



Oak Meadow Primary School

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Behaviour and Discipline Policy

From tiny acorns mighty oaks grow.

Approval Date:	Autumn Term 2024
Signature:	
Date for Review:	Autumn Term 2027

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The purpose of the whole school behaviour policy is to:

- 1) Promote good behaviour, self-discipline and respect.
- 2) Prevent bullying.
- 3) Ensure that pupils complete assigned work.
- 4) Regulate the conduct of pupils.

The Leadership Team at Oak Meadow recognises the impact that positive behaviour has throughout the school upon:

- Pupils' achievements academically and socially.
- Time that is reclaimed for the quality and quantity of learning.
- The well-being of staff and their ability to provide outstanding learning opportunities.

To promote the positive outcomes above, the aim of this policy is to improve the quality of pupil behaviour. All stakeholders at the school are shown the value of good pupil behaviour and this can be supported by;

- A whole school consistent approach to behaviour management.
- Classroom management.
- Rewards and sanctions.
- Behaviour strategies and the teaching of good behaviour.
- Staff development and support.
- Pupil support systems.
- Liaison with parents/ carers and other agencies.
- Effective management of pupil transition.
- Effective organisation and arrangement of facilities.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others and has the following expectations of all pupils:

- 1) Be kind.
- 2) Think of others.
- 3) Work together.
- 4) Be the best you can be.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy is designed to promote good behaviour and build outstanding learning behaviours for lifelong learning, rather than merely deter anti-social behaviour. The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation through the five core values that underpin everyday practice at Oak Meadow:

Core Value 1: Show empathy - 'More than me.'

Core Value 2: Be healthy – 'Healthy body, healthy mind.'

Core Value 3: Be curious – 'I see, I wonder.'

Core Value 4: Be ambitious – 'Rise to the challenge.'

Core Value 5: Be creative – 'Express yourself.'

Rewards and Sanctions

At Oak Meadow, we praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers award children individual reward tokens for either consistently outstanding work or behaviour, or to acknowledge outstanding effort or acts of kindness in school following our 5 core values.
- Parents/ carers are sent personal emails to inform them of outstanding work and invite them to attend an achievement assembly.
- During the achievement assembly, children from each class are awarded certificates and tokens. Their names are recorded in teachers' mark books.
- Children receive a certificate when they have achieved a set token milestone.
- A half-termly reward is given to all children who have remained green during that period.
- All year groups have an opportunity to lead assemblies where they are able to show examples of their best work to the school and parents/ carers.
- Children are assigned to one of four different houses within the school upon entry: **Rowan, Ash, Yew** and **Willow**.



- Children can earn tokens for their house through positive behaviour and work. The tokens add towards their house's overall total. As children post a token into their house's tube, they hear the 'Sound of Success' representing both their personal achievement and the contribution that they have made to their house.
- The house trophy is awarded to the winning house with the highest total of tokens at the end of each half term.
- Within celebration assemblies each week, the school acknowledges all the efforts and achievements of children, both in and out of school. These are discussed and celebrated. In these assemblies, there is also a presentation with house captains for the highest running total for each house.
- Tokens are also part of an individual effort to earn bronze, silver, gold, platinum and titanium certificates of recognition at agreed milestones (50 tokens, 100 tokens, 200 tokens, 300 tokens and 500 tokens respectively):



In addition to the school teams, Oak Meadow has adopted 'It's Good to be Green' as a positive behaviour strategy to enforce our school rules, and to ensure a safe and positive learning environment. Within each classroom there is a chart displaying all children's names. Behind each child's name, there are three cards to reinforce positive behaviour.

- 1) **Green Card:** all children will have a green card displayed by their name. This indicates a consistent following of the school and class rules. If children remain consistently green over a week, they will receive an additional token for their house. Children will also then record this on their token chart that is building towards earning their next praise certificate.

- 2) **Yellow Card:** occasionally, children will need a reminder of the behavioural expectations in school. If a child needs reminding, they will be told to change their card to yellow. Every child has the opportunity to earn back their green status in a school day which will mean they have still remained green for the week and will therefore receive an additional token for their house. If a child receives 3 yellow cards within a given week, they will attend the Reflection Room during a lunchtime to complete a restorative behaviour task.
- 3) **Red Card:** if a child continues to disregard the school/ class rules, they will be requested to change their card to red. As a consequence, the child will miss part of their break / lunch time depending on the age of the child to reflect on their behaviour and complete a restorative task. It is the responsibility of the class teacher (or adult leading the class) to report if a child has received and finished the school day on a red card to their parent/ carer either in person or via telephone on the same day it was given. If a child receives 3 red cards within a given half-term, class teachers will arrange a meeting with their parents/ carers and the Phase Leader for their Year group to set a personalised behaviour plan, the content of which will be decided within the meeting. If the targets/ actions within the plan are subsequently not met (in the timescale given), the Senior Leadership Team will become involved.

Privilege cards may also be given by the class teacher to recognise outstanding efforts within the classroom. The allocation of this card can then be exchanged for an agreed reward within the classroom (such as additional tokens towards their nominated house) at the approval of the class teacher.

There is a tracking system set up for every class teacher and it is their responsibility to update cards that have been given in order for the school's leadership team to monitor the number of sanctions that have been issued.

To recognise the efforts and achievements for children remaining consistently 'green' over a half-term will also receive an additional afternoon reward in the last week of each half-term. Children who have received red cards over this same period will spend a set amount of time (in proportion to the sanctions they have received) during the afternoon reward reflecting on their behaviour and completing restorative tasks.

School Expectations

The 'Good to be Green' behaviour strategy underpins all our school expectations and it will be applied consistently throughout the following expectations:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident using our CPOMs reporting system and the child receives an appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the teacher informs the Phase Leader who try to provide strategies for handling the child. If disruption continues, the Headteacher or Deputy Headteacher becomes involved. Parents/ carers will always be contacted.
- The class teacher discusses the school rules with their class. In this way, every child in the school knows the standard of behaviour we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during class time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from any bullying.

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Roles and responsibilities

Every adult at our school is in a privileged position as a role model and a leader that champions positive pupil behaviour. Detailed below are staff roles and responsibilities in our effort to work collaboratively to realise outstanding behaviour outcomes.

The Role of the Class Teacher and Support Staff:

It is the responsibility of class teachers and support staff to ensure that the school rules are enforced in their classes and around the school. They ensure that the house token system and Good to be Green behaviour strategy are both applied consistently.

The class teachers and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teachers and support staff treat each child fairly and enforce the school's rules consistently. The teachers and support staff treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher or member of support staff deals with incidents him/herself in the normal manner and reports outcomes to parents/ carers. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader, Deputy Headteacher and ultimately, the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or an external behaviour support service.

The class teacher reports to parents/ carers about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent/ carer if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher:

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher is a role-model for all pupils and acknowledges outstanding behaviour in the award of a golden token for their team.

The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Governors have been notified.

The Role of Parents/ Carers:

The school collaborates actively with parents/ carers, so that children receive consistent messages about how to behave at home and at school. The school rules are explicit for all parents/ carers and published on the whole school website. We expect parents/ carers to read them and support with them.

The school prides itself on having an 'open door policy' with all parents and carers. The school consistently reinforces its communication of outstanding behaviour and acknowledges pupils' behaviour achievements in the award of bronze, silver, gold, platinum and titanium certificates.

We expect parents/ carers to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/ carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents/ carers to support the actions of the school. If parents/ carers have any concerns about the way that their child has been treated, they should initially contact the class teacher and/or Phase Leader. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint can be raised following the stages set in the St. Bartholomew's CE Multi-Academy Trust Complaints Policy available at: [MAT Policies | St Bartholomew's MAT \(stbartsmat.co.uk\)](https://stbartsmat.co.uk/MAT-Policies)

The Role of Lunchtime Supervisors:

It is the responsibility of lunchtime supervisors to ensure that the school rules are enforced at lunchtimes in and around the school. They ensure that the house token system and Good to be Green behaviour strategy are both applied consistently.

The lunchtime supervisors in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children conduct themselves in an appropriate manner.

The lunchtime supervisors treat each child fairly and enforce the school's rules consistently. Lunchtime supervisors praise positive behaviours and treat all children in their care with respect and understanding.

If a child misbehaves during lunchtime, the lunchtime supervisor is expected to deal with incidents him/herself in the normal manner and may issue rewards and sanctions in accordance with the school's rules. However, if misbehaviour continues, the lunchtime supervisor can use the Reflection room and seek help and advice from the Phase Leader, Deputy Headteacher and ultimately, the Headteacher. It is the responsibility of the lunchtime supervisor involved to then record these instances and communicate outcomes to the child's class teacher.

The Role of Office Staff and Site Staff:

It is the responsibility of the school's office staff and site staff to ensure that the school rules are enforced at all times in and around the school. They ensure that the house token system and Good to be Green behaviour strategy are both applied consistently.

The school's office staff and site staff have high expectations of the children with regard to behaviour, and they strive to ensure that all children conduct themselves in an appropriate manner.

The school's office staff and site staff treat each child fairly and enforce the school's rules consistently. The school's office staff and site staff praise positive behaviours and treat all children in their care with respect and understanding.

If a child misbehaves in and around the school, the school's office staff and site staff are expected to deal with incidents him/herself in the normal manner and may issue rewards and sanctions in accordance with the school's rules. However, if misbehaviour continues, the school's office staff and site staff can seek help and advice from the Phase Leader, Deputy Headteacher and ultimately, the Headteacher. It is the responsibility of the school's office staff and site staff involved to then record these instances and communicate outcomes to the child's class teacher.

The Role of Governors:

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Anti-Bullying

Oak Meadow works in partnership with its families and children to understand the definition of the term bullying. We aim to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The school follows the St. Bartholomew's CE Multi-Academy Trust Anti-Bullying Policy. Full details can be found within this policy available at: [MAT Policies | St Bartholomew's MAT \(stbartsmat.co.uk\)](https://stbartsmat.co.uk/MAT-Policies).

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the St. Bartholomew's CE Multi-Academy Trust Exclusions and Suspensions Policy for reasons for exclusion, following guidance provided by the DfE. Full details for any exclusion process can be found within this policy available at: [MAT Policies | St Bartholomew's MAT \(stbartsmat.co.uk\)](https://stbartsmat.co.uk/MAT-Policies)

Weapon, Drug and Alcohol-related Incidents

No child should bring anything perceived to be a weapon or drug, legal or illegal, to school. If a child needs medication during the school day, the parent/ carer should notify the school office and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a trained member of staff.

The school will take very seriously the possession of any item regarded as a weapon or the misuse of any substances such as glue, other solvents, or alcohol. The parents/ carers of any child involved will always be notified. Any child who deliberately brings items regarded as weapons or substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If any such offence is repeated, the child will be permanently excluded, and the Police and Social Services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the social services contacted.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her because of bad behaviour using the CPOMs reporting system. We also keep a record of any incidents that occur at break or lunchtimes using the same reporting system.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Board to monitor the rate of fixed-term exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Board will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

The Governing Board will review this policy every three years. The Governors may review the policy earlier than this if the Government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Appendix 1: September 2024 amendments

Page 4, bullet point 4: Inclusion of the Titanium certification for the achievement of 500 tokens.

Page 6, Point 3: Details of escalation in red cards to the school's leadership team and meetings with parents/ carers to set personalised behaviour plans.

Page 7, bullet point 2: SIMs reporting changed to CPOMs reporting. Phase leaders included as part of recommending strategies to class teachers following allocation of red cards, including the responsibility of reporting to/ meeting with parents/ carers.

Page 8, final paragraph : Reference to parent/ carer concerns and the steps that can be taken.

Page 10, Anti-Bullying section: Details of where to find the St. Bartholomew's CE Multi-Academy Trust Anti-Bullying.

Page 10, Fixed term and permanent exclusions section: Details of where to find the St. Bartholomew's CE Multi-Academy Trust Exclusions and Suspensions Policy.

Page 10, Weapon, Drug and Alcohol-related Incidents section: Now includes reference to items that may be regarded as weapons.

Page 11, Monitoring and Review section: SIMs reporting changed to CPOMs reporting.