



Our moral obligation is to help our children become successful learners, confident individuals and responsible citizens, and we believe that this policy for behaviour and discipline, will help us achieve this goal.

Behaviour and Discipline

Section 1: Context

We believe that a school's behaviour and discipline policy should be simple, clear and effective. At the centre is the belief that all children and staff should feel safe and secure in order to fully meet their potential, and therefore respect, dignity and understanding of each other are key. Positivity underpins our school culture and environment, but punishments will be used. Above all, both staff and children will be held to account for their actions and will need to take responsibility for their behaviour and the consequences of their behaviour.

Section 2: Rules

We have one rule at the school and that is for all staff, children and families to act responsibly.

Each class and Year Group may develop rules with the children which are relevant and bespoke to their class or cohort and which will be developed and designed in partnership.

Section 3: Rewards and Punishments

The school rewards children in many different and varied ways. These rewards range from whole school celebrations and recognition, through class celebration and recognition, to individual celebration and recognition. Rewards are hard earned and celebrate precise actions or outcomes. The school actively encourages peer to peer recognition and celebration.

Punishments will take a variety of forms depending upon the behaviour and the context of the behaviour. These will include a written or verbal apology, detentions during break times, school community service, and removal of privileges. In a minority of situations a child may receive an internal exclusion and be removed from class – see Appendix 1 for Yellow and Red Cards.

Section 4: Exclusion

Temporary or permanent exclusions are used as a last resort by the school but can be used if the behaviour of a child is consistently disruptive to the learning of their peers, is violent or is a danger to themselves, staff and the other children in the school. At all times the school will follow statutory guidance when considering exclusion. Permanent exclusion would usually follow the implementation and development of a Behaviour Support Plan, however this may not always be the case.

Section 5: Physical Intervention by Staff

In very rare cases there may be need for a member of staff to physically restrain a pupil. Only reasonable force would be used and in order to prevent the following:

- A pupil hurting themselves
- A pupil hurting someone else
- Damage to property

Records of this event will be kept.

Section 6: Bullying

Definition

Bullying is when one person or a group of people make another person feel uncomfortable, upset or hurt.

Trustee/Head Teacher Approval - HT

Approved Date: 3.2.17

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Bullying is intentional – a person who bullies hurts someone on purpose

Bullying is persistent – it happens more than once.

Bullying can be:

Physical – being violent towards someone, stealing from them or damaging their belongings.

Verbal – name calling, saying nasty things about family and friends, making unkind jokes, threatening someone, saying nasty things behind someone's back.

Technological – sending nasty messages, silent or abusive phonecalls, and sending nasty emails.

Indirect – spreading horrible stories about someone, ignoring them, excluding them from a game or group.

Our aim is to ensure that bullying is not able to take place in our school and we seek support from families and children towards this goal. However, we know that bullying can take place and therefore we are vigilant in recognising it, and we act swiftly, firmly and sensitively when incidents occur. Our actions would again be determined by the context of the bullying and the children involved.

Section 7: Responding to Racist Incidents

The accepted definition of a racist incident is found within the McPherson Report from the Stephen Lawrence Enquiry, and is defined as "any incident which is perceived to be racist by the victim or any other person". Anyone, regardless of ethnicity, can be racially abusive. Racial abuse can include critical or negative comments or practices, on the basis of colour or ethnic group, in a generalised sense. This can include religious intolerance.

If the victim or observer perceives that an incident is racist, then the incident must be reported, irrespective of the outcome of the ensuing investigations. The recording of a racist incident should follow schools' usual recording process for all incidents of inappropriate behaviour. In addition, the incident must be reported to the Headteacher who is responsible for monitoring racist incidents. The school will then complete a [Hate Incident Reporting Form \(HIRF\)](#), to send to the **Harm Reduction Team** via the reporting system managed by Victim Support Sussex. The school will then analyse incidents as they occur and report to Trustees via the termly Headteacher Report

Section 8: Communication

The school will endeavour to inform and update all relevant parties when such incidents and issues arise, and we actively encourage our parents, carers, families and children to do also. We will keep records of pupil files of all issues.

Section 9: Review

This policy will be reviewed annually or when changes occur to guidance or legislation.





Appendix 1

PLAYTIME OUTCOMES

Positive experience for all – staff building relationships with children – children having time and space to share with members of the staff team – children collaborating, communicating, making links with each other – having fun.

LUNCH DUTY PROCEDURES AND UPDATE

These are in no particular order

ISSUE/ UPDATE	METHOD FOR COMMUNICATION	WHO/ WHEN
Lead teacher on duty to lead at lunchtime. TAs with a floating role to make themselves known and be directed to specific playground positions and roles.	Year Team Meetings	Year Leaders Now
Lead teacher to follow up on incidents which occur at lunchtime. Walkie Talkie to be used to call for assistance from Duty Teacher who will relieve the Lead Teacher to be able to follow up on incident, outcomes and communication with all stakeholders. (Duty teacher rota to follow)	This document	All JE to coordinate Duty Teacher rota – 9 th January
Lead teacher to make use of bench by the stage for time out or removal as required.	Year Team Meetings 4.1.17 Assembly	Year Leaders JE
Golden Passes to be only mechanism for children to be inside at lunchtime. If no pass then they go out.	4.1.17 Assembly	JE
No home toys, moon balls, pokemon cards, trading cards etc to be outside at lunchtime and breaktime	4.1.17 Assembly	JE
School toys to be used at lunchtimes and breaktimes (Date and which toys to be decided and confirmed)	4.1.17 Assembly	JE
Children to be reminded of Football and Basketball rota. To be displayed on each year groups noticeboard.	4.1.17 Assembly	JE

Football Rota

Day	Year Group
Monday	5/6
Tuesday	3/ 4
Wednesday	Basketball
Thursday	5/6
Friday	3/ 4

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BEHAVIOUR RED AND YELLOW CARD - PURPOSE		
To provide clarity and confidence in roles and expectations for Staff members. To be able to respond more proactively before situations escalate.		
PROCEDURES AND UPDATE		
ISSUE/ UPDATE	METHOD FOR COMMUNICATION	WHO/ WHEN
Introduction of Yellow Card To be used by staff members in order to seek collaboration, sharing of next steps, guidance, challenge, and experience of Duty Teacher. To enable pupil to have space, time, chance to be distracted in order to enable the child to be returned to class as swiftly as possible. To be recorded in Running Logs.	Year Team Meetings	Year Leaders Now
Re-introduction of Red Card End of the line has been reached. Duty Teacher to internally exclude or exclude for a fixed period in consultation with Head of School for the day. To be recorded on an Incident Form.	Year Team Meetings	Year Leaders Now

Duty Teacher Rota - Week A	
Day	Member of Staff
Monday	JE
Tuesday	JE
Wednesday	KS
Thursday	MD
Friday	JE

Duty Teacher Rota - Week B	
Day	Member of Staff
Monday	SP/ RC
Tuesday	JE
Wednesday	JHa/ KS
Thursday	MD
Friday	JE

Lunches

Duty Teacher as shown above, except Tuesday and Friday lunchtimes, where it will be TS.

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