



The Oaks CE Learning Federation Behaviour Policy

Our Vision

Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

“Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go” Joshua 1:9

Our behaviour policy for the Federation is based on the Christian values of our three schools. We aim for each school community to show and be shown love, compassion and respect through actions, words and deeds.

It is everybody’s responsibility to support the development of good behaviour in and outside of school. At the Oaks CE Learning Federation, high levels of behaviour underpin a productive learning environment. It is key that we are consistent in our expectations and model these expectations in our own conduct.

We seek for all our school community to follow three core values:

- To show love
- To show compassion
- To show respect

These three rules, form the language of behaviour within each school and reinforce the positive behaviours we want to see from every member of our school community.

As part of our ongoing curriculum, we talk, teach and support our pupils to understand what these values mean in actions. We talk to pupils when poor choices are made, recognise when good choices are seen and reflect on teachings from the Bible, reflecting on key messages and teachings.

It is key that all members of our school community recognise that showing love, compassion and respect constitutes as good behaviour and that every member of our school is able to understand and live by these values.

There are many ways we can show these values. We begin teaching pupils this by ensuring six key actions are promoted.

Love	Compassion	Respect
Say well done to others for their achievements	We say sorry when we have upset another.	Listen to others, looking at them when they speak and waiting for them to finish before talking ourselves.
Help others	Keep each other safe.	Always say please and thankyou

These actions are displayed around the school and in each classroom and are looked at everyday within class.

There are many other ways we can also show our values through our actions such as:

Love

“Let all that you do be done in love” 1 Corinthians 16:14

- Forgive others
- We are polite and always say please and thankyou
 - Praise others for successes
 - Use kind words
 - Understand others needs
- Offering to help before being asked

Compassion

‘The Lord is gracious and compassionate, slow to anger in rich in love. The Lord is good to all; he has compassion on all he has made.’ Psalm 145: 8-9

- We let others join in our games
- We think about how our words make others feel
 - We use kind hands and don’t hurt others
 - Share
 - Apologise to others
 - Ask others how they are feeling
- Pick up and take care of others coats and belongings when they are on the floor

Respect

‘Treat others as you would want them to treat you’

Matthew 7:12

- We listen to others when they talk, looking at them and taking turns to speak
- We recognize that everyone is different and celebrate diversity
- We look after school property
- We respect others choices and opinions
- We respect others as learners and don't disturb or stop their learning
- We travel around the school quietly
- Follow the instructions given by adults at school
- Care for the environment, both inside and outside of school

STANDARDS OF BEHAVIOUR

As an infant school, it is important to recognise that our young pupils are still learning about behaviour and come to school with a range of experiences and understanding about positive behaviour. It is our role, to work in partnership with parents, in helping pupils make positive choices about their behaviour, know how to make things better and to forgive others.

For some of our pupils, there will be a variety of external factors, such as barriers to learning, acute childhood experiences (A.C.Es), significant life events and experiences, which mean that our approach to supporting their developing behaviour may take longer and require a personalised approach, to meet their needs. Where this is the case, teachers will work with parents to discuss behaviour plans, agreed strategies and to regularly evaluate progress, in order to ensure a joined up approach is taken when developing pupil's behaviour and understanding of the world.

THE CURRICULUM AND LEARNING

We make explicit expectations for behaviour and feed this into our overall curriculum offer. Within whole school and class worship, pupils will explore our values and be given opportunity to reflect on how these can be shown in action. Classes will also explore the values in relation to their own class and form a class charter, which will be completed at the start of the academic year with their pupils.

REWARDS

We seek to reward and praise good behaviour as often as possible. Praise and reward should be given for good work/effort, good behaviour, and improvement of behaviour, attitude, kind deeds and politeness. Praise and reward is used to recognise, reinforce and consolidate desired behaviours.

Across all year groups, classes use dojo points (on line reward system) as a consistent method of praising successes, which are directly related to our values and learning skills. However, there are a variety of others ways praise can also be given:

- Verbal praise ☐ A smile.
- Good work shown to other pupils, teachers and parents.
- Recognition of achievements by senior staff.
- Stickers/merits for work and behaviour.
- Certificates.
- Top table for good behaviour at lunchtime.
- Weekly awards for individuals, groups, classes. ☐ Achievements commended in collective worship ☐ Inform parents (verbally or through tapestry).
- Do Jo points
- Individual progress noted and recorded.
- Phone call home to recognise positive behaviour

Team Rewards

Within classes, we also encourage collaborative responsibility and teachers can adopt a whole class reward system to support the running of an effective classroom. This results in a class 'reward' which has been agreed with by the class.

Whole School Celebration

Each week, we also celebrate those pupils who have modelled positive attitudes to learning <https://www.oakscelearningfederation.co.uk/learning-values/> and reward these pupils with a certificate in recognition of their efforts. We also recognise one child from each class, who has gone above and beyond in promoting one of our values of; love, respect and compassion. These pupils are awarded a values trophy and celebrated within the whole school.

SANCTIONS

At times, sanctions may be used to be used to discourage poor and inappropriate behaviour. They are needed when other, more positive forms of management have been exhausted and prove ineffective.

The use of sanctions should be characterised by certain features.

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.

- It should be the behaviour rather than the person that is the focus
- Analysis of staff responses will be undertaken if challenging behaviour persists

It is imperative that the adult dealing with the sanction remains a role model. Therefore, the expectation for adult conduct includes:

The adult dealing with behaviour will never shout as a form a discipline.

The adult dealing with behaviour must remain calm

The adult must deploy their knowledge of that child, considering any exceptional circumstances which may be having an effect on that child's behaviour. It is the class teacher's responsibility to ensure they share key information and strategies for supporting positive behaviours with the adults working with their classes.

Within the school, we use a range of sanctions and staff are expected to execute these in a fair and proportionate manor. Sanctions can include:

- Using a 'stop' card
- Rectifying impact of behaviour (e.g. tidying a classroom if a child has made a mess)
- Expression of disapproval
- Withdrawal of privileges
- Time away from their class or peers (normally to calm down or to reflect on their behaviour)
- Time out – using a timer
- Referral to a senior leader in school
- Communication with parents
- and, ultimately and in the last resort, exclusion (following the LEA guidelines).

For some pupils, a period of time between an incident of poor behaviour and sanction may be needed in order for the impact of the sanction to be effective. However, a sanction must follow an incident of poor behaviour.

Following a sanction, pupils should be given strategies to avoid repeating the same behavior again. Children should be clear on what behaviour was identified and why any sanction was given (emotion coaching).

NB: Sanction and punishment are not the same. A sanction is a consequence of poor choices and should allow every child the opportunity to rectify behaviours.

COMMUNICATION AND PARENT PARTNERSHIP

It is essential that both school and parents work together to ensure high levels of behaviours.

We ask all parents to:

- Support their child in adhering to the school expectations of good behaviour
- Ensure that their child fully understands the school values and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

School staff will celebrate positive behaviour with parents and will inform parents when their child has shown exceptional behaviour and modelled acts of love, respect and compassion in their actions

There will be times when the school will inform parents of poor behaviour, with the intention that parents will continue a discussion at home with their child. This includes:

- when a child has hurt another child with intent
- destruction of property
- swearing/bad language
- absconding
- continual low level disruption.

WHEN BEHAVIOUR BECOMES CHALLENGING

For some pupils, a different approach is needed to support their ongoing development.

For pupils with additional education needs, teachers will work with the school's SENCO to develop a personalised behaviour plan, which will be reviewed regularly. This will work to address small steps to a desired outcome. This will always be shared with parents.

Where behaviour is disruptive, dangerous or continual, external support may be used to assess need and evaluate approaches to supporting behaviour.

PHYSICAL RESTRAINT

Physical Restraint should only ever be used as a last resort, if absolutely necessary and when it is in the child's best interest to do so.

This will be to prevent

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

This should be read in conjunction with the school's restrictive physical intervention in schools Policy and safeguarding policy.

Exclusions

(see also County Guidelines on exclusions <https://www.hants.gov.uk/educationandlearning/educationinclusionsservice/exclusion>) It is the policy of this school that all pupils will work towards self-discipline and become responsible for their own actions.

There are times when the school may need to consider exclusion. This will be a last resort in response to serious or persistent breaches of the school's behavior policy and where allowing him or her to remain in school would seriously harm the education and welfare of the individual pupil or others in the school

Fixed Term Exclusion is an extreme option when the safety of others is continually endangered by physical assault and/or the education of the other pupils is continually disrupted. A fixed term exclusion may be used in order to provide the school time to seek appropriate support, advice and to put systems into place to support the excluded child in returning to school and finding success with behaviour. Permanent Exclusion (in accordance with the DFE guidelines), will result if the child's behaviour does not improve. Physical violence, bullying, continual theft and continue intention damage to the school property/grounds could all result in exclusion.