

Behaviour Policy 2018 - 19

At Oasis Academy Harpur Mount we believe that good behaviour is the key to good teaching and learning. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

AIM

To lay down the principles by which staff and children should create a *calm* environment where children can learn and achieve and teachers can teach to the best of their ability.

PRINCIPLES

- That the quality of learning, teaching and behaviour in school are inseparable issues and the responsibility of *all* staff
- That children behave best and therefore learn best when they are in a secure environment, the work is matched to their ability, and teachers have high expectations of them
- That all staff have a responsibility to manage behaviour *positively* and *consistently*
- That good behaviour is learned and it is a major staff responsibility to model good behaviour and treat children and each other respectfully
- **That positive behaviour management is more effective than negative;** that rewards work better than sanctions
- That as a general rule the loudest voice should be used for teaching and praising children
- That staff will ensure that they use every opportunity to promote and raise self esteem, ensuring that they have a positive relationship with the children
- That staff will refer to the behaviour and not the child.
- That the most effective behaviour management is when the incident/issue is resolved by the member of staff affected and as quickly as possible after the event
- That Staff and Children will follow the agreed **Oasis Academy Harpur Mount Rules** both inside and outside of the classroom, (Oasis Academy Harpur Mount Rules **were developed and named following consultation with school council. All pupils were involved in the process of developing the**

school rules.)

- That the support of parents is essential for the maintenance of good behaviour
- That staff will make reasonable adjustments when applying this policy to children with SEND (SEND Code of Practice 2014/Equalities Act 2010)

Why positive behaviour management?

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example so all staff and parents have a responsibility to set a good example as well as ensuring that the rules are followed. Children have a need for the world to be as reliable as possible so when staff act consistently and reliably they make the child feel safer.

Positive Behaviour Management Strategies

Aims to:

- Promote learning
- Minimise disruption and avoid confrontation
- Help the child/children to be aware of his/her behaviour and to find recovery strategies
- Give the child strategies to avoid problems in the future - empower

Strategies: Use positive rather than negative approaches

- Calm body language
- Dramatic pauses
- Polite silent gestures
- Praise good behaviour rather than paying attention to poor behaviour
- Instead of saying no it might be possible to say “yes you can, when you have finished...”
- Focus on the future. “What should we do next time?”
- OAHM School Rule reminders. Ask what the OAHM School Rule is.
- Give time. After requesting an action, instead of hovering and demanding, move onto something else and check later
- When requesting an action, a quiet word / reprimand is more effective than public admonishment in terms of establishing long term respect
- Give choices and consequences, hoping the child will make a responsible decision
- Use language carefully – “stop being careless with the paint” becomes “Carefully with the paint pots, thank you” - Instead of “listen to me” say “Thank you for showing me you’re listening” Tell children what you would like them to do, not what you don’t want eg “Walk please” rather than “Don’t run.”
- Remember, the children reflect back whatever you project, a calm and positive teacher will have more success in establishing a calm and positive classroom
- If behaviour issues arise, consider **why, were instructions clear and explicit? Was work set sufficiently challenging to avoid boredom? Was it accessible to avoid frustration?**
- Have high, **realistic** expectations

Use firmness without aggression

Instead of orders it is better to give solutions: e.g. instead of “sit down this minute” use “you should sit down

and get your work finished”

Where possible discussions should take place in private

In some situations it is better to allow the child to cool down before the discussion takes place.

Be aware of yourself. Do unto others as you would be done by!

- Show respect in language and actions
- It is better to *say* you are angry than to show it
- We should set a good example
- We are modelling behaviour all the time

Promoting our ethos, values and habits

Patient	Forgiving	Self-confidence
Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

It is important that all staff are constantly promoting and displaying the 9 habits integral to the Oasis ethos and values. Each month will have a specific theme, however we can and should praise and reward children for portraying such habits at any point within the year. Each classroom will have a habit tree within their classroom. If any member of staff/other child sees someone displaying a quality related to these habits they get noticed and praised with a leaf to put on their tree.

In ethos assemblies ask children and staff who they have seen displaying any of the 9 habits.

Our School Rules

- We are kind to each other
- We listen
- We tell the truth
- We look after our school and ourselves
- We try our best

Procedures for Implementing the Policy

Staff will explicitly reinforce expected green behaviours through positive management.

If a child is on green and presents some low level behaviour the following strategies should be followed before moving to amber to allow the child to self-correct their behaviours.

- Pick someone showing the desired behaviour and praise them publicly
- Use a non-verbal signal to the child to give them a visual reminder of what is expected
- Walk over and whisper reminders of the desired behaviour
- Say the child’s name allow them to make eye contact and give your instruction followed by thank you
- If the behaviour persists remind the child of the choice and the consequence eg **I am going to give you a warning now if you choose to follow my instruction you will remain on green, if you continue to you will have to move your name to amber**
- Be very precise/specific about why a child has been moved to amber/red

It is important that the child gets recognition/verbal praise if the right choice is made at this time.

If a child self corrects while on amber it is very important that they are moved back to green and praised for making good choices eg Fantastic thanks for following my instruction I think you're ready to move back to green

Rewards

Children's Choice time is a reward to all children who have successfully followed the **OAHM School Rules**. Each child will be rewarded with a set amount of time (30 minutes) to choose an activity specially selected for its 'fun' qualities. **Children's Choice time** should be special, all staff are expected to plan activities that the children will value and the children should choose the activity at the start of the week as something to work towards. Ideally Key Stages working together can offer a number of choices, for example an art, sport, design and relaxation activity. The numbers in each can be limited and the activities can run for a half term to allow all children to participate. The latter format also lets children from other classes work together and provides an opportunity for staff to build relationships with children not in their class.

~ In the classroom good work and behaviour is reinforced in the following ways:

- Verbal or written comments to the child and parents
- Class Championship points/ certificates
- Stickers/stampers
- Children can be sent to Principal/ALT and other teachers to share good work or behaviour. (reward with stickers rather than Points)
- Weekly gold card winners in ethos assembly
- Half termly School Ethos certificate

~ **Children's motivation in relation to class reward systems will be reflected by the value placed on them by individual teachers.** The more value you attach, the more value the students will attach. In addition, the age of the children will determine the immediacy of the reward/system. For example weekly in Key Stage 2 is sufficient, yet daily is more appropriate in Foundation Stage & Key Stage 1. Championship points will be recorded using the Class Dojo system.

Gold Cards

~ In the playground any positive behaviour should be rewarded with a **Gold Card** with an explanation as to why they have got it eg for playing nicely, tying someone's shoe lace, good manners

~ In assemblies, singing assemblies etc as a motivation tool where other systems are not in place. **Gold cards** count towards a KS reward (extra playtime) which will be recognised weekly by the award of a Gold trophy in the celebration assemblies.

~ Children are expected to move around school and line up calmly, quietly and safely and can be rewarded with a gold card to promote this

~ Lunchtime Organisers are to focus on giving 10 gold cards out at lunchtime recognising all the children that display great behaviours during that time

Good work, progress, achievement or behaviour is reinforced through whole school Championship

assemblies, held weekly. Winners for that week will be awarded a certificate be presented with a medal by the outgoing Class Champion. Parents are informed and invited to watch. One winner per class.

and

Sanctions

If a child breaks an **OAHM Rule** staff will be expected to:

- Get the child to identify the inappropriate behaviour and explain what they need to do to comply with the **OAHM Rule**. If a child fails to take this opportunity, staff will give the child a verbal warning and explain that their name/face will move from GREEN to AMBER if they continue to break the **OAHM Rules**
- If they still fail to take the opportunity to turn the behaviours around the child's name will be moved onto AMBER.
- If the child persists in breaking the **OAHM Rules** their name will be moved to RED. Two minutes of **Children's Choice Time** will automatically be deducted.
- At this point it is particularly important that the child feels that staff are willing them to do the right thing. Effort should be made to praise any ceasing of bad behaviour and support given to help the child to continue with their learning.

~ If a child is on RED and persists with inappropriate behaviour, staff should follow the following procedures:

- In class 'short' sanctions e.g. sit on own, move away from the rest of the group, thinking time
- Time out can be used to give time to reflect.

Time Out

At OAHM we are aware that pupils may need a moment to become calm and ready to make good choices. Time out can be used as a solution to avoid behaviour escalating. Pupils may take a moment at their own or the teacher's suggestion. This will happen in an agreed location e.g. parallel class, library, nearby room for a short period of time. Time out cards can be used to set clear boundaries.

- Time out break: can be taken at an agreed location for a short period e.g. 5 minutes
- Time out for a longer period: should be taken at an agreed location e.g. Rainbow Room, or parallel class. Teachers should send a post it to communicate the situation to the member of staff in the Time out location. Work may be sent with the pupil. Missed work will be made up at the discretion of the teacher. Learning mentor involvement where deemed appropriate. This time out period offers the child and teacher time to reflect.

Where necessary:

- Class TAs/additional staff are used to diffuse situations to enable the child to continue to learn
- Child has access to the Nurture Room/Learning Mentor for a period of time if appropriate

- Behaviour and Communication Plans and 1 page profiles are referred to for strategies for individuals

If a child is involved in an incident of serious inappropriate behaviour in class, then a member of the ALT should be called and 6 minutes of Children's Choice will be lost. Parents will be informed.

THE CHILD SHOULD ALWAYS BE GIVEN THE OPPORTUNITY TO REJOIN THE CLASS GROUP AND BEHAVE WELL AFTER EACH SANCTION.

Red Cards

These may be given out in the playground to children that continue to break the **OAHM Rules**, despite a warning and opportunity to correct behaviour. A child receiving a red card loses 2 minutes **Children's Choice time**. Where behaviour does not improve, children should be referred to a member of the ALT (6mins Children's Choice lost) rather than being given another Red Card. Children should be encouraged to recognise which of the **OAHM Rules** were broken. Any red card incidents at lunchtime will be discussed with the Class Teacher when handing over the class.

Incidents occurring relating to these undesirable behaviours will be logged on the schools CPOMS reporting system. CT will keep a weekly record of red cards in class. This information will be monitored and used to inform areas to address on a school wide basis. Children who are logged on CPOMS 3 times they will miss the following playtime if they are in KS1 or if they are in KS2 they will miss the next weeks playtimes but gain Thursday and Friday back if no red cards in that week. Parents will be informed of this by the CT.

Parental Involvement

As stated earlier, parental support is essential to maintain good behaviour. Parents need to be made aware of good as well as poor behaviour. Each classroom should have a system of communicating good work/effort/behaviour to parents on a regular basis.

Identifying Behaviour Needs

- 1 When a behaviour need is identified an initial meeting is held with CT and a member of the Behaviour Team re strategies to use to get the behaviour back on track. These strategies will involve lots of positives around rewarding the appropriate behaviours. Parents to be involved at this stage by the CT.
- 2 A range of strategies are used to support behaviour needs.
 - a) Check-in charts. The pupil will have an arranged 'Check-in' adult to see at pre-arranged times each day. They will set personalised behaviour targets to help get their behaviour on track.
 - b) Choice cards. The pupil will have a clear target to work on at playtimes or lunchtimes. They will be rewarded for good choices and there will be a clear consequence for bad choices.
 - c) Feelings scale. The pupil will look at their own triggers and work on strategies to manage their emotions.
 - d) Communication/Behaviour Plan. Staff and parents work together to identify a comprehensive list of triggers and agree appropriate responses and scripts to support the pupil.

Extreme behaviours

- Racism
- Violent behaviour
- Destroying property
- Extreme disruption – stopping a class learning
- Obscene language
- Refusal
- Bullying

Any of the above behaviours need thoroughly investigating and incident records completed on CPOMS. Parents must be informed, ideally by CT and ALT.

Children displaying the above would most usually already be on a behaviour plan which should include warnings etc/time out of class/opportunities to make right choices but if this doesn't work the following may need applying

- internal exclusion (1/2 a day/ 1 day)
- fixed term exclusion

Role of the Academy Leadership Team

- To provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- To ensure that all new staff joining the school receive appropriate induction training
- To monitor the effectiveness of behaviour management techniques, both informally and formally, as part of performance management
- To review this policy every two years