



# Oak Hill Academy

## West London

an Aspirations Academy

**Oak Hill Academy**

**Behaviour Policy**

**Promoting Positive Behaviour**

***INSPIRE, IGNITE AND CHALLENGE!***



**Drafted by SLT: July 2021**

**Approved by staff: September 2021**

# Behaviour Policy One-Page Overview

Rewards	Sanctions
<p><b><u>Aspirations Points</u></b></p> <ul style="list-style-type: none"> <li>- Aspirations Points should be logged on the Class Dojo management system. <i>(please share classes with TAs and SLT)</i></li> <li>- Points are awarded to children for displaying behaviours linked to the 3 Guiding Principles: Self-Worth, Engagement and Purpose</li> <li>- 1-3 points can be awarded at any time, these are added to the system by either the teacher or the pupil <i>(teachers should allocate time daily / weekly for children to add)</i></li> <li>- Aspirations Points should never be taken away.</li> <li>- Children who receive milestone Aspirations Points each week should receive a certificate in their year group assembly.</li> <li>- The child with the highest earned that half term will receive a reward (and can take a friend)</li> <li>- Aspirations Awards will be reset each half term.</li> </ul> <p><b><u>Gotcha Awards</u></b></p> <ul style="list-style-type: none"> <li>- Gotchas are awarded in addition to Aspirations Points by Lunchtime Staff.</li> <li>- Children identified as displaying good behaviour in the playground at lunchtime can be awarded a Gotcha.</li> <li>- These will be collected in the Gotcha box and a winner will be chosen and awarded by SLT half-termly.</li> </ul> <p><b><u>Class Rewards</u></b></p> <ul style="list-style-type: none"> <li>- Teachers can decide to award table points or raffles etc. in their classes.</li> <li>- These need to be awarded in addition to and not instead of Aspirations Points</li> <li>- Class rewards can link to Aspirations Points if a teacher chooses to (e.g. 10 table points is equal to 1 Aspiration Point etc.)</li> </ul>	<p><b><u>Strike System</u></b></p> <p>Low level behaviour should be managed throughout the lesson using verbal or non-verbal warnings. If this does not enable the behaviour to improve, move to Strike 1.</p> <p><b>Strike 1</b></p> <p>Use the agreed phrase, 'Strike one; this is your final warning. Do you understand?'</p> <p>Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.</p> <p><b>Strike 2</b></p> <p>Child sent to designated area of classroom, (Time out trapezium table and continues their learning) 5-10 minutes during breaktime or lunch time in order to reflect, calm down etc. without causing disturbance, in discussion with the teacher.</p> <p>Child records on a Strike 2 reflection form <b>(CHOICES)</b></p> <p>Reflection form to be given to Mrs Cooper to record on SIMS.</p> <p>If, when a child rejoins their table, the behaviour does not improve, move to Strike 3.</p> <p><b>Strike 3</b></p> <p>Child escorted to Team Leader (or Assistant Team Leader in TLs absence).</p> <p>Up to a maximum of 1 hour working alone without causing disturbance.</p> <p>Possible removal of rewards / playtime.</p> <p>Child completes a Strike 3 reflection form during break time or lunchtime <b>(BEHAVIOUR)</b></p> <p>Reflection form to be given to Mrs Cooper to record on SIMS.</p> <p>If behaviour improves return to class (still on Strike 3 until the end of the day).</p> <p><i>If children get 2 Strike 3s, parents will be invited in for a meeting.</i></p> <p><b>Strike 4</b></p> <p>Child escorted to SLT.</p> <p>Child to spend break time and lunchtime outside a member of SLT's office.</p> <p>Mrs Cooper to record who, when, why on SIMS.</p> <p>Parents informed of isolation by phone call from Mrs Cooper.</p> <p><i>For further steps, please see more comprehensive steps in the following policy.</i></p>

# Behaviour Policy

## **Principle:**

We believe that teaching children in a way which promotes high self-esteem, helps promote good behaviour. The teacher has the right to teach; children have the right to learn.

## **Introduction:**

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

A school's capacity to secure improvement and maximise its potential is dependent on providing an environment in which every member...

- ... feels physically and emotionally safe and secure
- ... consistently demonstrates mutual understanding and respect
- ... shows appreciation for the contributions of others
- ... takes care of their physical surroundings
- ... learns together to achieve meaningful outcomes
- ... openly shares and communicates ideas, troubles, issues and suggestions
- ... shows confidence and self-reliance
- ... accepts personal responsibility and accountability for their attitudes and behaviour; and supports others during times of difficulty.

## **Aims:**

- For all children to know and work within the Aspirations Academy Trust's Three Guiding Principles and the Eight Conditions.
- For all staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in behaviour and attitude to learning.
- For staff to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and inclusive curriculum which is both interesting and relevant to learning in the 21<sup>st</sup> Century.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide attractive learning environments and high quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child's physical, emotional and mental wellbeing.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

# Behaviour Policy

The central objective for our approach to behaviour management at Oak Hill Academy is the promotion of positive behaviour among **all** members of the school community.

## Our purpose is...

- ... to develop an awareness of the difference between appropriate and inappropriate behaviour
- ... to promote high expectations of, and maintain levels of good behaviour
- ... to provide a consistent approach in rewarding good behaviour and in responding to unacceptable behaviour
- ... to ensure that behaviour does not inhibit learning or impede potential
- ... to understand the importance of accepting responsibility for actions and behaviour
- ... to take care of the school's physical surroundings and personal property
- ... to make responsible and reasoned decisions and judgments

Other relevant documentation: Learning & Teaching Policy, Anti Bullying Policy, Race Equality Policy, Special Needs Policy, Attendance Policy, Feedback Policy, Home School Agreement, Lunchtime Policy, Wellbeing Policy.

## Managing and Promoting Positive Behaviour:

### Expectations of all staff and members of the OHAWL community:

- Display positive approaches to behaviour - praise and reward good, and sanction inappropriate behaviour **fairly**
- Display a **consistent** approach towards the management of pupil behaviour throughout the school
- Develop a close partnership with parents, carers and any relevant outside agencies which promotes open dialogue and a shared and **consistent** approach in developing strategies for dealing with problems
- Consistently** model respectful and appropriate interactions and avoid the incorrect strategies that may have the effect of demeaning or humiliating a pupil e.g. use of sarcasm, shouting, publicly highlighting names for negative reasons
- Understand and demonstrate full responsibility with regard to duty of care and child protection management
- Communicate with the BSA, Principal and/or the SLMT when and where support is necessary
- Allow opportunities for pupils to discuss, reflect on and take responsibility for their actions and behaviour through counselling and mediation
- Demonstrate the clear, accessible and shared code of conduct which is reinforced through our home/school agreement
- Provide a safe, secure and appropriate learning environment which is designed to enhance the delivery of the curriculum and a sense of wellbeing among all members of the school community
- As a team, understand that behaviour management is a responsibility of all members of the school community

### The Teacher's Role:

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. (See 'How to make good choices' section).

Children need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

# Behaviour Policy

## Expectations of pupils

All pupils are expected to:

- Follow the classroom and the school rules
- Show respect, tolerance and good manners at all times
- Demonstrate a positive attitude to learning and to school
- Display a positive attitude and accepting attitude towards difference
- Act responsibly at all times and to admit to unacceptable behaviour when questioned
- Accept reasonable and appropriate sanctions / consequences
- Understand the need to apologise if needed and do so with good grace
- Walk quietly and calmly on the right hand side inside the school building at all times
- Share equipment and resources responsibly
- Look for the positive attributes within each other and each other's achievements

### Expectations of all wider members of the school community:

#### Parents/Carers

- Are expected to support children and staff through validating the school's rewards and consequences system
- Are expected to attend regular parent's consultation evenings
- Are expected to encourage their children to abide by and follow the school rules for the general wellbeing and good of all

#### Governors

- All governors are expected to support and oversee this policy
- All governors are expected to support and be involved in consultations regarding any exclusions

#### Our School Rules:

At Oak Hill Academy, school rules are kept to an essential minimum and are included in our home/school agreement. There are 3 simple school rules in the Code of Conduct which are expanded upon. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

# Behaviour Policy

## Code of Conduct:

### 1. Take Care of Yourself

#### Never...

- ...do anything silly or dangerous where you might be hurt.
- ...leave school without permission.
- ...talk to strangers in school unless they have a school badge.

#### Always ...

- ...tell someone if you are unhappy, being picked on or bullied.

### 2. Take Care of Others

#### Never...

- ...do anything to hurt others (such as hitting/name calling).
- ...distract others from working.
- ...be disrespectful or rude to others.

#### Always ...

- ...be friendly to visitors, newcomers and other children.

### 3. Take Care of Our School

#### Never...

- ...steal or deliberately damage school equipment.
- ...drop litter or deface the school building.
- ...give the school a bad name.

#### Always...

- ...be proud of our school.

## CLASSROOM CONTRACTS:

The classroom CONTRACT will build on and follow the school's CODE OF CONDUCT.

At the start of every school year, each class teacher will lead the class in delivering a clear set of class rules and responsibilities as a CLASS CONTRACT. Each rule should be written as a positive statement (**e.g. rather than 'I will not...' they should start positively- 'I will... listen to my teacher and to other children when they are speaking'**) and each child and member of staff in the class should sign to show that they agree. This contract should be displayed prominently in the classroom and be referred back to regularly.

## Making Good Choices- a whole school approach:

To support the 3 school rules (**look after yourself/others/our school**) and in order to help children to recognise and understand how to make '**good choices**' the following 3 questions should be raised before, or whenever, any incident occurs:

1. Is/was it safe?
2. Is/was it kind?
3. Is/was it necessary?

If the answer to any or all of the questions is **no** then it would be a **bad choice**. Adults in school

must always encourage and teach children to make the **right choice** by using this simple formula and discussing alternative choices.

# Behaviour Policy

When a 'bad choice' is made, the member of staff dealing with the situation must use their professional judgment and follow the schools recording processes and refer to either the Class Teacher, Year Team Leader or if more serious consult with the Behaviour Support Assistant (BSA), or a member of the Senior Leadership Team

These basic rules and pointers, should be displayed in all classrooms and corridors and regularly verbalised by all members of the OHAWL community:

## **Our Listening Code**

### ***When I am asked for my attention I:***

- Stop what I am doing
- Empty hands/stop fiddling
- Look at the person speaking
- Keep quiet and still
- Listen to instructions

## **Our Line-up Code**

### ***When I am asked to line up I:***

- Walk to the end of the line &
- Check my uniform is smart
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

<b>Behaviour Guidelines</b>	<b>Procedures</b>
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- A 'no shouting' approach is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice (***i.e. in order to re-establish control in class, be heard on the playground etc.***)
- No child should ever be 'sent to the Principal' as a sanction, as there is no guarantee that the child will arrive or that the Principal will be available. If, in exceptional circumstances, a child needs to be removed from class (outside of normal time out procedures), send for the **Behaviour Support Assistant (BSA)**. If unavailable, the Principal, Vice Principal, Assistant Principals or other most senior staff member available should be called upon.
- Should any physical intervention be required, it is vital that any such intervention be reported to and recorded by the BSA.
- If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Principal should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Principal or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.
- If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly. Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

## **Movement in and around School**

- Everyone should walk on the **right hand side** of the school corridors and stairs to avoid congestion and accidents. All movement in and around school should be purposeful and children should not be moving around school during lesson times unless absolutely necessary. Staff should see that all children are suitably supervised when moving around the school and should be walking whole classes and groups to and from their desired destinations.
- Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated.
- Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses. Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as **'There you are, you can walk sensibly. Well done!'** and so on.
- If observed running with a total disregard for other people or displayed work, a strike may be issued, however, continue with positive reinforcement techniques (i.e **'please walk'**, rather than **'don't run'**) and ensure that the child understands why this is an inappropriate way to move around the school and fixes any damage/ goes back and walks as per the school expectations. If the child still does not walk sensibly, a strike 2 may be issued and the Class Teacher should be informed.
- Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc. should be thanked and can be praised or rewarded with an Aspiration point linked to the observed behaviour (e.g. Belonging- showing that they are acting as a member of the Oak Hill family would be expected to behave).

# Behaviour Policy

## Behaviour Guidelines

## Rewards

This policy is built on positive behaviour management techniques and it is **very** important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### Rewards

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### Overview

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- Favourable comments can and should be entered on pieces of work
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Certificates for a variety of academic and non-academic achievements
- Acknowledgement in weekly emails to parents
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (**see Display Policy**).
- A visit to the Principal/SLT/ Team Leaders for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Play Leaders, Monitors, School's Parliament etc...
- Above all, praise and encouragement in and out of lessons should be used as much as possible

### General:

- Aspirations points via the Class Dojo system**
- Sharing examples of good work and behaviour choices across classes and year groups
- Verbal and written praise (comments in books, notes home, informing others/parents/carers of successes)
- Stickers and stamps given

### Assembly Awards:

- Attendance Cup and certificates: Results are announced weekly in assembly and the class with the highest attendance receives a trophy to display in their classroom for the following week.
- Principal Awards: 2 children recommended by class teachers rewarded each half term
- Star of the week: 1 child from each class

- Reader of the week: 1 child from each class
- Writer of the week: 1 child from each class
- Mathematician of the week: 1 child from each class
- Excellence in Presentation: 1 child from each class
- PE Star of the Week: 1 child from each class
- Topic Star of the Week (e.g. Scientist/Historian/Geographer of the Week): 1 child per class
- Pen Licence (as appropriate)

# Behaviour Policy

## Houses:

- The school is split into 4 houses (Griffin- Yellow, Phoenix- Red, Dragon- Green, Unicorn- Blue)
- There will be whole school competitions throughout the year where children will work within their Houses and earn points towards a prize.

## **Whole School Reward System: 'Aspiration Points'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Aspiration Points'.

As part of our Aspirations ethos, our children work within a curriculum which promotes the Three Guiding Principles:

- Self-Worth
- Engagement
- Purpose

When children show that they are working within these principles, they will be awarded an Aspiration Point. This will be recorded on each child's Class Dojo profile publically to celebrate their efforts. Within year groups, the class with the highest cumulative total of points each half term will be rewarded with 10 minutes extra play.

**Once an Aspiration Point has been awarded, it cannot be taken away.**

Aspiration Points are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

An 'Aspiration Point' can be awarded by any staff member (SMSAs use the 'Gotcha' ticket reward system- See Lunchtime policy) to any child at any time.

When awarding the Aspiration Point, the member of staff should reinforce the good behaviour and state/ask which of the three Principles it falls under e.g. **'You can have a Self-Worth Aspirations point for supporting your friend' / 'I would like to give you an Aspirations point for helping your friend, what do you think it should be for?'**

# Behaviour Policy

## Behaviour Guidelines Sanctions

### Sanctions:

In the use of sanctions, pupils learn from experience to expect fair and consistently applied 'punishments' which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances (see the 'Troubled Children' section of this policy).

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses to behaviour choices.
- Teach children to take responsibility for their behaviour choices.
- Provide every opportunity for children to correct their own behaviour choices, make sensible choices and prevent further sanctions being applied.
- Minimise disruption to others, especially teaching and learning time.
- Allow early involvement of parents, line managers, SENDCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand **why** what they have done is not acceptable. It is imperative to separate the child from their choice: express your displeasure with the **action/behaviour** and never the **child** i.e. *'That was a silly thing to do because...'* and not *'You are a silly boy'*.

All adults must carefully use appropriate language when dealing with children who need to be sanctioned.

### Staff should approach sanctioning in the following way:

- a. Class teachers should deal with all incidents primarily during break or lunchtime follow up with parents after school, face to face or on the phone if necessary and then follow procedures as set out in this policy
- b. If the child is angry/ not ready to talk, give them cool down time on the Time Out table in the classroom- there is no point in trying to reason/discuss when the child is not ready/willing/able to.
- c. Remind the child of the 3 simple steps in our **Code of Conduct (Look after... ourselves/ others/ the school)** and ask them how their behaviour choice has impacted upon these rules.
- d. Ask the child the **3 simple choices questions (was is safe/kind/necessary?)**
- e. Use language such as 'acceptable' and 'unacceptable' **behaviour choices**.
- f. **Label the behaviour choice and not the child**, explain this clearly to the child that it is not them personally that you are querying but it is their actions/attitude and behaviours they have displayed, ask the child if they are sure about the differences of the two and help them understand this.
- g. Put the responsibility of the choice back on to the child to try to help them see the consequences of their actions- it is important to remember that there is always more than one side however, each child must understand the **impact of their own behaviour choices** in the situation.
- h. In class a 3 point strike system should be used by the person in charge of teaching the class.
- i. Strikes are removed at the end of each day to enable a new start and approach to behaviour the following day.

- j. Do not allow children to argue with you /lead you into a heated or long debate and if needed, remind them who is the adult and who is the child.
- k. A firm voice and considered use of volume can be effective however, avoid shouting at the child. Sanctioning a child is much more effective when an adult is calm, very firm and insistent- shouting gives the message that you are not in control of the situation.
- l. If a situation proves too challenging to deal with at a class teacher level, seek the support of the Team Leader, BSA or member of SLT available.

## **SANCTIONS PROCEDURE**

Children should be familiar with our procedures and **know what will happen next** if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

## **Behaviour Contracts**

At Oak Hill, we understand that all children can make bad choices whether it be on the playground, in the classroom or at home. We endeavour to ensure that every child that leaves our school has been equipped with the ability to understand how to make the best choices for themselves. Where appropriate, we use the approach of a Behaviour Contract to ensure that children are aware of what they need to do in order to fulfil their potential for their futures. A Behaviour Contract ensures that any child can be given the support and guidance to make the right choices via a target and faces system (see example below).

If a child is put onto a Behaviour Contract it should be recorded on SIMS by the Class Teacher and the Team Leader informed. The parent(s) of the child put on a Behaviour Contract should be informed via a phone call home from the Class Teacher to explain the purpose of the Behaviour Contract and the expectations of the child in order to come off of the contract after a week. The reason for the child being put on the Behaviour Contract must be made clear to the parent and how this process is designed to help the child to improve their own behaviour choices before anything becomes too serious. Parents must understand that this is a positive way of helping their child (not a negative chastisement!) and that their child's behaviour choices will be monitored and rewarded/sanctioned accordingly. At this point there is no need to formally meet with the parent(s), however if the child remains on their Behaviour Contract for longer than 2 weeks, a formal meeting must be organised with the parent to discuss the child's behaviour choices further.

Behaviour Contracts provide a simple, yet effective way of monitoring behaviour for individuals who need additional support with making the right choices. It is a manageable, clear and consistent way for all teaching staff to ensure that they are aware of the expectations of the individual child. All teaching staff are expected to fill in the Behaviour Contract consistently (using the face system and numbering any targets not met during the session).

All children will have the same overarching main target (to achieve all smiley faces) and in order to achieve this, with their teacher, they will set themselves achievable success criteria—ideally no more than three and in line with our school's Code of Conduct: look after



5	<input type="checkbox"/> 2 (miss 10 mins of BREAK tomorrow)	<input type="checkbox"/> 2 (miss 10 mins of BREAK tomorrow)			<input type="checkbox"/> 3 (miss 10 mins of BREAK on Monday)
SLMT SIGN					

**CONSEQUENCES:** ALL BEHAVIOUR CHOICES NEED TO BE GOOD (SMILEY FACE EARNED) TO EARN PLAYTIMES, LUNCHTIMES & ANY REWARDS- IF THERE ARE ANY  OR 😊 I WILL LOSE SOME OF THESE PRIVILEGES.

Signed \_\_\_\_\_  
Teacher Parent(s) Child

## Behaviour Policy Steps for Sanctions

*If unacceptable behaviour occurs:*

**(Classroom teacher)**

**Use normal strategies:**

e.g. Polite request, warnings (no more than two), repositioning, separating etc.

**Step 1:**

**STRIKE 1 (Classroom teacher)**

**Give a final warning:**

Use the agreed phrase, '**Strike one; this is your final warning. Do you understand?**'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS: TAKE ACTION**

**Step 2:**

**STRIKE 2 (Classroom teacher)**

**Time Out (A- in class)**

- Child sent to designated chair/area of classroom, (Time out table/area)
- 5-10 minutes (max) sitting alone in order to reflect, calm down etc. without causing disturbance.
- Child records when, why on class list at time-out table.

*If behaviour improves return to class (still on Strike 2 until the end of the day).*

*If not or if child refuses, move to **Step 3***

**For a regular offender:**

- Class Teacher to record who, when, why on SIMS to ensure there is a record of consistent disruptions.
- Possible removal of treats / playtime etc.

- Discussion with Team Leader/ BSA and SENDCo: consider Behaviour Intervention.

**Step 3:**

**STRIKE 3 (SMT) Time Out (B- out of class)**

- Child escorted to designated colleague (Team Leader or BSA).
- Up to a maximum of 1 hour working alone without causing disturbance.
- Possible removal of rewards / playtime.
- Class Teacher to record on SIMS

*If behaviour improves return to class (still on Strike 3 until the end of the day).*

*If not or if child refuses, move to **Step 4***

**For a regular offender:**

- Discussion with Team Leader/ BSA/ SENDCo: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets with use of a Behaviour Contract.
- Parents informed by letter/ phone call that behaviour is a cause for concern.
- Parents discuss concerns, agree targets/support/.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

# Behaviour Policy Steps for Sanctions

## BEYOND THE STRIKES:

### Step 4

#### (Assistant Principals)

#### Time Out (C – SLT involvement)

- Child escorted to Vice/Assistant Principal.
- 1 session to half a day working alone without causing disturbance (internal exclusion).
- Team Leader to record who, when, why on SIMS.
- Parents informed of isolation by letter/ phonecall from Year Team Leader/BSA.

*If behaviour improves return to class with clear understanding of next steps if the behaviour continues/ does not improve.*

*If not or if child refuses, move to **Step 5***

#### For a regular offender:

- Discussion with Team Leader / Principal/ BSA/ SENDCo: consider the need for further intervention
- Initiate closer monitoring i.e. Behaviour Contract, frequency/session monitoring etc.
- Parents informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. EIT - Behaviour Support/Ed Psych etc.

### Step 5

#### (Principal/Behaviour Support Assistant)

#### Behaviour Contract (On Report)

- Teacher completes a Behaviour Assessment Profile and Attitude Criteria sheet with BSA.
- Involvement of all necessary agencies, i.e. EIT, Educational Psychologist etc.
- Consider CAF.
- Behaviour Contract- Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three- see Behaviour Contract).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Behaviour Contract to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

*If targets are achieved remove from BSP.*

*If BSP failed, move to **Step 6**.*

### Step 6

#### (Principal)

A last step before exclusion will be a formal Behaviour Contract

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions and immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.
- Complete a CAF.

*If behaviour improves return to Behaviour Support Programme*

*If not move to **Step 7**.*

# Behaviour Policy

## **Step 7 (Principal) Internal Exclusion (5 days or more)**

- Parents, Chair of Pupil Discipline Committee, EIT informed by letter.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.

*If behaviour improves return to class on a Behaviour Contract.*

*If not move to **Step 8**.*

Following latest government guidance

## **Step 8 (Principal) Fixed Short Term Exclusion (up to 5 days per term)**

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or BSP for a minimum of four weeks.

*If behaviour improves remove from BSP. If not move to **Step 9**.*

## **Step 9 (Principal) Fixed Long Term Exclusion (up to 45 days per year).**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or BSP for a minimum of eight weeks.

*If behaviour improves remove from BSP. If not move to **Step 10**.*

## **Step 10 (Pupil Discipline Committee) Permanent Exclusion**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or BSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

# Behaviour Policy

## Troubled children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with, or being assessed for, statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents/ carers are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Home/School link books
- Behaviour Contracts
- Regular meetings/ phone calls home

### **Behaviour Targets:**

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child. If clear targets cannot be identified - monitor and seek advice from the SENDCo
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either :

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

# Behaviour Policy

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## GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

### Always:

- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static.
- Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

### Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

### Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

## CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

# Behaviour Policy

RECORDING ISOLATION NOTES (TIME OUT/STRIKES)
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## RECORDING ISOLATION: Notes

### Time Out A : in class

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

### Time Out B: in the Team Leader's Class- must be recorded on SIMS

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible EHCPs

### Time Out C: BSA /SLT involvement

- More detailed recording required. What happened, and why.
- Phone call/Letter sent to parents
- All should be recorded on SIMS and stored in the child's Mentoring File:

**Statements/Comments** should be brief but succinct, clear, unambiguous e.g.

'disturbing class', 'being a nuisance'      meaningless and open to misinterpretation

rather : 'tore up Anthony Brown's work', 'thumped Rebecca Smith in the back', 'refused to sit for story' etc