



Oaklands School

“The best for all, the best from all”

Policy for Supporting Pupil Behaviour

Date reviewed:	Headteacher Signature:	Headteacher Name:	Governor Signature:	Governor Name:	Policy to be signed off at Full GB meeting: YES/NO	Policy Review Date:

Behaviour Management Policy

1. Overview

- 1.1 Introduction
- 1.2 Whole School Approach
- 1.3 Positive Behaviour Support and Development
- 1.4 Good Practice.

2. Aims of the Behaviour Management Policy

3. Zero-tolerance approach to sexual harassment and sexual violence

4. The ethos at Oaklands school

- 4.1 Oaklands School Purpose Statement
- 4.2 Oaklands School Code of Conduct
- 4.3 Oaklands School Pupil Pledge
- 4.4 Rewards
- 4.5 Consequences
- 4.6 Recording pupil behaviour
- 4.7 Restrictive Physical Intervention

5. Restorative Approaches

Appendix 1: An overview of some of the rewards and consequences used at Oaklands School

1.1 Introduction

At Oaklands School we know that appropriate behaviour is an essential for effective teaching and learning to take place.

Success in setting & keeping to boundaries depends on factors including:

- purposeful leadership by the Headteacher
- development of a whole school approach
- commonly agreed policies and procedures on pupil behaviour
- regular and consistent use of a system of rewards and consequences.
- use of effective classroom management techniques
- development of a pleasant working environment
- actively developed parent/school relationships.

1.2 Whole School Approach

The school proactively supports the development of positive and successful behaviour as opposed to managing problematic behaviour.

1.3 Positive Behaviour Support and development

Consistent expectations of promoting positive behaviour are essential. Positive management includes the way pupils enter and leave the classes, adults praise pupils efforts, teachers differentiate the curriculum, and in the giving immediate and specific feedback. Adult behaviour sets the expectation of positive pupil behaviour.

Restorative approaches are a key feature of our school and aims to prevent any issues between children developing into major or long term problems.

Oaklands is a restorative school and this is the ethos and process for how the school manages behaviour incidents.

1.4 Good Practice

Oaklands school ensures that:

- Clear expectations of behaviour (being, Ready, Respectful, Safe) are in place that are reasonable, fair and clear to understand.
- Good home/school liaison and cooperation is in place.
- All staff know to whom they should refer when in need of help or advice
- New staff are actively supported by more experienced colleagues (e.g. Behaviour Lead, SLT).
- There is a positive, supportive and pastoral perspective across the continuum of rewards and consequences and restorative meetings.

2. Aims of the Behaviour Management Policy

- To provide consistent positive support and development for students.
- To be understood and supported by the whole school community
- To create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach values and attitudes as well as knowledge and skills.
- To reward positive and improved behaviour rather than to simply punish bad behaviour.
- To make clear to pupils the range of consequences that follow poor behaviour.

- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

3. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

4. The ethos at Oaklands school

4.1 Oaklands School Purpose Statement "The best for all, the best from all"
To provide quality learning opportunities so that every child develops and makes progress in a happy and safe environment.

4.2 Oaklands School's Values

- Developing emotionally healthy minds
- Providing pathways to success
- Supporting pupils to become confident and resilient young adults

4.3 Oaklands School's Mission Statement

We believe in making a lasting difference, by giving students the tools to meet the challenges of the future.

4.4 Rewards

The reward system is based around the principles of consistent, short term, medium term and and ongoing rewards across all key stages and subjects.

Short term rewards include 'Class Dojo' points awarded to students displaying positive behaviour and physical rewards are kept in a basket in each room for those that go over and above the norm. Class Dojo points are linked to school behaviour targets and are designed to:

- Raise self esteem.
- Recognise and reward positive behaviour.
- Reinforce and maintain positive behaviour.
- Encourage enthusiasm for learning.
- Modifying pupil behaviour and attitudes.

Points can be given out at any time during the lesson especially during the beginning and plenary session. The children should be actively involved in how points are awarded in order to promote ownership of the system and of their own behaviour. They should be encouraged to suggest points that could be given to other children.

Medium term targets involve the use of 'nuggets'. These are awarded to those pupils who display the characteristics of an Oaklands pupil (i.e. pupils that display the behaviour expectations) in their day to day school life. The nuggets are collected in school weekly and once a target amount is reached, we have a whole school reward reflecting our belief that every member of the school is responsible for the collective behaviour.

Ongoing rewards centre around the use of 'Class Dojo' to award and track bonus points to students. These points are collected and rewarded weekly with a reward to those children who have collected the most points. At the end of the term, those pupils who have achieved the best percentage of positive points are awarded a special prize in recognition of their consistently good behaviour.

Monday and Friday Assemblies

Monday assembly is used to set the targets and thoughts for the week. We also celebrate attendance and behaviour figures for the previous week.

Celebration assemblies are on a Friday where staff may select a student who have achieved the target for the week. House points allocated on Dojo or during sports competitions are also celebrated.

When awarded, pupils are entitled to a week of free healthy snack in recognition of their hard work and excellent behaviour.

4.5 Consequences

Consequences are many and varied, and range from non-verbal disapproval by the teacher through to permanent exclusion.

The most commonly used consequences for less serious mis-behaviour are:

- Missing out on Class Dojo points
- Being timed-in & timed-out (plus loss of Dojo points) – i.e. missing choice activities at break or lunchtime.
- A phone call to parents or a message in diary.

If these actions do not bring about an improvement in behaviour the consequence will be internal exclusion, fixed term exclusion (in the first instance short fixed term) followed eventually by permanent exclusion.

Consequences related to sexualised behaviours in school

Any form of sexualised behaviour will not be tolerated at Oaklands school. Sexual violence and sexual harassment is unacceptable behaviour and will be dealt with accordingly.

Sexual violence means rape, assault by penetration, or sexual assault.

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment including sexting.

We want everyone to feel included, respected and safe in our school. We will support and listen to all of the pupils involved if an incident of sexualised violence or harassment occur. Support will be offered to all parties involved so that behaviours can change. Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

All staff and pupils are strongly encouraged to report this behaviour. If a pupil makes sexist comments in school, we will:

- Ask them to apologise to anyone the comment was directed to
- Support and educate them to improve their behaviour
- Monitor the behaviour for any recurrence
- Escalate to a call to parents if the child will not listen/apologise.

Different sanctions will be appropriate for different 'levels' of sexualised behaviours. Parents will be involved after all incidents – this could be a phone call, meeting or told at the end of the day. After a serious incident, we may need to inform the police.

Appropriate sanctions include:

- A verbal warning
- Apologise to their peer
- A letter/ phone call to parent
- A meeting with parent
- Isolation
- A period of internal exclusion
- A fixed-term exclusion

Our response to each incident will be proportionate to the incident and we will consider:

- The age and development stage of the alleged perpetrator
- The nature and frequency of the alleged incident

- How to balance the sanction alongside education and safeguarding support.

4.6 Recording pupil behaviour

Misbehaviour that warrants time-out or greater sanction will be recorded on a the CPOMS system. This will be analysed by SLT the Behaviour Lead to monitor any pupil's overall behaviour and ensure the appropriate sanctions take place and parents are contacted.

Individual Behaviour Monitoring Forms (Reports) will be used to record incidents or behaviours that may not require sanction, but which may inform the overall picture of a pupil's general behaviour.

Consistent poor behaviour will result in a pupil being put on report. This entails taking a report card to every lesson where the teacher comments on behaviour during the lesson. This provides a closer level of monitoring of an individual pupil.

A form tutor or member of the senior leadership team will inform the parent of any pupil whose general or specific behaviours are giving cause for concern. A note of any contact with parents relating to behavioural concerns will be kept on CPOMS system.

4.7 Restrictive Physical Intervention (Physical Restraint)

There will, unfortunately, be times when it is necessary to administer a physical intervention to support a pupil.

It must be stressed that the process of physical intervention is to support a child, and is never used as a consequence for negative behaviour. Physical intervention is used as a very last resort, when it is deemed as absolutely necessary.

The Headteacher, together with the Designated safeguarding Lead review all incidents where physical intervention has had to be used to support a child.

5. Restorative Approaches

Oaklands is a Restorative School. This means that the principle of Restorative Justice and Practice is central to the ethos of supporting pupils. The aim of the school is to help pupils take responsibility for their behaviour and to make informed and positive choices when facing situations and challenges. Restorative Practice runs throughout the curriculum and the pastoral system. All staff are trained to deal with any issues in a restorative manner to help pupils contribute positively to school life.

The behaviour lead is available during morning and afternoon registration to support the restorative justice process by facilitating meetings between children or supporting teachers by taking their class while this takes place.

Appendix 1: An overview of some of the rewards and consequences used at Oaklands School

Rewards

Catch the children doing the right thing and reward them to reinforce this behaviour. It has been proven to be much more effective than telling children off or punishing children if they are not following behaviour expectations.

Dojo & rewards

- Dojo can be used by form teachers to review behaviour for a class over the day or week. Eg: Hand out basket items for highest achiever.
- Basket items can be given to students for behaviour above the expected level.
- Top 10 from each year-group enter the Monday raffle for £5.
- All points count towards house cup.
- Each half term the % positive points will be used in conjunction with attendance figures to decide which children should enjoy a reward time.
- A warning can be given but don't take points away. This happens during time out.

Nuggets

Should be used to reward behaviour when you do not have access to dojo; on the yard, moving between lessons, assembly, etc. Have some in your pocket and give them out as often as you can.

Dealing with negative behaviour

- Try all positive actions first
- Quiet verbal warning
- Visual warning
- Consequence 1,2,3. (always return to step 1 before escalating consequence level. Isolation may be given by SLT after review of incidents reported on CPOMS)
- Call office for help (duty support list)
- Evacuate class

Consequences:

Escalation of internal consequences

1. Time in (up to 15 mins break or lunch)
2. Time out (15 mins break or lunch)
3. Time out both breaks (winback for good behaviour)
4. Isolation day (winback after lunch for good behaviour)

At stages 2-4 a phone call home may be made.

Report cards.

There is a generic form on the behaviour area of the network. For younger children a simplified weekly form may be more appropriate. Cards should be:

1. linked to behaviour targets that the child needs to be working on.
2. Reviewed daily and used for positive reinforcement; dojo points if targets are met, phone calls home etc.
3. Time limited. One or 2 weeks at most.