

# **Dr South's CE(A) Primary School**

**Bletchington Road, Islip, Kidlington, Oxon OX5 2TQ**  
*Faith, Hope and Love*

**Headteacher:** Mr Huw Morgan

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## **School Behaviour Policy (statutory)**

The Governors at Dr South's Primary School adopt the attached School Behaviour Policy (incorporating the anti-bullying policy).

**Adopted by the Full Governing Body in July 2009**

**Reviewed by the Full Governing Body in July 2011 (signed January 2012)**

**Reviewed by the Teaching and Learning Committee in September 2014**

**Reviewed by the Teaching and Learning Committee in July 2016**

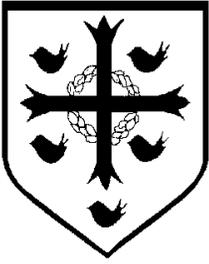
**Signed .....** **Chair of T&L Committee**

**Signed .....** **Headteacher**

**Review Date: July 2018**

**Review frequency: headteacher to decide – currently every two years**

**Review approval: headteacher – delegated to the Teaching and Learning Committee**



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## School Behaviour Policy (statutory)

The members of this school community believe that:

- The way pupils and adults behave depends on the way they feel about themselves.
- The way pupils and adults feel about themselves depends on the way in which those around them respond to their behaviour.
- Positive approaches to behaviour management through reward systems and positive recognition coupled with clear systems and procedures for dealing with more challenging behaviour are most effective.
- Those who feel that they are unvalued and unable to achieve success are more likely to express their feelings through inappropriate behaviour.
- Those who feel valued and have their achievements recognised tend to behave appropriately.
- When people are treated inconsistently they become confused and are often unable to distinguish between appropriate and inappropriate behaviour.
- Pupils learn quickly that if they behave in a certain way they will be treated in a certain way.
- If the ethos of the classroom and the school is positive then there will already be an atmosphere of mutual respect in which pupils will behave appropriately and teaching and learning will lead to achievement.

### *Shared Routines for Teaching and Learning*

- All staff will establish and agree shared routines for teaching and learning to promote a sense of security, consistency and fairness.
- This is particularly important in order to establish effective teaching and learning. Staff will recognise the need for an appropriate degree of flexibility taking into account the differing needs of pupils and the different teaching approaches necessary for certain learning experiences.

### *The Celebration of Achievement*

- All pupils will receive appropriate recognition for achieving against their personal targets in both learning and behaviour.
- All pupils will be offered every opportunity to succeed in learning and behaviour.

### *Rewards and Sanctions*

- A system of rewards and a hierarchy of sanctions has been developed which are consistently and fairly applied. (*Appendix 1*)

- Rewards are more likely to encourage the repetition of appropriate behaviour. Sanctions should encourage pupils to reflect on the consequences of their behaviour, to negotiate reparations and to set targets for achieving more appropriate behaviour.

#### *Involving parents/carers*

- Parents/carers will be positively involved in all aspects of their children's behaviour in school.
- Parents/carers will be encouraged to work in partnership with the school to encourage and promote positive behaviour.

#### *Support for Staff*

\*If necessary each member of staff should actively support their colleagues who may be dealing with individual pupils causing concern through their behaviour. Consistent strategies will be shared during staff meetings.

- The school acknowledges that the behaviour of some pupils can have a detrimental effect on a member of staff's level of stress. The school will make a conscious effort to share the skills and expertise of the whole school community to overcome this difficulty.

#### *Equality of Educational Opportunity*

- Equality of educational opportunity will be ensured for all pupils as far as is reasonable although on occasion some may require alternative arrangements because of their behaviour.
- Occasionally it may be necessary to exclude a pupil from a lessons or school and this has serious implications for their entitlement to the curriculum.

## **Appendix 1**

### **Behaviour Management Procedures for school staff**

#### ***Shared Routines for Teaching and Learning***

The following guidelines will be adopted by all staff:

- Ensure that work is well prepared including suitably differentiated work and extension work for those pupils who may need it.
- Make sure the room is set out as you want it and that all materials and equipment are ready for use.
- Establish and insist on routines for:
  - entering and leaving the room;
  - putting bags and coats away;
  - collecting materials and equipment needed for the activity;
  - seating arrangements for the activity;
  - agreeing noise levels for the activity;
  - getting the class' attention;
  - explaining the objectives of the lesson and the tasks to achieve the objective;
  - asking for help;
  - giving out homework;
  - summarising and evaluating the lesson;
  - tidying up at the end of a lesson.

The following tips may be helpful:

- ◆ Use the pupils' names;
- ◆ Treat pupils as responsible and valued members of the school community;
- ◆ Model the kind of behaviour you want;
- ◆ Ignore those behaviours you can (follow up later as appropriate);
- ◆ Recognise and praise those who follow instructions/agreed rules;
- ◆ Use non-verbal communication to express disapproval as far as possible;
- ◆ Have a quiet word with pupils whose behaviour is inappropriate;
- ◆ Give pupils the choice to behave appropriately or accept a sanction;
- ◆ Move from the least to most intrusive interventions;
- ◆ Give pupils take up time to do as directed;
- ◆ Describe the effects of the behaviour not the behaviour itself;
- ◆ Use your professional help to get support in good time, if necessary;
- ◆ Ensure agreement with colleagues about the procedures for withdrawing pupils from class and make sure pupils know what will precipitate this;
- ◆ Allow pupils cool off time before discussing incidents and ways to make amends;
- ◆ Remember to follow up incidents - the certainty that sanctions will be used is more effective than the severity of the sanction;
- ◆ Try to maintain a sense of humour!

#### ***The Celebration of Achievement***

Staff will reward and celebrate achievement by:

- Making the pupils aware of success throughout the lesson;
- Asking pupils to show their work to visitors or senior staff;
- Pointing out achievement and success to other members of the group, where appropriate;
- Ensuring that positive notes/certificates etc. are regularly sent home;

- Using assemblies and tutor group sessions to share success;
- Displaying work and using photographs and other means to record success.

### **Rewards and Sanctions**

Teachers and other staff can reward immediately by:

- encouraging;
- non-verbal praise;
- praise ... but be sure to focus on the task not the person.

Remember: tone of voice, facial expression and body language are important when giving praise.

Each teacher should try to praise every pupil they teach at least once every day.

Teachers and other staff can reward by giving "treats":

- special privileges and responsibilities;
- trophies;
- extra break time;
- choosing a favourite activity at the end of the week;
- staying in at lunch time.

Teachers and other staff can award something that conveys approval and status:

- badges;
- merit awards;
- certificates;
- notes/cards/certificates/phone calls home.

### Sanctions

All pupils must be confronted with the unacceptable nature of their behaviour and sanctions should be imposed in order to encourage pupils to recognise their behaviour as unreasonable and unacceptable.

All staff should learn and practice a language of discipline when imposing sanctions that is easily understood by all pupils and offers them the chance to make a more appropriate choice. Possibilities for putting things right and opportunities for making amends should be afforded to all pupils. Pupils should be given the time to reflect on the consequences of their behaviour for themselves and others.

Sanctions should follow a least to most intrusive hierarchy and at each point pupils should be made fully aware about where their behaviour might lead if they continue to make inappropriate choices.

The application of sanctions should focus on the behaviour and not the person.

Example of a hierarchy of consequences:

1. Warning;
2. Rule reminder;
3. Staying in 5 minutes at lunch time;
4. Staying in 10 minutes after school;
5. Meeting with senior member of staff after school and parents contacted;
6. Removal from lesson (to be followed up by staff member later).

Pupils should be made aware that for some behaviours e.g. wilfully hurting another pupil, total refusal to do as asked, immediate withdrawal from the room is the only appropriate sanction.

### ***Some helpful hints***

1. Once sanctions have been applied and the pupil has made amends the slate should be wiped clean.
2. Only start the lesson when all the pupils are ready.
3. Do not shout above background noise or shout
4. Do not use sarcasm to try to make a point.
5. Ensure pupils know exactly what you want by giving clear and thorough explanations.
6. Try not to draw unnecessary attention to inappropriate behaviour.
7. Ensure that behavioural targets, for those pupils that need them, are attainable with appropriate rewards.
8. Involve pupils and parents/carers in setting behavioural targets and rewards.
9. Targets should be set for achieving appropriate behaviour - not for stopping inappropriate behaviour.
10. Be sure to have a member of staff who has responsibility for monitoring, evaluating and reviewing behavioural targets.

Remember: praise and rewards given publicly embarrass some pupils. That is not to say that they do not want them. Be sensitive to the feelings of individual pupils and act accordingly.

### ***Involving parents and/or carers***

The school acknowledges the importance of maintaining links with parents/carers.

The school understands that parents/carers are more likely to want to be involved in school if they:

- Understand the way in which the school organises the management of learning;
- Understand the way in which behaviour is managed;
- Know who to refer to for help both within school and within the LA.

In addition to this parents/carers will be encouraged to:

- Help in the classroom and around the school
- Take part in fund raising activities
- Take part in school functions
- Donate materials/time
- Where possible support pupils with difficulties in literacy and numeracy
- Help with school journeys and out of school activities
- Be involved in setting targets for achievement in both learning and behaviour.

### ***Meetings with parents/carers***

Maintaining good links with parents/carers about good progress and achievement in learning and behaviour is as important as good links with parents/carers when things are not going so well. Consider inviting the pupil to the meeting.

Targets or further action will be agreed including a follow up meeting if necessary.

In general the school will try to ensure that parents/carers are:

- Approached in a sensitive manner;
- Made to feel part of the process of defining the problem;
- And seeking solutions;
- Made to feel at home in the school;
- In agreement with and understand what has been decided.

After the meeting:

- A brief report will be written dealing with what was agreed and the targets for those involved.

- Seek the pupil's agreement, if this has not already been done, and change the targets, if necessary.
- Send copies to parents/carers and other relevant staff.

Communication from parents/carers will be:

- Made known to the appropriate staff
- Filed carefully

### ***Support for members of staff***

The school acknowledges the importance of offering all members of staff the opportunity to:

- identify sources of stress in relation to behaviour management in a supportive and caring environment;
- reduce levels of stress when dealing with challenging behaviour through well-structured peer support systems.

### ***Equality of educational opportunity***

When a pupil is excluded from a lesson:

- The staff concerned should inform the pupil's class teacher;
- The procedures for withdrawal should be followed;
- Any work that is missed must be covered as fully as possible with the pupil.

### **Rewards**

Once a week one child from each class is awarded a 'Star Certificate' for particular achievement related to the golden rules eg for academic achievement or progress, or for showing kindness. These are mentioned in the weekly newsletter to parents. The headteacher awards 'headteacher certificates' on a discretionary basis.

## **Behaviour Flowchart**

### **In Class**

Ignore/distract.

Gentle warning.

Reminder, using language similar to “You can choose to call out, or you can choose to work sensibly. If you choose to call out, you will need to miss some of your lunchtime, but if you choose to work, you will be able to play as normal.”

Some staff may choose to make a note on the board.

If the behaviour continues, keep the child in the following lunchtime (the next day if needed). Once they have completed the sanction/finished the work, they can spend the rest of the time with a lunch supervisor. This sanction needs to be used sparingly to maintain its impact. Most normal classroom behaviour is expected to be managed in a pro-active way to avoid reaching this position. Ensure sanctions are followed through – it is the certainty not the severity that has the impact.

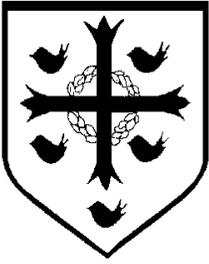
### **In Playground/At Park**

Distract/divert.

Remind of acceptable behaviour.

Ask child to stand beside you for a few minutes.

If behaviour escalates/child refuses, send for assistance.



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## Anti-Bullying Policy (appendix to School Discipline Policy – non-statutory)

The Governors at Dr South's Primary School adopt the attached Anti-Bullying Policy as an appendix to the School Discipline and Pupil Behaviour Policy.

**Adopted by the Full Governing Body in September 2009**

**Reviewed by the Full Governing Body in November 2010**

**Reviewed by the Full Governing Body in November 2012**

**Reviewed by the Teaching and Learning Committee in September 2014**

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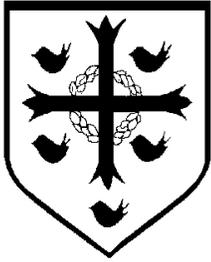
Signed ..... Chair of T&L Committee

Signed ..... Headteacher

**Review Date: July 2018**

**Review frequency: headteacher to determine**

**Review approval: headteacher**



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## Anti-Bullying Policy

### 1) Objectives of this Policy

Dr South's school Anti-Bullying Policy outlines what Dr South's school will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

### 2) Our school community:

- ❖ discusses, monitors and reviews our anti-bullying policy on a regular basis;
- ❖ supports staff to promote positive relationships and identify and tackle bullying appropriately;
- ❖ ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy;
- ❖ reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy;
- ❖ seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

### 3) Definition of bullying

Bullying is "**Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally**".

Bullying includes: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

### 4) Forms of bullying covered by this Policy

- ❖ Bullying can happen to anyone. This policy covers all types of bullying including:
- ❖ Bullying related to race, religion or culture;
- ❖ Bullying related to special educational needs;
- ❖ Bullying related to appearance or health conditions;
- ❖ Bullying related to sexual orientation;

- ❖ Bullying of young carers or looked after children or otherwise related to home circumstances;
- ❖ Sexist or sexual bullying.

### **5) Identifying and responding to bullying**

We will:

- ❖ Work with staff and outside agencies to identify all forms of prejudice-driven bullying;
- ❖ Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience;
- ❖ Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and in class discussions;
- ❖ Train all staff including lunchtime staff, learning mentors and LSU staff to identify bullying and follow school policy and procedures on bullying;
- ❖ Actively create "safe spaces" for vulnerable children and young people.

### **6) Involvement of pupils / students**

We will:

- ❖ Regularly canvass children and young people's views on the extent and nature of bullying;
- ❖ Ensure students know how to express worries and anxieties about bullying;
- ❖ Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- ❖ Involve students in anti-bullying campaigns in schools;
- ❖ Publicise the details of helplines and websites;
- ❖ Offer support to students who have been bullied;
- ❖ Work with students who have been bullying in order to address the problems they have.

### **7) Liaison with parents and carers**

We will:

- ❖ Ensure that parents / carers know whom to contact if they are worried about bullying;
- ❖ Ensure parents know about our complaints procedure and how to use it effectively;
- ❖ Ensure parents / carers know where to access independent advice about bullying;
- ❖ Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

### **8) Links with other school policies**

This Policy links with a number of other school policies including:

- ❖ Complaints policy;
- ❖ School Discipline and Pupil Behaviour Policy.

### **9) Monitoring and Review**

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.