Positive Behaviour and Relationship Policy

CONTENTS

Approved by LAB:
Next Review date:

1. Our Vision

Positive Behaviour Approach

We believe that positive relationships and promoting positive behaviour is key to developing successful learners. Through demonstrating and developing respect towards children whilst providing regular opportunities for praise, it can foster positive behavioural choices. When wrong choices occur, the built-up respectful relationships can support the children to understand and develop strategies in moving forward where the children themselves want to improve their own behaviour or attitude.

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 where they show respect to all children and other members of the school community

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 Headteacher and Deputy Headteacher 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 within the classroom and across school 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.

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. Positive play and engagement is supported and modelled first; if necessary, warnings are given for making the wrong choices.

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 an individual child's life at school, different ways of rewarding positive behaviour and academic achievement may be appropriate.

Positive behaviour is rewarded by:
• Stickers awarded by members of staff
• Verbal praise
• Certificates for major achievements

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

Academic achievement is rewarded by
• Verbal feedback
• Gold, Silver and Bronze stars award certificates can be awarded for any achievement
• Sending child to Head teacher or senior member of staff

A more detailed and descriptive list within the 'Practice' section of this policy.

6. Support for students with particular difficulties

Although praise 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 an engaging 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.
• Personalised Behaviour Support Systems – detailed plan to support a child's behaviour which includes triggers and strategies to support. Personalised reward system may be used to engage pupil
• 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 relationship 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 and relationships 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

Consistency within the academy is vital to support children's understanding as to what constitutes positive or wrong choices; therefore, a consistent approach is needed in relation to actions carried out following a choice made by the children.

Positive Choices

At Oakwood Primary Academy we believe that we should emphasise the positive behaviours that children choose as a priority.

Praise – Verbal and non-verbal	This will be the most vital and most prominent method to recognise positive choices seen. Adults at Oakwood strive to catch learners doing something good. The adults are specific in praising the behaviour to ensure it has meaning.
Positive use of language	Adults select the language used to promote what they expect to occur rather than what they do not want.
Happy face/Fresh start/Sad face	At the start of every day, names of the pupils start in the middle of the happy and sad face under the heading 'Fresh Start'. Their names are

	to be moved and added to the happy face when a child has made the right choices. It will be verbally expressed to the child/ren why they have been moved to the happy face.
	If a child does make the wrong choice they will be moved to the sad face (see Wrong Choices section for more details). Children can move from the sad to the happy face and vice versa, e.g. children can demonstrate that they have learnt from the warnings given to make and improvement on their behavioural choices and move to the happy face.
Merits	Children will be awarded merits on an individual basis throughout the school by all members of staff. The merits will be in the form of stickers. Children will collect their stickers on merit cards. These merit cards will be in class.

20 Stickers	White Merit Card	Given out in Class
40 Stickers	Green Merit Card	Given out in Class with small prize
60 Stickers	Orange (Bronze) Merit Card	Given out in key stage assembly with small prize
80 Stickers	Grey (Silver) Merit Card	Given out in key stage assembly with small prize
100 Stickers	Yellow (Gold) Merit Card	Given out in celebration assembly with larger prize

Learners will receive these merits via stickers by being on the happy face, positive choices made during the whole school day and through their work with 1x Merit

The Merit Cards reset back at the beginning of each short term.

By the end of each term, the aim is that:
- all children will complete their white merit card;
- most (90%) will complete their green;
- lots (60%) will complete the bronze/orange;
- some (30%) will complete the silver/grey;

	- only a few (10%) will complete their gold/yellow merit card.
Star of the day	Class teachers send home one Star of the Day certificate for learners who have demonstrated the Oakwood Primary Academy values, demonstrating good behaviour or learning.

Open minded
Aiming high
King and caring
Willing to take risks
Organised workers
Optimistic
Dynamic thinkers

Once a child has been Star of the Day 3 times, they will receive their bronze star, 6 times a silver and 9 times a gold. |
| Writer and Mathematician of the Week Award | Once a week, in class, staff with nominate a child who has shown fantastic learning within their writing and maths. For this they will receive a certificate within their class. |
| Celebration assembly | Separate assemblies are held weekly for EYFS/Infants and Juniors to celebrate good behaviour for learning. Each class teacher writes the name of one child on to a Values Certificate for focus that week with a description of the individual achievement. The names and comments are read out to celebrate this achievement.
Photos of the learners are placed on the Oakwood Values display board.
Within this assembly, children will also receive their Star of the Day bronze, silver or gold certificate. |
| Class reward | When a total of 10 class reward points have been collected then a whole class treat is awarded. Points can be given when the whole class have achieved a specific target or have shown they have the wow factor that involves a team effort. Class rewards are to last approximately 1 hour and up to 1x per term. Classes with have a display in classrooms related to the class reward to ensure it is visual. |
| Sharing work with other adults | Learners can visit the Headteacher, Deputy Headteacher, team leaders and other class teachers/classes to show good work. The adult chosen to share their learning with will depend on the quality of the learning in the relation to that children normal work.
The Headteacher and Deputy Headteacher will share award stickers for exemplary work and/or improve made. |

	When a learner makes an outstanding
Postcard Home	achievement, the learner may receive a postcard home from the Headteacher and Deputy Headteacher recognising their efforts. This will be the decision of these leaders.

Wrong Choices

At Oakwood Primary Academy we expect everyone to behave well and all learners are rewarded for good work and behaviour. All members of staff will follow the policy when a wrong choice is made; when unacceptable behaviour is displayed, the following sanctions will apply.

Unacceptable choice	Sanction
• Not listening • Disrupting others • Not learning • Calling out • Pushing or being unkind • Low level poor behaviour which impacts on teaching, learning and creating an atmosphere not conducive to learning • Swearing For a child who has not completed the expected amount of work in a given session, the learning will be completed during reflection time or at lunch time For serious incidents it may not be appropriate to work through each step of the behaviour management process but necessary to move to a higher level sanction straightaway.	**Step One** Non-verbal warning
	Step Two Verbal warning
	Step Three Name is moved to the sad face. No attention is given to the learner for their behaviour
	Step Four One cross is placed against the name. This means they will miss 5 minutes of their playtime (reflection time). Here children will reflect on their behaviour and complete 'My Reflection Sheet' Once it has reached this step or further it must be recorded on CPOMS stating the sanction given by the teacher.
	Step Five Two crosses are placed against the name. This means they will miss 10 minutes of their playtime with a teacher on reflection time duty. Here children will reflect on their behaviour and complete 'My Reflection Sheet'
	Step Six Three crosses are placed against the name, which means they will miss all of their playtime with a teacher on reflection time duty. Here children will reflect on their behaviour and complete 'My Reflection Sheet'
• Swearing at an adult or a child • Complete defiance or refusal • Deliberate physical aggression • Deliberate and serious damage to property	**Step Seven** Four cross will result in an internal exclusion. When an internal exclusion is given, the class teacher will send work with the learner to the partner class to complete – this learning must be something that the child can complete without support. An adult will check and collect the learner when it is time to return. The class teacher will inform the parents/carers of the child at the end of the day. It is important that the learner receives little or no attention in the partner class. The length of the internal

	exclusion will depend upon the age / SEN of the learner and what unacceptable behaviour was displayed. 30minutes,1hr,morning/afternoon session
	Step Eight If behaviour continues, child refuses internal exclusion or level of behaviour choice is deemed at a high level, the member of SLT on duty will be called to remove child and take to partner class, join that SLT member or to confer with the headteacher/deputy headteacher as to whether fixed exclusion is necessary.

Reflection Time

Staff will complete a Reflection Time tracking sheet. In EYFS and Key Stage 1, children who receive reflection time will complete this in their afternoon play of that day. In Key Stage 2, children who receive reflection time during a day will complete that reflection time on the next school day during the morning break.

Reflection time will take place in silence in the classroom (each key stage will have a rota to identify who will lead this each day. Children will complete a 'My Reflection' sheet where they write down and reflection on the choices that led to this sanction in order for them to learn and understand the reasons for being in reflection time.

Lunchtimes

All staff on duty at lunchtimes including MDSA's will feedback to teachers on the behaviour of individual learners. Good behaviour in the dinner hall and the playground is rewarded with a sticker that can be added to the merit cards when back in class. If a wrong choice is made the adult on duty with inform the class teacher – this can be completed by recording the names of any learner on a post it note. This will be passed to the class teacher when they come to collect their children from the playground so a child's behaviour can be monitored throughout the day and any outstanding matters resolved.

Behaviour on Academy Trips

Rules, rewards and sanctions apply on out of school trips and will be used as and when appropriate.

Repeated behaviour incidents

Parents of pupils who repeatedly incur sanctions for behaviour will be invited in to have a formal meeting with the class teacher to discuss the needs of their child and the behaviour will be formally monitored through a 1,2,3 report card with 3 targets that will be issued. If this has a positive impact, after 4 weeks they will be returned to the whole school system. If there is still no improvement, children may need to continue to this report card with smaller/revised step targets to monitor impact. If there is no improve after several cycles, it might be necessary for a personalised behaviour plan to be put in place to support the child.

Personalised Behaviour Support Systems

It is intended that the positives and sanctions above will fit the majority of learners at the academy. For the tiny minority with serious learning or behaviour difficulties, further steps will need to be taken to work towards positive choices. In this instance, a behaviour plan will be created and personalised to

support the individual needs of a child. Parents/carers will meet with the class teacher and/or the SENDco to complete a personalised behaviour support plan, all are encouraged to feed into this process and work within a multi-agency way. It may be appropriate to meet with the child to discuss potential personalised reward charts that engage the child with their interests

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.

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 (logged on CPOMS under Behaviour)
• Individual behaviour logs – 123 report cards, Personalised Behaviour Plan
• Leadership observations
• Staff/Pupil Voice
• 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.

11. Appendices

Merit Cards – (double sided)

Class Reflection Sheets Tracking Sheets

Reflection Time

Class: _____   Week Beginning: _____

Date	Name	Reason	Issued by	AM/PM/Break	Sanction	Completed	Logged

Engage Educate Empower

'My Reflection Time' sheet to be completed by pupils

My Reflection Time

Name:_____   Date:_____

What wrong choice did I choose...

_____

_____

_____

Why my choice was a wrong...

_____

_____

_____

What am I going to next time to help me make the right choice...

_____

_____

_____

These people were affected by my choice ...

_____

_____

_____

Who do I need to see to say sorry for my choices...

_____

_____

_____

1,2,3 report cards

Comments:

OAKWOOD PRIMARY ACADEMY

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Report Card

Name:

Total number of points to be achieved:

Total Points for each day…	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Total:	

Parents Comments:

Name:	Class:	Date: week beginning

Targets: ✓ Target 1 ✓ Target 2 ✓ Target 3	Notes:

0= walking out of class without asking/being asked Causing disruption to class learning and not using warnings.	1 = only a little bit of work completed, disrupting class but did stop with warning	2 – Generally worked well and responded to class warnings	3 = Nearly all tasks completed, worked well, listened and only needed one warning in lesson

REMEMBER YOU CAN TURN THINGS AROUND SO ONE BAD SCORE DOES NOT MAKE A BAD DAY!!!

	Arrival/settle	Session 1	Assembly	Break	Session 2	Lunch	Session 3	Session 4	Total
Monday	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

	Arrival/settle	Session 1	Assembly	Break	Session 2	Lunch	Session 3	Session 4	Total
Tuesday	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

	Arrival/settle	Session 1	Assembly	Break	Session 2	Lunch	Session 3	Session 4	Total
Wednesday	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

	Arrival/settle	Session 1	Assembly	Break	Session 2	Lunch	Session 3	Session 4	Total
Thursday	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

	Arrival/settle	Session 1	Assembly	Break	Session 2	Lunch	Session 3	Session 4	Total
Friday	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

YOU CAN MAKE THE RIGHT CHOICES!!