

Oxbridge Lane Primary Behaviour Policy

Approved by Governors Date:	June 2023
Review Date:	June 2024
Changes to policy	Steps for extreme behaviour Blueprint added

Policy statement

Oxbridge Lane Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

'The trickiest learners

Working with the most 'damaged' learners demands patience, guile and cunning. It means that you need to go to them, to meet them where they are and show them the way. Sitting on a pile of high expectations and waiting for learners to climb up to reach you might meet the needs of some teachers. It doesn't meet the needs of the child. It would be very easy to declare that everyone regardless of their individual needs must follow the same rules in your classroom. Yet working with learners who struggle to keep control requires a more flexible

1. Aim of the policy

- To develop a whole school behavior policy supported and followed by the whole school community (parents, teachers, children and governors) based on a sense of community and shared values.
- To apply consistent expectations and guidance to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

2. Purpose of the policy

Adult strategies to develop excellent behavior:

- **IDENTIFY** the behavior we expect
- Explicitly **TEACH** behavior
- **MODEL** the behavior we are expecting
- **PRACTISE** behavior

- **NOTICE** excellent behavior
- **CREATE** conditions for excellent behaviour

Consistency in practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is

hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

All staff

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Recognise positive behavior by using **Recognition board** throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Language around behavior

We understand that a common and consistent use of language around behavior is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional at all times. Conversations should follow the whole script and behaviours should be discussed, as the behaviours are not the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Conversations should be recorded and all incidents logged on CPOMs. Staff should take time after the event to record what happened using the STAR acronym (Setting, Trigger, Action, Response), the recording of incidents must take priority as good evidence is invaluable.

POOR BEHAVIOUR

At Oxbridge Lane, we define poor behaviour as repeated incidents of inappropriate behaviour that escalate to Step 4 of the Behaviour Pathway or an isolated incident of inappropriate behaviour that causes intentional harm or disruption. (See Extreme Behaviours) The Behaviour Lead regularly runs reports to monitor incidents of poor behaviour, these reports are shared with SLT and any concerning patterns of poor behaviour are discussed at regular meetings. This information is used to write a termly behaviour report that is shared with staff, leaders and school Governors.

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

BEHAVIOUR PATHWAY

Staff will follow the Behaviour Pathway when faced with behaviour which does not meet the expected standard.

1. **Reminder**
2. **Final Warning**
3. **Cool Off In class**
4. **Cool Off in another class**
5. **Cool Off in another area of school**
6. **Meeting with parents and SLT**
7. **Internal Exclusion**
8. **Fixed Short Term Suspension**
9. **Fixed Long Term Suspension**
10. **Permanent Exclusion**

Step 1: (Classroom teacher) Reminder (in private if possible)

I noticed you chose to (noticed behaviour).
 This is a REMINDER that we need to be (Ready, Respectful, Safe).
 You now have the chance to make a better choice.
 Thank you for listening. (Give child take up time and do not respond)
At this point, privately start to note as the child moves through the stages

Step 2: (Classroom teacher) Give a final warning

I noticed you chose to (noticed behaviour).
 This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.
 If you choose to break the rules again you leave me no choice but to ask you to move to...../ go to the quiet area / thinking mat (learner's name),
 Do you remember when (model of previous good behaviour)?
 That is the behaviour I expect from you.
 Think carefully. I know that you can make good choices.
 Thank you for listening. **(Give child take up time and do not respond)**

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 3: (Classroom teacher) Cool Off in classroom

I noticed you chose to (noticed behaviour)

You need to.....(describe appropriate place in classroom eg reading corner, desk at the back, quiet area etc).

I will come and speak to you in two minutes.

DO NOT describe child's behaviour to other adults in front of the child

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child to complete an appropriate task depending on the situation eg sitting to calm, reflection sheet, continuing with work etc

*If behaviour improves return to lesson. If not or if child refuses, move to **Step 4***

For a regular offender:

- Possible removal of treats / playtime etc.
- Discussion with Behaviour Lead or SENCO : consider Behaviour Intervention.
- Discussion with Team Leader and/or SENCO : consider Behaviour Intervention.

Step 4: (Teacher colleague) Cool Off in another classroom

I noticed you chose to (noticed behaviour)

You need to.....(tell child which classroom you need them to go to).

I will come and speak to you at the end of the lesson.

DO NOT describe child's behaviour to other adults in front of the child

- Child escorted to designated colleague and follow up call to check child has arrived in class.
- Up to 1 hour working alone without causing disturbance.
- Teacher must provide work/ activity for the child to complete and communicate this to colleague.
- 1 session to half a day working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Record on CPOMs using the Step 4 tag.

*If behaviour improves return to class. If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with Behaviour Lead/SENCO/Head of School
- Parents informed of withdrawal by teacher or Behaviour Lead/ SLT depending on nature of incident.
- Discussion with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.

Step 5: (Support Staff/ SLT) Cool Off in another area of school

I noticed you chose to (noticed behaviour)

You need to.....(tell the child who you will contact and where they will go eg The Nest)

I will come and speak to you at the end of the lesson/ next break/ end of the day.

DO NOT describe child's behaviour to other adults in front of the child

- Child escorted to/ collected by appropriate adult.
- Follow up call by teacher during withdrawal.
- Teacher to provide work/ activity for child as soon as possible after removal.

- 1 session to half a day working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Record on CPOMs (STAR).

*If behaviour improves return to class. If not or if child refuses, move to **Step 6***

For a regular offender:

- Discussion with Behaviour Lead/SENCO/Head of School
- Parents informed of withdrawal by teacher or Behaviour Lead/ SLT depending on nature of incident.
- Discussion with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Possible referral to multi agencies i.e. Ed Psych etc.

Step 6: Meeting with Parents and a member of SLT

- Involvement of all necessary agencies.
- Consider EHA.
- Meeting with parents/child – this may be done over the phone or virtually
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Record meeting on CPOMs.

*If targets are achieved remove from support plan. If support failed, move to **Step 7**.*

Step 7: (Member of SLT) Internal Exclusion

- Parents informed.
- Child has no contact with own class or classmates.
- Record using the Internal Exclusion tag on CPOMS

Step 8: (Headteacher) Fixed Short Term Suspension (up to 5 days)

- Parents informed by letter.
- Upon return to school, parents and child meet with Head of School/Behaviour Lead to explicitly communicate expectations for behaviour and consequences.
- Behaviour Support Plan to be put in place.

Step 9: (Headteacher) Fixed Long Term Suspension

- Parents, Chair of Local Governing Body, LA informed.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

If behaviour improves - no further action.

Step 10: (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair of Local Governing Body, LA Officer informed, CEO informed.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

EXTREME BEHAVIOURS

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke behaviour plans that detail:

- Strategies at each point of arousal
- Expectations of behaviour
- Scripts
- Key adults
- Rewards and sanctions
- Exclusions
- Restraint

In extreme cases, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort.

Steps to follow when extreme behaviour is being exhibited and a child is refusing to return to class.

Step 1: Give the child 2 choices, both of a positive solution (e.g. you can either go back to class or have some sensory time/something to eat and then return to class) Walk away after giving choices and watch from a distance. 5 minutes take up time.

Step 2: Remind the child of their choices. Ask if they have decided? If not, give more take up time and walk away.

Step 3: Remind the child of the same 2 choices, but add a third choice of a phone call being made home to parents. Walk away after giving choices and watch from a distance. 5 minutes take up time.

Step 4: Tap out with a change of face. This can either be your class partner, year group partner or class link partner. Change of adult to remind pupil of the same 3 choices – tell them if they do not choose the adult will choose for them and it will be the phone call home. Walk away and watch from a distance. 5 minutes take up time.

Step 5: Tap back in with original staff member, where they will call home and invite parents in to speak to their child. If TA is original staff member, teacher to swap to hold meeting with parents and child. Parents to speak with child.

Step 6: SLT/Middle Leader support required – internal isolation for pupil if deemed necessary.

The school will record all behaviour incidents on CPOMs. The Headteacher/Safeguarding Lead will keep records of SLT involvement, positive handling and suspensions/exclusion. Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange regular meetings. We

may also refer particular families to social care if we feel there is also a child protection issue.

To further support these children we are aware of these principles and use these when creating individual plans:

The Relationship Principle

The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

The 'Stress Principle'

Children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

The Positive Reinforcement Principle

When a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

The Attention Principle

Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

The Consequence Principle

A consistent consequence will begin to reduce or weaken a behaviour.

The Learning Principle

If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

Children 'misbehave for a wide variety of reasons' Principle!

When dealing with an episode of extreme behaviour, adults should consider:

- Safety of the child
- Safety of others

Only when a person/people are unsafe will we act to restrain or remove people.

PHYSICAL ATTACKS ON ADULTS

At Oxbridge Lane, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and use the internal phone system to call for support if needed. Staff who defend themselves will have the full support of the leadership team and the local governing body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in Physical Restraint should restrain a child, but can be assisted by an appropriate adult who does not have the training if necessary.

All staff should report incidents directly to the Headteacher or Safeguarding Lead and they should be recorded. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Together: everyone matters, everyone succeeds

SUSPENSION/EXCLUSION (FIXED TERM and PERMANENT)

Suspension/Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions.

PARENTS' ROLE

Active parental involvement is welcomed and appreciated:

- To ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead.
- To pick up children on time, ideally not arriving in the playground before 3.10 pm which can distract children still working in classrooms.
- To understand and reinforce the school language as much as possible.
- To share in the concern about standards of behaviour generally.
- Support the work of the school as they seek to support the whole family.
- Parents to be told of deteriorating behaviour if the situation warrants it.

APPLICATION

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. the dining room, play times, but the same principles of promoting good behaviour through the policy will always apply.

MONITORING AND EVALUATION

The policy will be monitored to check effectiveness by SLT at least once a year and reported back to the local governing body. SLT will also monitor the visible consistencies around the school and the use of language and personal follow-up.

Records will be kept by the senior leadership team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

OXBRIDGE LANE BEHAVIOUR BLUEPRINT

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our Behaviour Blueprint sets out the rules, relentless routines and visible consistencies that all children and staff follow. Our Blueprint is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely through the Recognition Board, this makes good

behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'over and above'. Children are praised publicly and reprimanded in private.

Rules

The school has three simple rules which can be applied to a variety of situations and are taught and modelled explicitly:

- Be ready: I will help myself and other to learn.
- Be respectful: I will respect the building, staff and other pupils.
- Be safe: I will look after myself and others.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff which are consistent and can be expected by children. Through these consistencies adults will build respectful relationships with pupils.

- Children are greeted in the classroom daily by their teacher. This enables everyone to start the day on a positive. SLT and support staff will also meet and greet children at the gate or in other areas of school.
- Staff will be calm, consistent and fair in their treatment of children and colleagues. Adults in school will not shout at children or become emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will pay first attention to the best conduct and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Over and Above Recognition

Children will be recognised for their good behaviour.

- Children's names will be moved onto recognition boards when they have exhibited target behaviour for that day. The aim is for the whole class to get on the board and it should feel like a team effort. A child's name will not be removed from the board once it is on. The target should be chosen to reflect a behaviour which the class need to practise.
- Certificates/ postcards will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.
- Class Jewel System-each time the whole class achieves success by getting all the children's names on the recognition board in one day they will receive a jewel. Jewels will be traded for a pre-agreed whole class reward eg DVD, extra PE lesson, extra break, games lesson, computer time etc.

Relentless Routines

The routines which will be consistently used around school will be used to ensure all pupils are clear on how they will be expected to behave by all adults.

- Pupils and adults will be expected to show Fantastic Walking as they move around school.
- When adults in school require the attention of the class they will raise their hand. The pupils will respond by raising their hand and giving the teacher their full attention. This will ensure a quiet and calm classroom where the teacher can address of pupils at the same time.

Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom and is taken directly from this full behaviour policy. It includes microscripts for each step to ensure consistency in language and predictability for pupils which in turn results in all children being treated fairly. Staff should use a gentle approach, use child's name, get to the child's level, make eye contact, deliver the message and get out of the conversation to allow take up time. Adults should not respond to any secondary behaviour which is being used as a distraction from the initial behaviour or being used to escalate the situation.

Restorative Conversations

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix, 'When the Adult Changes, Everything Changes'

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil to not only ensure the relationship between them remains positive but also to teach the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences.

We also understand that for some children following our behaviour expectations are beyond their developmental level, in this case, these children will have bespoke behaviour plans which may include rewards to reinforce positive behaviour.

Oxbridge Lane Primary School Behaviour Blueprint

Rules	Visible Adult Consistencies	Over and Above Recognition	Relentless Routines
<ol style="list-style-type: none"> 1. Be Ready: I will help myself and others to learn 2. Be Respectful: I will respect the building, staff and other pupils 3. Be Safe: I will look after myself and others 	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Be calm, consistent and fair 3. First attention to best conduct and catching children 'doing it right' 	<ol style="list-style-type: none"> 1. In class recognition boards 2. Certificates, post cards, phone calls home 3. Points from recognition to gain a reward 	<ol style="list-style-type: none"> 1. Fantastic walking around school 2. Hand signal for stop 3. Lining up facing forward
<h3 style="color: red;">Stepped Sanctions</h3> <p>Gentle Approach, child's name, child level, eye contact, deliver message – get out!</p>			<h3 style="color: red;">Restorative Conversations</h3>
<p><b style="color: red;">1. REMINDER (reinforce 3 rules privately if possible): I noticed you chose to (noticed behaviour). This is a REMINDER that we need to Be (Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening. (Give child take up time and do not respond)</p>			<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did that make people feel? 5. Who has been affected (hurt/ upset for KS1)? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? <p>Number of questions to be used depends on age of child. Bold to be used with youngest children.</p>
<p><b style="color: red;">2. FINAL WARNING: I noticed you chose to (noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to move to...../ go to the quiet area / thinking mat (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child take up time and do not respond)</p>			
<p><b style="color: red;">COOL OFF 3. IN CLASSROOM 4. IN ANOTHER CLASS 5. SOMEWHERE ELSE I noticed you chose to (noticed behaviour). 3. You need to...(describe appropriate place in classroom eg reading corner, desk at the back, quiet area etc). I will come and speak to you in two minutes. 4. You need to.....(tell child which classroom you need them to go to). I will come and speak to you at the end of the lesson. 5. You need to.....(tell the child who you will contact and where they will go eg The Nest). I will come and speak to you at the end of the lesson/ next break/ end of the day. <b style="color: red;">*DO NOT describe child's behaviour to other adult in front of the child*</p>			
<p><b style="color: red;">PLAYGROUND SANCTION You need to: 1. Stand by other staff member 2. Sit on the bench 3. Go to inside to..... I will come and speak to you in two minutes.</p>			
<p><b style="color: red;">FOLLOW UP, REPAIR AND RESTORE Use the restorative questions to follow up the incident, repair relationships and enable the pupil to learn what to do next time.</p>			