# Oaklands School
## Together Everybody Achieves More

# Positive Behaviour policy

| Written by | The Whole School |
|---|---|
| Role | |
| Date written | August 2021 |
| To be reviewed | November 2022 |
| Version number | 2.0. |

## PART OF THE HAPPINESS POLICIES

# Positive Behaviour policy
### *Reviewed August 2021*
### *To be reviewed November 2022*

## 1. Introduction
1.1. Excellent Behaviour is the foundation of good "Green Learning" in any school.

1.2. The first priority of all staff is creating a safe, calm, orderly and positive environment for the children.  Every staff member therefore is as equally trained and responsible for promoting positive behaviour and dealing with any negative behaviours.  Therefore, no matter the role, it is every single one of our roles to make our school a calm and safe space.

1.3. Adults are not to blame for pupils' behaviour but we are the solution.  We are a community of possibilities, not a community of problems (*Peter Block, 2008*).  There is no step by step approach we can give on how to solve every possible issue which may occur therefore we must all be 'Behaviour Solvers'.

1.4. All staff need to be **Firm, Friendly** and **Fair** which our children have explained helps make them feel safe and calm.  Children need to have certainty on how adults in the school will respond consistency.  Shouting, humiliating, threatening or ridiculing children is not acceptable.

## 2. Rationale
2.1. When writing this policy, the Behaviour Research Group used several documents to develop this policy.  The main texts used are below and are all available in the staff Library:
- '*When The Adults Change, Everything Changes*', Paul Dix
- '*Restorative Practice*', Mark Finnis
- '*Improving Behaviour*', EEF

2.2. As well as that, we have used several documents to guide our policy including the DfE statutory guidance for Exclusions.

## 3. Aims & Objectives
3.1. The core of the school are the Oaklands TEAM values.  The aims of this policy are:

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| - **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 consistency to promoting positive behaviour so all staff are confident 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, adults and children, as well as property are 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. Non-negotiable Rules
4.1. 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.**

4.2. There are no grounds or justification for breaking these rules and any child who does break these will be challenged. The staff member who witnesses or is first alerted to any incident is responsible for dealing with the incident.

## 5. Discrimination
5.1. 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.
5.2. If any form of discrimination occurs, it must be dealt with immediately by the staff member who witness or was first alerted to it. 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 Arbor.
5.3. The parents of both parties will be informed.

## 6. Consistency for all
6.1. No one person is responsible for behaviour. It is the responsibility of every single member of the community. A MDSM is just as empowered as a teacher or headteacher in promoting positive behaviour. By dealing with incidents directly, all staff are seen by the children as equal.
6.2. Consistency in approach is absolutely fundamental to the success of this policy. For example, each staff member insists on the silent signals for stopping so that the children are compliant to these even for unfamiliar staff who are use it.
6.3. While all staff are equally responsible for creating a calm and safe learning environment, some are more confident or experienced in creating this. While ignoring or passing on an incident is not acceptable as it lessens the authority of that staff member, help is available. If at any point any member of staff need support, another member of staff will provide back up. Equally, if the strategies used are not being effective, staff will swap with a new member of staff which often can help the situation. When this is the case, the original member of staff leads the restorative discussion.

## 7. The Five Pillars of an Effective Behaviour policy
7.1. Paul Dix describes 'Five Pillars' of an effective behaviour policy (*Paul Dix, 2017*)
7.2. These are the basis of this policy and are adhered to by all staff regardless of their role.

## 8. PILLAR 1 - CONSISTENTLY CALM ADULTS
*EEF recommendation 1 - Know and understand your pupils*
*EEF recommendation 4 - Teach learning behaviours alongside managing misbehaviour*
*EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school*
*EEF recommendation 6 - Consistency is key*

**Adults behaviour**
8.1. All staff act in a **firm**, **friendly** and **fair** to all children, even those who may present challenging behaviour.
8.2. Children need certainty from the adults. When sat on a rollercoaster, the first thing we do is push the safety bar but we do not want it to move. Children can be like this with adults. They will test the boundaries and expectations but they want the adults to be constant and secure. We ensure this consistency for the children.
8.3. Children do not naturally know how to behave. They are taught this within the community of home and school. Adults model every behaviour we wish the children to demonstrate. If we are not modelling what we want the children to learn, we are teaching them something else. We cannot criticise a child for shouting, if we as adult are shouting at them or each other.

8.4. We need to teach and reteach behaviours many times. This will be taught through daily circle time and in lessons and involve the whole class team- teacher, TA and MDMS. Repetition is key.

8.5. When speaking to children, we always maintain a professional approach. A simple way of maintaining this is imagine the "parent on your shoulder"- would they approve of the word and tone we are using? Would we use these words in front of them?

**Building Relational Capital**

8.6. Staff all show consistency and kindness. All Staff aim to build a relationship which each child and build '*Relational Capital'* with them (*Finnis, 2021*). We know simple things, such as greeting, paying attention and showing we care, all build Relational Capital with the children. When needed, it is easier to challenge a child when we have this relationship capital "in the bank".

8.7. We plan the first step into the school to be a positive one each day. SLT and FLO will greet every child as they enter the school through the gates; TAs meet and greet children in the corridors and class teachers meet their children at their class door. This not just supervising, but an opportunity to build this relational capital. Welcoming the child by name, asking questions about them or small things like complimenting a new haircut all supports preparing for 'Green Learning'.

## 9. PILLAR 2 - FIRST ATTENTION FOR GOOD CONDUCT
*EEF recommendation 3 - Use classroom management strategies to support good classroom behaviour*

9.1. **High Quality Teaching** is key for encouraging children to enjoy school and build these positive relationships with adults. We aim for our curriculum to make sure that children are hooked into learning. When planning we must think of three key question to make learning engaging so children are eager to be part of the learning.



9.2. 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.

9.3. Each Term, a special 'Value of the Term' is selected to focus upon. Our assemblies and values displays are focused upon these.
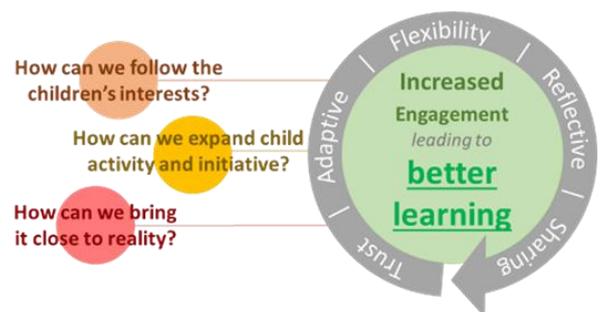
**Promoting 'Green Learning'**

9.4. We need to regularly advertise the behaviours we do want to see and recognise those children displaying the school's values. This needs to be consistent across the school.

9.5. Each learning environment, such as a class rooms, intervention or RWI area, should have a 'Green Wall'. On this Green Wall we display the school's Values, the Class Charter as well as the Recognition Board.

9.6. **Recognition Board:** In a classroom, each child will have a named pocket and when they display a value, the adults will recognise this and display a **Values Card** for the child to take home. In intervention groups, we can give Value Cards to the children to take back to their class.

9.7. **TEAM Point:** When a child receives a Value card or a 'TEAM point', this is recorded onto Arbor which assigns a positive point on their school record.

9.8. **Message home:** A simple message home through a postcard, certificate, text or call is a great way of recognising and recognising positive behaviours and building Relational Capital.

9.9. **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.

9.10. **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.

9.11. **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.

9.12. **Termly Certificates:** These certificates are given to the children for their good behaviour about build up each term from Copper, Bronze, Tin, Silver, Gold and finally platinum. The children who have 0 or above points on Arbor will receive one of these.

9.13. **Top table:** Each week, the MDMS chooses a child to join the Top Table for lunch with a friend. This will be a child who has demonstrated the school values.

### Mentoring with the children

9.14. Support for children needs to be effective whilst building the child's own abilities to self-regulate. We need to always have an exit strategy so that the support does not become a crutch. We use the 'The power of with' to structure our mentoring. We all need to aim to work 'with' the children rather than 'do to', 'for' or simply ignore behaviour.

9.15. We all understand that when feeling challenged or angry, children can present secondary behaviours. This can be sniggering or smirking which can make the adult feel like they are being disrespectful. As adults, we ignore these secondary behaviours. We refuse to engage with these and focus on the primary outcome we want.
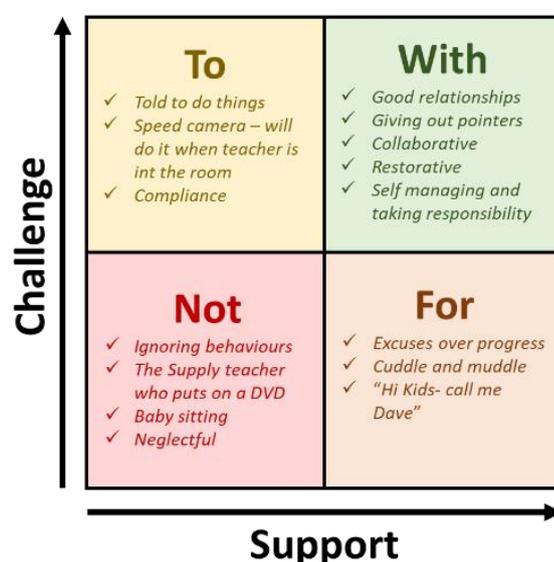


## 10. PILLAR 3 - RELENTLESS ROUTINES
*EEF recommendation 4 - Use simple approaches as part of your regular routine*

10.1. As well as being consistent across the school, each class is its own team and so the class teacher, TA and MDMS are always consistent and follow the agreed procedures within their class.

10.2. Routines are consistently taught and followed so that they are second nature to the children. This is especially important if other staff are required to teach in the class.

### Whole School Consistent Routines

10.3. **Silent Signals:** All staff use the same signals to give instructions to the children. These are used in all situations and by all staff.

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| - **Stop** | Hand up | *All children stop and raise their hand to share the signal* |
| - **Talk to Your Partner** | Turn hands in to point to each other | |
| - **Transferring** | 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* |

10.4. **Lining up:** All children 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.

10.5. **Moving around the school:** When moving around the school, all children must walk with their arms held loosely behind their back.

10.6. **Setting children work:** When setting children to work, we need to be clearing setting our expectations. The order and pattern of **T.R.O.G.S.** is important to be the same to ensure success.

- **T**ime and Task — *"You will be writing your introduction and have 15 mins for this."*
- **R**esources — *"You have your learning wall and also word mats on your desks"*
- **O**utcomes — *"By the end, you will have your introduction and included the three success criteria we have created here"*
- **G**roupings — *"We are working on our own so will be not sharing idea or talking"*
- **S**top signal — *"I will give you a 5-minute reminder before the end of the 15 minutes."*

10.7. We need to keep instructions at the children developmental level. Instructions must be clear and kept at a maximum of three instructions.

**Partnerships with Parents**

10.8. Building Relational Capital is also important with parents. Parents are the child's first educators and have an equal part in their learning. It is important to connect with parents from then outset and share successes. This makes any difficult conversations easier if they are needed.

10.9. All staff will be on the Meet & Greet at the end of the day to connect with parents.

## 11. PILLAR 4 - SCRIPTING DIFFICULT CONVERSATIONS
*EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school*

11.1. When supporting children, we are proactive to their needs and not reactive to their behaviour. Where needed, adults will have an agreed pathway for a child on how to support them.

11.2. 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"*.

11.3. When a child displays inappropriate behaviours, we need to make the intervention to correct this as short as discrete as possible. We aim to use a '30 second intervention' and use the agreed scripts with the children. We move to the child, give the instruction, and then move away.

11.4. We use the least intrusive approach possible and aim to allow 'Green Learning'.

11.5. When intervening with a child, we need to focus on the impact on the relationships and others. We use *"I words"* with children to keep the focus on the Relational Capital rather than simply rules. When maintaining Green Learning, we all use the same types of scripts.
*"[NAME], you are… [NEGATIVE CHOICE]. This means that… [IMPACT ON LEARNING]. We you need you to…[POSITIVE CHOICE]. Thank you."*
*"I feel disappointed when you interrupted the class as we had discussed how things were going to be different."*

*"I was worried when you left the room as I did not know where you are."*

*"Johnny was sad when you snatched the bike as he was enjoying riding that."*

**Stages of Behaviour Intervention**

11.6. The following stages outline the approaches all staff take in dealing with any inappropriate behaviours. In some incidents, staff may choose to move straight to Stage 2 or beyond if they judge that it is required.

11.7. **Stage 1**     Group parallel praise to the group or class.

*"Well done [child], I can see you are ready as you have your book open and are looking at me."*

11.8. **Stage 2**     A discrete, clear verbal warning. At an appropriate time, there will be a brief restorative discussion.

*"Remember, our class charter says…."*

*"I know you can do….because last…you did…."*

*"Stop, think…., make the right choice"*

11.9. **Stage 3**     Speak privately and give final opportunity to engage. For this a more formal restorative discussion or meeting will need to be held with the child. There may be sanctions agreed which help repair the harm done. This is recorded on Arbor on the child's record and parents will be informed.

*"I have noticed that you are… [having trouble getting started, not listening etc.]"*

*"At Oaklands we… [refer to school rules]"*

*"Because of that you need to… [move to another table, complete learning at another time etc.]"*

*"Do remember yesterday/last week when you [refer to previous positive] – That is who I need to see today, thank you…"*

*"Give child 'take up time"*

11.10. **Stage 4**     Cool off (*and appropriate restorative*). Time away from class in safe space with TA, or in other class, or with another adult so that the child can be calm and return to their class. A restorative meeting will be held. There may be sanctions agreed which help repair the harm done. This is recorded on Arbor on the child's record and parents will be informed.

## 12. PILLAR 5 - RESTORATIVE FOLLOW UP

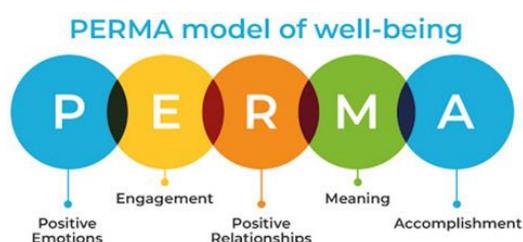*EEF recommendation 4 - Teach learning behaviours alongside managing misbehaviour*

*EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school*

12.1. Underpinning the whole policy is the use of Restorative Approaches. The key to making any behaviour intervention effective is this stage. Without this, the children may not be able to reflect on the harm done and will not alter their behaviours.

12.2. 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.

12.3. It is important that the adult who witnesses or is first alerted to the incident leads this discussion so that their authority is maintained by the children.

12.4. 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
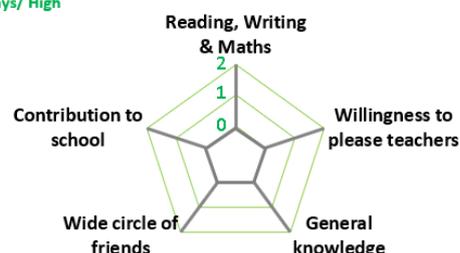- **Reintegrate** back into class positively

12.5. We need to focus on the incident at hand. "Bad behaviour" does not cancel out "good behaviours" and vice versa. We need to be fair and deal with each incident the same as we would with any child. Even a child with "previous negative behaviours" is entitled to have their voice heard and the incident investigated appropriately.

## 13. Understanding the context

13.1. We have to understand that the 5% of children are tough. For these children, we will need to have a carefully planned out approach and be connected with the home.

13.2. There are several stages of support. These need to be recorded on the appropriate form and shared with the parent and child:
- **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.

13.3. Some children will need more focused support and this may be shown through more challenging behaviours. '*Children who are loved at home, come to school to learn, whose who aren't loved at home come to school to be loved*'. (*Finnis, 2021*) We need to be mindful of this. It is not excusing poor behaviour, but understanding the child's context and being able to support their needs effectively.

13.4. For some children, punishments will not work. If you have already experienced trauma at home, they will not be scared of punishments as they have already dealt with far worse than what we can dish out. Sanctions need to be tailored to the child, the context and the damage to the relationships with others.

13.5. All staff are aware of Adverse Childhood Experiences (*ACE*) and have taken part of the ACE online training.

13.6. There are several models of what children need to have to thrive in school.

13.7. The PERMA model identifies five areas which a child needs to develop so that they have a positive sense of wellbeing. This gives staff a focus on ???

13.8. Mike Waters has also developed an APGAR approach to the five factors which children need in order to thrive.

13.9. These are five aspects which he identifies as being key for any child to thrive in school. Adults quickly rate the child with a simple 0 (*not at all*) to 2 (*fully in place*) is identified to assess the child's needs. The team then put into place appropriate support for the areas which are lacking.



PERMA model of well-being

P E R M A

Positive Emotions — Engagement — Positive Relationships — Meaning — Accomplishment



0 = Not at all/ Low
1 = Sometimes/ Middle
2 = Always/ High

Reading, Writing & Maths
Willingness to please teachers
General knowledge
Wide circle of friends
Contribution to school

## 14. Sanctions for poor behaviour.

14.1. When thinking about sanctions for negative behaviours, we focus on the damage to the relationship and impact on others or harm done rather than a simple punishment.

14.2. As part of the restorative meeting, the sanction will be agreed with all involved and should help restore the relationship or help relearn the positive behaviours. It is important the target has a clear voice. This could involve catching up on learning at home; helping clear a mess caused, reflecting on behaviours and impact on others.

14.3. Before deciding on the appropriate sanction, the staff will investigate the incident; speak to other witness and then reach a decision. We do not need to make a decision in haste or while emotions are running high.

## 15. Fixed-term and permanent Exclusions

15.1. Exclusions are the last resort, and will only be used when other options have been exhausted. They may satisfy adults and give temporary respite, but rarely meet the needs of the child. Exclusions demonstrate that the child is not wanted in their community and reinforce their own low self-esteem and sense of belonging.

15.2. 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 themselves and will discuss the situation and possibilities with the other SLT members, before making a decision.

15.3. The pupil will also have opportunity to speak to the headteacher about the incident before any decision is made.

15.4. 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.

15.5. 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.

15.6. The Headteacher informs the Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

15.7. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

15.8. 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.

15.9. 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.

15.10. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## 16. Positive Handling

16.1. 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 diffusion far before any physical interactions.

16.2. 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*. 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

16.3. 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.