

Behaviour Management: Policy & Procedures

UNDERPINNING VALUES AND PRINCIPLES

The Oaklands is a Unicef Rights Respecting School.

What ALL PUPILS can expect from ALL ADULTS IN SCHOOL:

- to be **treated as individuals** with **respect, dignity, empathy** and **compassion**
- to **feel supported, valued and safe** with **consistent boundaries** *(credit to 'Team Teach')*
UNCRC Articles 2,3,12,19,29,37 & 39

ALL ADULTS in school should manage behaviour **POSITIVELY, PROACTIVELY** and **ASSERTIVELY**, following all procedures **CONSISTENTLY** with **ALL pupils AROUND** school, at **ALL times**.

These procedures are based on **positive reinforcement** and the basic principle of: **Public Praise; Private Sanctions** (consider an approximate **ratio of 3 : 1**). At all times, adults should look for opportunities to reinforce appropriate behaviour – **'Catch them doing something good!'**

All sanctions/solutions used to address behaviour issues are based on **restorative principles**. Children need to understand that there are **consequences to their actions** – not just for themselves but **also for others**. When things go wrong, **those affected** by negative behaviour **as well as those responsible** should be **involved** in repairing the harm and making things right.

OUR SCHOOL VALUES & 'LEARNING POWERS'

Value	Learning Power
A spire – be your best	Have a Go / Don't Give Up
C reate – with courage and imagination	Be Curious
O pportunities – make every second count	Use your Imagination / Concentrate
R espect – yourself, your school and your community	Be Co-operative
N ever give up – be resilient and compete	Keep Improving

OUR 'GOLDEN CHARTER'

The **'Golden Charter'** was written in collaboration with all pupils, facilitated by Student Council –focusing on what all pupils need to do in order for everyone to feel **safe, happy** and **able to learn**. All pupils (and **adults as 'Duty Bearers'**) sign their class copy to show their commitment.

These agreements are **limited, positive and measurable/observable**:

- **We agree to follow instructions (3 & 28)**
- **We agree to listen to the person who is meant to be speaking (12 & 13)**
- **We agree to respect people, property and the environment (13 & 29)**
- **We agree to keep hands, feet and put downs to ourselves (13 & 19)**

These agreements link to Articles 3, 12, 13, 19, 28 and 29 of the United Nations Convention on the Rights of the Child (UNCRC).

The **Golden Charter/School Values/Learning Powers** should be **displayed prominently** in all classrooms. They should be **referred to routinely** – providing the **vocabulary/script** for **managing/correcting behaviour**. For example: **'We agree to listen to the person who is meant to be speaking. I need you to show respect and pay attention – thanks.'**

'GOOD TO BE GREEN' (G2BG)

A 'Good to be Green' system operates throughout school. All adults have a set of green, yellow, red and 'Stop & Think' cards on their lanyard.

All pupils start/reset EVERY SESSION on GREEN.

SANCTIONS

Stage 1 – GREEN

To manage behaviour issues during a lesson, positive and proactive steps should be taken (see Behaviour Management Flowchart – Stage 1). During this stage, the adult may discretely show a pupil the 'STOP & THINK' CARD (from their lanyard), followed by a verbal friendly reminder.

Stage 1 > Stage 2 - YELLOW

If these proactive steps are not successful in supporting the pupil to improve their behaviour, then the adult should show the pupil the YELLOW CARD discretely. The adult should then mark this against the child's name on the Weekly G2BG Class Record (with a Y) which should be kept discretely on the teacher's desk. Procedures should then be followed as necessary (see Behaviour Management Flowchart – Stage 2). However, adults should use discretion – Fix-it Time in the classroom at another desk may not always be necessary and may actually escalate the behaviour further. If the adult does feel it is necessary and appropriate for the pupil to take some Fix-it Time in the classroom, every effort should be made to help the pupil understand that this is time for them to reflect and 'Fix' the behaviour and an opportunity to 'Turn it around'. It should only last for a short period of time – approximately 5 minutes – and the pupil should continue with their work.

As soon as the pupil responds to the sanctions and addresses their behaviour, the adult may choose to show them the GREEN CARD to make it clear visually that they are back on track. They automatically reset back to GREEN at the start of the next lesson. As much as possible, the adult should have a Restorative Conversation with the pupil at this point – referring to the Golden Charter/School Values.

Any YELLOW card will result in 5 minutes Payback Time at playtime/lunchtime (to be managed by class teachers and TAs across year groups).

'Yo-yoing' between GREEN and YELLOW is not permitted. If, during the day, a pupil has moved to YELLOW already (once or twice – use discretion) – they would move straight to RED following any further issues. The pupil MUST be made aware of this beforehand.

Stage 2 > Stage 3 - RED

If the behaviour of a pupil on YELLOW continues to be an issue or actually escalates further (see Behaviour Management Flowchart – Stage 3), then the adult should show the pupil the RED CARD. Again, this should be done discretely and then be recorded on the Weekly G2BG Class Record (with an R). Sanctions procedures should then be followed as necessary, again, using discretion – 'Fix-it Time' out of the classroom may not always be necessary and may actually escalate the behaviour further. The adult should consider: *Is the pupil learning? Are other pupils able to learn?* If yes, then you may decide to allow the pupil to stay in class and continue with their work. If not, then they should take some 'Fix-it Time' out of the classroom for roughly 10 minutes – possibly longer if needed (for the pupil to calm down/complete a piece of work). Again, every effort should be made to help the pupil understand that this is time for them to reflect and 'Fix' the behaviour and 'Turn it around'. They should continue with their work as much as possible. If this is not possible, the pupil should use the time to complete a reflection sheet and/or read. In the first instance, the pupil should be sent to the Phase Leader's classroom. If that is not possible, they should go to another designated classroom. If that is also not possible, only then should

they be sent to the **Inclusion Room/SLT**. The adult receiving the pupil into their room **should not reprimand or question the pupil further** and should only engage with them in order to direct them to an appropriate desk and inform them when their time is up.

As soon as the pupil responds to the sanctions/addressed their behaviour/returns to the classroom, the adult may choose to show them the **GREEN CARD** to make it clear visually that they are back on track. They automatically **reset back to GREEN** at the start of the **next lesson**. As much as possible, the adult should have a **Restorative Conversation** with the pupil at this point – referring to the Golden Charter/School Values.

Any RED card will result in 10 minutes Payback Time at playtime/lunchtime (to be managed by class teachers and TAs across year groups).

As much as possible, parents should be **informed the same day** that their child had to spend Fix-it Time outside the classroom. The teacher/TA should do this verbally and the child can also take home their reflection sheet or a slip from the teacher – explaining which part of the Golden Charter was broken and what the consequences of their behaviour were.

If, **during the day**, a pupil has moved to **RED already** (once or twice – use discretion) – they would move **straight to Stage 4** (*'Inclusion' with Inclusion Team/SLT*) following **any further issues**. **The pupil MUST be made aware of this beforehand**. Adults should use discretion – if the pupil was on **RED previously that day but stayed in the classroom**, then they should be sent to Phase Leader instead for the rest of the lesson.

Stage 3 > Stage 4 – RED

If a pupil is on **RED**, they have had **Fix-it Time out of the classroom during that lesson** and they still do not rectify their behaviour or the behaviour escalates further (*see Behaviour Management Flowchart – Stage 4*) then the class teacher should **call for support from the Learning Mentor initially (on Ext. 216)**. If the LM is not available, then call for support from another member of the **Inclusion Team (on Ext. 204) or member of SLT (Ext. 206/207)**. The child will then be removed from class and will work in 'Inclusion' for at least the rest of the lesson.

On return to class, the adult **MUST hold a Restorative Conversation with the child**, identifying what went wrong and who was affected – referring to the Golden Charter/School Values.

A record will be made discretely on the **Weekly Inclusion Record Sheet by Inclusion Team/SLT** and passed to the Inclusion VP at the end of each week. **This record is vital, in order for VP to monitor and support both staff and pupils with behaviour issues**. An **entry** will also be made on **CPOMs** by SLT.

A note will be sent and/or phone call made to parents the same day (by SLT/Inclusion Team) to make them aware that their child's unacceptable behaviour led to them having to spend time in inclusion.

SEVERE CLAUSE

The Learning Mentor/Inclusion Team/SLT should be sent for straight away if:

- a child **violently assaults** another pupil or adult
- a child's behaviour becomes **extreme** and they and/or others are **unsafe**
- there are any other **extreme circumstances**

For Stage 4 and Severe Clause behaviour, it is **vital** that staff **write down exactly what happened as soon as possible** and **pass this to the Inclusion Team/SLT**. Parents will be called and invited to come into school to **discuss next steps as soon as possible** and this **may result in a Fixed Term Exclusion**. Details of the incident will be **logged on CPOMs** by Inclusion Team/SLT. **After any serious incident, a Challenging Behaviour Risk Assessment will be completed to support/inform any further incidents.**

Pupils will **only receive their blue sticker** at the end of the week if they have been **'GREEN' all week (see Rewards)**. Any pupils who have had a **YELLOW or RED card will not receive their default blue sticker**. Be mindful that, for many children, this will be enough of a consequence. They may have earned a bonus blue sticker at some point during the week e.g. from a LTS – **this cannot be taken away**.

It is **VITAL** that **Weekly G2BG Record Sheets** are kept **accurately** and **passed to the Learning Mentor on Friday afternoon once you have updated your class Blue Badge Record**.

The number of pupils on GREEN, as well as any pupils with a high number of YELLOWS or any REDS are monitored weekly by the Inclusion Team. Where pupils are consistently getting a high number of YELLOWS AND/OR REDS – the Inclusion Team will work with the pupil, staff and parents (**see Behaviour Charts and Behaviour Support Plans**) to try and resolve any issues.

Restraint

A child should only be restrained if it is **in their best interests and absolutely necessary** e.g. to prevent injury to them or others inc. staff; to prevent damage to property that would result in injury or their behaviour is prejudicial to the maintenance of good order and discipline. It should be **reasonable and proportionate**. **Ideally, it should be carried out by staff who have had the appropriate training (SLT/Inclusion Team)**.

Any restraint should be recorded on CPOMS as soon as possible, after any recovery time needed. Staff should keep to the **facts** and record them **clearly in chronological order**, using words like 'guide', 'support', 'secure', 'escort' and 'steer' to describe the restraint. It should also be **reported to SLT/Inclusion Team** and a **debrief conversation** held. After any restraint of a pupil, a **Challenging Behaviour Risk Assessment** will be completed to support/inform any further incidents.

In line with DfE guidance 'Use of reasonable force' 2013

Behaviour Charts and Behaviour Support Plans

If a pupil is **consistently getting a high number of YELLOWS and/or REDS** during lessons, then support will be put in place by the Inclusion Team. Following discussion involving the pupil, Learning Mentor, teacher and parent, a **'Behaviour Chart'** will be put in place. The purpose of this chart will be to support the pupil to manage their own behaviour and trigger situations more independently. The **targets** will be related to the **Golden Charter** and **focused** on the particular **behaviour issues** e.g. aggression, and be written in such a way to give the pupil specific strategies e.g. **'When I feel angry, then I will....'**

If this does not prove successful, then the pupil will initially work in **'Inclusion'** with the Inclusion Team or SLT for a **fixed period of time** – beginning with one session during the day, building to half a day and then a full day.

If the behaviour does not improve, this may then lead to a formal **fixed term exclusion** from school (**see Exclusion of Pupils**).

PARENTS MUST BE KEPT INFORMED AND INVOLVED AT EVERY STAGE.

Some pupils may have **additional needs** which affect their behaviour and make it more **challenging** to manage. These needs may include difficulties with communication, understanding, social skills or emotional needs. These pupils will be added to the **SEND register** (if not on it already) and will have a **'Behaviour Support Plan'** put in place. The purpose of this plan will be to again support the pupil to manage their own behaviour more successfully but also support the adults in managing more challenging behaviour and so avoid the need for Fixed Term Exclusions. This plan will be written in collaboration with

adults in school, parents, pupil and the Inclusion Team. Advice may also be sought from outside agencies. It will be a 'live' document and should be referred to and updated/amended regularly. Included in the plan will be an '**ABC Record**' for recording specific incidents (**A=Antecedent, B=Behaviour, C=Consequence**). The purpose of this record will help to identify trends and triggers to behaviour and so inform behaviour management strategies going forward. Details recorded may also be needed as evidence to support a Fixed Term Exclusion.

Exclusion of Pupils

We recognise that exclusions from school, whether fixed term or permanent, are damaging to a pupil's self-esteem as they diminish the sense of belonging to our school community. As such, they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, where children have ownership of and responsibility for their own behaviour. Internal exclusions will always be considered as an alternative initially. Safeguarding concerns will always take priority and it may be that an **internal** exclusion is in the best interest of the child rather than an **external**, fixed term exclusion.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried over time and have failed. For example, physical assault against a pupil, physical assault against an adult or persistent disruption of lessons that affects the learning of other pupils.

In all cases, the Principal will gather facts and opinions and take advice from staff working with a pupil. They may delegate some responsibility to a member of the Senior Leadership Team for fixed term exclusions.

The Principal alone makes the decision to proceed to permanent exclusion.

The Academy Council will be informed of all anticipated and actual exclusions.

Prejudicial Behaviour

Any prejudicial behaviour (aggressive or casual) – including use of racist or homophobic language **MUST be challenged and should also be referred to SLT/Inclusion Team. A Restorative Conversation **MUST take place** – involving all individuals affected (if willing). The Learning Mentor can support if necessary. Parents **must be informed** and details **logged in the Prejudicial Behaviour File** (VP's Office) and **CPOMS**.**

Bullying

Bullying is defined as **behaviour that is repeated and intended to hurt someone either physically or emotionally**. It takes many forms and **can include physical and verbal aggression, teasing and undermining and deliberately isolating/ignoring someone**.

Bullying will not be tolerated at The Oaklands. All reports of bullying are taken seriously and investigated fully. We would endeavour to resolve any issues using **restorative practice – involving all those affected and reporting back to parents**.

Cyberbullying (bullying via mobile phone or online) would most likely take place outside school but would still be dealt with in school as outlined above if reported to staff by a pupil/parent. Our powers to resolve these issues may be limited and we would advise parents to block/delete accounts (particularly where an age restriction has been ignored – as a safeguarding issue) – informing the police as necessary.

Behaviour Management Flowchart

Pupil	Adult
<i>Possible Behaviours/Choices</i>	<i>Possible Sanctions/Solutions/Actions</i>
STAGE 1 (still on GREEN)	
<ul style="list-style-type: none"> • Out of seat • Rocking on chair/slouching • Calling out • Not listening/paying attention • Pushing/shoving in line into classroom • Not moving calmly and sensibly in the corridor • Not fully focused on learning <p><i>Use <u>discretion</u> and treat pupils as <u>individuals</u></i></p>	<p><i>Be <u>Proactive/Non-Verbal/De-escalate</u></i></p> <ul style="list-style-type: none"> • Eye contact/non-verbal signal/proximity praise paired with tactical ignoring/distraction techniques • Moving pupil to another seat • Show 'Stop and Think' card discretely • Discrete, verbal 'Friendly Reminder' • Repetition of task/completion in own time <p><i><u>Keep disruption to a minimum</u></i></p>
For persistent STAGE 1 or escalation to STAGE 2 : move to YELLOW	
STAGE 2	
<ul style="list-style-type: none"> • Deliberately distracting others from their learning • Inappropriate physical contact e.g. poking, pushing • Deliberately disrupting learning e.g. making noises, talking at inappropriate times, hiding own or others' resources • Choosing to NOT follow instructions • Minor damage to equipment or resources 	<ul style="list-style-type: none"> • Possible 'Fix-it Time' in classroom • 5 minutes Payback Time at break/lunch (T/TAs within Phase to organise) • Restorative Conversation • Recorded on weekly class record – so no Blue Sticker for Chart
For persistent STAGE 2 or escalation to STAGE 3: move to RED	
STAGE 3	
<ul style="list-style-type: none"> • Use of derogatory names/bad language to offend/insult • Physical aggression – potentially or intentionally hurting others or threatening to • Verbal abuse/aggression • Defiance – arguing with adult, answering back, refusal to follow instructions • Deliberately damaging own/others/school property • Leaving the classroom without permission 	<ul style="list-style-type: none"> • 'Fix-it Time' with the Phase Lead>>Other Class>>Inclusion Team/SLT – parents informed • 10 minutes Payback Time at break/lunch (T/TAs within Phase to organise) • Recorded on weekly class record – so no Blue Sticker for Chart • Restorative Conversation/actions • Child to complete Reflection Sheet and copy to parent (T/TAs responsibility) • Possible 'Behaviour Chart' if reaching this stage repeatedly within a week • Logged on CPOMS by VP – either from weekly class record or in more detail if a safeguarding issue
For persistent STAGE 3 or escalation to STAGE 4	
STAGE 4	
<ul style="list-style-type: none"> • Violent assault • Serious Damage to property • Sexualised behaviour • Carrying a weapon with the intention to harm • Stealing 	<ul style="list-style-type: none"> • 'Inclusion' with Inclusion Team/SLT • Meeting with parents/carers and/or letter to parent/carers • Possible Fixed Term Exclusion / Permanent Exclusion

Rewards

ANY REWARDS, ONCE GIVEN, CANNOT BE TAKEN AWAY.

Rewards should begin **initially** with **verbal praise and positive body language**.

Blue Behaviour Stickers

Blue Behaviour Stickers are rewarded at the end of **every week** to **every pupil who has shown good behaviour all week** and so has **STAYED 'GREEN'**. These pupils will receive their **blue sticker by DEFAULT**. **An additional blue sticker** may be awarded to a pupil by the class teacher or SLT for **exemplary behaviour** – limited to no more than **1 a day**. **LTS** may award a pupil a **G2BG raffle ticket** which can also be **traded for a blue sticker**.

Blue stickers should be **displayed prominently**, on **individual record cards** and, once full (10 stickers), traded for a **Blue Oaklands Badge/Band** (Y5 & Y6 only). The pupil should also receive a tick on the class **Blue Badge Record Sheet**. The child should be given a **Behaviour Awards Letter** (available on school network j:), inviting parents/carers to attend a presentation ceremony during the weekly Celebration Assembly.

Any children achieving their **20 stickers** will receive a **Bronze Badge/Band** (rather than a second Blue Badge/Band). This will be followed by a **Silver Badge/Band (30 stickers)** and then a **Gold Badge/Band (40 stickers)**. These badges/bands can be awarded at any point during the academic year (Silver & Gold - most likely during the Summer Term).

House Points

Pupils from every class are allocated to a 'house'. There are 5 houses across the school:

Oak (Blue) Rowan (Green) Yew (Yellow) Holly (Red) Hawthorn (Orange)

Pupils will be awarded **house points** for demonstrating positive behaviour for learning - using **'Learning Powers' /School Values**. Adults awarding house points should communicate this clearly e.g.

'You weren't afraid to make mistakes and kept going' (Have a go/Don't give up)

'You kept improving because you wanted to be your very best' (Never Give Up/Aspire)

These can be awarded by **class teachers and TAs** within class in the form of **counters** (in house colours) which will be stored in a jar and displayed prominently in the classroom. These counters will be **collected each week** by Y6 House Captains and counted. They will then be added to a **whole school display**. The house with the **most house points each half term** will earn a **non-uniform day** (where they wear their own clothes, preferably in their house colour) and an **extended playtime**. The **overall winning house at the end of the year** will win an **additional treat** (e.g. Games and Film afternoon).

Other adults around school (inc. Lunchtime Supervisors) can also award house points in the form of small stickers, which can be 'traded in' in class for a house point counter.

Celebration Assembly

Each week there will be a phase **Celebration Assembly**. **Two children** from each class will be chosen to receive a **'Star of the Week'** sticker and a pencil in **recognition of their outstanding learning that week**. Their names should be entered in **'The Happy Book'/'Book of Stars'** (separate books for EYFS, Y1-3 and Y4-6 kept in the SLT office). Blue Badges/Bands will also be awarded during this assembly. **Parents** of any children being congratulated (either for good learning or for achieving a blue badge/band) will be **invited to attend**. **Invitation slips** should be completed and **sent home a week in advance**.

Other Rewards

Motivational stickers and stamps should also be used to reward good learning across all key stages. Praise should always be **focused on the effort and achievement rather than the outcome.**

Children whose **efforts are outstanding** can be sent with their work to SLT for further praise – **AFTER 2.30PM EACH DAY.**

Teachers may supplement the whole school systems with other rewards as appropriate. These should be to **encourage team work** e.g. points for 'best table' or 'class points' possibly incorporating the use of 'Golden Time'. If this is the case, details should be displayed in the classroom for visiting teachers. Any system should be managed within class and not conflict with other procedures. Any **'Golden Time'** will **accrued over a half term** and taken on **THE LAST AFTERNOON ONLY.** It should be some form of structured fun activity (decided with the pupils) and have value.

Each class will have one special **PRIVILEGE CARD** that can be presented to **one pupil** who has demonstrated **exemplary behaviour over a half term.** Those pupils will be invited to a special fun session with the Principal on the last afternoon.

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