



Oakhill Church School & Nursery

A community of learning, celebration and empowerment

Positive Behaviour Policy



Curriculum Intent

Community of Learning:

To enable all our children to aspire to seek out challenging learning experiences together.

Celebration:

Children's unique identities and learning styles are celebrated and tailored to, enabling them to build a positive mind set towards their learning.

Empowerment:

To empower a strong sense of determination allowing all our children to flourish in all areas of our enriched curriculum creating positive school memories.

Approved by:

Date: 21-01-2020

Last reviewed on:

03-09-19

Next review due by:

September 2021

School Vision:

A community of learning, celebration and empowerment.

To be a nurturing environment which fosters a love of learning at every stage of the journey. To be respectful members of a Christian community in which children are celebrated and embraced for their unique contribution and empowered to become the best they can be.

Overview

Staff and Governors at Oakhill Church School believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment, which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for everyone in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where everyone can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and honest
- Helpful and friendly
- Hardworking
- Respectful and tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Oakhill Church School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.

- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about his or her role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Developing the voice of the child, through the School Council and appropriate committees.
- Appreciating and following the agreed Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognizing their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Offering a broad and balanced curriculum that is well planned and stimulating and provides a clear and positive learning experience.

At Oakhill Church School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils and is seen and applied consistently and fairly.

Code of conduct

The code of conduct will be displayed prominently around the school and discussed with pupils in an age appropriate way.

- Be truthful and honest
- Be well mannered and kind and show respect to others
- Take pride in our school, in our learning and environment
- Set a good example to others and always try your best

Rewards System

At Oakhill school we believe in rewarding pupils for making positive choices, following the school rules and working to achieve their best. Staff will emphasise and reward positive behaviour and attitudes and support students to make positive choices. As already stated we believe children learn at their best when in a positive and nurturing environment.

Each teacher will have their own ways of celebrating pupil's efforts in the classroom, be it formal or informal. This may include the following;

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Certificates – Timetables rock stars, Accelerated Reader, House points
- Written comments in books
- Sending the child to another teacher, senior teacher or head teacher for praise.
- Pupil of the Day
- Award of special privileges e.g. Golden Time
- Star Charts
- Individual or Group Prizes
- Lunchtime awards
- House Points

Head Teachers Awards

Each week all teachers will choose two pupils to receive a Head Teachers award. This award can be given for subject specific reasons, behaviour, attitude or generally positive impact on class life. They will receive a certificate in assembly linked to one of our school values.

Monthly attendance bear

The attendance bear will be awarded to the class with the highest attendance at the end of each month. This will also entitle the class to an extra 15 minutes of playtime at the teacher's discretion.

Pupils will be awarded individual 100% attendance certificates at the end of each term to encourage others to follow their positive attendance. The three terms will be awarded separately to enable pupils to achieve 100% attendance up to 3 times per year. There will also be a whole year attendance certificate presented at the end of the year to any child that has achieved 100% attendance across the whole academic year.

The admin team who will prepare the awards will monitor attendance; they will raise any concerns with the class teacher and/or SLT in line with the school's attendance policy.

House points and Houses

Children at Oakhill Church School are divided into four houses to foster a sense of belonging and identity within the school. The houses are as follows; Springfield (Red), Fernhill (Green), Brownes (Blue) and Challenger (Yellow).

Any member of staff can award House points, usually singularly, for any reason they feel may deserve this reward. This may include some of the following reasons;

- Being careful and kind
- Being polite and friendly
- Being helpful

- Working hard and trying their best
- Being respectful and tolerant

House points will be totalled each half term and the winning house will be announced in a celebration assembly.

Children in Year 6 can apply for the position of House Captains and Year 5 for Vice Captains. The leadership team will conduct interviews as these positions are seen as very important and special within our school, which come with roles and responsibilities. Amongst these responsibilities will be collecting the half termly house point awards and also leading teams for sports events and meetings.

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Oakhill Church School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions, which should be appropriate to the behaviour demonstrated.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm - all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable, and the action being taken.
- Make clear that it is the behaviour, which is being punished, and this is not a personal matter.
- Logical consequences - a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices - remind the pupil they need to make good choices.
- Fresh start - although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Class Plan for Learning

We believe that children respond well if our expectations are made clear to them and at a level, which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences; therefore, with this in mind we have adopted Classroom Management Plans. The Plan focuses on no more than 5 rules and clearly states the rewards if a pupil chooses to adhere to them. If a pupil chooses to break the rules the consequences are also clearly stated.

For the plan to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management Plan
- Clarify with all stakeholders any areas of concern

The Classroom Management plan aims to help pupils to make good choices in terms of their behaviour. Script for use:

Step 1, Teacher: "John, please remember one of our classroom rules is that we listen to the person who is talking, thank you." (Allow take up time and praise John if he complies)

Step 2, Teacher: "John, this is a verbal warning. I need you to listen to the person who is talking, please make a good choice, thank you." (Allow take up time and praise John if he complies)

Step 3, Teacher: "John, you have chosen not to follow my direction. I need you to work away from your group for a short time."

Causes of Inappropriate Behaviour

Table 1, In School Factors that influence pupil behaviour
<p>The Environment</p> <ul style="list-style-type: none"> • Lack of proper ventilation • Physical problems of limited space • Special occasions which cause excitement, e.g. Christmas, Fire Drills etc
<p>The Child</p> <ul style="list-style-type: none"> • Tired due to lack of proper rest • Hungry due to insufficient or inappropriate food • Poor or inappropriate social skills • Need for attention from teacher or parent
<p>The Teacher</p> <ul style="list-style-type: none"> • Offering poorly differentiated curriculum leading to either frustration or boredom • Lack of knowledge of pupils • Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour • Poor dictation • Lack of clarity in explaining expectations for behaviour or subject • Lack of or confusing instruction on subject matter • Lack of professional development • Teacher stress

There are a number of "in school factors" and "out of school factors" which can lead to inappropriate behaviour, these are presented in the tables below.

Out of school factors
<p>Family Circumstances</p> <ul style="list-style-type: none"> • Child's position in the family • Child's relationship with parent/siblings/grandparents etc divorce/ bereavement • Mental health problems

- Family trauma
- Alcohol or drug addiction

The Neighbourhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems
- Civic disturbance

Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. Children with SEND behaviour plans may have specific responses built in rather than the sanctions that are below.

ALL SERIOUS LEVEL INCIDENTS MUST COME TO THE HEAD TEACHER IMMEDIATELY.

Low level misbehaviour

Fidgeting, telling tales, dropping Litter, noisy e.g. talking/ shouting, failing to keep on task, leaving seats without permission, non-uniform/ jewellery, unkind remarks, Bad language (one off), continuously unprepared for work, time wasting, telling lies (one off), pushing/messing around in the line, borrowing without permission, leaving work area untidy, running/shouting in corridors, talking in worship, making weapons from toys/objects, throwing stones/objects,

Consequences

Class Teacher/MDSA/Worship leader to deal with single incidents of low-level misbehaviour, for example;

Stage 1 - Verbal/non-verbal warning,

Stage 2 – Moved seat/place, in worship staff move the child to end of lines, during lunch time children would be stood next to MDSA for 5 minutes.

Stage 3 – loss of 5 minutes from next available break or lunch time. This could be a discussion with the member of staff about the reasons for misbehaviour or completing unfinished work from lessons. This may also be used to look at the golden rules and consider the consequences of their actions.

These consequences will depend on the lesson situation and the age of child. Repetition of this would result in this behaviour moving to moderate level.

Moderate level misbehaviour
Any repeated or continuous low-level behaviours
Consequences
<p>If a child repeats the same behaviour after reaching stage 3 they will be referred to the Head Teacher and this moves to a moderate level of concern. If a child is referred to the Head Teacher, the incident will be recorded in CPOMS. MDSAs will CPOM all incidents and then class teachers/Head teacher will decide on the consequences.</p> <p>Discussion with the Head Teacher about the reasons behind this and how they intend to improve their behaviour. If the Head Teacher has the same child twice for the same issue parents will be informed. If the same incident is repeated, then it would move to the High-level behaviour consequences.</p>

High level misbehaviour
Stealing, threatening/aggressive behaviour towards another child, refusal to cooperate, disregarding adult direction, telling persistent lies, vandalism/damage of school property, intentional and directed swearing verbal/written
Consequences
These incidents will be referred directly to the Head Teacher and a phone call home to parents to inform them of the issue. The consequence to this would be a loss of play time/lunch time or loss of a privilege lesson in proportion to the event/issue.

Serious level misbehaviour
Physical assault on another child or member of staff, use/possession of drugs/solvents/weapons, leaving school without permission, violent outbursts verbal or physical
Consequences
Fixed term exclusion linked to the seriousness of the event

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- Positive Feedback - Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction - tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".

- Positive Repetition - when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one whom doesn't- praise the children who carry out the instruction.
- Non-verbal Cues - hands up, finger on the lips, the "look".
- Give take-up time - give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction - repeat direction without being side-tracked. Use thanks and take-up time; do not stand over pupils in a confrontational way.
- Tactically ignore - ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity - move closer to a disruptive pupil
- Distraction/ Diversion - give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations - e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- Where/ What - "Where should you be?" (In my seat) What should you be doing? (My work).
- Choices - "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- Broken Record - Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- Private Reprimand - a quiet word rather than a public confrontation.
- Repair & Rebuild - as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Reasonable Force/ Safe Handling

In line with best practice, reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner, which attempts to preserve the dignity of all concerned.

Under our Duty of Care, staff may use a physical intervention as a last resort providing they have received the appropriate training. Wherever possible staff should always ensure they have at least one other adult present for support and the other children have ideally been removed from the immediate area. When they do so, staff should be clear that the action was in the child's best interest, necessary, reasonable and proportionate.

Please refer to the Trusts Team Teach policy for further details.