



## **Ox Close Federation**

# **Behaviour Policy including Statement of Behaviour Principles**

<b>Approved</b>	<b>October 2023</b>
<b>Review Date</b>	<b>October 2024</b>

## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the Federation community with regards to behaviour management.
- Outline our system of rewards and sanctions.

## 2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork.
- Poor attitude.
- Rudeness towards staff.

**Serious misbehaviour** is defined as:

- Repeated breaches of the Federation rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic<ul style="list-style-type: none"><li>• Transphobic</li><li>• Disability-based</li></ul></li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumors, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our Federation's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which can be found on our Federation website.

## 5. Roles and Responsibilities

### 5.1 The Governing Board

The Policy Alignment and Approval Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Policy Alignment and Approval Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

## **5.2 The Executive Headteacher**

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the Policy Alignment and Approval Committee and Full Governing Body, giving due consideration to the Federation's statement of behaviour principles (Appendix 1). The Executive Headteacher will also approve this policy.

The Executive Headteacher will ensure that the Federation environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording positive and negative behaviours via Class Charts.
- Recording extreme behaviour incidents via CPOMSs.

The Federation Leadership Team will support staff in responding to behaviour incidents.

## **5.4 Parents and Carers**

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the Federation of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## **6. Pupil Code of Conduct**

### **Ox Close Code of Conduct**

Respect yourself

Respect others

Respect the environment

### **Early Years and Key Stage 1 Code of Learning**

We look and listen

We start working straight away

We keep going and seek help if we need it

We do our best and feel proud

We take part, share our ideas and work together

We set our own goals

## Key Stage 2 Code of Learning

We look and listen

We start activities straight away

We work independently and use self-help strategies

We do our best and feel proud

We participate, contribute and collaborate

We set our own goals

## 7. Rewards and Sanctions

### 7.1 Our Reward and Sanction Systems

At Ox Close, we use the Class Charts system as a way of rewarding positive behaviours. Children collect points for different behaviours. If they are not following school rules or behaving in the correct manner, then points are taken away.

#### Positive Behaviours

Behaviours are identified by children and staff and are reviewed regularly. Examples of the points and their weightings are below:

Being Kind	+1
Caring for the environment	+2
Be the Best You Can Be	+5
Excellent Progress	+3
Teamwork	+1
Following instructions	+1
Role Model	+2
Lining Up	+1
On Task	+2
Ready for Learning	+1
Super Effort	+2
Super Presentation	+1

## Sanctions

Behaviours are identified by children and staff and are reviewed regularly. Examples of the points and their weightings are below:

Aggressive	-3
Being Fussy	-1
Chatty	-1
Lack of Effort	-2
No Homework	-3
Not looking after environment	-1
Off task	-1
Refusing to follow instructions	-2
Poor Presentation	-1
Rudeness	-1
Shouting out	-1

### Reflection – Reception and Key Stage One

If the children in KS1 receive three or more negative points in a day, then they miss part of their break the next day and spend this time with staff reflecting on their behaviour. Staff will also inform and discuss with parents/carers.

### Reflection – Key Stage Two

If the children in KS2 receive three or more negative points in a day, then they visit the Reflection Room the next break time. This is ran by phase leaders and staff within the phase teams.

If children visit the Reflection Room repeatedly, then the class teacher and senior leaders will be in touch with parent/carers to discuss next steps.

### Behaviour Awards

The points the children collect are cumulative and when they reach certain milestones, they are presented with an award in assembly.

The thresholds are as follows:

<b>100 points</b>	Bronze Award
<b>200 points</b>	Silver Award
<b>300 points</b>	Gold Award
<b>450 points</b>	Platinum Award

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The Federation will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The Federation's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Federation has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Keeping Children Safe in Education Policy for more details.

## **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the Federation. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our Federation

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehavior:

- Could have repercussions for the orderly running of the Federation
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Federation

Sanctions will only be given out on Federation premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).



## **7.4 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Federation will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Federation will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Federation (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Federation will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy Keeping Children Safe in Education Policy and Statement of Procedures for dealing with allegations towards staff and volunteers for more information/

## **8. Behaviour Management**

### **8.1 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **8.4 Pupil Support**

The Federation recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Federation's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8.5 Safeguarding**

The Federation recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **9. Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive Headteacher, SLT and Policy Alignment and Approval Committee annually. At each review, the policy will be approved by the Executive Headteacher and then taken to the committee to ratify.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Policy Alignment Committee annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection Policy
- Statement of Procedures for dealing with Allegations towards staff and volunteers

## **Appendix 1**

### **Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is understood by pupils and staff
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Policy Alignment and Approval Committee on an annual basis.