



OXLEY PARK ACADEMY

Behaviour Policy

Safeguarding Statement

At Oxley Park Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at Oxley Park Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Introduction

At Oxley Park Academy, our aim is to promote behaviour that allows children to achieve their potential within a positive environment which sets high standards in behaviour and tolerance. We believe that good behaviour needs to be carefully developed, nurtured and established. Most importantly, all individuals have a right to be happy and safe in school. We believe in working together for excellence for all. This policy sets out to underline the positive expectations and ethos of the school.

Aims

- To develop a caring, tolerant, purposeful and positive learning environment where high quality teaching and learning can take place
- To enable all children to feel safe at school
- To help children to develop a responsible and co-operative attitude towards work and towards their role in society
- To foster attitudes of respect and consideration
- To achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness

This policy includes:

- The philosophy which underpins a positive behaviour policy, including the use of and embedding of the 6Cs (courteous, conscientious, cooperative, courageous, curious and caring) throughout the school
- Strategies for the promotion of good behaviour
- Responsibilities

- The principles upon which sanctions are based
- Sanctions for unacceptable behaviour
- Procedures to be followed if rules are broken
- Children with SEN
- Record keeping and evaluation of behaviour

Promoting Good Behaviour

We aim to encourage accountability for behaviour, creating an environment where individuals are encouraged to recognise and respect the rights of others, promoting the values of courtesy, honesty, fairness and respect for others. We believe we should be preparing children to be independent in their learning, in an environment where teachers have a right to teach and children have a right to learn. Our emphasis is on promoting appropriate praise and reward for positive behaviour through:

- Giving specific and timely praise in the classroom
- Sending to another adult (eg. Member of SMT/SLT) for praise
- Giving stickers, smiley faces to reinforce verbal praise
- Informing parents eg. Through a note/phone call home
- Awarding special Head teacher stickers or pencils
- Star of the week certificates in celebration assemblies
- Special day class assembly
- Tea with the Head teacher
- Golden Time
- Golden Thread for displaying all of the 6C's consistently
- Marvellous Me

These rewards are given to reinforce and encourage further good behaviour. The whole school community provide these incentives and rewards- rewards may be given to an individual, group or whole class working together.

Creating a climate of positive behaviour involves all members of the school community; it carries staff, governor and parental responsibility as well as expectations for pupils. As a school we promote the 6Cs, these are core characteristics that we would like all children to leave OPA with, the children and staff can show these in many different ways:

Caring

Being caring isn't just about caring for each other, children can also show this by caring for the environment and for looking after resources we have in school.

Co-operative

The children may show this by working together as a team or through turn-taking and sharing during a game.

Curious

Children show curiosity for learning by asking questions, and develop a thirst for knowledge and learning new things

Courteous

The children can show they are being courteous in many ways such as: holding doors open, saying please and thank you, walking around the school sensibly and speaking to each other politely and with respect.

Conscientious

Children often demonstrate this through work in class at home or in school but they could also show it through their dedication to an after school club or through persevering with something that they have found difficult.

Courageous

Being courageous means that the children are taking risks and doing something that they may find difficult or are scared of doing, such as: answering questions in class, giving something a go for the first time, demonstrating something in front of the whole class.

We encourage the children to demonstrate the 6Cs on a daily basis and their efforts are rewarded through positive praise. We also expect all staff to be positive role models for the children and demonstrate the 6Cs on a daily basis amongst other staff members and when they are with the children.

The policy is shared with all new parents in order that they may understand the school's expectations before their child starts at OPA. It is shared with pupils during school assemblies, class Circle times and PSHE lessons, particularly when pupils are writing their own Class Rules.

The 6Cs are displayed around the school and are referred to and promoted at every opportunity. At the beginning of the academic year, the class teacher and children discuss and agree Class Rules. We recognise that some of our children are visual rather than auditory learners, so rules are frequently illustrated with visual reminders, posters and photos.

Rights have corresponding responsibilities. These often need to be explicitly taught and reinforced until they become routine. In each class rules are referred to and incorporated into daily activities, encouraging children to:

- own their behaviour
- respect the rights of others
- develop positive self esteem
- build workable relationships

Strategies for the promotion of good behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem through criticising in front of an audience is likely to increase misbehaviour. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

Three positives before a negative

This principle involves teachers aiming to have made three positive contacts with a child before constructively criticising their work. This encourages children to be more receptive to important learning points that a teacher is making. Equally, within the class, the aim is to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

Give children a choice

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem. The children will also be reminded about making the 'right choice' when they are not following the rules.

Be consistent

Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

Set high expectations

It is important for adults in school to set high expectations for all pupils in regards to their attitude and behaviour. This is not exclusive to the classroom and also applies to when the children are moving around the school and during school assemblies. Children need to be made aware of what the expectations of behaviour are and these need to be made clear to enable the children to follow expectations.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that is expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably.

Listen to the children

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings (eg. "You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to share secure in the knowledge that issues will be dealt with appropriately.

Maintain frequent contact

All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early and children's attention returned to the task before behaviour actually becomes disruptive.

Self awareness

Adults in school need to communicate confidence and authority. In order to do this it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, choice of words and use of eye contact.

Catch them being good

Noticing and acknowledging anything that is in the direction that adults in school wish children to take will encourage and reinforce positive behaviour. Examples (not an exhaustive list) of things to 'catch them being good' at:

- entering the classroom quickly and quietly
- treating books and equipment carefully
- looking at the teacher quickly and quietly when asked to listen
- starting work quickly
- being polite
- moving from one task to another without teacher reminders
- tidying and clearing up
- working hard on a piece of work
- telling the truth
- holding the door open for someone
- handing homework in on time
- being a good friend
- saying please and thank you
- asking for help when they need it
- walking quietly around school
- listening well in assembly
- working well with a group of classmates
- being willing to try something new or difficult
- offering to help without being asked
- taking turns and waiting for others

Responsibilities

Responsibilities of children

- To demonstrate the 6Cs to the best of their ability
- To treat adults and other children with respect and politeness
- To help make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour

Responsibilities of staff

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best
- To show a positive attitude towards learning and show the children that they are learners too
- To be courteous and respectful to colleagues, children and parents
- To be accountable and honest when a mistake has been made and not to make promises to the children that cannot be kept
- To be a risk taker, share courageous moments with staff and children- however small these may be
- To take pride in what they do and share achievements with staff and children
- To work as a team and model this in class when working with adults by valuing their input and through clear communication

Responsibilities of parents/carers

- To ensure children arrive on time for school appropriately prepared and ready to learn
- To encourage respect and tolerance for other people
- To speak politely and respectfully to staff members and children within school
- To help children realise the importance of education and to praise them for their efforts and achievements
- To work with the school and its aims through the Home/School Agreement

Expectations for Playground and Lunch Time behaviour

Following our 6Cs, we expect our children to behave well at all times – both in the building and at playtimes.

Children who are helpful and kind in the playground will have stickers given to them by the staff to praise and reward them.

Children who become involved in inappropriate play will be subject to the procedure outlined in the section entitled 'The procedure to be followed if rules are broken in the classroom and on the playground'.

The principles upon which sanctions are based

An essential part of our behaviour management lies in the fact that a pupil knows sanctions will be imposed consistently for unacceptable behaviour.

The principles upon which sanctions are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act and not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- involving parents where deemed appropriate

Sanctions are structured to ensure that pupils can be encouraged and supported in improving subsequent behaviour. The vast majority of unacceptable behaviour is discouraged through a verbal warning by the class teacher, assistant or supervisor. All adults in the school have an equal right to remind pupils of the school's 6Cs and to expect pupils to conform.

There are times in every classroom when children may create low level disruption for others. The school procedure begins when a child has been given a chance to correct their behaviour and chosen not to do so. A record is kept in class behaviour class folder when behaviour has escalated. (See below.)

Classroom procedures

- 1) The child will be given an explicit warning (verbal warning or name on the board).
- 2) If inappropriate behaviour persists the child's name should be put on a yellow card.
- 3) If inappropriate behaviour still persists put the child's name on the red card and sanction as agreed by year group (a record is kept in the class behaviour folder).
- 4) If the behaviour still continues then move the child to the adjacent year group class for an agreed amount of time.
- 5) If this continues still then a member of SLT is to be contacted (class teachers will contact parents to inform them)

Playtime/lunch procedures

- 1) The child is given an explicit warning.
- 2) If inappropriate behaviour persists the child needs to stand near the adult for 2 minutes.
- 3) If inappropriate behaviour still persists the child is to stand by the time 'stop sign' for 5 minutes.
- 4) If the behaviour still continues then class teacher is to be informed (contact will be made with parents to inform them).
- 5) A record will be completed in the behaviour folder by the adult who dealt with the incident.

Pupils who continue to display inappropriate behaviour will be placed on a **Behaviour Report Card** which will last for one week at a time and will involve pupil, staff and parents/carers. It is intended that this will encourage pupils to choose to work for positive acknowledgement of efforts during the day. Pupils are set short, manageable and achievable targets, reinforced by discussion with parents. Persistent bad behaviour or physical aggression will receive zero tolerance as it is not acceptable under any circumstance. SLT will be contacted and parents informed.

The procedure to be followed if rules are broken in the classroom and on the playground.

There are times in every classroom when children may create low level disruption for others. The school procedure begins when a child has been given a chance to correct their behaviour and chosen not to do so. A record is kept in the **Class Behaviour File** by class teachers and recorded centrally on SIMS of what level the child takes control of their behaviour. Over time, this enables patterns and trends to be identified and addressed, and improvements seen.

SECLUSION- It may be appropriate for a child to be secluded if they show persistent disrespect or refusal to engage in appropriate behaviour. In such cases the child will be working with a member of staff in a room away from their classmates but on school work, under the direction of the Personalisation Manager. Parents will be notified if this sanction has been necessary.

Children with Special Educational Needs

We expect all children within Oxley Park Academy to follow the school rules and this includes, wherever possible, children with special educational needs. However, it is recognised that this may be more difficult for some children at certain times.

Children with behaviour difficulties who are on any part of the SEN register may:

- Have regular meetings with their teacher and parents/carers and any other relevant adults.
- Be placed on a 'Behaviour Report Card' by the Personalisation Manager, working in conjunction with the class teacher. This card records positive behaviour as well as incidents where behaviour has been unacceptable. A mutual decision should be made, involving the child, as to when the card is deemed no longer necessary. Parents/carers will see the Behaviour report card daily
- Have targets for improved behaviour on their PTP
- Have a Risk Reduction Plan if these behaviours may result in exclusion/risk of exclusion. This will be instigated by SLT and completed in conjunction with the class teacher. The Risk Reduction Plan identifies and assesses the risks associated with the child's behaviours and results in the development of a comprehensive plan of support to manage these risks. This is shared with parents and reviewed regularly.

Record keeping and evaluation of behaviour

Identifying and recording difficulties

- All teachers should record any incidents involving unwanted behaviour and forward to the Data and Assessment Manager.
- Teachers, Teaching Assistants and staff on duty at lunch times should use detailed observations to highlight typical behaviours during identified sessions that a pupil finds difficult
- Levels of sanction should be recorded in the Class Behaviour log
- Playground sanctions should be recorded in the Behaviour log in the classroom
- Class Behaviour logs will be monitored on a regular basis by the Personalisation Manager and share findings with the management and leadership team at half termly Strategic meetings or earlier if necessary.

Recording strategies for improvement

- The Personalisation Manager reviewing the Behaviour log will identify patterns of behaviour and offer support and advice in order to improve behaviours. Where necessary or deemed appropriate the Personalisation Manager may offer further advice or support and carry out observations of the child in order to further information about the child and their behaviour
- The class teacher and Personalisation Manager should record targets for the pupil on his/her Personal Target Plan. Where an individual is at risk of exclusion a Risk Reduction Plan (RRP) will be prepared.
- Pupils are awarded stickers, stars etc. for sustained efforts to improve behaviour.
- Pupils may be given a Behaviour Report Card to monitor daily progress – this is shared with parents.
- On occasions, advice from outside agencies such as the Educational Psychologist/Behaviour Support Team will be sought to assist staff in managing pupil's behaviour and raising self-esteem.

Evaluation Criteria

Pupil behaviour is deemed to have improved if:

- The pupil achieves his/her Personal Target Plan (PTP) targets
- A Risk Reduction Plan (RRP) is no longer appropriate
- The pupil no longer requires a weekly Behaviour Report Card
- The pupil is not registered in the class Behaviour log
- The pupil has achieved stars or stickers for improved behaviour.

Parents/carers should be notified of success, however slight.

Anti-Bullying

Any reports of bullying will be dealt with immediately, initially by the class teacher or, if felt appropriate, by a member of the Senior Leadership Team and ultimately the Principal. All children are encouraged to 'tell' if they feel bullied or know of bullying occurring. Parents and children can sometimes confuse bullying with other behaviour – this may be a breakdown in a previous friendship, relationships or other incidents causing distress. However any inappropriate behaviour causes children and parents distress and will be responded to sensitively. Children will have opportunities to discuss bullying issues within Reflection Time as appropriate and relationships are a focus in assemblies. All concerns will be investigated, recorded and responded to appropriately. The school will **not** tolerate bullying in any form. Where bullying is identified as the problem both the bully(ies) and the victim(s) will be counselled appropriately. All staff, particularly on duty at break times, will monitor behaviour and investigate any signs of distress in the children. This is in accordance with our Anti-bullying policy.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes as a very last resort and for very specific reasons this may be necessary. A child may be excluded if he/she breaches the Behaviour Policy or brings the school into disrepute.

Only the Principal has the power to exclude. In the absence of the Principal the power to exclude will pass to the Vice Principals.

Associated Policies

- Anti-bullying Policy
- Race Equality Policy
- Community Cohesion Policy
- Safe Guarding Children and child protection Policy
- Exclusion Policy

Monitoring and Evaluation

The school will monitor the impact of its policy for attitudes and behaviour. The effectiveness will be reviewed at Senior Leadership Team meetings and Governing Body meetings.

Reviewed: Autumn 2016

Review cycle: Every 2 years

Next review: Autumn 2018