Oxbridge Lane Primary Behaviour Policy

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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 approach. Everybody needs to accept that at different times you will make decisions that may not appear fair but are in the best interests of individuals. You can differentiate your management of behaviour just as you differentiate your teaching. Being fair does not mean being equal.'

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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Physical Altercations

Physical altercations, including any form of fighting or aggressive physical behaviour, are not tolerated under any circumstances. The safety and wellbeing of all pupils and staff are of paramount importance, and any act that compromises this will be dealt with seriously and consistently.

Any child involved in a physical altercation will move immediately to **Step 3** of the school's behaviour system. This includes the requirement to complete a **Think Sheet** to reflect on their actions and engage in **restorative work** to repair relationships and understand the impact of their behaviour.

Restorative work may include:

- A reflective conversation with a member of staff
- A restorative meeting with the other pupil(s) involved (where appropriate)
- An action plan to support future positive choices

Repeated incidents may result in further sanctions, including parental meetings, internal exclusions, or external exclusions, in line with the school's graduated response to behaviour.

Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We encourage children to tell an adult if they see or witness bullying in any form. There is a culture of vigilance and issues are addressed immediately.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school trip).

Online Misbehaviour

Filtering and monitoring systems are in place. The school makes children aware of how to use devices safely and can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

The school's filtering and monitoring systems are robust, actively managed, and compliant with statutory expectations. Staff are trained to understand and act upon alerts generated by these systems. Breaches will be addressed through this policy and may result in disciplinary action.

The school recognises new digital safeguarding risks, including AI-generated content (e.g., deepfakes, impersonation) and manipulated media. Pupils will be taught about these risks and responsible use of digital tools. Online misbehaviour involving these risks will be addressed in accordance with this policy.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

The school recognises serious violence as a safeguarding concern. Staff must remain vigilant to indicators including weapon carrying, threats involving weapons, serious assaults, criminal exploitation and peer conflict that may place children at risk. Any concerns will be reported immediately to the Designated Safeguarding Lead, who will consider appropriate safeguarding action, risk assessment and referral where necessary.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored or condoned.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to Family Help
    - Refer to children's social care
    - Report to the police

Please refer to our Child Protection Policy for more information.

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 behaviour

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. Staff will use the WIN language when engaging in conversation with children (Wonder, Imagine, Noticed)

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. Once a child has reached step 3 of the behaviour pathway script, or if they refuse to be in class when needed, then a 'Think Sheet' is to be completed by the child in their own time as part of restorative practice.

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

Behaviour concerns will always be considered alongside safeguarding concerns. Staff will consider whether behaviour may be linked to abuse, neglect, exploitation, mental health, serious violence or contextual safeguarding and will consult the DSL where appropriate.

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 Isolation
8. Fixed Short Term Suspension
9. Fixed Long Term Suspension

10. Permanent Exclusion

Steps	Behaviour Pathway – Steps	Adapted steps for pupils with SEND
1 – Reminder	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)	• Give clear, simple, and calm verbal reminders. • Use visuals, gestures, or a consistent cue if needed (e.g., visual traffic light, symbol, or name card). • Ensure the pupil understands what behaviour is expected — check for understanding, don't assume.

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.
		• Provide a clear final warning but also **offer a support strategy**, such as:
		  ○ Time to use a calm corner
		  ○ A quick sensory break
		  ○ Use of a visual timer or social story reminder
		• Keep your tone neutral and supportive, not punitive.

3 – Cool off in class (think sheet)	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 (Think sheet to be completed in their own	• Offer a designated **'calm space'** or regulation area within the classroom. • Provide sensory tools or calming strategies that are appropriate to the pupil's needs. • Adult supervision or gentle check-ins should be in place. • Visual think sheet to be completed with adult

	time as part of restorative work from this step and onwards)	
4 – Cool off in another class (recorded on CPOMs)	I noticed you chose …… (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 an 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.	• Only used if in-class regulation doesn't work. • Ensure the pupil knows why they are moving and what will happen next — use a consistent script or visual card. • Choose a **quiet, low-stimulation environment** (break out areas) with an adult who understands their needs and complete a distraction/regulation activity together. • Follow up afterwards with a **brief restorative chat**.

5 – Cool off in another area of school supported by staff	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	• The pupil spends time with a **SENDCo**, or **SLT** to regulate and reflect. • Staff use known **de-escalation techniques**, sensory tools, or visuals. • Reflection should focus on identifying triggers and solutions, not punishment.

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 BSP 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, HT 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.

We acknowledge that some behaviours are a direct manifestation of unmet needs, including those linked to SEND. Reasonable adjustments will be made in applying the Behaviour Policy for pupils with social, emotional and mental health needs, autism, ADHD or other diagnoses, through personalised behaviour support plans and risk assessments

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.

Behaviour Support Plans

Any Wave 3 child will have a personalised behaviour support plan and a risk assessment written for them. This is to allow all adults working with this child understand the triggers, behaviours displayed and strategies to de-escalate at all points of the scale to try and avoid crisis. Data will also be collected for these children and analysed each week to look for any specific triggers and trends. The child will be set a percentage target for a positive approach.

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. 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 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 to 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.

Data will be collected regarding the number of think sheets completed each week

– once a child has completed a think sheet more than 4 times within a term, they

will be discussed with the teacher and a support plan will be written and put into

place.

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 an 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**
1. Be Ready: I will help myself and others to learn 2. Be Respectful: I will respect the building, staff	1. Daily meet and greet 2. Be calm, consistent and fair 3. First attention to best	1. In class recognition boards 2. Certificates, post cards, phone calls home	1. Fantastic walking around school 2. Hand signal for stop 3. Lining up facing forward

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<tr><td>and other pupils
3. Be Safe: I will look after myself and others</td><td>conduct and catching children 'doing it right'</td><td>3. Points from recognition to gain a reward</td><td></td></tr>
<tr><td colspan="3">Stepped Sanctions
Gentle Approach, child's name, child level, eye contact, deliver message – get out!</td><td>Restorative Conversations</td></tr>
<tr><td colspan="3">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)</td><td rowspan="6">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?

Number of questions to be used depends on age of child. Bold to be used with youngest children.</td></tr>
<tr><td colspan="3">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)</td></tr>
<tr><td colspan="3">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.
DO NOT describe child's behaviour to other adult in front of the child</td></tr>
<tr><td colspan="3">PLAYGOUND 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.</td></tr>
<tr><td colspan="3">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.</td></tr>
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