

PUPIL BEHAVIOUR AND ANTI-BULLYING POLICY

(Copies of this document will be available to view on the school's website at www.oldfieldprimary.com)

To enable every individual regardless of ability to achieve their full potential, to prepare for future life and to become life-long learners, developing a thirst for learning and to become good citizens equipped for the challenges of the 21st century.

Our motto is - **It's fun to learn**

The values that underpin this vision can be set out under the following headings.

To Develop An Understanding Of Self

Each child should be guided to

- Develop an appreciation and awareness of self
- Become independent learners and thinkers
- Achieve their fullest potential regardless of their ability and gender
- Have high personal expectations of work and behaviour
- Have a positive attitude towards their own learning
- Show a healthy attitude to living an active life through sport and other recreational activities

To Develop An Understanding Of Relationships

Each child should

- Care for others and oneself
- Show mutual respect and tolerance for spiritual and cultural diversity
- Understand the importance of learning together, and working together as a team

To Develop An Understanding Of Society and British Values

Each child should endeavour to become

- Good citizens
- Effective and constructive members of the community
- Able to appreciate and celebrate their own and others success
- Valuable members of the school community

To Develop An Understanding Of The Environment

Each child should

- Take an active role in caring for the learning environment of the school
- Be safe and cared for in a stimulating learning environment
- Appreciate and respect the environment of the school

Through exposure to a wide range of teaching and learning experiences, pupils will achieve their full potential as independent, THINKING learners. Relevant, enjoyable and enriching activities will develop their thirst for life-long learning.

As a school our belief is that every child deserves to succeed regardless of his or her ability.

Behaviour Principles Statement

Oldfield School Staff and Governors are committed to ensuring that it is a happy, hardworking and effective environment in which every pupil can learn, contribute and feel valued as an individual. To this end the school aims to provide an atmosphere of stability, security and harmony that is built upon mutual respect. Every child has a role to play in the establishment of good discipline in the school, through their own self-discipline and through their appropriate interaction with their peers.

The school acknowledges the legal duties under the Equality Act 2010, and KCSIE 2023 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Discipline in Schools

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- This authority also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers' authority to discipline includes the right to discipline pupils even when they are not in school or in the charge of a member of staff
- Teachers can confiscate pupils' property

Punishing Poor Behaviour

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil

To be lawful, the punishment must satisfy the following three conditions:-

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff (with the exception of suspensions and exclusions); and
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the authority to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy.

They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

All pupils are expected to: -

1. Respect and care for everyone in the school.
2. Behave, in and out of class, in an orderly way that ensures that other children can learn effectively and be happy in school.
3. Show respect for all school and pupils' property.
4. Be responsible for reporting any incidents of serious misbehaviour or bullying, involving themselves or others.
5. Contribute to frequent (at least termly) discussions and decisions about school rules and codes of conduct.
6. Stay within the school premises and to attend school throughout the school day.

All Staff are required to take individual children's needs into account when expecting pupils to: -

1. Respect and care for everyone in the school, taking full regard of the school's Equal Opportunities policy.
2. Ensure that all pupils understand and comply with this policy and the school rules.
3. Follow the school's guidance on punishment of pupils who misbehave.
4. Be vigilant in their efforts to deal appropriately with any incidents of bullying and racial harassment, and the Headteacher to keep records and report as required to Governors and LA.
5. Reward children appropriately for commendable behaviour, to encourage and show a positive attitude at all times.

Good behaviour can be rewarded by any member of staff, as is appropriate,

- Giving praise within the class
- Giving privilege within class
- Awarding stickers and stars
- Awarding house points
- Presentation of 'Star of the Week' in Assembly
- Making visits to Headteacher for praise, badges, stickers or medals
- Informal contact with parents or notes home
- Sharing praise in Whole School situation

Poor behaviour is dealt with by any member of staff, as is appropriate, in the following order unless the severity of the action determines more serious action is required sooner.

- A quiet reprimand by teacher in class
- Having to sit apart from other pupils
- Poor behaviour in classroom can result in children being sent to another class
- Having to miss part of their playtime

- Information of the behavior incident recorded on CPOMS.
- Sharing informal talks with parents, child and staff concerned
- Sharing concerns with the Headteacher
- Sharing more formal discussions with parents and staff concerned
- If children are found to be fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed (in line with government guidance on the use of reasonable force).
Reasonable adjustments must be made for disabled children and children with special educational needs or disabilities (SEND)
- Exclusions, but this is a very drastic punishment - would be used as a last resort only if the health, safety and well-being of other pupils were to be put seriously at risk by a child's behaviour. Please see our separate headings: Use of Isolation and Internal Exclusion and Exclusions, DfE Guidelines would be followed carefully in all such cases.

Please see Appendix 1 which has been shared with parents/carers, staff and governors.

Governors

An active partnership with parents/carers in all matters connected to this policy is of great importance and benefit to the pupils and the school. At all times the Governors and Staff encourage their cooperation and support. All parents/carers are asked to frequently discuss the Home-School Policy with their children and to help them to comply with its requirements.

The school does have a policy on the use of reasonable force if; for example; teachers have to physically separate pupils found to be fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed. Reasonable adjustment must be made for disabled children and children with special education needs or disabilities (SEND).

Guidance Notes in support of the Schools' Pupil Behaviour Policy.

Privileges and responsibilities will be given to children as they mature, to develop their self-discipline and feeling of responsibility.

Unacceptable behaviour should be reprimanded with reference to the event or deed. Condemnation of the child, for example; "You are an unkind and thoughtless child" should become "That is unkind and thoughtless behaviour". The school also advises all staff that shouting, as a means of reprimanding, should be avoided.

Playtimes and Lunchtimes are difficult for many children. Disputes are best solved by the children themselves and members of staff should intervene only to help pupils come to their own solutions or when the actual safety of children is at risk. Class teachers should be informed of any poor behaviour at the end of the Playtime or Lunchtime concerned.

Pupils' conduct outside the school gates

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006) see**

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Teachers may discipline pupils for

- Misbehaviour when the pupil is:
 - a) Taking part in any school-organised or school related activity or
 - b) Travelling to or from school or
 - c) Wearing school uniform or
 - d) In some other way identifiable as a pupil at the school
- Or misbehaviour any time, whether or not the conditions above apply, that:
 - a) Could have repercussions for the orderly running of the school or
 - b) Poses a threat to another pupil or member of the public or
 - c) 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.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The authority of staff enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (*section 94 of the Education and Inspections Act 2006*).
2. **Staff have the right to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be search for

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise the headteacher will determine what should happen to the items. When an item is confiscated at Oldfield, the parents/carers will always be informed and told what will happen to said item. More detailed advice on confiscation and what must be done in prohibited items found as a result of search is provided in 'screening, searching and confiscation – advice for Headteachers, staff and governing bodies'. See Associated Resources section below for a link to this document.

Reasonable force

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

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (July 2013). See Associated Resources for a link to this document. Or refer to the Oldfield 'Use of Reasonable Force' Policy.

Use of Isolation and Internal Exclusion

The school can adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. The school will use isolation rooms as a disciplinary penalty. Oldfield will use this penalty if it is felt necessary. As with other disciplinary penalties, the school must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It will be down to the school to decide how long a pupil should be kept in isolation and for the staff member in charge to determine that pupils may and may not do, during the time they are there. We will ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. We will allow pupils time to eat or use the toilet.

Exclusions

The Governing Body expects the school to use exclusion only as a last resort. Any exclusion will be issued and reviewed in line with the DfE's statutory guidance on exclusion from schools. This can be read at: <https://www.gov.uk/government/publications/school-exclusion>

Associated Resources

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Behaviour_in_schools_guidance_sept_22.pdf



Screening Searching and Confiscation 2011



DfE Use of Reasonable Force 2013



Use of Force to Restrain Jan 2024.pdf

Appendix 1

Approach to Behaviour at Oldfield – Shared with parents and carers annually

The behaviour of the pupils at Oldfield Primary School is a strength of our school. In the classroom, pupils are motivated, engaged and considerate. On the playground the pupils are cooperative, independent and respectful. However, at times, pupils may make poor decisions in regards to their actions or words. Please read below as this document aims to provide all stakeholders with a clear understanding of our approach to both positive and negative behaviour choices.

Rewards

In the event a pupil meets their teacher's expectations in their effort, work or behaviour, they will be verbally praised or receive written praise in their books. They may also receive house points which go towards a collective effort to receive an end of half-term treat (such as extra playtime).

In the event a pupil exceeds their teacher's expectations in their effort, work or behaviour, they may be sent to another adult in the school to receive further praise, considered for Star of the Week (connected to our Friday assemblies), selected for a role of responsibility within the school (such as a playground leader) or their parent or carer may be informed in-person at the end of the day or via phone call/email.

Consequences

In the event a pupil makes a negative choice within their classroom or on the playground, the pupil will be given a warning by the teacher or supervising adult and asked to stop. If this then continues, they may then be asked to move to a different part of the classroom or have time-out on the playground. In the event that this behaviour continues, they may then be sent to a senior member of school staff (a phase leader, AHT or HT). If a pupil has been sent out of their classroom, the parent or carer will be informed at the end of the day by the class teacher. Ideally, this would take place at collection in-person, but may need to be via phone call (if the pupil is being collected using Grab and Go or attending an ASC).

In the event a pupil makes what we would consider to be a serious negative behaviour choice (becoming physically aggressive, saying something which offends a protected characteristic, e.g., is racist or homophobic, or is repeating the same negative behaviour), the pupil will immediately be sent to the Headteacher, Mrs Page, or one of the Assistant Headteachers, Mrs Goodson-Smith, Mrs Havelock and Miss Smith. Parents and carers will be informed as soon as possible by Mrs Page, Mrs Goodson-Smith, Mrs Havelock or Miss Smith.

Appendix 2

Anti-Bullying Policy Statement

The purpose and scope of this policy statement

Oldfield Primary School works with children and their families. The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our school community.
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of Oldfield Primary School including senior leaders and governors, paid staff, volunteers, sessional workers, agency staff and students. Separate documents set out:

- our code of behaviour for children, young people and adults
- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation.

What is bullying?

Bullying includes a range of abusive behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.

More information can be found on the NSPCC website [here](#).

We believe that:

- children and young people should never experience abuse of any kind, including bullying
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

Preventing Bullying at Oldfield Primary School

We will seek to prevent bullying by:

- developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with staff, volunteers, children, young people and families who are a part of our school community about bullying and how to prevent it (for instance through workshops and through highlighting anti-bullying week annually).
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place. These are communicated to children frequently through assemblies, PSHE lessons and as required.

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- group members' responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends (which is a key aim for our school Well-Being Champions and a key focus of our Fun Lunch Club aimed at vulnerable pupils).
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well e.g. through our pupil and parent survey and pupil voice discussions.

Responding to bullying

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole.

Diversity and Inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:

- seeking opportunities to learn about and celebrate difference (for instance through our annual Cultural Day and our cultural assemblies and through the visitors we invite into school)
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.