

Oasis Academy
Longmeadow
Positive Behaviour
Policy
2018-2019

Our Vision

Our positive behaviour policy aims to support and promote our vision whilst deeply imbedding our Oasis values of Perseverance, Hope, Inclusion, Equality and Healthy Relationships within the daily culture of our academy.

Culture for Learning

Our behaviour policy aims to help achieve our vision by creating a positive, secure and predictable environment where 'Green' behaviour is the minimum expectation for all pupils, from all staff. All opportunities are taken to develop children's understanding of our values and therefore the importance of Green behaviour. Green behaviour is strongly promoted through whole academy language, both in and outside the classroom, through positive verbal praise and reminders and encouragement. Every child who has 'Stayed on Green' for the week will be invited to the 'Green Treat' reward activity on the Friday afternoon.

Rewarding Excellent Behaviour

All our children are encouraged to be the best they can be and behaviours deemed to be above and beyond our minimum expectation of Green behaviour are actively praised and rewarded using a range of the following strategies:

- Green event held at the end of each week for pupils who have stayed on green.
- Additional verbal praise and celebration. This may involve moving a child from Green to Silver or Gold.
- Postcards, stickers, texts or phone calls home.
- Superstar awards to celebrate with exciting prize escalation
- Certificates are presented in Friday's celebration assembly from each class teacher to two children in their class who have particularly impressed during the week, particularly in relation to the Oasis 9 Habits and our learning zone behaviours.

Behaviours below expectation are clearly and predictably approached using the attached consequence ladder. Occasionally, some children may need a greater level of support to maintain Green behaviour, in which case targets, rewards and strategies will be implemented and outlined through an individualised plan. This will be written in discussion with parents and the child and may include advice and input from an outside agency professional.

Yellow Behaviours

Yellow behaviours are those which are at a low level and are disruptive to the learning of others. Every child will be clearly verbally warned and given an opportunity to improve their behaviour before a yellow card is issued. Every child will begin each new session on green, regardless of a yellow earlier in the day. However, any child receiving over two yellows in one week, will then not attend the end of week Green event.

Further guidance for school staff on behaviour management and issuing a child with a yellow can be found in Appendix 1.

Red Behaviours

Red behaviours are repeated yellow behaviours following support and positive diffusion or high level behaviours. A full list of red behaviours together with the linked consequence and action from staff can be found below.

In Class KS1 and KS2

Action	Consequence	Intervention	Scripted Response to behaviour
Super star- A child has been noticed twice in one session for doing amazing things! The child is rewarded with a gold stars. "You are consistently trying your best in everything, well done and thank you."			
Star- A child has been noticed once in one session for doing amazing things! The child is rewarded with a gold stars. "You are trying your best and being helpful, good, well done."			
1st low level disruption Green		Warning glance, stand near the child Praise someone else	"I want you to stay on green please...thank you, you can do it!"
2nd low Level disruption in the session Green	Thinking cloud	Use child's name with reference to action	"X, you are playing with your pen. In class we don't play with pens..." ...You've had your reminder, I've told you what was needed. You're still on green but please think about your actions."
3rd low Level disruption in the session Yellow	Move to Step 2 yellow	Log on CPOMS	"X, now you are calling out and I've already spoken to you in this session. I need you to understand that disrupting the class is unacceptable. I am moving you to yellow."
4th low Level disruption in the session Still yellow	Diffuse (positively) Avoid escalation at all cost and avoid confrontation	De-escalation strategies Sit with child and adapt learning Utilise TA Come and sit with me Give a job Send on a message Move child next to them Move child	e.g. "X, can you and I work on this bit together for a few minutes and I can help you." "Who can I choose to do a job?" "X, can you leave what you are doing for a few minutes and just run this message down to the office please?" "Let's work on this together." "I'm on your side..."
5th low level disruption in the session Red	Move to Red KS1- sit on sad spot KS2-Go to partner class for the rest of the session Complete reflection sheet for behaviour file.	Log on CPOMS Parents informed Teacher meets with student in following break to agree return and student apologises.	"X, you are already on yellow and have chosen not to follow classroom rules, this is red behaviour. You now need to leave us for the rest of this session so the rest of the class can learn." Follow up Meeting- refer to reflection sheet: "Are you ready to come back to the class after break?" "I really want you to stay with us for this session what will you do differently?"

Red Behaviours resulting from class disruption

Action	Consequence	Intervention	Scripted Response to behaviour
In class repeated low level disruption	KS1- Sad spot KS2- Partner class for the rest of the session Parents informed	Teacher supports the student to succeed in the next session/ after leaving the sad spot/returning from partner class.	As per in class behaviour policy
Refusing to go to a partner class	On Call Parents informed Teacher to meet with SLT Playtime detention	Behaviour Team moves from class and puts in partner class.	Teacher "If I have to call a member of the BT that will be a second red behaviour and your parent's will be called to let them know."
Refusing to go to partner class and needing a Level 1 or 2 hold by one staff member	On Call Parents informed of refusal and hold Lunchtime detention Teacher to meet with SLT	Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. Teacher logs incident on CPOMS as a further Red. If physical intervention is used then it will be logged on CPOMS and SLT and parents contacted the same day If repeated - IBP/ Positive Handling Plan/Risk Assessment	BT "You've been asked to leave the class. Make the right choice and walk out by yourself now. If I have to touch you to get you to leave this class then you'll automatically be in a lunchtime detention."

<p>Refusing to go to partner class and needing to be removed by two staff members</p>	<p>On Call</p> <p>Parents informed of refusal and hold</p> <p>Teacher to meet with SLT</p> <p>Internal Exclusion for the rest of the day (if calm after 10 minutes of being removed from class)</p> <p>If not calm after 10 minutes of being removed from the class by 2 teachers- external exclusion for the rest of the day and internal exclusion for the next day</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on CPOMs as a further red (see red consequence ladder for next steps).</p> <p>If physical intervention is used then a form will be completed and SLT and parents contacted the same day</p> <p>If repeated -</p> <p>IBP/ Positive Handling Plan/Risk Assessment</p>	<p>BT, "You need to calm down. If I have to get another member of staff to help me physically remove you from the class then you'll be in internal exclusion for the rest of the day and tomorrow. I'll also have to let your parents know that we've had to get hands on with you. Make the right choice and leave without us touching you now."</p> <p>"You're out of class, now it's time to get back on track so you can stay in school today."</p>
<p>Disruptive behaviour in partner class</p>	<p>BT moves from partner class</p> <p>Further red issued</p> <p>Internal Exclusion for the remainder of the day</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on SIMS as a further red (see red consequence ladder for next steps).</p>	<p>Teacher " If I have to call a member of BT to say that you're disrupting a partner class you'll be in internal exclusion for the rest of the day and the next day and you'll receive another red card."</p>

One Off Red Behaviours/Incidents

Action	Consequence	Intervention	Scripted Response to behaviour
Verbal abuse towards a student or adult	Red to be issued by teacher observing the incident and inform class teacher	Spoken to by teacher who observed incident Apology to all involved	"X, that is not the way we speak or act in Longmeadow. That is a red behaviour and I will inform your teacher."
Walking away, refusing to listen/ ignoring an adult	Red to be issued by teacher observing the incident and inform class teacher	Spoken to by class teacher Apology to all involved	"X, that is not the way we behave in Longmeadow. That is a red behaviour and I will inform your teacher."
Absconding from the classroom, remaining on site and comes back in when requested.	Red to be issued by teacher On Call Return to class or partner class at judgement call of SLT.	If repeated - IBP/ Positive Handling Plan/Risk Assessment	"If you choose to walk away from me (not follow my instruction) then I have no choice but to give you a red card- this may mean you have an after school detention if you already have a red this week. Think about whether you want this to happen."
Absconding from the classroom but needs physical intervention to return to the right place.	Red to be issued by teacher On Call External exclusion	Return to school meeting IBP/ Positive Handling Plan/Risk Assessment	Give take up time and a few chances to comply.
Absconding from school site.	Red to be issued by teacher On Call External exclusion (length at judgement call of SLT).	Return to school meeting IBP/ Positive Handling Plan/Risk Assessment	*NB If this is a known high profile child who only responds to certain members of staff as per their behaviour plan think carefully about the benefit of getting involved or if time would be better spent getting a known adult.*
Fighting – no marks and stops immediately when requested.	Red to be issued by teacher observing the incident and inform class teacher	Spoken to by teacher who observed incident Apology to all involved	
Fight in which a student is harmed but stops when requested	Red to be issued by teacher On Call Parents informed. 1 day Internal Exclusion	If repeated - IBP/ Positive Handling Plan/Risk Assessment Apology to all involved	

<p>Fight or physical assault where there is significant harm and or the student does not stop when requested</p>	<p>Red to be issued by teacher On Call Remainder of day and minimum 1 full day External Exclusion</p>	<p>Return to school meeting IBP/ Positive Handling Plan/Risk Assessment Apology to all involved</p>	<p>See if you can get the child back to where they need to be before informing of a red.</p>
<p>Physical assault on a teacher with an intent to harm, regardless of injury.</p>	<p>Red to be issued by teacher KS1 - External Exclusion, remainder of the day KS2 – External exclusion, remainder of day and minimum 1 full day External Exclusion</p>	<p>Return to school meeting IBP/ Positive Handling Plan/Risk Assessment Restorative conversation with teacher Apology to all involved</p>	<p>“X, where are you meant to be right now? Can I help you get there?”</p>
<p>If a child refuses to apologise after any red incident when required to do so</p>	<p>Internal exclusion until they are ready to apologise On Call</p>	<p>SLT involved</p>	<p>“It looks to me like you’re having a tough time right now. Where should you be so someone can help you?”</p>

Red Consequence Ladder

Action	Consequence	Intervention
1 red in a week	Lunchtime detention	Parents informed
2 reds in another week in that term (or a further 2 reds in the same week)	Meeting with SLT Parents informed.	KS2 - Letter 2 to parent Parent to bring child back in via reception the next morning for BT back to school meeting
2 reds in another week in that term Or 6 reds in any one term	KS2- Parent meeting with BT 1 day Internal exclusion	KS2 - IBP/ Positive Handling Plan/Risk Assessment Parent to bring child back in via reception for SLT Interview Refer to SENCo
12 reds in any one term		Teacher and SLT member to meet and discuss further action