



Sunningwell C of E Primary School

Behaviour Management Policy

Rationale

A calm, orderly and caring environment is essential if children are to learn effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time. All staff members should encourage the highest standards in collective and self-discipline and be supportive in helping children achieve this. The Christian ethos of the school and the planning of a broad and balanced curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to the school environment. These attitudes and values are encouraged in a variety of ways.

In accordance with the Equality Act 2010 and the Education and Inspection Act 2006 we recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanction stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is supportive and offers the school appropriate help in specialist areas. The principles outlined in the 'Every Child Matters' DfE 2003 still inform policy and we, as a school, recognise the lead we may be required to take in consulting and communicating with other agencies. This policy is also based on The Special Educational Needs and Disability (SEND) Code of Practice and Behaviour and Discipline in Schools.

The aims of our approach to behaviour are:

- The maintenance, encouragement, and promotion of regulated behaviour wherever possible
- The shared and agreed identification of what we consider to be unacceptable behaviour including the use of inappropriate language
- The establishment and shared understanding of class and school rules
- Agreed sanctions where rules are broken
- A firm, consistent approach across the school
- An opportunity at each stage for children to make amends and redeem themselves
- The involvement of parents at an early stage
- A shared understanding of what will happen if...
- The involvement of children – encouraging them to take responsibility for their actions
- The discussion with children in Worship, PHSE and class about the need for rules and the responsibilities we each have to ourselves and one another
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever appropriate

A positive environment

Perhaps most important of all is the overall climate and ethos of our school. Our Christian ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another
- the sense of community within the school and that all children are ambassadors for us
- interesting and well-prepared lessons that cater for individual need
- a recognition that we are all different and that there is no 'best fit' model for a human being

Class Guidelines

Each teacher aims to promote self-esteem and provide opportunities for pupils to explore and resolve problems within a team approach, i.e. class meetings and discussions. At the start of each year, and regularly through the

term, each teacher visits class rules, which are based on: listening, respect, caring, sharing, helping, taking responsibility, co-operating, and doing your best. Other helpful approaches usefully employed are:

- Always looking for opportunities to praise appropriate behaviour.
- The use of “cool-off time”.
- The class should be aware of workable noise levels and respond quickly and quietly when the teacher is talking.
- Children can be moved to other seats to facilitate learning and good behaviour patterns.
- Any work avoided may be completed at a supervised break or lunchtime or sent home for parents to help with.

‘Rewards’

Rewards are a powerful tool for staff to use. The general practice of classroom management involves rewards being given to children on a regular basis these may also be given during break times. These include:

- Verbal praise or written remarks about good work or actions.
- Sending a child to a teacher or head teacher for praise.
- Sharing of work or actions in assembly.
- Sharing of their work or actions in the wider community.
- Whole class/house rewards to promote team spirit.
- The use of stickers or house points to encourage good behaviour and a sense of responsibility.
- Children with specific needs may be given positive behaviour management plans.
- Positive behaviour is further enhanced by the active involvement of parents.

Managing Misbehaviour

Appropriate behaviour is expected and where this is not the case, a clear sequence of supports, possibly including an individual behaviour plan (IBP) and sanctions will be used to encourage it. Staff should distinguish between ‘unacceptable/distressed’ (which may relate to a child’s developmental stage or trauma) and ‘serious’ behaviour (see chart below for a non-exhaustive list of examples). If it is felt that the child’s behaviour continues to be incompatible with the ethos of the school or if a child displays any of the following behaviour, which is considered ‘serious’ it may be dealt with using the sanctions below and may warrant reporting to county (Appendix A – Reporting to County Forms). This report will go on a child’s permanent record.

Unacceptable/Distressed behaviour may take the following forms	The following are deemed as ‘serious’ acts of misbehaviour
Rough play (pushing, pinching)	Bullying (Appendix B – use checklist for Managing a Bullying Incident)
Misbehaviour in toilets	Racial/Sexual/Verbal harassment
Misbehaviour in the dining hall	Swearing
Ignoring instructions	Insolent/defiant behaviour
Retaliation	Aggressive/threatening/harassing or violent behaviour
Throwing soft objects at others	Vandalism or theft
	Malicious accusations against staff
	Any unacceptable/distressed behaviour which occurs multiple times or is extreme

Responding to Unacceptable/Distressed Behaviour

Stage 1

- **Reminder**

Give the pupil a positive reminder of the expectation.

- **Reset**

A pupil may work in another classroom away from the usual group for a cooling off period, (known as time-out.)

Possible withdrawing of a pupil for a period of time, as appropriate, to safeguard the welfare of the majority of pupils.

Breaktime – stand by fence for three minutes.

- **Warning**

Verbal warning outlining the choice/consequence of actions. Support child to understand that they need to work towards regaining the trust of others.

- **Repair**

The child will be expected to take responsibility for his/her own behaviour. Talking the matter over with their peers or adults as appropriate. Requesting time-out if necessary.

Consequence to be served linking directly to the action – for example: tidying an area which has been disrupted or exclusion from participation in sporting fixtures or other activities deemed as privileges as a result of not following school rules.

Responding to ‘serious’ misbehaviour

Stage 2

- The parents will be called to discuss the issue, if deemed necessary the introduction of internal programs, Drawing and Talking or ELSA or outside agencies will be discussed to support the child’s positive behaviour development.
- Behaviour will be monitored throughout the day.
- Denial of break-time or lunchbreak.
- A senior member of staff will follow-up with the child.
- An internal incident form will be completed.

The following three stages will be used if necessary:

Stage 3

- If the child’s inappropriate behaviour continues, they will be excluded for a minor fixed period (one or two days). In all cases of exclusion, the parents will be asked to bring their child to discuss the terms of re-admittance with the head teacher. The pupils will use a positive behaviour plan to support being successful in school.

Stage 4

- If the situation does not improve the child will be recommended for exclusion for a major fixed period (up to five days) or an indefinite period.

Stage 5

- Finally, they will be recommended for a managed move, or a permanent exclusion refer to OCC Permanent Exclusion Form.

This policy may extend beyond the school day and the school premises when a pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

Any part of this policy may also be applied to misbehaviour at any time, whether, or not the conditions above apply that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil, staff member or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This policy is linked to other policies including;

Anti-bullying
Online Safety
Safeguarding

Head Teacher: A Leech _____

Chair of Governors: R Evans _____

Date February 2023

Appendix A

Recording prejudice-related incidents and bullying

- Collect details, either to keep on this form, or else to enter into your IMS.
- To enter details into SIMS .net, go to **Focus > Behaviour Management > Maintain Behaviour Incidents > New**
- Choose **Prejudice-related incident** or **Bullying** from the 'top level' **type**, then if appropriate, choose one **Type of Bullying** as motivation.
- Choose one or more appropriate **Additional Types**.
- **NB** Record sufficient detail to identify exact nature of prejudice or type of bullying in **Comments**

Reason for prejudice-related incident/bullying Additional Type:
(delete as appropriate)

Young carers, looked after children	<input type="checkbox"/>	Assault	<input type="checkbox"/>
Appearance or health condition	<input type="checkbox"/>	Verbal abuse (pupil / teacher)	<input type="checkbox"/>
Race Religion or Culture	<input type="checkbox"/>	Threatened	<input type="checkbox"/>
SEN or Disability	<input type="checkbox"/>	Theft / taking property	<input type="checkbox"/>
Sexist or Sexual	<input type="checkbox"/>	Cyberbullying	<input type="checkbox"/>
Transphobia	<input type="checkbox"/>	Emotional bullying	<input type="checkbox"/>
Sexual Orientation (homo/biphobia)	<input type="checkbox"/>	Excluding	<input type="checkbox"/>
Other (record in Comments , below)	<input type="checkbox"/>	Written derogatory comments, incl. graffiti	<input type="checkbox"/>
Alleged	<input type="checkbox"/>	Other (record in Comments , below)	<input type="checkbox"/>

The categories above put some equality groups together e.g. **Race, Religion or Culture**, so please use the **Comments** box to explain which.

Activity: (lesson where bullying took place, if relevant)

Locality

Date of Incident:

Time:

- Bus
- Classroom
- Corridor
- Dining Hall
- Playground
- To, or from, school
- Toilets
- Outside school premises
- Other (record in Comments)

Comments

Recorded on:

Status:

- Resolved
- Unresolved
- Further intervention needed

Staff recording the incident...

Name:

Role:

Staff involved:

Role: (Target / Aggressor / Witness)

Pupils involved:

Name:

Role: (Target / Aggressor / Witness / Participant / Bystander)

Individual Student Record

Is this a serious incident that raises safeguarding concerns? Yes No

If Yes, date of referral to Designated Safeguarding Lead
(record concerns/action taken below)

Have you had contact with the target's parent / carer? Yes No

If Yes, by phone / letter? Date of contact:

Have you had contact with the aggressor's parent / carer? Yes No

If Yes, by phone / letter? Date of contact:

Are any other agencies involved? Yes No

If Yes, which agencies?

Does the incident require a multi-agency response? Yes No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

Signed

Name.....

Details of any subsequent actions or follow-up (record in Comments)

Checklist for Managing a Bullying Incident

Actions to take	✓
1. Child reports that they are being bullied or an incident has been observed.	
2. Hear what the young person has to say about what has happened.	
3. Hear what any other young people directly involved in the incident has to say about what has happened.	
4. Ensure a senior member of staff is made aware.	
5. Record the incident in-line with Ofsted expectations . You may choose to use/adapt the Oxfordshire Recording Prejudice Related Incident or Bullying Form .	
6. If there is evidence or an admission of bullying, ensure you follow your Anti-Bullying Policy and Behaviour Policy. If you are using a restorative approach, provide opportunity for young person to reflect and consider what steps they can take to prevent it from happening again/to make things better.	
7. Consider whether the impact of any bullying is severe enough to warrant it being a safeguarding issue. If appropriate, refer to you Designated Safeguarding Lead.	
8. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned. If a young person has reported bullying, be very careful to avoid making them feel invalidated.	
9. Inform the target of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
10. Inform the young person responsible for harm of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
11. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
12. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
13. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may wish to do so.	
14. Consider what additional input is required to prevent recurrence. For example: Proactive work to address prejudice or promote diversity, work with the class or year group, an assembly, individual or group work with the young people concerned, referral to outside agencies, etc. If concerns are serious, visit the Early Help and the Locality Community Support Service (LCSS) - Oxfordshire Safeguarding Children Board (oscb.org.uk) to consider whether referral for further child and family support might be appropriate.	
15. Monitor the situation and review with all parties to ensure the bullying has stopped.	
16. Review how successful your approach has been. What additional preventative measures need to be in place?	

[Click here](#) to access Oxfordshire's webpage that contains guidance and templates for managing bullying effectively.

Guidelines for interview with all parties:

- Oxfordshire County Council recommend that schools adopt a restorative approach to respond to bullying incidents. N.B. It is critical that staff are knowledgeable about Restorative Practice and do not force children to meet if they do not wish to, if the motive to come together is not positive and if there is potential for meeting to cause more harm. For more information and access to training, visit [Restorative Practice | Schools \(oxfordshire.gov.uk\)](https://www.oxfordshire.gov.uk/restorative-practice/schools).
- Allocate sufficient time to listen.
- Take the incident seriously and reassure them - be very careful to avoid making them feel invalidated.
- Take steps to make sure they feel safe (particularly target and young people who may have observed the incident).
- Offer confidentiality (with usual Child Protection exceptions).
- Listen to the details of what happened and record.
- Consult the target about how the incident should be dealt with as far as is appropriate. N.B. informed choice is an essential part of any restorative process – the people affected by an incident or problem are often best placed to find the solution/best way forward.
- Consult the young person responsible about what steps they can take to prevent it from happening again / to make things better. N.B. informed choice is an essential part of any restorative process – the people affected by an incident or problem are often best placed to find the solution/best way forward.
- Inform and consult parents/carers of both parties about management of the incident, including offer of appropriate support. Schools must consider the needs of parents/carers – need for honesty, trust, reassurance, understanding, etc. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions.

Importance of monitoring and review:

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safer following action taken?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?