



Behaviour Policy

(Updated Autumn 2016 – Draft – To be approved by Governors)

The One Academy Rule which underpins this policy states:

"Every pupil and adult is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times"

Introduction

It is our stated aim to offer a high quality learning environment and as such to seek to provide learning experiences that are appropriate to the age, aptitude and ability of each child, whilst encouraging the highest possible standards of work and behaviour.

It begins with the environment we create within classrooms and around school. We want to create an environment which is relaxed but purposeful, where teachers can teach and every child can learn freely, fully and in safety.

The needs of children with behavioural problems are viewed in the same way as those of pupils with any other individual needs ie a process of identifying problems and then devising strategies to overcome them. We are used to the fact that the remediation of learning difficulties can be a slow process and small steps of progress are to be celebrated. It is more difficult but just as important to be patient when helping children improve their behaviour. Sometimes we just have to persevere.

This policy outlines for all staff, the expectations of behaviour at The Oak Tree Academy as well as giving information and guidance on good practice and the ways to good order.

The Golden Rules section provides simple guidelines for the whole community; pupils, staff, parents, carers and visitors.

The rewards and sanctions section provides staff, pupils, parents and carers with a positive, consistent and progressive approach which at all stages offers pupils ways to get back on track.

All those involved in the life of the school have a responsibility for ensuring good behaviour. This includes all staff, teaching and non-teaching, parents (relating to their legal responsibility for the behaviour of their own children) and pupils. Everyone working at The Oak Tree Academy should have a copy of the behaviour policy and be familiar with its contents. Acceptable standards of behaviour and respect for each other must be modelled by all adults and is the expectation for all children.

Aims of the policy:

- To create an environment where every pupil and adult is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times
- To develop in pupils a sense of self-discipline even when in challenging situations and an acceptance of responsibility for and consequences of their own actions and the impact their behaviour has on other people
- To develop an awareness of and adherence to acceptable and appropriate behaviour
- To encourage pupils to value the school environment and its resources
- To create a caring, stimulating and secure environment in which pupils can work and play safely
- To value the rights of the individual
- To raise pupils self esteem
- To ensure that pupils are confident of their right to be treated fairly and be able to articulate their feelings when affected by their own behaviour or that of others
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within school is a shared responsibility
- To ensure good behaviour is consistently recognised
- To ensure the policy is fully understood and consistently implemented throughout the school

Principles underlying the policy:

- Pupils are far more likely to display good behaviour when they are stimulated and excited by what they are learning
- Pupils learn best in an ordered environment. This can be achieved when expectations of work and behaviour are high
- To achieve high expectations teaching needs to be at least good
- Pupils learn more successfully with praise, reward and celebration
- Pupils need tangible recognition of achievement
- Pupils understand that they make choices in their behaviour. These choices, whether good or bad, have consequences for themselves and others.

Our Golden Rules:

We expect the whole school community to follow the Golden Rules which are displayed in every classroom and around the school communal areas. These are:

1. Do be gentle – Do not hurt anybody
2. Do be kind and helpful – Do not hurt people's feelings
3. Do work hard – Do not waste your own or other people's time
4. Do look after property – Do not waste or damage things
5. Do listen to people – Do not interrupt
6. Be honest – Do not cover up the truth

General considerations for staff

Positive Relationships

Our behaviour policy aims are best achieved within the framework of a relaxed, pleasant atmosphere, in which pupils are encouraged and stimulated to learn. This demands a positive policy of encouraging good attitudes, rewards and praise and the setting of good examples in and out of the classroom. Attitudes of courtesy, consideration and kindness should be encouraged and demonstrated at all times. It should be rare to hear raised voices in school. We will set the right example to pupils in matters of dress, punctuality and commitment. We will consider ourselves responsible at all times for the behaviour of pupils within sight and sound of us.

Classrooms

A positive style of classroom management needs to be achieved; an environment where pupils feel it is safe for them to take risks. The organisation needs to be flexible so that it can vary depending on the activity and purpose of the session. Groupings need to be flexible with paired rows used sparingly, mainly for tests. Children behave well when they are excited about their learning and want to come into school. It is a teacher's job to plan and prepare well; to ensure that lessons start differently, not just on the carpet as a group in front of an interactive board and that learning activities are aimed accurately at the different needs and interests of the children. Routines must be established and taught. Work should be displayed and celebrated in a lively and interesting way, recognising and valuing everyone's best efforts.

Self Esteem

It is often the most badly behaved children who have the lowest self-esteem. Low self-esteem can manifest itself in a variety of ways; some pupils may react by withdrawing, others by expressing their frustration openly eg. Being the class 'jester', disrupting or being aggressive towards others. We must try to build self-esteem by catching children 'being good' and praising them loudly. Sometimes this is difficult and situations may need to be engineered but even comments such as 'What a lovely smile' or 'You've done really well to sit so quietly for 5 minutes' can have a dramatic impact. Rewarding success, no matter how small is important. Never use a negative criticism such as 'Why do you always do that?', 'You never try' or 'I might have known it would be you'. Such comments imply that no improvement is possible and can result in pupils feeling that nobody expects anything of them so they have nothing to lose. A skilful teacher will avoid using 'Why?' eg 'Why did you do that?' and replace it with 'What are you doing?' When reprimanding a pupil it is important for them to 'keep face' using phrases such as 'It is unlike you to do that', 'I am disappointed, I didn't think you would do that' or 'I thought for a moment I heard you say something unkind, I hope I misheard.'

Good behaviour and social appropriateness is part of learning and as with all learning, some children are better at it than others. Children need to believe we can help, guide and support them in this.

High Expectations

All children, irrespective of background, can achieve and we begin by presenting them with appropriate challenges and by expecting and believing that they will respond. Like it or not, boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave. It follows that the provision of relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of pupils are important factors in attaining a well-ordered and disciplined school. Any enquiries into weakness of discipline should include a review of the curriculum and teaching methods.

Involving Parents

We will do everything possible to establish and maintain close relationships with parents/carers so that a feeling of joint responsibility and supporting each other is developed. This is best achieved when parents are:

- Welcomed and have appropriate opportunities to discuss their child's progress
- Able to feel confident that their child is growing personally, socially and academically
- Contacted as a result of their child's favourable achievements
- Spoken to privately about misbehaviour
- Included as part of the solution

Summary Checklist

As adults we should do all we can to:

- Model expected behaviours and mutual respect in all things
- Treat pupils fairly, equally and with respect
- Be friendly and approachable
- Be assertive
- Give clear short messages – 'Jenny will you....', 'John, I need you to...'
- Praise loudly, reprimand quietly
- Be aware of personal space
- Remain calm
- Give gentle reminders
- Avoid nagging
- Smile
- Be pro-active, catch them 'being good'
- Use humour – it builds bridges
- Know your pupils as individuals
- Be consistent

As adults we should do all we can to avoid:

- Humiliating
- Shouting
- Over reacting
- Stereotyping children
- Taking things personally

- Blanket punishment
- Over punishment

Types of misbehaviour

Inattention – daydreaming, staring, doodling, fiddling

Talking – whispering, humming, interrupting

Aggression – destruction of property, abusive language, physical injury to another person

Unruliness – pushing, stamping feet, moving around the room, pulling faces

Attention seeking – showing off, clowning, teasing, annoying others, calling out

Defiance – refusal, talking back

Dishonesty – cheating, lying, stealing, falsely accusing

Bullying – aggression, name calling, racism, homophobic bullying aimed at specific people often over periods of time

Intentional Racism – making a derogatory comment about a person’s race, colour, family origins, religious beliefs knowing that the comment will upset the other person

Leaving the premises – leaving the school building / the school grounds without permission

Roots of misbehaviour

The task – fatigue, boredom, frustration

The teacher – lack of clarity, poor voice characteristics, inconsistency, poor classroom climate

The pupil – choice, ignorance (not knowing what is acceptable and unacceptable), habit, poor role modelling, displacement

The unexpected – weather extremes, school visits

SEN – sometimes behavioural difficulties can be an indicator that a child has special educational needs

The goals of misbehaviour and possible responses

Goal	Possible response
Attention: ‘I belong only when I am noticed’	Deliberate ignoring whenever possible. Give attention for positive behaviour when the pupil is not making a bid for it
Power: ‘I belong only when I am in control’	Withdraw from the conflict and return to discuss when less heated. Help the child to see how to use power constructively by appealing for his or her help and enlisting co-operation.
Revenge: ‘I belong only when I am hurting others’	Avoid feeling hurt and taking it personally by trying to understand why. Recognise that by building a trusting relationship it is possible to convince a child that he or she is loved and valued.

Planning for good behaviour

Out and about the school: all informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity.

- Greet pupils
- Start the dialogue
- Set high standards in speech, manner and dress
- Enjoy relating to pupils
- Give gentle reminders
- Deal with all misbehaviour – to ignore it is to condone it

In the classroom: create and sustain a positive, supportive and secure environment. Do all you can to build positive relationships with all pupils. Well-prepared, appropriate and stimulating teaching generates good behaviour and earns respect.

- Meet and greet the pupils
- Ensure pupils enter and leave the room quietly
- Begin immediately
- Be prepared
- Plan relevant and appropriate work
- Challenge and motivate all pupils – don't just teach to the 'middle'
- Try different ways to start a lesson
- Maintain a good pace throughout the lesson – do not keep children waiting for others
- Teach children how to work independently while teacher or teaching assistant is supporting a group with targeted teaching
- Encourage creative dialogue
- Encourage good listening skills through – role play, circle games, using 'classroom voices', reading stories and poems aloud to pupils, changing discussion focus frequently
- Display our golden rules and refer to and discuss them regularly
- Be flexible when grouping pupils
- Mark all work constructively
- Keep an attractive, uncluttered, tidy classroom
- Maintain interesting wall displays
- Encourage and facilitate independent access to resources
- Encourage sharing and appropriate care of equipment
- Insist that chairs are tucked under tables when not in use
- Never send pupils to stand outside the classroom for misbehaviour – this is unsupervised
- Leave classrooms tidy at the end of the day

Assembly: Our assemblies are values driven and as such feed directly into the ethos we are trying to promote. Assemblies offer one of the few occasions in a child's day when they can quietly think or reflect.

- Insist on quiet walking to the hall keeping to the left of the corridor
- Use stopping/reminder points on the way to assembly
- Be on time
- Don't micro manage the sitting down – teach children to use their observation and initiative (age appropriate) ie when to start a new line
- Set a good example – if children are meant to come in quietly then so should adults
- Supervise own class during assembly
- Be aware of pupils in other classes – collective responsibility
- Sit noisy pupils at the end of a row so they can be settled without disrupting the assembly

- Have music playing to come in to
- Provide a visual stimulus
- Keep assemblies short and tightly focussed (15 minutes max)
- Follow up misbehaviour after assembly

In other curriculum areas: A clean attractive and well-maintained school contributes to good behaviour. We have a collective responsibility to take care of all areas of our school.

- Teach and encourage tidiness
- Insist on the care of all equipment
- Report equipment that is damaged or doesn't work
- Supervise walking to and from specialist area

Music

- Establish a stop signal when using instruments
- For younger children, factor in a little warm-up or 'play' time to try the instrument out
- Leave instruments tidy after use

IT

- Prevent swinging on chairs
- Remind children regularly about safe use of the internet
- No unsupervised use (eg not for use during wet playtimes)
- No food or drinks in the IT suite
- Leave chairs and headphones tidy after use

PE

- Supervise changing and insist on quiet
- Older boys and girls should change separately
- Leave clothing in a neat pile on the chair with shoes together under the chair
- Enter and leave the hall quietly
- Pupils find a space
- Establish a stop signal
- Teach safety rules, including how to use equipment safely, and give regular reminders
- Develop listening skills, don't shout instructions

Outdoor areas – playground, wildlife garden, field

- Supervise leaving and entering the building
- Establish boundary limits
- Give clear safety instructions
- Keep pupils in sight
- Supervise at all times
- Ensure pupils know what is expected of them
- Group/pair carefully
- Suitable task
- Coats on if it is cold
- Challenge any unknown persons on site and/or take children inside if concerned

Toilets

- Establish clear rule that children must always ask if leaving the classroom
- Keep close track of who is out of the classroom and for how long
- Ensure pupils do not go in pairs
- Encourage pupils to go at breaktimes
- Remind children about hand-washing routines

Educational Visits

- As far as is possible make sure you have visited the venue prior to the visit or at least spoken to someone in school who has in the past

- Always carry out a risk assessment
- Take a mobile phone – leave the number with the school office and take the school number with you
- Ensure good levels of adult supervision and careful groupings
- Do not leave parent volunteers in charge of groups of children
- Consider one to one adult supervision for individuals if required
- Explain the purpose of the visit to the children
- Give children an outline of the programme for the day before they leave so they know what to expect
- Ensure pupils know what is expected of them
- Remind children about safety rules
- Let them know how much you trust them to behave
- Remind children about noise levels, showing consideration for members of the public and about being ambassadors for The Oak Tree School
- Let pupils know if members of the public have commented on the good behaviour of pupils

Rewards

Rewards and praise can take many forms:

- A quiet word
- A loud well done, great, brilliant etc
- A smile
- A thumbs up
- Name on the board
- Writing an individual comment on a great piece of work
- Showing great work to the class
- Taking work to another class or adult
- Visit to the Principal or Vice-Principal
- Work on display
- Stickers
- House points/DoJo points
- An extra 5 minutes playtime
- A good news sticker or note home
- A word to parents at the end of the day
- Merit certificate in assembly or Lola's listener of the week (Early Years)
- Extra Playtime for children who have remained green for a whole half term.

A mixture of these happen on a daily basis at The Oak Tree Academy.

Sanctions

The following sanctions are flexible and need not apply to every child and every incident, nor are they in any hierarchical order.

Unacceptable behaviour will be discouraged by:

- A frown or indication of disapproval
- A reminder of the task and what is required of them
- Reminder of the appropriate Golden Rule

- A quiet word
- Verbal warning
- A minor penalty, where possible related to the offence eg. Tidying resources
- Loss of privilege
- Removing temporarily from the activity
- Completing work during own time eg. Playtime, lunchtime or at home
- Loss of playtime – 3-5 minutes (following discussion with the class teacher)
- Loss of whole playtime, depending upon circumstances
- Sent to another teacher. The child should remain with the other teacher for a short time only and then be quietly welcomed back into the classroom or acknowledged. This should not happen more than three times in a week, nor should the pupil be missing the same activity – if the pupil is still misbehaving, then clearly this sanction is not appropriate
- Yellow warning card (see 'Good to be Green' system outlined below) (Loss of 10 minutes Oak Tree University or Forest Friday in EYFS)
- Red sanction card (see 'Good to be Green' system outlined below) (Loss of all Oak Tree University or Forest Fridays) Letter sent home to inform parents/carers.
- When poor behaviour choices are frequent parents will be invited to a meeting in school to discuss their child's behaviour and plans that are necessary to help their child make appropriate behaviour choices.

Other sanctions but remember this can undermine your authority

- Taken to the team leader or PSA. (check if they are available before letting a child know that this will happen)
- Taken to the Head of Academy or Executive Principal (check if they are available before letting a child know that this will happen)

For repeated and/or serious offences, the Executive Principal or Head of Academy can decide if an internal exclusion or permanent exclusion can be used. The Chair of Governors and NET would have to be informed if this was a permanent exclusion and suitable provision would be sought for the child.

Where necessary, for repeated serious offences and no sign of behaviour modification or remorse, or in the case of extreme behaviour, the Executive Principal or Head of Academy can decide to exclude a child on a fixed term basis during the midday breaktime or for a number of days (depending on the nature and timing of incidents) or to exclude permanently. The decision to exclude may only be exercised by the Principal.

In the first instance there would be a one day exclusion. If bad behaviour continued, there would be a three day exclusion. Parent meetings would be held during the process. Appropriate support e.g. PSA, behaviour support would be put in place. After this, if bad behaviour continued, there would be a five day exclusion and the child would be at risk of permanent exclusion.

In extreme cases of violent behaviour a permanent exclusion

Good To Be Green – this is our whole school behaviour recognition scheme. All children have their name on a card which is displayed as **green** at the start of every day. Our children try their hardest to stay 'green' all day. If a child is unable to take advice given, despite a range of strategies being used by staff, then their card is changed to **yellow**. This is a visual warning that they have broken a Golden Rule. This can be a very useful card as it helps remind the child that this is their chance to make a better choice about their behaviour. If they choose to continue with the negative behaviour then staff will make a professional judgement (in discussion with the class teacher) to whether another yellow reminder card will be appropriate at this stage. Once 3 yellow cards have been administered in one day this automatically changes to a red card. Once a yellow card is administered a child misses 10 minutes of Oak Tree University and 10 more minutes for each yellow card. A red card would result in the total loss of Oak Tree University. For younger children this could be an immediate consequence of 'time out' on the carpet with a 3 or 4 minute timer. The decision to move to red card is a professional judgement made by school staff based on reminders already given, the level of remorse and commitment to improve, and the seriousness of the incident. Any incident involving violence will result in an immediate red card and a letter home to parents/carers. Any incident of violence to a member of staff will result in exclusion.

The teacher will keep a record of red cards. The team leader will monitor red card records regularly so that patterns can be noted and acted upon, and to check on the effectiveness of behaviour strategies. Parents may then be invited in by the class teacher to be part of the discussion to find a positive way forward. For repeated red cards and no sign of behaviour modification, then a meeting with parents will be arranged by the team leader and class teacher and an Individual Behaviour Plan (IBP) will be put into place.

At the end of every term, linked into House points, the children in the winning team will receive a Team Treat. Any child who has had 2 or more red cards that term will not participate in the Team Treat.

Lunchtimes

The good to be green behaviour system will be used at lunchtime and playtimes. Lunchtimes can be difficult times in any school with over 400 children coming in and out of the hall, playgrounds, toilets and classrooms when wet, during the lunch hour.

General supervision is the immediate responsibility of the supervisory assistants (SA) directed by the senior supervisor. Each class is allocated an SA who as far as is possible, stays with them throughout their time at the school.

In the dining hall children will be encouraged to eat well using cutlery and with good manners, chatting only with those around them on the table. The children are divided for play into older and younger playgrounds to avoid smaller children being knocked over by bigger children and to allow our older children to run and play freely.

In the playground our SAs will supervise and oversee constructive play ensuring that any equipment is used well and put away after use. In fine weather when it is safe to use the play

equipment and grassed area, an SA will have specific responsibility to oversee safe use of equipment in this area. In wet weather children remain in their classroom supervised by their class SA. Each class will have a selection of games and wet play activities which are known to the pupils and the class SA. The SAs will use praise and thanks to acknowledge positive behaviour and have a supply of 'well done' stickers to use as appropriate.

Unacceptable behaviour will be dealt with by SAs usually with a reminder about our Golden Rules, a reprimand or warning. Usually this is sufficient to ensure play remains positive. If necessary a child will be allocated an area to go to give them time to calm down and to give others the chance to play without disruption (in KS1 – to sit on a bench, in KS2 – to wait at the yellow wall).

Please note this Behaviour Policy should be read in conjunction with other Academy Policies including:

Anti-bullying policy
Positive Handling policy
Home/School agreement