

# **Oakfield Primary School**

## **Discipline, Behaviour & Anti-Bullying Policy**



# OAKFIELD PRIMARY SCHOOL

## Discipline, Behaviour & Anti-Bullying Policy

In Oakfield Primary School we believe that every member of the school community feels valued and respected, and that each person is treated equally and well.

Children have the right to work, play and learn in a relaxed, friendly environment and all adults have the right to work in an atmosphere of mutual respect.

We feel that teaching and learning is at its most effective when there is good behaviour and discipline. Behaviour in a school is at its best when staff and pupils respect one another and each values the contribution the other is making. It is further enhanced when parents work in partnership with school.

A whole school policy can help everyone to be consistent in dealing with behaviour. The RRS approach supports understanding of our values led curriculum and this is reiterated consistently in all classes, via communications and in displays.

### Aims

- To create an environment where children feel happy and secure. Where they will develop a sense of community and where they are able to progress with their learning.
- To work in partnership with parents to promote good behaviour and address any behaviour problems.
- To have relationships of mutual respect and trust between parents, children and all school staff regardless of gender, race and religion.
- To ensure that disciplinary matters are dealt with in a firm, fair and consistent manner.
- To ensure that school rules are kept to a minimum, are positively phrased and are concerned with general safety and the well-being of both adults and pupils.
- To develop self-discipline and a sense of responsibility in each child.
- To ensure that all adults working in the school have shared responsibility for discipline and behaviour and for teaching, by example, behaviour that is fair and polite.
- To teach children about taking responsibility for their own decisions and actions, so that they learn to accept the consequences which may result from their actions.
- To encourage children to empathise with others.
- To teach children to respect the property of others.

In order to meet the school's overall aims for the education of our pupils and to provide a safe and happy working environment for pupils and adults, it is necessary to put in place a system of discipline and control; a structure that is created through the implementation of rules and guidelines in order to secure a harmonious learning environment. It is important that each child is able to participate in a positive learning environment and that effective teaching and learning are possible. Responsibility for behaviour and its effect on others and community awareness are a central part of the ethos of this school and our discipline and behaviour policy is an integral part of this.

We will encourage a positive approach to behaviour managements with the emphasis on praise for good behaviour. Positive reinforcement by means of praise and encouragement enables staff to interact with children who are more deserving of the teacher's attention. Specific problem behaviour can be directly addressed subsequently and failure to achieve attention/rewards will be recognised by all.

Positive reinforcement of acceptable behavioural patterns helps to generate a positive ethos in the school and indeed one within which various sanctions and forms of punishment will prove significantly more effective purely because they are used less frequently.

Instances of inappropriate behaviour will not be tolerated and will be dealt with using the strategies in this policy.

In Oakfield we consider good behaviour to be that which is appropriate to time and place, task and situation. A set of rules forming a code of conduct will reflect the discipline aims of the school. These rules will be agreed by all staff and Governors and the children will be made fully aware of them.

# OAKFIELD PRIMARY SCHOOL

## CODE OF CONDUCT

- The following aims are considered by the children, staff and governors to be important in creating a secure, happy environment for all.
- We consider it important that everyone in school is treated with respect and is valued.
- We will be kind, thoughtful and sensitive to the needs of others.
- We will work together co-operatively so that everyone is given an equal and fair chance to produce his/her best work.
- We will look after our own property and that of others within our school and community.
- We will listen to whoever is speaking and address other people in a polite and appropriate manner.
- We will always try to produce our best work.
- We will move around the school quietly and safely, giving consideration to others.

The Headteacher and Deputy Headteacher are responsible for general discipline in school. It is, however, considered a corporate issue by staff and support is an integral part of this. Each class teacher is responsible for the discipline within the class when they are teaching. When difficulties arise, staff may call upon the support of others for time-out.

We also consider it important to inform and involve parents where there are instances of persistent bad behaviour. This may be in the form of discussion with the class teacher or Headteacher and may involve the maintaining of an IBP (Individual Behaviour Plan). If a child has an IBP, their name is placed on the school special needs register at School Action (SA) or School Action Plus (SA+). This ensures children receive support from the class teacher or external agencies for their behavioural difficulties. The IBP's are reviewed termly.

### **A Positive Behavioural Approach**

- House Points - Tocyn Tys  
The school is divided into 2 houses. Pupils can achieve house points for work, helpfulness, being polite etc. These are collected at the end of the week and displayed in the hall. Our house points system is used across the school. Tocyn Tys may also be offered to any pupil who has done something of value, for example, acted as a role model to others in their actions.
- Merits  
During Friday assembly each teacher award two merit certificates to children who have worked hard at lessons or displayed appropriate social behaviour.
- Sharing Assembly  
All children have an opportunity to share their achievements during the week by showing examples of their best work.

The school also acknowledges all the efforts and achievements of children, both in and out of school. As a result, certificates/awards from home are also shared.

- Praise Cards  
Praise cards are sent to pupils' houses by each teacher, twice a term to share their success with their parents.
- Verbal Praise  
Verbal praise, including; special mentions to the Headteacher in front of the child, showing good work to the Headteacher and other teachers is considered important. Informal praising of children's good behaviour around school tells the child his/her good behaviour is noticed and appreciated and also indicates to others an appropriate way to behave.

### **Strategies for encouraging Good Behaviour**

#### The Classroom

Good quality relationships within the school, teacher to teacher, teacher to pupil and pupil to pupil are essential to forming a positive atmosphere within the classroom. Good classroom management techniques are also essential in maintaining good order and control. The ability to manage classrooms effectively is an essential skill for the teacher. Without this basic skill the most inspiring and knowledgeable teachers will have problems. Listed below is a range of discipline-linked strategies for classroom management. Early on in the school year, each class will establish its own ground rules which have been suggested and agreed by all.

These will be based on the guidelines recommended by Geoff Moss.

- e.g.
- Listen to the person who is meant to be talking.
  - Follow instructions straight away.
  - Keep hands, feet and unkind thought to yourself.
  - Take care of equipment, materials and the environment.

Suggested strategies for classroom management which will support good behaviour:

**P** represents **Purpose** – give children a clear picture of what is expected of them including the learning objectives and behavioural expectations.

**R** is for **Resources** – make sure materials, equipment and resources are ready.

**I** asks children whether to stay **In and Out** of their place – inform children of movement required.

**N** stands for **Noise level** – talk about how much noise is expected during the activity; appropriate voices for different activities could be silent, partner, group, classroom.

**T** is for the **Time** to complete the activity.

### **Positive Repetition – Support and Acknowledge good behaviour.**

- Use strategies to motivate children e.g. clicks.
- Plan and organise classroom to minimise opportunity for unnecessary movement and disruption.
- Consider basic furniture layout.
- Consider groups of pupils and consider carefully seating arrangements.
- Plan lessons and delivery to flow smoothly.
- Remember the concentration span of young children is roughly one minute to each year.
- Settle class quickly.
- Obtain full class co-operation.
- Use voice effectively, a continuous loud high pitched voice soon loses effect.
- Be alert to all that is happening in class.
- Allocate teacher attention fairly.
- Keep up to date with marking, record keeping, assessment.
- Make good use of questions.
- Be flexible – take advantage of the unexpected rather than being thrown off balance.
- Be enthusiastic – show you like the children and are interested in them.
- Use humour, not sarcasm at someone's expense.
- Identify class members to distribute books, writing materials, etc. preferably on a reward basis.
- Allow a few minutes with the children at the end of each lesson for evaluation of both academic and behavioural performance.

Improving the levels of self esteem in our children is considered an important factor in managing children's behaviour.

The following strategies help enhance this:

- Consciously look to reinforce aspects of appropriate behaviour through praise, approval and attention.
- Seek out the strengths and achievement of the children both in terms of academic performance and behaviour, highlighting them as often as possible.
- Make effective use of stickers, stars, special mention assemblies etc. to highlight academic and behavioural improvements and achievements.
- Avoid 'put downs'. Find something to be positive about, even when justifiably reprimanding a child.
- Recognise minor, yet specific improvements in aspects of behaviour.
- Offer positions of responsibility to children – it makes them feel important and valued.
- Be fair and consistent with rewards and punishments.
- Appreciate children's concerns and anxieties – they may sometimes seem trivial to you, but are often issues of great significance to them at that particular time.
- Listen to children – avoid talking to them and at them, rather than with them.

### **Dealing with inappropriate behaviour**

Despite effective classroom management and a positive approach to behaviour management, inappropriate behaviour does occur sometimes and it is necessary to react to it. Whenever possible it should be highlighted by focusing upon the positive behaviour produced by others; it should never be ignored.

To address inappropriate behaviour the school has adopted the Assertive Discipline Strategy which requires using Discipline Hierarchy.

Six sanctions have been agreed upon to use within the classroom (adjusted appropriately for each year group). The sanctions are ordered in a sequence from least to most severe.

An example of the sanctions is:

1. Verbal warning
2. Move to another table/Move seats
3. Miss part of your play
4. Remove to another classroom
5. Send to a senior member of staff
6. Send to Headteacher

In extreme cases the child may be 'fast tracked' to the Headteacher.

The sanctions are clearly displayed in the classroom and children can have individual lists to record each stage they have reached. Each session in the day starts with a clean sheet. In more extreme or protracted cases the school may consider an internal or fixed term exclusion once the parents have been informed and issues discussed. A full dialogue and liaison with families is essential in all cases.

### **Discipline at the start of the day**

For children attending Breakfast Club, they will be supervised from 8:15am. Any other child/children arriving in the playground before 8.45am will be unsupervised in the playground and will not be the responsibility of the Headteacher.

On wet days any children in the playground before that time may be allowed into the school to be supervised until 8.55am by the Headteacher or delegated staff. Classroom doors will be open from 8:45 onwards. No child should enter the school before 8.45am without being invited by the Headteacher or any other member of staff unless they are attending breakfast club.

### **Assembly and Hall**

When inappropriate behaviour occurs in the hall the following procedures should be used:

- Praise the children that are behaving.
- Make eye contact with the misbehaving child.
- Use the child's name to gain attention and state the behaviour required.
- Isolate the child from his/her peers.
- Remove the child from the hall.

### **Lunchtime**

At lunchtime children will be in the direct charge of mid-day supervisors, both inside and outside the school. There are however a large number of staff on duty during the lunch period to assist the supervisors. The overall responsibility lies with the Headteacher or whoever is deputising.

At Oakfield Primary School the same high standard of behaviour and courtesy towards others is expected from the children at lunchtime as at any other time. Midday supervisors have a set of guidelines to support them in their duties. Lunchtime staff must be notified of any activities involving children at this time. Children who are kept in at lunchtime by staff remain the responsibility of staff re supervision.

### **Playground at Breaktime and Lunchtime**

Playground discipline rests with the teachers and teaching assistants on duty. Staff are on a rota for duty each playtime and lunchtime. Staff help the children with 'Play to Learn' activities. There is a large bag of play equipment in the playground. Staff should ensure that they are out in the playground as soon as possible and engage with the children. Children should at all times, play within the designated areas. A positive approach is encouraged to maintain discipline.

- be proactive
- if you call a pupil to you for any reason, thank them for coming when they were asked
- if you need to speak to a pupil for any reason, ask them if they know why you wish to speak to them

- if any one member of a group is behaving unacceptably, congratulate those who are behaving well
- if a child does not come to you when asked, consider the disadvantages of 'chasing'
- consciously look for incidents of acceptable behaviour; praise and encourage those who are observing the rules of the playground

The following sanctions have been agreed for rough play and unruly behaviour.

- speak to the child
- time out – child is asked to stand near the wall for a period
- child sent in to see the Headteacher

The use of hard balls is prohibited in the playground. They may only be used on the MUGA. Classes are timetabled for the MUGA with the class having the best attendance for the week being able to have extra time on the MUGA the following Friday

Children are not allowed to re-enter school during the break times without permission. They will be allowed to use the toilet area near Year 3 classrooms.

Afternoon playtimes in KS2 are no longer formalised and it is up to the class teacher if they feel their class should go outside at some time during the afternoon. The class teacher will have responsibility for their class.

### Home-School Co-operation

The importance of regular and effective communication between home and school cannot be over emphasised. Where persistent inappropriate behaviour occurs the Headteacher will inform the parents and ask to see them in order to discuss the most appropriate strategies to be used.

Consistent offenders will have Individual Behaviour Plans, which are reviewed termly, and their names will be placed on the Special Needs Register. Pupil Support Services may be contacted to seek advice.

Teachers with concerns are encouraged to speak to parents after or before school to inform them of their child's behaviour. If an IBP is necessary parents are invited to discuss the targets and partake in the reviews. This can be done with a separate appointment on the termly open evenings.

Policy will be part of the school's improvement planning for 25/26 as a health and well-being support strategy.

### To be reviewed June 2025

**Signed:** \_\_\_\_\_ **June 2025**

**Chair of Governors:** \_\_\_\_\_ **June 2025**

**Headteacher:** \_\_\_\_\_ **June 2025**