Positive Behaviour and Relationship Policy

CONTENTS

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1. Our Vision

Oakwood is an academy where every child matters. We are a learning community with the highest aspirations for all, enabling children to achieve through quality teaching, excellent resources and support for all individual needs. We believe in nurturing personal and social development ensuring diversity is valued, self-esteem enhanced and success celebrated. It is an academy that believes in fostering supportive and positive relationships with the wider community and preparing children for the challenges of the future.

Aims:

•   To provide a safe, welcoming environment where relationships are based on respect.

•   To provide clear guidelines for staff, pupils, parents and LAB members in behaviour management

•   To ensure consistency and fairness for all children

•   To help children gain self-respect and treat others with respect, good manners and tolerance

•   To promote excellent behaviour through consistently high expectations

•   To develop positive self-esteem in every child.

•   To develop a "moral" framework within which initiative, responsibility and positive relationships can flourish.

•   To enable children to develop a sense of self-worth and a respect and tolerance of others.

•   To produce an inclusive environment in which children feel safe, secure, valued and respected.

2. Roles and Responsibilities: a partnership approach

Academy:

All adults at Oakwood have a role to play in ensuring the highest standards of behaviour and high quality relationships across the academy. We believe that everyone in our academy community has a part to play in supporting a culture that ensures that all our students develop their confidence, social skills and social responsibility to create the positive social environment needed for pupils to achieve the highest standards. All adults provide a positive role model.

Parents:

Working in partnership with parents is key to all pupils making good progress and achieving success. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. This is based on communication from the academy to parents. Parental participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships, in which parents are more likely to be responsive if the academy requires their support in dealing with difficult issues of unacceptable behaviour.

Pupil Voice:

 The School Council meets regularly. The School Council consists of children from Year 1 – Year 6. School Council members wear a special badge that identifies them throughout the academy.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the academy. It is envisaged that they will play an important role in implementing the rules e.g. by being a positive role model.

LAB Members (Governors):

It is the role of the LAB to monitor and review this policy in action. The Head teacher and Deputy Head teacher reports to the LAB statistical evidence that is connected with behaviour: exclusions, racist and bullying incidents. LAB visits are linked to the academy improvement plan and have clear areas of the policy to monitor. The LAB Members responsible for inclusion and safeguarding report to the leadership committee.

3. Creating a positive Classroom environment

Classroom Environment:
At Oakwood we aim to develop an environment that nurtures positive behaviour and relationships. All staff at Oakwood acknowledge the importance of the physical environment in promoting emotional well-being, self-esteem and positive relationships. Therefore, classroom environments are carefully considered.

•Adults make the environment their own in line with teaching and learning and display/environment policies.
•Adults ensure rooms and displays are free from clutter and are well organised.
•Classrooms are organised to enable effective learning to take place.
•Resources are well organised and ready for lessons to promote independence and reduce unnecessary movement around the classroom. Enabling children to be ready to learn.
•Routines are established within the class and directions and instructions are always clear.
•Routines are consistent and children are aware of any changes.
•Seating and groupings are carefully considered to promote a positive learning environment and the individual needs of pupils.
•Success and achievement is celebrated throughout lessons and within display.
•Lessons are structured to incorporate celebration and sharing of achievement.
•Opportunities are given for children to take on responsibility within the classroom.
•Voice, praise and positive language is used to develop relationships and raise self- esteem. Non negotiables are set within individual classes in line with the 'Oakwood Values'
•Positive planning to promote good behaviour
• Environments are carefully considered to promote positive working relationships and flexible grouping.
• Transition/movement around the classroom and from room to room is planned for to limit disruption.
• The curriculum is differentiated to ensure all children are included.
• Class teachers carefully plan for additional adults to ensure appropriate intervention and support.
• Opportunities are planned to praise children and celebrate achievement

4. Our expectations for behaviour

In the classroom:
Children understand that their self-esteem will be dependent upon the contribution they make to themselves and others. For this reason they know rules are needed to ensure certain values are extended into every area of academy life. These are a way of bringing concepts of morality and responsibility into the forefront of children's minds, enabling them to become more aware of their choices.
At the beginning of the school year children are asked to consider the rules that they think are important in developing a person's self-esteem. These tend to fall into six areas of concern: to look after people

physically, to care for people's emotions, to be the best you can be at work, to respect things, to respect people by listening to them, and to be honest. Although these are voiced in different ways by children they all relate to the following list of rules.

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property
We are safe

We share with children the difference between these rules which are based on deeper moral values and classroom rules, corridor rules, playground rules or dining-hall rules.

Around the academy, corridors and lunchtimes:
Oakwood aims to provide a caring, safe environment for all staff and pupils. Therefore, we have an expectation that children will move around the school in an orderly way, respecting displays and keeping to the left hand side of the corridors. All members of staff are responsible for reminding children to walk around the school in an orderly fashion. Staff in school should be the positive role models in implementing the academy rules. Staff will lead children out of the school at the end of the day and be available if parents would like to speak to them. A friendly, positive atmosphere among staff gives opportunity for constructive criticism in a caring atmosphere. Our success is treated not by the absence of problems but by the way we deal with them. Good order has to be worked for; it does not simply happen.

Playground:
Children at Oakwood understand that the 'Academy Rules' apply throughout the day and in all areas of the school. Warnings are given for breaking the rules.
Children that consistently demonstrate poor choice behaviour on the playground are directed towards a lunch time club, until it is decided that they can return to the playground.

Arriving and leaving the academy:
To ensure a calm arrival at school and a calm start to the day children are expected to arrive at school and enter the building quietly. At the end of the day there is an expectation for children to leave quietly and safely.

5. Promoting Positive Behaviour and positive relationships

A reward system exists to promote self-esteem in our pupils and to encourage them to be hard working and contributing members of the community. Whilst recognising the importance of consistency, the academy also acknowledges that at different stages within a child's life at school, different ways of rewarding positive behaviour and academic achievement may be appropriate.
Individual class teachers have developed their own reward systems in discussion with their class.

Positive behaviour is rewarded by:

• Stickers awarded by members of staff

• Verbal praise

• Certificates for major achievements

• Head teacher and deputy head teacher stickers

• Sending child to Head teacher or senior member of staff for praise

Academic achievement is rewarded by

• Verbal praise

• Head teacher and deputy head teacher stickers

• Gold, Silver and Bronze stars award certificates can be awarded for any achievement

• Sending child to Head teacher or senior member of staff

6. Support for students with particular difficulties

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are ineffective further strategies and interventions are put in place to ensure inclusion in the class. These may include:

• Curriculum: Careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

• Behavioural management support: Tiny, easy targets need to be agreed first by the pupil these need to be made more challenging as each is reached. These form the basis of PSPs and '1,2,3' behaviour sheets. The secret of the success lies in the agreed privilege which accompanies reaching the target.

• Risk Assessments – Are put in place for those children whose behaviour is a safety risk both to themselves and others.

• Therapeutic help: Children benefit from opportunities to attend small therapeutic circles of support or nurture groups. Some children may need one to one support.

• Peer Support: This strategy makes the child's daily target a class target. The procedure is that, with the prior permission of the troubled child, you get the class to agree in Circle Time to support the child. Their target becomes a whole-class target, earning special time for others.

• Specialist help and advice: From the Educational Psychology Service, Behaviour Support Service or CAMHS may be necessary. This possibility should be discussed with the SENDCo.

7. Induction and Staff development

All staff new to the academy are provided with an induction programme (see Induction Policy) that clarifies the key elements of the academy's behaviour and discipline policy, detailed in staff handbook.

All staff are encouraged to develop their skills in relation to behaviour management through attendance at courses and in-school provision.

Support for staff
From time to time individual staff may need additional support in meeting the diverse and challenging needs of students. Over and above encouraging staff to develop their skills we have in place support structures that staff can access. The Behaviour and Support Specialist will meet with staff and tailor a package of support according to need.

Induction
The behaviour policy is listed as one of the important policies for new staff to read. The deputy head also dedicates additional time to new staff to ensure that there is clear understanding about procedures.

8. Equalities Statement

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of the work is in response to new legislation that places and increased duty on schools and other settings. Legislation requires schools both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

9. Practice

In our academy we work to ensure that there is equality of opportunity for all members of our community across a range of strands, which include: Race, Disability, Gender, Sexual Orientation, Religion and Age as well as any other factors which have the potential to cause discrimination, e.g. socio-economic factors
For specific reference to these strands please refer to the Equalities Policy.

There needs to be a system that, as a whole school, we agree upon and is fundamentally the same across all the key stages. We need to reward all the children who make the right choices on a daily basis so when we have children who need extra support with their behaviour and they then need more than we already have in place, we will know we are rewarding those consistently following our rules. We also need to make it our aim to ensure everyone has a positive day and therefore need to build every opportunity for the children to 'turn things around'. To support this we are going to divide the day up to morning and afternoon so everyone has a fresh start after lunch.

1. Recognition needs to be given for good behaviour, good manners, being kind and thoughtful, for being a good friend etc. The children can be given recognition MORE than just once!

a. Remember always start with positive comments, as examples, using those doing the desirable behaviours (Well done Billy you are sitting in your seat starting your work) Use visual cards if you would like.

b. We need to recognise those who need 'rewarding' so we will have a smiley face on the board/at the front of your class to record children's names, if they get more, add ticks next to their name. Reward for those on list is class based such as: raffle tickets, stickers, which are transferred to merits.

2. Children who need a formal warning, because they have already had one informal warning and behaviour has not changed, need to have their name added to a face with a straight mouth. It is your role as class teacher to try and prevent the pupils going onto the sad face. What intervention/strategy could you use?

3. When behaviour is repeated after a formal warning or when someone gets hurt but not seriously children's names need to be added to the sad face.

4. A cross is to be added if the behaviour continues, despite some intervention (timer, adult sitting nearby, visual reminder, sitting in isolation, quiet chat with teacher). At this stage the child will need to go to Red Zone at lunchtime or the following day, if in the afternoon. Once it reaches this level it must be recorded on CPOMS.

5. If the behaviour still continues in class and there is some time until lunch or the end of the day children need to be sent to another class to work. Children sent to work in another class MUST be sent with work that the children can do INDEPENDENTLY and an adult informed of why they are there and how long they must stay.

6. Please feel free to add your own daily rewards, for example stickers, certificates, table points, table 'cups', small toys to add as a mascot and given to the individual or table working hardest/quietest/best work etc.

What if this is not enough?
For those who find behaviour difficult and are constantly on the sad face:

1. A yellow 1,2,3, sheet with 3 targets will be issued and they will be removed from having an impact on the class system (parents informed) – If this has a positive impact, after 2 weeks they will be returned to the class system. This will contain 1 target and will have room for comments both by teachers/TAs and parents (who will also need to sign that they have seen it) – If this has a positive impact, after 2 weeks they will be returned to the 1,2,3 sheet with 3 targets. At the end of the day children need to go to the Head, Deputy or behaviour specialist (a member of the SLT if no-one else available)

2. If there is still no improvement in behaviour then the child will move to a red report card (teachers/TAs/parents to comment/sign – similar to yellow report card). Parents will then be asked to attend a meeting and the possibility of exclusion will be discussed. – If this has a positive impact, after 2 weeks they will be returned to the Yellow report card

RED ZONE
Red Zone is not the time for a nice chat and will take place in silence, in the classroom, walking up the corridors and eating lunch. Work will be provided for the children to keep them occupied.

A register will be kept of all the children attending and again this will be monitored to look at individuals, clusters of children, which classes they are from and reasons for being sent. Children's parents will receive a text if they go to Red Zone.

Children who continue with defiant or rude behaviour whilst in red zone are to be sent to the Deputy Head teacher (or another member of SLT).

This system is to be followed by EVERYONE (Class teachers, TAs, INAs, office staff, cleaners, dinner supervisors, parent helpers, governors etc.)

10. Monitoring and Review

Monitoring Behaviour and attendance:

Monitoring is an essential element in our approach to school improvement. Our monitoring of behaviour and attendance ensures that we measure the ongoing effectiveness of all aspects of our behaviour and relationships policy. We do this through the following approaches

• Teacher's ongoing records of pupil behaviour in lessons
• Individual behaviour logs – 123 sheets, Yellow/Red Report cards
• The use of CPOMs
• Attendance (link to attendance policy)
• Rewards and incentives
• Exclusions
• Racist incidents

Information gained through ongoing monitoring ensures a continual process whereby we can evaluate the effect of all actions and adjust accordingly

LAB monitoring:

It is the role of the LAB to monitor and review this policy in action. The Head teacher and deputy head teacher report to the governing body statistical evidence that is connected with behaviour: exclusions, racist and bullying incidents. LAB member visits are linked to the academy improvement plan and have clear areas of the policy to monitor. The LAB members responsible for inclusion and safeguarding report to the governing body.

Oakwood Primary Academy – Sanctions List

Please note that this sheet is for guidance only. There are a range of factors which will need to be considered when sanctions are imposed. A thorough investigation of what has happened must occur. This investigation may be completed by any member of staff depending on the severity of the behaviour. This may lead to a different result than what is stated in the list below. Professional judgement will need to be used at all times.

- Hurt someone in class
  Use in class warning system. If it is deemed serious then a member of SLT will need to be called and internal exclusion may be used.

- Hurt someone on playground
  Child sent to Red zone for an amount of time deemed appropriate to the severity. Class teacher to be informed. If serious (fighting, punch to body) then SLT informed and internal exclusion may be used.

- Upset someone and name calling in class
  Use in class warning system and red zone depending on severity of behaviour.

- Upset someone and name calling on playground
  Verbal reprimand and red zone depending on severity of behaviour. Class teacher to be informed.

- Wasted time in class, refusing to follow instructions but generally not disturbing lessons.
  Supervising member of staff to record wasted time and this to be made up in Red Zone.

- Break something in class or playground
  If on purpose or a result of poor behaviour then child will be sent to Red Zone. If it is serious (furniture, window computer equipment) send for SLT.

- Lying to an adult.
  Use of warning system and Red Zone depending on severity.

- Swearing in general conversation
  Use of warning system

- Swearing aggressively or as an insult
  Red Zone or internal exclusion depending on severity

- Disrespectful to child or adult
  Use of warning system

- Verbal aggression towards staff
  SLT informed and internal exclusion used

- Verbal aggression towards peer
  Warning system used and time spent in partner class.

- Physical assault on a peer (blow to head with closed fist or object)
  Internal or External exclusion depending on severity

- Physical assault on a staff member (anywhere on body)
  Internal or external exclusion depending on severity

- Displaying disruptive behaviour in the classroom
  Warning system, Red zone, time in peer class and if this persists then a member of SLT may be called for an internal exclusion.

- Walking out of class without permission.
  Red Zone

- Bullying
  Follow anti bullying policy