

Oaklands School & Children's Centre
Together Everybody Achieves More

Positive Behaviour policy



Written by	The Whole School
Role	
Date written	November 2017
To be reviewed	November 2018
Agreed by Governors	November 2017

**PART OF THE
HAPPINESS
POLICIES**

Positive Behaviour policy
Reviewed November 2017
To be reviewed November 2018

1. Introduction

- 1.1. At Oaklands, we are committed to providing a high-quality learning environment where everyone is safe, secure and ready to learning. Every child has the right to learn but no child has the right to disrupt the learning of others.
- 1.2. The achievement of this depends on all individuals, children and adults accepting responsibility for positive self-discipline. We work together to enable each child to develop an enthusiasm for life, together with a sense of pride in themselves, the school and the wider community. We aim to provide an environment where everybody feels welcome and where diversity is acknowledged and celebrated.
- 1.3. The core of the school are the Oaklands TEAM values which are:
 - **Ambition**
 - **Self-confidence**
 - **Perseverance**
 - **Independence**
 - **Respect**
 - **Enquiry**

2. Rationale

- 2.1. In writing this policy, we have worked with all groups within the community: pupils, parents, staff, governors as well as outside agencies.
- 2.2. As well as that, we have used several documents to guide our policy including the DfE statutory guidance for Exclusions (*September 2017*)

3. Aims and Objectives

- 3.1. The aims of this policy are:
 - **Ambition** To ensure a thorough, robust and rigorous approach to promoting positive learning environment where all staff are equally responsible and empowered.
 - **Self-Confidence** To ensure a whole school approach to managing behaviour and discipline is used by all staff and governors in the school so all staff are clear in the actions they will take.
 - **Perseverance** To teach the children the skills and attitudes to become responsible citizens both in the school, outside and in their later lives.
 - **Independence** Children clearly understand the rules, their responsibilities and sanctions that may be applied if breached
 - **Respect** To ensure that all people in our community and property is respected.
 - **Enquiry** To be reflecting on supporting children and families who do find appropriate behaviours difficult, so they do not affect the learning of others.

4. Partnership with parents

- 4.1. Parents and carers are responsible for their child's behaviours when in school and outside of school.
- 4.2. In choosing Oaklands school, you are agreeing to our approach in ensuring a happy and effective learning environment. This is especially important when it comes to following our school rules and our values.

- 4.3. We as a school will work together with families to support them with their behaviours as we expect parents to support us in their child's learning. This is expanded upon in section 20.

5. Non-negotiable rules.

- 5.1. School rules are kept to a minimum to ensure clarity for the children
- **We all follow adults' instructions**
 - **We keep our hands, feet and unkind words to ourselves.**
- 5.2. There are no grounds or justification for breaking these rules and any child who does break this will receive sanctions for their choices. Staff dealing with any situation where these rules are broken must decide upon the appropriate sanction (*see section 15*).

6. Discrimination

- 6.1. The school does not tolerate any form of discrimination, be in on the grounds of race, gender, sexuality, age, religious beliefs or any other reason.
- 6.2. If any form of discrimination occurs, it must be dealt with immediately. The specific details are recorded on the Discrimination Incident Form which is passed to a member of SLT to be filed on the child's records. This is also logged onto SIMs.
- 6.3. The parents of both parties will be informed.

7. Silent Signals & transitions

- 7.1. All staff use the same silent signals to give instructions to the children. These must be used in all situations and by all staff.
- **Stop** Hand up *All children stop and raise their hand to share the signal*
 - **Moving** 1 finger *Children focus and think about what they are going to do*
 2 fingers *Children stand silently and put chair under their table*
 3 fingers *Children calmly move*
- 7.2. When moving around the school, all children must walk with their arms held loosely behind their back.
- 7.3. When lining up, all children must line up in alphabetical order. Staff must accompany them around the school, especially to and from break times, and insist on clam walking. Staff should pause at corners and doors to monitor their class and praise or remind individuals.

8. Code of Conduct

- 8.1. Each class used the Oaklands TEAM values and the Non-negotiable rules to create their own Code of Conduct which the children help create and sign.
- 8.2. These Code of Conduct, the Oaklands TEAM values and Non-Negotiable rules are displayed clearly in their class.

9. Types of Behaviours

- 9.1. At Oaklands, we talk about two types of Behaviours:
- **Green Learning** This allows all the children to have the best positive learning.
 Allows learning to be fun and engaging.
 Keeps everybody safe and secure
 - **Red Learning** This makes the learning harder for everyone in the class.
 Makes it harder for staff to teach
 Makes people feel nervous or unsafe

10. Teaching Green Learning Behaviours

- 10.1. As part of our PSHCE curriculum, we explicitly teach children what Green Learning looks like. Daily Circle time and use of Integrity Journals are just one part of this. PSHCE is also taught to the classes.

- 10.2. Each Term, a special 'Value of the Term' is selected to focus upon. Our assemblies are focused upon these.

11. Being thankful for Green Learning Behaviours

- 11.1. The main priority of the school is to use positive behaviour management to acknowledge and praise appropriate behaviour.
- 11.2. All staff have the authority and are encouraged to create their own rewards and praise systems and are encouraged to share good practice with all staff.
- 11.3. There are a huge range of measures we can use, some of which are:

✓ The children need to be liked	✓ RWI praise phrases	✓ Tea party	✓ Class dojo system
✓ 3:1 for positive- negatives	✓ Send to another class for praise/ share work	✓ Catch me card (<i>Values</i>)	✓ Postcard through the post
✓ Smile	✓ Visit SLT to share work	✓ Table points in class	✓ Swimming pool as a reward
✓ Greeted into the classroom	✓ Stickers	✓ Book Vouchers	✓ Afternoon tea with SLT
✓ Thank children (<i>for specific actions not general</i>)	✓ Visit their siblings/ spend time learning with the other classes	✓ Copy work to send home	✓ Class bonus (<i>film time, treat afternoon, trip outings, pizza night etc.</i>)
✓ Commenting positively/ ego stroking	✓ Team points (<i>Weekly TEAM point winners</i>)	✓ Take the work out and share with adult at the end of the day	✓ House Celebration for termly winner
✓ Commenting on positive walking	✓ Verbal praise to parents	✓ Dip in the prize box	✓ Big reward (<i>bikes etc</i>)
✓ Thumbs up	✓ Rewards (<i>pencils etc</i>)	✓ Plastic money given out with an auction for prizes at the end of the week.	✓ Ice cream van on playground
✓ A joke or sense of humour	✓ Free choice	✓ Termly Medal Awarded	✓ Leading a group/ teaching
✓ Visit or talk to a child you've previously worked with	✓ Certificates	✓ TEAM points adding to greater and greater prizes.	✓ Celebrity appearances/ special visitor
	✓ Extra play		
	✓ Post card home		
	✓ Take the class mascot home		
	✓ Class jobs		
	✓ Picnic		

Whole school positive systems

- 11.4. **Star of the Week:** Each week we have a Star of the week Assembly in which one child is chosen as the star who has made a personal achievement. They and their parents are invited to the assembly on Monday morning where a senior member of staff celebrates their learning. They then are treated to a tea party with their parents.
- 11.5. **Integrity award:** Each week, the children choose a child who 'Does the right thing even when no one is watching'. They receive the special Green Integrity jumper/ cardigan/ arm band and wear it for the week.
- 11.6. **Class Bonus:** Each class chooses one treat which they would like to enjoy. If another adult catches the whole class showing positive behaviour or learning, they are awarded a class bonus. Once they have collected 20 class bonuses, they receive their treat. Class teachers may not reward their own class a class bonus.
- 11.7. **Team Points:** Children are awarded TEAM points for positive behaviour and learning. These are collated on a Friday and the Team with the most points wins.
- 11.8. **Green all Week:** Any class who has been 'Green' all week, receive an extra play and class bonus.
- 11.9. **Golden tickets:** for exceptional learning or achievements. The children in the school vote for the Golden Ticket rewards led by the Junior Leadership Team.

12. Good to be Green system

- 12.1. All classes have a "Good to be Green" display, which shows children's names and Green, Yellow, Amber and Red cards or a 'sun and cloud' system in EYFS. The cards are used to show the behaviour of the child and give non-verbal prompts if they are showing 'Red behaviours'. S
- 12.2. In order to encourage good behaviour, staff will ensure that positive behaviour is acknowledged and praised as much as possible. Positive comments should outweigh

negative comments. E.g., “*Well done, what wonderful sitting Ben*”, rather than “*You all need to sit down and sit still*”.

- 12.3. Superstar cards are to be used to praise the children who have excelled. These are sent home so the parent knows and can share the good news.

13. Reminders for Green behaviours.

- 13.1. If a child’s behaviour is inappropriate, staff need to use the Good to be Green system and to discretely explain what behaviour they are showing, how it is impacting on the others and what they need to do. Both praise and warnings need to be very specific to what is happening and impact on the child and class. We should all use a simple script such as:
“[NAME], you are choosing to... [NEGATIVE CHOICE]. This means that... [IMPACT ON LEARNING]. We you need you to...[POSITIVE CHOICE]. Thank you.”
- 13.2. Behaviour management needs to be **Proactive** and not reactive and in returning behaviour to a child making positive choices we use the **least intrusive method** possible. If a member of staff can deal with the situation themselves they should always feel empowered to do so.

Verbal warning

- 13.3. The first reminder is a verbal reminder and the green card is turned to the side (*a half turn*).
- 13.4. If the behaviour improves, it can be returned to green.

Yellow card/ Cloud in EYFS

- 13.5. The next reminder is a turn to Yellow/ name is moved to the cloud.
- 13.6. If this occurs, the child is given a time in class to reflect on what is happening.
- 13.7. The child and adult need to have a reintegration chat (*See RRRR*).
- 13.8. If behaviour improves, they can be returned to Green.

Amber card/ Thunder Cloud in EYFS

- 13.9. The next reminder is a turn to Amber/ name is moved to the Thunder cloud.
- 13.10. The child needs a longer reflection in Time out Area or in partner class.
- 13.11. After approximately 10 minutes, the children is to return to class and have a Reintegration chat with adult
- 13.12. Following this, the child should have further reflection at break, lunch or after school with the staff member. This is a longer conversation with the child and their behaviours than a talk in class can provide. It is to discuss the way forward, agree sanction and to repeat the behaviour getting to that level after several reminders. Again, the RRRR approach needs to be followed (*section 14*)
- 13.13. Parents must be contacted, preferably in person, to discuss and agree sanctions if needed.
- 13.14. If behaviour improves, they can be returned to Yellow and then Green.

Red card

- 13.15. This is turned for continued disruption, unsafe behaviour or physical or verbal violence and/or aggression.
- 13.16. The child will be removed from the class or situation and work in another location. This will be dependent on the situation, it may be another class room or office. If needed, SLT can be called for to meet with the child to resolve the situation.
- 13.17. Once the child is aware of the impact of their behaviours and are ready to return to class, they will have a Reintegration meeting with the adult who had been involved in the incident. There is no way of setting a time for the child to be absent but they will only be returned at the end of a lesson or session. The reintegration will meeting will include sanctions for their behaviours.

- 13.18. Parents must be contacted in person by the person who dealt initially with the card turn. The meeting must be to discuss and consider completing a First Stage Support Action Plan or review their plan if one is already in place. If the person needs support in these meetings, they are to ask for help from a phase leader or SLT member.
- 13.19. If behaviour improves, they can be returned to Amber, Yellow and then Green.

14. Logging card turns

- 14.1. At the end of the am session, all cards are returned to green for the start of the afternoon.
- 14.2. The staff log card turns onto the Behaviour Log on SIMs. The staff record just the highest card that the child reached in a session. For example, if a child reached an Amber card, the amber is recorded not the yellow and amber.

15. Restorative Approaches

- 15.1. Underpinning the whole policy is the use of Restorative Approaches.
- 15.2. Whenever a conflict or issue arises in the school, we focus on finding solutions to address the harm done and actions to prevent this happening again, rather than just punishments or blame.
- 15.3. All situations must be discussed with the child to understand the context and events. We can use the following structure (RRRR):
- **Reflect** on what's happened
 - **Accept Responsibility** of what has happened & who has been harmed
 - **Repair** the relationship and agree next steps or sanctions
 - **Reintegrate** back into class positively

16. Sanctions for Red Learning

- 16.1. The school employs a number of sanctions to enforce the school values and rights, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and previous incidents. If inappropriate behaviour has taken place it is up to the staff member dealing with that incident to decide on the sanction alongside others involved in the situation.
- 16.2. Before deciding on the appropriate sanction the staff will investigate the incident; speak to other staff if available and then reach a decision.
- 16.3. The range of sanctions used are:

BAND 1	BAND 2		BAND 3		BAND 4	
ALL Staff can enforce			With discussion with SLT			
In class sanctions	Reflection at break times	Detention	Seclusion	Alternative Provision	Fixed term exclusion	Permanent exclusion
<i>Stay behind after class, complete work, etc.</i>	<i>Miss play/ Lunch time with work to be completed</i>	<i>Kept behind school for a fixed amount of time completing work.</i>	<i>Complete isolation in school with work completed. length appropriate to incident</i>	<i>Child is educated at another school for a fixed period or time or alternative hours to the regular school day</i>	<i>Not allowed on school site. Work sent home</i>	<i>Not allowed to attend the school anymore.</i>

- 16.4. If a child is showing Red Learning Behaviours they will not be entitled to take part in extra curricular activities or any whole school events such as discos, class bonuses until they have demonstrated Green Learning Behaviours.

- 16.5. When this arises, the decision will be made with the class teacher and SLT. Once it has been made, it must be communicated with the parent and admin team for practical reasons of booking etc.

17. Fixed-term and permanent Exclusions

- 17.1. Exclusions are the last resort, and will only be used when other options have been exhausted. In many incidents, exclusions simply avoid the cause of the issue and are not effective in making changes to a child's behaviour. All staff responsibilities are to avoid this and one of their main priority is to ensure that one of their children does not get to this point. Staff need to be clear on what are our strategies and practices to prevent exclusions?
- 17.2. Only the Headteacher or Deputy Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Either will never make the decision by them selves and will discuss the situation and possibly with the other SLT members, before making a decision.
- 17.3. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 17.4. If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 17.5. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 17.6. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 17.7. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 17.8. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 17.9. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

18. Support for pupils showing Red Learning

- 18.1. Senior Leaders will meet with children and/or parents of children whose behaviour is causing concern.
- 18.2. Like any aspect of a child's development, some children will need specialised and specific support. In the same way as if a child who has difficulty in reading may not be expected to follow the same text in Literacy, for some children, the whole school behaviour policy will not be effective enough method of supporting their behaviour choices.
- 18.3. For these children, an individual plan will be created with its own targets, support, rewards and sanctions to help that child improve their behaviour. There are a range of support plans for the level of need:
- **First Stage Support (FSS):** A plan between class teacher, parents and child to support a child at the first sign of difficulties, such as transition; low level disruptions etc.
 - **Behaviour Support Plan (BSP):** A plan between the class teacher, parent and child led by a member of the SLT to identify ways to support a child with disruptive behaviour.
 - **Pastoral Support Plan (PSP):** A plan between the class teacher, parent and child led by a member of the SLT to identify ways to support a child who is at risk of exclusion.
- 18.4. As a school, we believe in credit where credit is due. If a child who has shown Red Learning makes a significant improvement in their attitude, the school may reward or congratulate them. The child will not be thanked for completed behaviours which are simply expected

by all but may be thanked for the effort they have put in. If there is any reward, it will be a TEAM reward so their class mates can join or Star of the Week where the teacher can clearly explain it is the change and effort which is being rewarded.

19. Positive Handling

- 19.1. At times, when the child is in danger or hurting themselves, other children or property, staff may be required to use positive handling of a child and they will be moved to a safer space away from other children.
- 19.2. This intervention is always kept to the least intrusive possible and all staff are trained in TEAM Teach which focuses on de-escalation, distraction and ??? far before any physical interactions.
- 19.3. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. (See attached procedure). The actions that we take are in line with government guidelines on the restraint of children. Intentional damage to school property or another child's property
- 19.4. Should school property or property belonging to another child be intentionally damaged. A request for reimbursement/replacement will be made and sanctions issued as detailed in this policy.

20. Roles and responsibilities of staff

All Staff regardless of role

- 20.1. It is the responsibility of all staff to uphold and demonstrate the Oaklands TEAM Values at all time. If staff ignore or pass on behaviour problems they are undermined in the children's eyes and therefore look respect and authority. Every member of staff, regardless of role, are equally responsible for upholding positive behaviour.
- 20.2. All staff must have high expectations of children's behaviour and they strive to ensure that all children work to the best of their ability. Any inappropriate behaviour must be challenged following the agreed procedures above. It is vital each member of staff challenges inappropriate behaviour themselves to ensure that their respect and authority is maintained.
- 20.3. All members of staff are responsible for speaking to another member of staff if they do not follow the agree positive behaviour policy so that all members are responsible and take appropriate actions. If a member of staff does not feel confident in doing this, support must be found from the phase leader or SLT member. We cannot allow poor practice or avoiding any issues and so these must be discussed openly and respectfully.
- 20.4. If children do not respond to intervention from members of staff, it is their responsibility to escalate the incident up to the next colour stage themselves. (*Yellow, Amber, Red*).
- 20.5. Staff must log onto SIMs any breaches of behaviour which reach Yellow or Amber.

Class Teachers

- 20.6. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.
- 20.7. Teachers liaise 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, Educational Psychologist or LA behaviour support service.
- 20.8. Staff members must speak to the parent in person or via the phone if the incident reaches Amber or above. .

FLT

- 20.9. The FLT support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy and supporting them in dealing effectively with children.

Designated Safeguarding Lead

- 20.10. If the child has a named social worker, for example CLA or Child Protection, the allocated social worker will be contacted by the named DSL. The virtual headteacher for Children who are Looked after will be also informed if it is a CLA child.

Headteacher

- 20.11. It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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.

21. Roles and responsibilities of parents

- 21.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Text messages are used to communicate if there has been any issue and to alert the parent to contact the school to find out more information.
- 21.2. We explain the Oaklands Values in the school prospectus and home-school agreement, and we expect parents to read these and support them.
- 21.3. We expect parents to support their child's learning, and to co-operate 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 immediately if we have concerns about their child's welfare or behaviour.
- 21.4. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the leadership team. If they still do not agree, they may contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- 21.5. If your child's behaviour is unsafe and they cannot be controlled by staff, parents may be called in to assist and bring the child back to a safe and calm manner.

22. Roles and responsibilities of governors

- 22.1. The governing body 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 carrying out these guidelines.
- 22.2. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

23. Monitoring and Review

- 23.1. The SLT monitors the effectiveness of this policy on a regular basis.
- 23.2. On a weekly basis, behaviour records are monitored and actions taken to support individuals who require additional support. The information from these are also shared in a simple form in the newsletters for all to see.
- 23.3. The headteacher reports to the governing body on the quality of behaviour and the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 23.4. Behaviour incidents are all recorded onto the individual child's record saved on SIMs. Any child with repeated behaviours will have a Behaviour file which will log meetings and incidents.
- 23.5. A record of any pupil who is suspended for a fixed-term, or who is permanently excluded is recorded on SIMs by the admin team.