



Co-op Academy Oakwood Behaviour Management Policy

“The success of any strategies to alter children’s behaviour depends largely on the parents’ and teachers’ combined ‘will’ to implement them.” (Topping 1986)

This willingness is largely dependent on the relationship between home and school.

AIMS

Our aims in behaviour management reflect our vision statement:

- To maintain a consistent system of dealing with challenging behaviour.
- To build good relationships between staff/ children/ parents. Respect for each other is vital. Children can only show respect to adults and other children if they feel valued and respected themselves.
- To promote acceptable standards of work – for children and staff. All contributions should be valued and not compared.
- To ensure that children feel secure in their surroundings so that effective teaching and learning can take place.
- To encourage and teach children to take responsibility for their own behaviour.
- To promote good order in the school at all times.
- To maintain good communication between home and school to share both positive comments and concerns about pupils’ behaviour.

School behaviour will be supported by the roots value system:

- Responsibility
- Openness
- Optimism
- Trustworthy
- Solidarity

These values will be explicitly taught and modelled through assemblies, circle time and PSHCE curriculum.

Preventative Strategies

Establishing a school routine:

- Children should be greeted by the teacher at the beginning of each session and clear expectations should be established.
- Children should walk quietly and in single file in school.
- Children and staff are to refer to each other politely, using the child’s name where possible.
- Children should be taught common courtesies by example – e.g. smiling at each other, greeting each other, holding doors open for each other.

The learning environment

Teachers should provide an environment, which has:

- A welcoming atmosphere.
- Evidence of the Red Amber Green system at an age appropriate level



- Golden Rules/Values displayed in the classroom.
- The weekly ethos statement displayed in the classroom.
- Resources which are tidy, clearly labelled and easily accessible by the children.
- Consistent daily routines.
- Differentiation, as required and high expectations.
- An atmosphere which will encourage the children to feel a collective responsibility for each other and their environment.
- Evidence that all children's contributions are valued.
- Work displayed according to school policy.

Use of the **RED AMBER GREEN** system

Every classroom has a board with name cards for all the children on it. Throughout the day these name cards can be moved between colours depending on the children's behaviour.

GREEN: Every single day the children start on green which signifies that the child is showing good behaviour in the classroom. If he/she has to be warned about his/her behaviour he/she will be moved to **YELLOW** as a warning. If their behaviour improves, he/she will be moved back to **GREEN** at the teacher's discretion. In KS2, if a child has managed to stay on **GREEN** or **YELLOW** an entire lesson they will earn a **GREEN** point towards the **GREEN** award. If a child has been on **GREEN** all week they will be given a note to take home on Friday.

AMBER: If a child ignores their **YELLOW** warning and continues to misbehave, he/she will be moved to **AMBER**. This means he/she will be given a 5 minute time out in the corridor (with adult supervision). The reason for this will be explained to the child and after the 5 minutes he/she will be welcomed back into class. If work needs to be caught up, this will be managed by the class teacher. **AMBERs** will be monitored by the Pastoral Support team and if necessary, may lead to an appropriate sanction, e.g. loss of playtime.

In the unlikely case that a child is on **AMBER** three times in a day, he/she will be moved to **RED**.

RED: If a child continues to misbehave even after they have had their 5 minute time out, they will be moved to red. This will mean that he/she has to spend the rest of the lesson in a different classroom that is chosen by their teacher. He/she will also have to miss some of his/her next playtime.

If a child has been on **RED** twice in one day, he/she will have to spend the rest of the day in another class. When a child has been on **RED** twice in a day, or three times in a week, their parents will be asked to come into school to discuss their child's behaviour.

You will be informed by your child's teacher, or via a letter, if your child has been on **RED** during the day.

Positive Behaviour

We are very proud of the good behaviour we see from our children on a daily basis and we want to make sure that we acknowledge this.

SILVER: If a child has done something that has made their teacher very happy they can be put on **SILVER**. This is to let the child know that their effort and attitude is really appreciated.

GOLD: If a child has done something that has really impressed a member of staff he/she can be put on **GOLD** and be given a golden star/stamp. Once he/she has collected 10 **GOLDS** he/she will be given a certificate by the class teacher. When a child achieves 20 **GOLDs** they will receive a Mega-**GOLD** Certificate in Assembly.



KS2 Green Award

Children earn green points by staying on Green throughout the day. At the end of a full term children who have enough points are entitled to attend the green award.

We hope that this document has given you a better understanding of the behaviour system that we have been developing at Oakwood Primary Academy. If you do have any questions or comments about the system please feel free to speak to your child's teacher.

Praise:

At Oakwood we focus on our pupils' good behaviour. We hope that highlighting, praising and rewarding the positive behaviour in and around our school has a positive impact on the pupils who at times might struggle to manage their behaviour.

Rewards:

Golden Time / Class Reward time (years 1-6)

Golden Time happens weekly during a Friday afternoon. This time should be used by class teachers to promote class goals and class behaviour. During this time, children in Key Stage 2, who have not completed homework will be given time to complete work then.

Foundation Stage

- Verbal praise/actions
- Star of the day in each class – prizes and special activities
- Certificates in assembly
- Smiley face badges
- Sharing achievements with peers and parents

Suggestions for other rewards:

- Certificates are earned in KS2. Green Stamps are awarded for a variety of achievements, but primarily are about sustaining a good attitude to learning and behaviour. Children receive a green sticker after every lesson if they have behaved appropriately.
- A target number of Green Certificates is set for each term. Children achieving the target will take part in the Green Award at the end of the term.
- Sending children with work (and a note for guidance) to another member of staff.
- Being given a responsibility.
- Using a reward book in class – ensuring that children are eager to be included and ensuring that no one is left out all the time.
- Table/group star charts – appropriate for effort, good behaviour, helpfulness etc. – not academic achievement.
- Stars, stickers, smiley faces.
- A special mention in the Gold Book in the entrance area.



- A weekly Headteacher's certificate will be awarded to one child from each class for something exceptional they have done (behavioural /academic)
- KS1 children may show good work in Friday assemblies.

Strategies to manage disruptive behaviour:

- The look: give a look that conveys you are aware and disapprove of a child's behaviour.
- Physical proximity: stand near a child whose behaviour is off-task. The child will know why you have done this.
- Mention the off-task child's name while you are teaching.
- Proximity praise: focus on and praise the behaviour of children sitting near the off-task child.
- Once the child is back on task, praise the appropriate behaviour at the earliest opportunity.
- Reminder of Red/Amber/Green Behaviour System.
- Child's name to be moved up on the behaviour system.
- Sent on 'errand' with Learning Support Assistant/Learning Mentor.
- Talk through the problem.
- Message sent to Headteacher/Deputy Headteacher/Group Leader.

Sanctions

When behaviour strategies have not had an effect, sanctions will be used. These are a choice:

- Verbal warning.
- Non-achievement of 'sticker' for that session in Years 2 – 6.
- Name moved up on the Red/Amber/Green Behaviour System (see guidelines)
- Loss of (part of) playtime - children may be kept in at playtime but only under supervision.
- Loss of Golden Time (never all of it)
- Referral to Pastoral Support Team
- Referral to Leadership Team.
- In-school exclusion

A small number of children, whose challenging behaviour cannot be maintained within this structure, will be supported on an individual basis, in line with their IBP and with support from the Pastoral Support Manager.

Recording

All incidents are logged in the classroom behaviour files and then recorded electronically. These recordings will be analysed half termly to look at ways to improve both individual pupil's behaviour as well as classroom behaviour as a whole.

The Pastoral Support Team will do weekly behaviour reviews with identified key children. In these reviews we will look at the behaviour of the previous week with the identified pupil to look at the reasons behind this behaviour and to come up with behavioural targets and possible rewards for the following week.

Lunch time procedures

Miss Price, Mr Bennett (Pastoral Support Workers) and Mrs Cole (Behavioural Support Worker) play key roles at lunch time.

For serious behaviour (e.g. violence/bad language to staff) children should be referred straight to one of pastoral team and if appropriate to the Senior Leadership Team.



For minor incidents - calmly give the child a warning making it clear what behaviour it is that you are concerned about. If the behaviour persists then refer the child to one of the supervisors.

Once informed of an incident the supervisors will decide the best course of action. This may be a warning/time out/removal from activity. It is up to the supervisors to decide if a blue form is needed and/or Pastoral Support Team involvement is necessary.

Severe incidents

Sometimes there is a need to act quickly for severe misbehaviour.

In such cases, a Pastoral Support Worker/Headteacher/Head of School will be involved immediately. Each incident will be dealt with on a case-by-case basis, in discussion with all relevant parties, including parents and appropriate outside agencies.

The use of force to control or restrain children

We believe that we should try all other strategies, especially the use of diversionary tactics, before we use reasonable force.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young child running off a pavement onto a busy road or preventing one child from hurting another.

In the case of serious disruption to teaching/learning and classroom order a Pastoral Support worker or a member of the SLT might decide physical intervention is necessary if the child refuses to leave the classroom and all other strategies have been unsuccessful.

If we identify individual children who may not always respond to other positive behaviour strategies, we must complete an Individual Handling Plan (IHP) and a risk assessment to lay down individual ground rules about safe handling.

Please refer to the Positive Handling policy and procedures for further guidance.

Confiscation of inappropriate items

As stated in the DfE's 'Guidance on Behaviour and Discipline in School (January 2016)', the Headteacher and authorised staff can use reasonable force given the circumstances to conduct a search for the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules (i.e. chewing gum, mobile phones etc.).

Please refer to the Care and Control Policy for further information.



Recording incidents

It is a legal requirement that there is a written report of any occasion where handling is used. (This should be done within 24 hours) and the log book is completed. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

The forms and log book are kept in the Pastoral Support Workers room.