

Behaviour Policy

At Oasis Academy Aspinal our motto is:

Aim high, Aspire and Achieve

At Oasis Academy Aspinal, we believe that good behaviour is the key to a good education.

We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasizing praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration

Why positive behaviour management?

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents/carers have a responsibility of setting a good example as well as ensuring that the rules are followed.

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. As a result, reducing exhibitions of inappropriate behaviour choices.

Strategies for promoting positive behaviour

- Staff work to promote 'green behaviours' at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos. Additionally, these assemblies allow children who are promoting our school values outside of school to share and celebrate their success with staff and peers.
- Senior staff hold regular assemblies (celebration/ethos assembly) to revise with children what is meant by 'green behaviours' and what this will look like.

Class teachers discuss 'green behaviours' with their pupils and ensure that the school rules and Going for gold charts behaviour charts are displayed and used consistently.



Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

Promoting positive behaviours:

It is important as adults within the school we model the kinds of behaviour that we expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is important to deal with this in a low-key manner to avoid escalating the problem further. Additionally, allowing appropriate de-escalation time where necessary.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do you communicate with confidence and authority? Do you tend to reduce the temperature or raise it?

Promoting our ethos, values and habits:

Patient	Forgiving	Self-controlled
Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

It is important that all staff are constantly promoting and displaying the 9 habits integral to the Oasis ethos and values. Each month will have a specific theme, however we can and should praise and reward children for portraying such habits at any point within the year.

Our school vision and values:

At Oasis Academy Aspal we:

Aim high, Aspire and Achieve

We do this by taking **ACTION**:

Accountable – be accountable for our actions; manage our own distractions; take on board and respond to feedback

Care – take care of our environment; ourselves; our uniform and how we present ourselves; take care of our equipment, resources and one another

Teamwork - collaborative learning, support one another and celebrate successes of others

Inspire – be a role model to inspire others, take inspiration from others and experiences

Openness – be open to learning; being open and honest; open to admitting mistakes; open to relationships, friends and new things

Never give up – always challenging yourself; using your B's; trying again; trying new things; not stopping when you face challenges, continuing to learn, continue to AIM HIGH, ASPIRE AND ACHIEVE



It is essential that these rules and positive behaviours are referred to through reward systems, ethos and values promotion and teaching.

Procedures for implementing the behaviour policy

Staff explicitly reinforce expected green behaviours through positive management.

A six step system to be utilised in conjunction with classroom going for gold systems. If a child is on green and presents with low level behaviour the following process should be followed prior to a move to amber, in order to allow the child time to self-correct.

1. PIP – praise in public. Pick a child on the same table presenting the behaviour you desire and publicly praise them for it.
2. Use a non-verbal signal to the specific child to give them a visual reminder of what is expected.
3. Are you ok? Ask the child if they are ok? If not offer an appropriate time to discuss this during non-teaching time. If they respond 'yes', remind child of desired behaviour.
4. Walk and whisper – if behaviour persists walk to the child and whisper what desired behaviour you are expecting from them.
5. Name – Pause – Thank you. State the child's name allow them to make eye contact and give your instruction (inclusive of a visual signal), close with Thank You.
6. Choice or Consequence: If the behaviour is persistent offer the child a choice or consequence. If you choose to follow the instruction you will remain on green, if you continue with You will have to move your name to amber.

It is important at this stage that if the child corrects behaviour this is praised publicly. Similarly, if the behaviour isn't corrected the child's name must move to amber and the child loses 1 dojo point.

If a child self corrects once on amber it is VITAL their name be moved back to green publicly, in order to evidence to children that staff are willing them to make good choices, and 'turn it around'.

However, if whilst on amber behaviour is still disruptive to learning then processes 1-6 shall be followed and a child will move name to red. When on red a child immediately loses 5 dojo points and has to go to the next year group up with a sand timer for 10 minutes.

Once on red, a child's name will remain there for the extent of the session (KS1 the remainder of the lesson, KS2 the morning session or afternoon session), after which, all names will then be returned to green in order to allow children a fresh start.

Behaviour escalating beyond low level

If the classroom low level policy has been followed and a child's disruptions continue when they return to the room a member of ALT will need to be called. EYFS: Carol Bailey, Years 1, 2 or 3: Cherie Cairns or Year 4,5 or 6: Rachel Hughes. They will be taken to their leads classroom for the remainder of the session and will eat lunch with that member of staff.

This will need to be communicated by the class teacher to the parents at the end of the day and logged on CPOMs.

If behaviour is continuous child will be sent to the Principal who will then discuss behaviour expectations and consequences.

Any violent/physical attack will automatically result in a loss of 5 dojos and lunch with a member of ALT

If the Principal has to come to speak to the same child for behaviour within the same week, on the second time of doing so the child will be sent to the opposite key stage for the remainder of the day (this will include break and lunchtimes). At this point, the Principal will hold a meeting with the child's parents/carers.

In the attached appendix are some useful scripts to promote and reinforce green behaviours. They are particularly useful in guiding and supporting children who are struggling to stay on green.

Exclusions

If a child physically hurts a member of staff, is excessively physical with another pupil or scales/climbs perimeter fences and gates this will result in an exclusion.

Behaviour and Routines

Staff at Oasis Academy Aspinall understand transition times and 'hot spots' for the children within school, it is important that routines are in place in order to minimise disruption during these times.

Entry into school (morning, returns from playtimes):

Class to be lined up in designated areas on the yard and escorted back to class by a member of the classroom staff. At the start of the day it is important the classroom teacher is there to meet and greet the children to start the day positively.

Parental Involvement

Positive informing

Parental involvement is essential to maintain good behaviour. These desired behaviours will be rewarded and communicated to parents verbally, through dojos, stickers and certificates directly from class teacher.

Every week, parents will be invited to celebration assembly if their child has been chosen for class champion; maths magician or wizard writer.

Negative informing

If a child has had to spend a session with their phase leader, principal or miss their lunch, this needs to be communicated to parents by the class teacher as a preventative measure and an opportunity to self-correct behaviour for the remainder of the week.

Lunchtime Behaviour

Expectations for behaviour remain unchanged during non-structured times such as break times and lunchtime.

Positive behaviours will be praised publicly to class teacher in front of child and dojo points will be awarded to the child.

If OAA rules are broken during lunchtime children will be given an amber warning. When issued with an amber warning, children will be given 5 minutes to sit out from play for reflection. If a child continues to be disruptive despite reflection time, they will lose the remainder of that lunchtime and be brought back into school by SLO. The SLO will determine if a lunchtime incident form needs to be completed and reported back to classroom staff.

If a child presents any extreme behaviour (physical aggression, persistent verbal aggression) during a number of lunchtimes within the same week, a meeting will be held by class teacher and parents to discuss potential lunchtime rotas.

All lunchtime exclusions need to be reported to class teacher and exclusion staff by the SLO on the day of issue so this may be communicated efficiently to parents.

Appendix:

Below are some useful scripts for use in and around school when children are struggling to use green behaviours.

Scripts

Establishing an understanding

Acceptable behaviour is

Let's go through the school rules ...

Remember, last time we did really well by ...

Remember our school rules when walking around the school ...

Ready means ...

I like teaching this group/class because ...

Establishing systems

Use first/ next board to break work down

Use individual timetables

Use a comments box, to direct questions to

Use appropriate communication system; cards, non-verbal cues

Settling the group/class

Good morning

How are you today?

That's good (sitting, walking, listening)

First you put that (...) away, then...

Thank you for (being quiet, walking, listening)

We are ready to start

Today we are going to ...

Let's make sure we are ready by (getting our books out, sitting in our seats, looking this way)

In response to comments

We talk with respect for each other in this class

I understand you are finding it difficult today, how can we get this work done today?

It's time to finish this piece, later we can ...

Let's post that and I'll talk to you later about it

Remember the comments box

Refer children back to the school rules

Recognise feelings/difficulties

It's ok to ...

It's not ok to

You can ...

Offering an alternative

I can see that you are upset/ cross

It's ok to be upset/ cross

When you are upset/cross, it's ok to shout/ stamp your feet/ go to the (designated space)

It's not ok to hurt people/ break things. First we are .../ then ...

It's not ok to hurt people. First we are safe, then...

It's not ok to break things. First we have safe sitting, then...

Safe means; hands down, feet down, sitting on the chair

Starting a sentence with Yes can help. If not possible; it's time for then

Maintaining appropriate behaviour

I can see something is worrying you/ wrong

Can I help you get started/ move on?

Thank you for moving back to your seat

What should you be doing? (When off task)

When you put the toy away, I'll help you find the pencil (etc...)

That is good sitting/ listening/ writing

Remember yes as opposed to no

Regular reference to school rules and good choices.

What if a child says:

I'm bored!

This is boring!

I'm not ready

No!

Responses might me:

Well this is the work we need to do today, how can I help you get it finished in time?

Ready means ...

The choice is working with me after the lesson, or finishing now and going out for break with your friends
Remember the school rules We finish our work, talk politely, ask for help, take time away when we need to

This first, then you can ...

- **Crisis talk for individuals:**

Remember our listening and language processing skills diminish when we are under stress, use plenty of visual cues to get the message across, avoid too much language

We all need to be safe

I can see that Is upsetting you/ worrying you

We are here to keep you safe

Safe means; safe hands.

When you are ready you can rejoin the group/ take some time away/ have a turn

Ready means safe hands/ safe feet/ listening to adults

We can help by moving things/ re-arranging work

Helping might mean we hold you

I/ We care about you; I/ We will help keep you safe

We are going to help keep you safe

Avoid the temptation to say 'good boy/ girl' .Thank them for being safe. Praise them later when they are back on task. This avoids confusion over which behaviour you are praising

- **Crisis management with a group/class:**

Prepare for the knock on effect with the group

Rewards for helping class/ friends/ staff when others in crisis

Work towards class incentive for kind and helpful/ good friends

Reward and notice positive behaviour in others

Fine balance between who to remove; what message are you sending to individual/ group

We might say:

.... Is feeling cross/ upset

Its ok to be cross/ upset

We are helping ... to feel better

You can help by .../ coming with us to another room

.... Needs some quiet time, we will all help by ...

Thank you for being helpful friends

Dealing with the aftermath

Tell me what happened

I can see you were upset/ cross

The way you told us you were upset/ cross was not safe

Was that safe?

What were your choices?

What choice could you make next time?

We care about you

We care, that's why we sometimes hold you, to keep you safe