACKED ALONG THE SYSTEM.

EVERY DAY IS A FRESH START FOR EVERYONE

APPENDIX B

RULES FOR WET PLAY/LUNCHTIMES

Rules for Wet Play

1. Children are to stay in their own classrooms and should not be in adjoining classes or shared areas. Children should not be wandering around unless specifically collecting equipment or going to the toilet.
2. All areas in the class may be used but there must be no running around.
3. No computers, D.T or Art equipment is to be used, apart from general equipment in baskets on tables (pencils, crayons, rulers, etc) or in trays.
4. Teachers need to ensure children know what indoor games etc are available to use and where they are stored.
5. There should be no music, computers or drawing on the whiteboard (s)
6. Teachers should arrange to share break supervision with their teaching assistant eg. 10 minutes each for collecting coffee etc.
7. During wet playtimes any staff on duty, who are not class teachers, should patrol corridors and similar area.
8. Time out at the back of the hall will continue during wet playtimes, supervised by a member of the senior leadership team.

Rules for Wet Lunchtimes

1 → 5 above +

At lunchtimes a film may be shown in the classrooms or shared areas.

If it becomes wet towards the end of lunchtimes (e.g. 5 minutes left) Lunchtime supervisors can use their discretion as to what activities are appropriate.

These Rules are to be displayed in all classes.

APPENDIX C

BULLYING – DON'T SUFFER IN SILENCE

When you are being bullied

- ❖ be firm and clear – look them in the eye and tell them to stop
- ❖ get away from the situation as soon as possible
- ❖ tell an adult what happened straight away

After you have been bullied

- ❖ tell a teacher
- ❖ tell your family
- ❖ if you are scared to tell a teacher on your own, ask a friend to go with you
- ❖ keep on speaking up until someone listens
- ❖ don't blame yourself for what has happened

When you are talking to a teacher be clear about

- ❖ what has happened to you
- ❖ how often it has happened
- ❖ who was involved
- ❖ who saw what happened
- ❖ where it happened
- ❖ what you have done about it already

WHAT YOU CAN DO TO HELP STOP BULLYING

1. Not allow someone to be deliberately left out of a group.
2. Not smiling or laughing when someone is being bullied.
3. Tell a teacher what is happening.
4. Encourage the bullied child to join your group.
5. Tell the bullying children to stop what they are doing.
6. Show the bullying children you disapprove of their action.