

Oasis Academy Blakenhale Infants and Oasis Academy Blakenhale Junior



Policy and Procedures for Positive Behaviour

Last Reviewed: September 2018

Next Review: September 2019

Behaviour Policy and Procedures

Aims

Positive Behaviour is a necessary part of the provisions we make across the Oasis Blakenhale Academies' Primary Phase to create and maintain an orderly working environment in which all members of the Academies' community feel safe and secure.

Aims of our Positive Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within and across the Academies;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have consistent approaches to behaviour throughout and across the Academies' primary phase, with parental co-operation and involvement;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

We aim to create a welcoming happy, safe, caring and positive environment where children and adults show consideration for each other and their environment. This requires children to be responsible for their own behaviour and be aware of the effect this can have on others, as well as themselves.

Teaching Positive Behaviour

Across the Oasis Blakenhale Academies' Primary Phase, we believe that positive behaviour in children stems from learning the core skills and abilities identified in our curriculum. The core skills and abilities are:

• Independence and organisation;	• Fairness
• Self-image and self-esteem;	• Co-operation with adults
• Motivation;	• Collaboration with other children;
• Reflection and self-control;	• Sociability;
• Attention	• Empathy
• Perseverance	• Honesty

As members of staff, we aim to work together to create a united, positive ethos and a consistency in our approach. We all take responsibility for the behaviour of all the children across our Academies.

Expected Behaviour

High standards of behaviour are expected at all times. Children should:

1. Show consideration and be kind, polite and respectful towards each other and everyone around us.
2. Support each other, through team work, within class and the playground.
3. Show concentration in their tasks and be quiet when appropriate.
4. Try to do their best and make an effort with all their learning.
5. Tell the truth.
6. Listen to each other, to teachers and to all adults in the school.
7. Take care of the school environment.

Throughout the school, the emphasis is always on **PRAISE, ENCOURAGEMENT** and **POSITIVE REWARDS**.

Positive consequences may be at individual, group or class level and include the following:

- A feeling of achievement and pride;
- Verbal praise from other members of the Blakenhale community;
- Class or year group reward structure e.g. table points;
- Carrot Tokens;
- Chosen for celebration assembly recognition;
- End of term: - Certificates e.g., reading, times tables and homework also attendance & punctuality.

Rules

The whole cross-Academy rules are:

1. We listen;
2. We are kind and helpful;
3. We are honest;
4. We work hard;
5. We look after property.

Class Rules

At the beginning of each school term, all class teachers will spend time with their children going through behaviours that we would like to see across our Academies. They will discuss the kind of behaviours that will bring about rewards and those that could end with sanctions.

It is at this time that clear boundaries are laid down and the teacher has the opportunity, in association with the children, to establish rules that are pertinent to that particular class.

Positive Consequences (Rewards)

Across Oasis Blakenhale Academies' Primary Phase we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim

is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile;
- Praise;
- Showing work to another teacher and to the Head of Year;
- Stickers;
- Certificates;
- Happy letter home/telephone call/text to parents;
- Displaying work;
- Positive and constructive comments written on the child's work;
- Child selected for an End of Term Award;
- Good work assemblies;
- PLTS certificates;
- Carrot tokens.

The Carrot Rules

Who can give carrot tokens out?

- Classroom teachers (except if a child is in your class);
- Teaching assistants (except if a child is in your class);
- Executive Principal;
- Deputy Principal;
- Dinner supervisors;
- Office Staff;
- Site Managers;
- Any visitors entering the school;
- Cleaners (2 tokens rewarded for a very clean classroom);
- Kitchen Staff.

What can a pupil get a token for?

- Good manners;
- Showing courtesy;
- Leaving a door open for another person;
- Talking about their learning;
- Being respectful to others;
- Being respectful to school equipment;
- Helping;
- Dealing with a negative situation in a positive way;
- Producing carrotastic work!.



Carrot token Collection

- If a pupil receives a token then they have put it straight into the class carrot collection box.
- Carrot tokens will be counted once every month.
- Class winners will be told in the celebration assembly (see Assembly Rota).
- The class with the most tokens will win an afternoon off-timetable and £20 to spend on a prize of their choosing.

Responsibilities and Monitors

Children are given responsibility across the Academies as Class Monitors etc and as elected representatives (one from each class) to the Academy Council. Where the emphasis lies in fostering independence and reliability, these responsibilities may be changed on a termly basis.

Negative Consequences (Sanctions)

In order to discourage children from making poor behaviour choices, we believe it is important to teach them positive behaviours. If a child misbehaves, staff will ask the child to stop the behaviour and will discuss the incident with all those involved. Staff encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At Oasis Blakenhall Academies' Primary Phase we do this via a system of logical consequences designed to teach children that there is a consequence for inappropriate behaviour. Such consequences are linked to the inappropriate behaviour and are set within the context of the Academies' community.

A 'tiered-response' Behaviour Plan

General

The 'Tiered-response Behaviour Plan', on which this policy has been based, recommends three general approaches to behaviour across the Academies:

- Children's behaviour is central to the learning process and is an intrinsic element of education;
- Problems in behaviour in educational settings are usually a product of a complex intervention between the individual, school, family, community and wider society;
- Social interaction based on mutual respect is a fundamental basis for an educational environment in which optimal success can be achieved.

Specific

Children with additional needs showing negative behaviours will be identified through early intervention and targets set as part of a Behaviour Support Plan which is consistently adhered to with specific consequences to address negative behaviour and modify it. The Academy Assistant Principal, class teacher and parent/carer will help write this plan. Please refer to the example below:

Report Card

Period of report: 2 Weeks

Name: _____

WC: _____ /2



Targets: 1) To _____ 2) To _____ 3) To _____	0 = completely unacceptable 1 = very limited cooperation 2 = some cooperation 3 = Satisfactory – no more or less than target 4 = Better than expected 5 = Almost perfect!
--	--

Total: 250 Achieved: _____

Week 2 Autumn 1	Monday	Tuesday	Wednesday	Thursday	Friday
Before 1 st lesson	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Guided Reading	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
English	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Playtime	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Maths	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Assembly	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunch	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lesson 4	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lesson 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
End of the day	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Comments					

After 2 weeks; see Mr Hunt / Mr Beattie. They will decide if you go onto Stage 2 or are taken off report card.



- Rewards will be given for positive days – _____.
- Score of 4 or 5 per session.
- Sanctions: miss dinner times if behaviour warrants a level 2.
- To go to another classroom and have a timeout session.
- Detentions and loss of privileges.

There should be a traffic light system displayed in class, which ranges from gold through to silver, green, amber and red. This will be used to indicate where the children are in terms of their behaviours throughout the day.

The Behaviour Plan offers a three-tier approach to intervention in individual behaviour. The process at each level is detailed below. These lists are not exhaustive.

BEHAVIOUR:

LEVEL 1

- Being disrespectful to adults or other pupils;
- Not responding to instructions;
- Deliberately distracting others from their learning;
- Talking at inappropriate times;
- Telling lies;
- Disrespecting the school environment;
- Refusing to work;
- Forgetting PE kit;
- Not wearing the correct school uniform;
- Non-completion of homework;
- Bringing toys or other inappropriate items into school.

Level 1 class incidents should be recorded by the class teacher in the class behaviour folder.

Parents/carers should be informed if persistent level 1 behaviours occur.

Negative consequences – Level 1

- **Verbal warnings.**
- **Discussion of behavior with class teacher/other adult.**
- **Repeated Level 1 behaviour in the same lesson = TIMEOUT in a parallel class. The pupil should bring their work, so that their learning is not interrupted. If a parallel class is not available then the child goes to the Year-Group Leader.**

If repeated Level 1 behaviour continues, the appropriate Year Group Leader, SENCo and Assistant Principal will be informed. A Behavior Support Plan (BSP) may be started with the pupil and parents will be informed.

BEHAVIOUR:

LEVEL 2

- Persistent/repeated Level 1 behaviours;
- Deliberately damaging the environment or items within the environment of the Academies;
- Spitting;
- Continued disruption / defying instructions;
- Swearing;
- Leaving class without permission;
- Aggressive physical or verbal behaviour with intent to harm;
- Stealing.

Investigation into Level 2 incident completed by class teacher.

Pupil Incident Report forms to be completed and signed by all pupils involved or witnessing the incident.

The adult who is issuing the Level 2 should also complete and sign a Staff Incident Report form.

The appropriate Year-Group Leader authorizes the Level 2 sanction, which is counter-signed by the A.D.P., and logs the incident on SIMs.

The forms are to be kept in the class behaviour folder.

Contact should be made with the pupil's parents or carers to discuss behaviour: either a phone call home or a discussion at the end of the day.

Negative consequences – Level 2

- Parents informed.
- Lunchtime detention: the pupil will be brought to the dinner hall by a TA from their year-group. The pupil will then be returned to a designated classroom within their year-group for the remainder of their lunch time.
- Loss of other privileges.
- Continued Level 2 behaviour could result in a BSP.
- Assistant Principal and SENCo monitor the pupil's behaviour.

BEHAVIOUR:

LEVEL 3

- Persistent fighting;
- More serious acts of aggression;
- Assault on staff;
- Other offences deemed serious;
- Severely disruptive in school;
- Verbal, sexual, racial or homophobic abuse of other children/adults;
- Persistent harassment/bullying of other children;
- E-bullying (inappropriate use of email)/texting/internet messaging);
- Placing self, other children and adults at risk;
- Excessive numbers of Level 2 sanctions.

Dealt with by Assistant Principal; outcome validated by Deputy Principal. Executive Principal to be notified.

Negative consequences - Level 3

- Parents informed - this level of behaviour will warrant either an isolation or an exclusion (in or out of the Academy).
- Loss of privileges.
- Sent to AP (YGL if AP is not available).
- Parents asked to come into school, or contacted by telephone and a letter sent home.
- The BSP is continued and reviewed by the class teacher, child and **SENCo/AP. (DP/EP informed.)**

These instances may result in a one day exclusion (or more) and loss of social privileges, a longer fixed term exclusion or permanent exclusion

Level 2 and Level 3 incident forms

All negative behaviour will be recorded on an incident report form so that, once dealt with, it can be recorded on the SIMs Behaviour Manager system. This enables tracking and analysis of the types, causes and patterns of behaviour across the Academies to strategically plan to reduce incidents and risk.

Before a BSP is set up, the class teacher will informally invite the parent/carer into the Academy to discuss any issues. The year group leader should also be present. If negative behaviour continues then a formal meeting will be arranged and the Assistant Principal will be present. A BSP should be discussed, setting individualised targets, a point score to be obtained and a positive reward for achievement of the agreed targets.

(Class teachers should seek advice and guidance for positive behaviour strategies from their year group team, Assistant Principal and the Academy SENCo.)

Behaviour Support Plan

These will be set up to monitor and improve the behaviour of children considered to be a cause for concern.

BSP – Stage 1

The class teacher will inform parents/carers that their child's behaviour is causing concern. Parents/carers will be invited into the Academy to discuss the concerns and how to move forward. Stage 1 BSPs will run for a two-week period and are reviewed regularly, with reward given when appropriate. Parents/carers can ask for a copy of their child's plan or for a phone call update. If the child's behaviour does not improve then the BSP can be extended for another week (at the discretion of the AP) or the child will be moved to Stage 2.

BSP – Stage 2

A meeting will take place between the SENCo, AP, Class Teacher, parents/carers and child to set up a Stage 2 Behaviour Support Plan (see BSP Stage 1). The Stage 2 BSP runs for a period of two weeks, after which it will be reviewed. The pupil is to report to the AP at breaktimes, dinnertimes and in the afternoon with their Report Card, to discuss their behaviour. At this point, further sanctions (e.g. loss of break or dinnertimes) may be put in place to address specific incidences of poor behaviour. If the child's behaviour shows improvement over the course of the Stage 2 BSP, they will be removed from it. If behaviour does not improve, the Stage 2 BSP will be escalated to a Stage 3 BSP.

BSP – Stage 3

In any case where a Stage 3 BSP is necessary, a meeting will take place between the SENCo, DP, Class Teacher, parents/carers and child. At this point, the pupil will be placed on a reduced timetable – the specifics of which to be agreed with parents/carers. Referrals may be made to outside agencies for advice/support regarding behaviour management strategies and/or family support and a Pastoral Support Plan (PSP) will be created. If a child is on a Stage 3 Behaviour Support Plan, they automatically lose additional privileges (e.g. break and dinnertimes). If the pupil's behaviour does not improve, further reductions in timetable will be implemented and, if necessary, permanent exclusion considered.

Pastoral Support Plan

Pupils in danger of exclusion will be referred for behaviour support from BSS and put on to a Pastoral Support Plan in accordance with advice.

Provision for dealing with lunchtime behaviour

- Dinner supervisors are allocated a class to deal with incidents, both positive and negative.
- Dinner supervisors are to speak to class teachers at the beginning and end of lunch time to share information about any child that will support their lunchtime behaviour and about any incidents that may have occurred over lunchtime.
- More serious incidents are logged in the Behaviour Book and will be dealt with by the AP/YGL. Refer to Behaviour: Level 2/Level 3 for more details.
- Any incidents are written up on a Pupil Incident Report form. Incidents witnessed by the Lunchtime Supervisors are logged on a Staff Incident Report form.
- Incidents will be investigated by the Lunchtime Supervisors and followed up by the AP or YGLs as per the Behaviour Policy. Parents/carers of any child involved in an incident which requires a sanction will be informed of the incident either by phone or a face-to-face conversation with the class teacher after school the same day.
- Repeated disruption during break or lunch times may warrant a lunchtime exclusion. If this is the case, parents/carers will be given a week's notice that this will happen. If the child is entitled to a free school meal he/she will go home with a packed lunch, which will be provided by the Academy.
- Intervention groups will be set up for pupils who have been identified as struggling with the outdoor environment.
- For immediate punishment at lunchtime, pupils may be asked to stand out, thereby missing some of their free time.

The lunchtime supervisors follow the same three-tier behaviour plan as all staff in the Academy. Where children are showing signs of positive behaviour, they are passed onto the class teacher and carrot tokens, or other class reward systems, can be given.

Involving Parents

We encourage parents to take an active part in the life of the Blakenhale Academies. We believe this is essential to establishing trusting relationships, which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in each Academy prospectus and through curriculum/transition meetings and newsletters.

Responsibilities

Staff Responsibilities

There is an expectation that all adults working within the school are able:

- To treat all children fairly and with respect;
- To help all children to develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;
- To use positive and negative consequences clearly and consistently;
- To be a good role model;
- To form positive relationships with children, parents and other adults;
- To recognise and value the strengths of all children;
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the Academies' positive behaviour policy and procedures;
- To adhere to the home/Academy contract.

Parents' Responsibilities

Parents and carers have an active part to play in shaping the behaviour of their children and are therefore expected to support the Oasis Blakenhall Academies' Positive Behaviour Policy. Parents should:

- Make children aware of appropriate behaviour;
- Encourage independence and self-discipline;
- Show an interest in all their child does in the Academies;
- Support the Academies in implementing this policy;
- Be aware of the cross-Academy rules and
- Adhere to the home/Academy contract.

Children's Responsibilities

Pupils also have an active role to play in shaping the behaviour in the Academies and are expected:

- To do their best at all times;
- To actively engage with and contribute to their own learning;
- To treat others, their belongings and the environment with respect;
- To show consideration for others;
- To consider the effects of their actions on others;
- To adhere to the home/academy contract;
- To follow the expectations for behaviour and rules within the Academies.

In-Service Training Needs

In keeping with the Academy Development Plans, in-service training needs – specific to behaviour management – will be identified and addressed within the Academies' financial constraints. In addition, members of the Academies' Leadership Team will endeavour to ensure that staff are made aware of all relevant and available in-service training.

Evaluation

The effectiveness of the policy will be measured by:

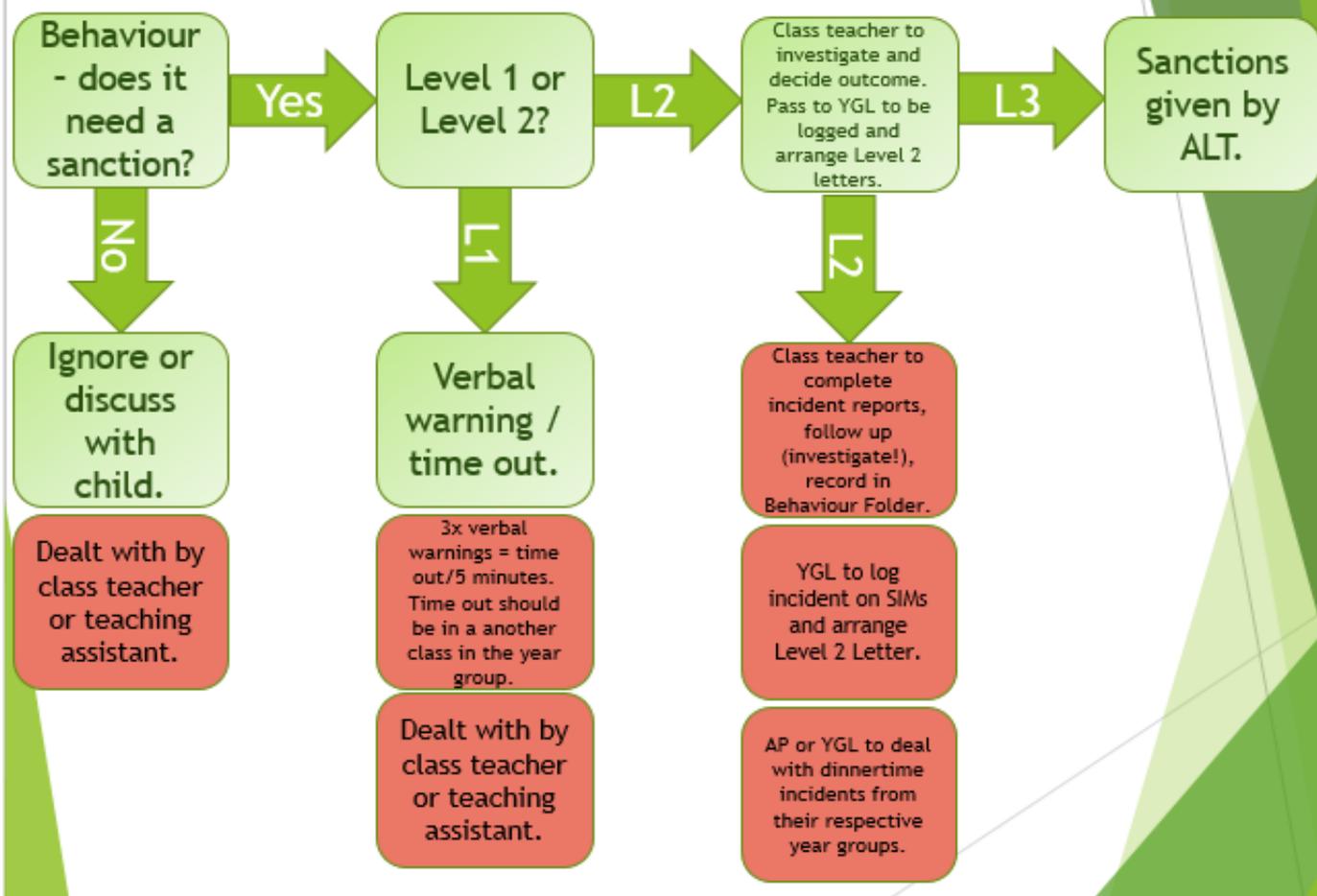
- A reduction in the number of children being sent to senior members of staff;
- A reduction in the number of children referred to external agencies;
- A reduction in the number of children being isolated or excluded.

Acts of aggression and/or violence

Acts of aggression and/or violence are not accepted and the Academies reserve the right to contact Stechford Police Station where it is deemed necessary that an incident warrants police intervention.

Dealing with behaviour – decision-making process:

Dealing with behaviour:



Behaviour System (at a glance)

Class teacher

Depending on the severity, it is important that class teachers aim to deal with behaviour using a variety of their own strategies that suit their needs, within the behaviour policy levels and the Academies' reward systems.



Year Group Leader

If a child continues to break Academy/class rules, then they should be taken to the Year Group Leader (at an appropriate time) who will, alongside the class teacher, discuss the level of inappropriate behaviour. Contact is made with parents/carers.



Assistant Principal

Children must be escorted to the AP when the above line-management has taken place. If a serious incident occurs, the AP can be contacted to attend the situation. If they are not available, then the children must be escorted to the Year Group Leader.



Deputy Principal

The DP will notify the EP, when necessary, of any serious issues. If the DP is unavailable then the AP will seek intervention from the EP.

***Please note that in all situations whereby an incident or demonstrations of inappropriate behaviour have occurred, written accounts must be made by staff and pupils. These need to be placed in *teacher's* behaviour folders. Level 2 and Level 3 incidents to be recorded on SIMS by YGL/AP.**