

PUPIL BEHAVIOUR AND ANTI-BULLYING POLICY

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

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 2025 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school 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. The school 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. Demonstrate our school values of kindness, respect and resilience in all that they do.
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. Demonstrate our school values of kindness, respect and resilience in all that they do.
2. Understand and comply with this policy and the school rules.
3. Follow the school's guidance on consequences and actions for pupils who misbehave make poor behavioural choices.
4. Be vigilant in their efforts to deal appropriately with any incidents of bullying and racial harassment, and report them to the Headteacher to keep records and report as required to Governors (and other agencies if required).
5. Demonstrate commendable behaviour in order to encourage and show a positive attitude at all times.

Positive behaviour choices can be rewarded by any member of staff, as is appropriate, in the following ways:

- Giving praise within the class
- Awarding stickers and stars
- Awarding house points
- Presentation of 'Star of the Week' in Assembly
- Making visits to Headteacher or another member of the Senior Leadership Team for praise, badges, stickers or medals
- Informal contact with parents or postcards home
- Sharing praise in Whole School situations

Negative behavioural choices can be 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 (at the discretion of the headteacher or a senior leader acting on her behalf).

- A quiet reprimand by teacher in class
- Having time out within the class to reflect on their choices
- Being sent to another class to continue their learning
- Having to miss part of their playtime
- Sharing informal talks with parents, child and staff concerned
- Sharing concerns with the Headteacher
- Sharing more formal discussions with parents and staff concerned
- Suspensions and permanent exclusions. These would be used as a last resort only if the health, safety and well-being of other pupils or staff were to be put seriously at risk by a child's behaviour.

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

Governors

The governing board are responsible for ensuring this policy is carried out within the school through reports provided by the headteacher and other staff, through their school visits and by challenging (where required) within governor meetings. Governors are also responsible for ensuring the school's approach to behaviour works within the Equality Act and that we fulfill our statutory duties in terms of reporting and maintaining records. Additionally, the headteacher will liaise with the Chair of Governors, or the vice-Chair in her absence, regarding any suspensions or permanent exclusions.

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**

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 currently, 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 under the close supervision of staff. Oldfield will use this consequence if it is felt necessary. As with other disciplinary consequences, 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 what 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 always allow pupils time to eat their lunch 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 201



DfE Use of Reasonable Force 20



Use of Force to Restrain Jan 2024.pdf

DfE Use of Reasonable Force guidance is currently under consultation and our School Policy 'Use of Force to Restrain' will be amended as and when guidance is amended.

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 (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. This could be in-person or via phone call or email. 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, Miss Smith or Miss Wheeler). Parents and carers will be informed as soon as possible by Mrs Page, Mrs Goodson-Smith, Mrs Havelock, Miss Smith or Miss Wheeler.

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.