



# ASPIRATIONS



**Oak Hill** Academy  
West London  
an Aspirations Academy

## Behaviour Policy

# Promoting Positive Behaviour

## September 2023

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# Behaviour Policy

## 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 break time 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.

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- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

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, Suspension & Permanent Exclusion 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, Associate 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

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## **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. Teachers need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

## **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

# Behaviour Policy

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.

## 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.

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## **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.

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 Associate Principal' as a sanction, as there is no guarantee that the child will arrive or that the Associate 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 Associate Principal, Senior Assistant Principal, Assistant Principal for Inclusion/SENCO 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 Associate 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 Associate Principal or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

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- 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 Guidelines	Rewards
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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.



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## **Rewards Overview:**

- 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)

## **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.

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## 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?'**

<b>Behaviour Guidelines Sanctions</b>
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### 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 suspension or permanent exclusion from school.

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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.

## Behaviour Guidelines Sanctions

### **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.

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## 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 ourselves/ others/ the school.

If a Behaviour Contract needs to be amended from the master copy in the Behaviour Policy file (staff shared drive) to reflect break and lunchtime targets, it is up to the teacher in charge to do so. There is also a weekly playtime/lunchtime report card available if this would be more suitable for the individual child.

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## OAK HILL ACADEMY BEHAVIOUR CONTRACT

Review **DAILY & WEEKLY**

**A.Child**, this contract has been developed to help you to make **good choices**. A photocopy of this must be taken home at the end of each week. 😊☹️ symbols will be used to track your behaviour choices in lessons and any 😊 or ☹️ faces must have the target number that you have not achieved, written by the teacher in charge and will result in missed break/ lunch time. This contract will be reviewed daily. You are responsible for keeping this report safe and showing your parents every week.

<b>Name:</b> <b>A.Child</b>	<b>Date:</b> **/**/**	<b>Week:</b> <b>1</b>
<b>Main Target: To achieve ALL smiley faces (😊) for my behaviour choices</b>		
<b>SC: How will I achieve my target?</b>		
I will stay in my seat and not wander around the classroom. <i>(I will focus fully in lessons on what I should be doing/learning)</i>		
I will <b>respect</b> the adult in charge and follow instructions. <i>(I will not shout out in lessons and do as I am told straight away)</i>		
I will put in my best effort in all lessons. <i>(I will have a positive attitude towards my learning and try my hardest to do my best)</i>		

LESSON	Monday	Tuesday	Wednesday	Thursday	Friday
1	😊	😊	☹️ 2 & 3 (In for all of LUNCH)	☹️ 2 (miss 10 mins of BREAK)	😊
	<b>B</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>K</b>
2	😊	😊	😊	😊	☹️ 2 (miss 10 mins of LUNCH)
3	😊	☹️ 3 (miss 10 mins of LUNCH)	😊	☹️ 1, 2 & 3 (In for all of LUNCH)	😊
	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>
4	😊	😊	😊	☹️ 2 (miss 10 mins of BREAK tomorrow)	😊
5	☹️ 2 (miss 10 mins of BREAK tomorrow)	☹️ 2 (miss 10 mins of BREAK tomorrow)	😊	😊	☹️ 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 PRIVILAGES.

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).*

# Behaviour Policy

*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.

## **Steps for Sanctions**

### **BEYOND THE STRIKES:**

#### **Step 4**

**(Senior Assistant Principal/ Assistant Principal for Inclusion/SENDCo)**

**Time Out (C – SLT involvement)**

- Child escorted to senior Assistant Principal /Assistant Principal for Inclusion/SENDCo.
- 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/ phone call 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 / Associate Principal/ Senior Assistant 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 dependent on progress.
- Referral to multi agencies i.e. EIT - Behaviour Support/Ed Psych etc.

#### **Step 5**

**(Associate 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

# Behaviour Policy

fortnightly

*If targets are achieved remove from BSP.*

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

## **Step 6 (Associate Principal)**

A last step before suspension 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**.*

## **Step 7 (Associate Principal) Internal Suspension** (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 Suspension** (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 Suspension** (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.



# Behaviour Policy

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.

### **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 permanent 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 Policy

## **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.

<b>Behaviour Guidelines Good Practice</b>
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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

# Behaviour Policy

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

## 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

# Behaviour Policy

- 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.

## Anti-Bullying Policy

Bullying happens in all schools and Oak Hill Academy is no exception, although incidences are rare, they are still potentially damaging. We are absolutely committed to recognising it and dealing with it seriously. It is everybody's duty to act in accordance with this policy. It is crucial that the victim is given immediate support. All staff should be prepared to seek advice and accept, when appropriate, the need for support after dealing with incidents of bullying. Such incidents can leave any of us feeling inadequate, frustrated, angry and / or upset.

### Aims:

- To *prevent bullying*
- To make the whole school community aware of the agreed definition of bullying through actions such as publicising in newsletters, parents leaflets, activities with children
- To ensure there are procedures in place to deal with incidences of bullying and that everyone knows them
- To ensure happiness and safety of all pupils whilst at OHAWL
- To develop a sense of responsibility in our pupils
- To hold anti bullying assemblies annually

### What is bullying?

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.

One of the defining features of bullying is its persistence, and involves misery making over a long period of time. It does not apply to one off incidents of nastiness.

Bullying makes those being bullied feel powerless to defend themselves. In bullying there is a deliberate, conscious desire to hurt another and put him or her under stress.

### What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

# Behaviour Policy

The procedures for dealing with reports of racial or sexual harassment are the same as those for dealing with reports of other forms of bullying.

Children need to be reassured that the matter is being dealt with sensitively and that the victim will be given support.

## What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour.

## Principles for Adults in School

It is the responsibility of all adults to:

- Reject bullying in all its forms
- Provide care and support for the victim of the bullying
- Treat seriously and follow up every report or allegation of bullying
- Follow the procedures of the school policy
- Help towards making the school a pleasant place to be in, where children can feel safe and are able to tell when something is worrying them or has happened to them
- Use the curriculum to nurture trust, caring and a feeling of collective responsibility
- Provide direction to the bully on how such misbehaviour can be stopped

# Behaviour Policy

## Ways that incidents of Bullying might be hidden from us

- They take place out of school
- They are done furtively
- The covering of poor behaviour with positive behaviour
- The denial that there is anything wrong
- The victim is afraid to tell or tells once and is ignored
- The victim has previously been the bully and is therefore less likely to be believed

## What can we do to find out more?

- Encourage social interaction between teachers, adults and children to make us more approachable
- Encourage social responsibility
- Encourage an atmosphere of honesty
- Use informal times to talk to children
- Children can be given the option of writing down what they are worried about
- Ensure that all children are aware that bullying will be acted upon and not ignored
- Anti-bullying days / weeks to be held once a term to include assemblies, stories, drama and videos
- Use circle time, role play
- Read stories with examples of bullying and resolutions
- Behaviour Learning Mentor interventions

## Intervention Techniques

At Oak Hill Academy we use many strategies to combat bullying, these include:

- Exploring friendship issues and bullying in PSHCE
- Class and School Councils
- Co-operative group work
- Circle Time
- Social Skills Groups
- Behaviour Support Assistant
- Peer Supporters and Mini Mentors
- Clear behaviour policy based on positive recognition
- Thinking skills

## Procedures for dealing with bullying

The role of the Associate Principal

- It is the responsibility of the Associate Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Associate Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Associate Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Associate Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Associate

# Behaviour Policy

Principal may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

- The Associate Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Associate Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## The role of staff

- Be available – make sure the child / children know you are ready to listen. Ensure that the immediate environment is calm and one which gives maximum support to the victim.
- Keep a written log of the details of all involved on SIMs records
- Decide whether you further investigate the matter yourself or whether you need to involve another member of staff, report the matter to the class teacher or refer it to a member of the SLT
- The incident should be looked into as soon as possible. All those involved should be seen as soon as possible individually, in a quiet area of the school, to give them each a chance to report accurately.
- Bring the children together - at all times giving support to the victim. If what is recorded does not match up, we should aim to re-negotiate until all are satisfied that an accurate account has been reached.
- Each member of the group should be encouraged to suggest a way in which the victim could be helped to feel happier.
- Arrange to check on how things are going a week later. Make it clear that the school supports each child's efforts to give encouragement, praise and to correct in appropriate behaviour.
- Contact the parents of the victim of bullying to let them know what you have found out and what is being done about it. Arrange to meet with them or contact them by phone on a set day in two weeks time to review the situation. It is important to discuss with the parents and the victim useful strategies, which the victim could begin to adopt to try to help themselves.
- A member of the SLT will contact the parent of the child who has been bullying. Appropriate punishment will be discussed but may include a letter of apology being written to the victim of the bullying and withdrawal of playtime. In extreme cases of bullying the child may be excluded from school during the lunch period for an agreed length of time, or excluded from school, as appropriate.

## The role of parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If parents feel that the matter has not been resolved, they should discuss the matter with the Associate Principal
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

# Behaviour Policy

## Anti-Cyber Bullying

### Virtual Bullying

With more and more of us using email and mobile phones and other electronic devices, bullying does not have to happen in person. Silent phone calls or abusive texts, emails and social networking sites can be just as distressing as being bullied face to face.

### Cyber Bullying

This is sending or posting harmful or cruel text or images using the internet or other digital communication devices.

### How we as a school deal with Cyber Bullying:

- Staff – all incidences should be reported to the Headteacher who will then ensure the person being bullied is being supported, take responsibility for investigating and managing the incident and for contacting the police and LA if appropriate. If staff want additional advice and support they can seek this from their union, professional association, Teacher Support Network.
- Pupils – procedures will be followed in line with the school Bullying Policy and LA and DFE guidelines.

### Seven Categories of Cyber Bullying

**Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.

**Picture/video-clip bullying** via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

**Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

**Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

**Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

**Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. Facebook, Twitter, etc.).

**Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.



# Behaviour Policy

## Advice for Parents/Carers

- Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
- Make sure they know what to do if they or someone they know are being cyber bullied.
- Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.

## Suggestions for parents to stay involved

- Keep the computer or other electronic devices in a public place in the house. Periodically check on what your child is doing.
- Discuss the kinds of Internet activities your child enjoys.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach your child when they are online, such as rapidly switching screens, changing passwords and for attempts to hide online behaviour, such as an empty history file.

## Advice for Pupils

- If you are being bullied, remember bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

## Text/Video Messaging

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your phone number (ask your Mobile service provider).
- Do not reply to abusive or worrying text or video messages - your Mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

# Behaviour Policy

## Email

- Never reply to unpleasant or unwanted emails.
- Don't accept emails or open files from people you do not know.
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, [eg.abuse@hotmail.com](mailto:eg.abuse@hotmail.com).

## Web

- If the bullying is on the school website, tell a teacher or parent, just as you would if the bullying was face-to-face.

## Chat Room & Instant Messaging

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. Do not give out photos of yourself either.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.

Think carefully about what you write - don't leave yourself open to bullying

**REMEMBER: Always tell an adult**