

Behaviour Policy

Incorporating emotion regulation strategies



Approved by:
Jude Clements Headteacher

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Next review due by: September 2024

Introduction

This policy sets out our expectation for the whole school community, which includes children, parents/carers and staff. It is our duty to ensure that our school is a place where everyone treated fairly, encouraged and respected. We believe that having high expectations leads to all children being able to achieve their potential academically, socially and emotionally. We are committed to ensuring Oakhill is a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. Together we enable our school to be a happy place where good behaviour is expected. We all behave in a considerate way towards others.

'Together we grow from acorns to oaks'

They will be called oaks of righteousness, a planting of the Lord for the display of his splendour' Isaiah 61:3

We know that every child is a unique gift and is precious to God. Together, we create the Oakhill family where we are given the space and opportunities to learn, grow and flourish. Our learning and experiences are valued, purposeful and relevant for life now and in the future. We believe our journey together will equip us with the tools to unlock the

'Best versions of ourselves'.

We have 3 key principles.

1. Our behaviour stems from our sense of belonging
2. We are unique. We believe in establishing a positive relationship is the first step to enable children to flourish.
3. Behaviour is communication; we fully consider and address the emotions which prevent positive behaviour.

These guidelines for supporting positive behaviour may not meet the needs for all children and it may be appropriate to adopt strategies not specified in this policy. **At Oakhill Church School we discipline with dignity, this means** we are all treated fairly – which may not be equally. Some children require more support to regulate than others. We will provide additional resources to support with this as we would in other subjects and aspects of school life. This will be reflected in an Individual Behaviour Plan (IBP) which is co-produced with parents, classteacher and SENDCo.

General Aims

This policy sets out to define a code of appropriate behaviour at Oakhill Church School, which is underpinned by our 6 Christian Values

- Kindness
- Trust
- Respect

- Community
- Friendship
- Determination

These are central to who we are and what we do and are therefore encouraged, recognised and rewarded. Together, we aim to provide a happy atmosphere in which staff and parents work together for the children and ultimately the children are able to self-regulate (the child's ability to increase and decrease their alertness, or arousal, to match the situation or environment). This is an important skill for children to learn to be equipped for life now and in the future.

Expectations

It is important that we understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must be clearly stated.

Behaviour is the collective responsibility of the whole staff.

We expect everyone within our school family to follow our 3 key expectations:

Be Ready

Be Responsible

Be respectful

During the first week of each term, the class discuss what these mean and create or review their class contract which they all sign. This is displayed and referred to throughout the year.

We believe praise builds relationship and trust, we encourage staff to praise in a number of ways,

- A quiet word of encouragement (this could be 1 to 1 or written on a Post-it note)
- A positive comment on a piece of work
- Stickers
- Visit to another member of staff or headteacher for recognition
- Public recognition in class or Collective Worship
- House points
- Celebration certificates
- 'Wow wall'
- Phone call/note home to share good news

We believe that parents should be informed about their child's behaviour and every effort is made to ensure there is good communication between home and school. This is the responsibility of the class teacher who will record these conversations on CPOMS and where necessary update the SENDCo and Headteacher.

Our school community and children need to be taught as early as possible to appreciate the consistent values in school. At Oakhill Church School staff support the following,

- Behaviour is everyone's responsibility – we all have a positive contribution to make

- We follow a consistent approach throughout the school
- We have high expectations for behaviour, attitude and work
- We all have purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make the wrong choice sometimes and are willing to admit if we are wrong
- Problems are normal when children are learning:

Our staff will,

- Listen
- Remain calm
- Be positive
- Be consistent
- Follow up incidents
- Apply the 3 Bs
- Not devolve responsibility



Be Ready...

To learn

* We look and listen to the person who is speaking

* We sit on a chair properly and with our legs crossed and our hands in our lap on the carpet

* We join in with our learning

This is place on the whiteboard in the classroom



Be Ready...

To teach

* Our teacher will plan lessons so we can learn

* Our teacher will provide opportunities for us to learn in different ways

* Our teacher will give feedback to help us improve



Be Ready

To listen to others



Be Respectful

*Treat others the way
that you want to be treated*



Be Responsible

Make a good choice

Recognition and Reward



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'That they may have life, life in all its fullness' John 10:10

Adults are asked to give **first attention to best conduct** to indirectly address any dysregulation by reminding/ signposting children back to the 3 expectations. Where possible and appropriate, **we praise in public and intervene in private**. Children are recognised for demonstrating being ready, respectful and responsible and rewarded for going over and above these expectations.

We have 4 houses,

Willoughby

Disney

Holland

Golberg

Named after famous people who have Dyslexia, this reflects the culture at Oakhill where every member of our school family is valued and appreciated. Staff give 'token house points' (HP) to children for attitude, effort and achievements. Each class counts their HP and the winning house in each class adds an overall token in the whole school measure during Celebration Worship each Friday. The winning house each term is awarded a Mufti Day the first Friday of the new term. Christian Value Awards recognise the outworking of our 6 Christian Values across our school community. These are nominated and rewarded during Celebration Worship on a Friday and are recorded in the corresponding books in the front entrance of the school. Headteacher awards and a badge are awarded one per class every Friday.

Inappropriate behaviours

Where pupils are dysregulated, they will receive swift and positive attention by school staff. Where appropriate, support will be given to identify and reduce triggers. We use zones of regulation as a tool to support pupils. Each classroom and communal space will be regulation friendly.

De-escalation scripts

Our staff use the following scripts to support regulation. We believe it is essential for the child to be heard and this builds a trust, respect and positive relationships

- How can I help?
- I'm not angry at you
- Let's go and...we can
- What happened?
- You talk and I'll listen

At different times, school staff take on different roles e.g. teacher, learning coach, play leader, co-regulator. This guidance is for all adults, in all roles.

- We recognise that **every interaction is an intervention**.
- Each interaction must be **reasonable, proportionate** and **necessary**.
- Interactions will be **positive** and **supportive**.
- We aim for **first attention to best conduct** (children meeting and exceeding our 3 key expectations (**ready/respectful/responsible**))
- Recognition and regulation should surpass consequence.
- Where possible and appropriate **praise in public and intervene in private**.

- Adults will follow individualised regulation plans for children.
- Adults will draw from a bank of example scripts which provide a common structure/ language.
- Our words have the power to destroy and the power to build up (**Proverbs 12:6**).
- Sometimes it is important for adults to be **present but silent**.
- Other adults will check in for support by using the phrase, “**Help is available.**” to the regulating adult, **Team Teach trained staff wear a green lanyard**.
- Regular supervision in 1:1 line management meetings will allow practitioners to reflect on incidents to increase understanding and improve practise, the model below can be used to focus reflections

Teachers and school staff have the statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or fail to follow reasonable instruction. There are a wide range of strategies available which are listed below. In any given situation adults will try to understand the facts and who is involved. They will then decide the appropriate action or strategy to be employed.

Behaviour is recorded and tracked on CPOMS using the **Behaviour tab**, meetings with parents are minuted and uploaded to CPOMS and a copy is given to parents.

Stage 1	Behaviours include: <ul style="list-style-type: none"> • Talking on the carpet • Not being ‘Ready to learn’ • Interrupting others learning/creating distractions 	Outcome <ul style="list-style-type: none"> • Verbal warning • Class teacher informed – if not involved
Stage 2	Behaviours include: <ul style="list-style-type: none"> • Talking back at adults • Unkind comments to others, e.g about work or appearance • Not respecting others, e.g going into others’ drawers or bags • Ignoring or excluding someone more than once • Repeated stage 1 behaviour 	Outcome <ul style="list-style-type: none"> • All or section of Play/lunch missed • Class teacher informed • Discussion with child – noted child reflection on CPOMS • Behaviour log on CPOMS – include Child reflections
Stage 3	Behaviours include: <ul style="list-style-type: none"> • Teasing or unkindness over time • Playing unkindly or unfairly • Deliberately hurting someone, physically or verbally • Swearing at someone ‘in the heat of the moment’ 	Outcome <ul style="list-style-type: none"> • SLT informed and involved • Parents informed • Play/lunchtime missed • Behaviour Log completed on CPOMS with notes of child reflections
Stage 4	Behaviours include: <ul style="list-style-type: none"> • Threatening or intimidating others, e.g. swearing 	Outcome <ul style="list-style-type: none"> • Internal exclusion • Letter to parents

	<ul style="list-style-type: none"> Stealing or deliberately damaging school's or others' property Racism or prejudice 	<ul style="list-style-type: none"> IBP written with CT and SENDCo Play/Lunchtime missed Behaviour Log Completed CPOMS
Stage 5	Behaviours include: <ul style="list-style-type: none"> Repeated racism or prejudice Aggressive, violent or reckless behaviour which puts others or yourself at risk Failure to comply with adults after initial incident 	Outcome <ul style="list-style-type: none"> External exclusion Letter to parents Reported to CoG and FGC

Exclusions

Some pupils will demonstrate a pattern of persistent and sustained incidents and/or present significant and entirely unacceptable behaviour within our school community. The incident will be logged and the procedural requirements of the statutory guidance for those with legal responsibilities in relation to exclusion (the "Exclusions Guidance") will be applied. A fixed term exclusion from the school site will be issued where the situation cannot be managed within the school family.

Where there is a clear and serious and/ or sustained breach of this policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, a permanent exclusion will be issued and potential removal from the school roll. A copy of the Bath and Wells Exclusion Policy can be found here. [Exclusions Policy 2022 - FINAL.docx](#)

Examples of unacceptable behaviours/ breaches of this policy may include

(this is not an exhaustive list):

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and sustained verbal abuse
- Racist abuse
- Abuse against sexual orientation and gender identity

- Abuse relating to disabilities
- Theft, extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered
- Inappropriate use of social media or online technology
- Persistent or general disruptive behaviour
- Willful and repeated transgression of protective measures in place to protect public health
- Sexual violence and sexual harassment

We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

Lunchtime

Midday Supervisors will follow this policy at lunchtime. They will verbally warn a child for inappropriate behaviour before providing a period of cooling off next to the nursery wall for up to 5 minutes before radioing SLT. Further information can be found in the Lunchtime policy [Lunchtime policy 2023.docx](#)

Bullying

Oakhill Church School have a zero tolerance approach to bullying. [LINK to anti Bullying charter?](#)
Behaviour concerns raised by parents

Partnership

Oakhill Church School is keen to ensure that communication is consistent with parents throughout the school. Through the home/school agreement, a positive relationship can be formed between the school and every parent/carer. Should a parent or carer have concerns about behaviour or bullying they need to approach the following members of staff to ensure a quick and appropriate response,

1. **Make an appointment to see the class teacher.** The teacher is the first point of contact. They will take notes and seek to rectify and support the situation. They may provide advice to further action
2. **Meet with the Headteacher.** Should the situation be of a more severe nature which may involve the class teacher. Notes will be taken and agreed actions taken and fed back

Useful Definitions

Arousal

Arousal is the level of alertness in the body. It ranges from low, or asleep, to high, or highly stressed. Different activities and environments require different levels of arousal. And different environments and activities can change our arousal.

Optimal arousal

Optimal arousal is the level of arousal which matches the environment and activity. Sometimes it's called 'Just Right.' At night time, optimal arousal is low enough to facilitate sleep. At school, optimal arousal is when a student can focus and attend. In the playground or at a party, it's normal for optimal arousal to be a bit higher as there's more movement and usually excitement.

Regulation

Regulation is the ability to match arousal to the environment and the activity. Essentially it's the ability to adjust to an optimal level of arousal. Throughout the day the brain and body are constantly doing things to increase and decrease arousal levels in an effort to regulate. Sometimes it's called self-soothing.

Some children (and adults) have more difficulty regulating themselves than others. This could include difficulty with sensory regulation and/or emotional regulation. Difficulty with regulation is often reported in autism, ADHD and attachment disorders.

Dysregulated

Dysregulated is the opposite of regulated. So, it is when an individual is not in an optimal state. What is important to remember is that this doesn't always mean that their arousal is too high. Often we think of dysregulation as angry or out of control behaviour. It's important to remember an individual may freeze or dissociate. These responses are also indicators of dysregulation.

De-escalation

De-escalation is all about helping and improving a situation. Strategies are best used early.

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Home/School Agreement



Be Ready

To listen to others



Be Respectful

*Treat others the way
that you want to be treated*



Be Responsible

Make a good choice

I will do my best to, (Child)

- ✓ Be on time for school 08:30 – 08:45
- ✓ Come to school every day (Monday – Friday)
- ✓ Wear my school uniform with pride
- ✓ Complete my homework
- ✓ Be kind to every member of our school community

Signed _____ Date _____

We will ensure, (Parent)

- ✓ That my child arrives on time for school each day 08:30– 08:45
- ✓ That my child attends school and I will notify the school if they are absent
- ✓ I will support my child with their homework
- ✓ I will read with my child each day for 5minutes
- ✓ I will respect every member of our school community

Signed _____ Date _____

We will, (school)

- ✓ Cultivate and promote a culture of respect where every member of our school family is valued
- ✓ We will work in partnership with parents and carers to remove any barriers to learning
- ✓ We will provide learning opportunities in which children can flourish and grow
- ✓ We will provide feedback to every child so that they are able to move onto their next steps in learning
- ✓ We will hear the voice of the child

Signed _____ Date _____

Mrs J Clements Headteacher

General scripts

Re-route	Acknowledge	Avoid	Example
Can you go and spot 3 children who are being respectful?	I understand/ hear what you are saying.	WHAT are you doing?	Can you share with me what happened?
Specific praise examples (first attention to best conduct)	Maybe you are right. But I still need you to be responsible/ ready/ respectful	Tell me the truth	What is your view on what happened?
You are sitting smartly by sitting on your bottom	I can see you are (describe the action) I wonder if you are (offer an emotion)	You need to think about your behaviour	What does resolution/ moving on look like for you? What do you think should happen?
I like the way you are	I remember the other day when you were able to be (give a specific example)	Why did you do that?	Name child- I can see you are X. Would you like some help? Do you know what to do? What is 1 thing that would make it better?

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