



Oxbridge Lane Primary School

Behaviour Policy

Approved by:

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January 2021

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 childs

Working with the most 'damaged' childs 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 childs 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 childs 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.'

(Paul Dix 2016)

Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all childs are treated fairly, shown respect and to promote good relationships.
- To refuse to give childs attention and importance for poor conduct
- To help childs 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.

Purpose of the Policy

To provide simple, practical procedures for staff and childs that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Three is the magic number

How will staff behave?

1. Staff will respect all pupils, parents, visitors and members of the community.
2. Staff will be ready, organized and prepared to teach the children at Oxbridge Lane.
3. Staff will keep children and adults safe.

3 Rules

1. Be respectful
2. Be ready
3. Be safe

All staff, every day

1. Consistently model respectful, safe and ready behaviours.
2. Recognize and praise good behaviour that is 'over and above'.
3. Follow the steps in the behaviour policy – refusing to give attention and importance to poor conduct

Middle leaders

1. Consistently model respectful, safe and ready behaviours.
2. Support staff in dealing with poor conduct by coaching through/ modelling the steps in the policy.
3. Recognize and praise positive behaviour that is 'over and above'.

Senior Leaders

1. Consistently model respectful, safe and ready behaviours.
2. Support staff in dealing with poor conduct by coaching through/ modelling the steps in the policy.
3. Recognize and praise positive behaviour that is 'over and above'.

3 key ways to recognise conduct that is 'over and above'

1. Verbal praise
2. Recognition boards
3. Letter/ postcard/ phone call home.

Consistency in Practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and child, 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 child!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside child
- 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 child rather than marketing slogan

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 child feels treated as valued individual 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 child.
5. Use a **visible recognition** mechanism 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 child.
8. **Never ignore** or walk past child who are behaving badly.

Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Meet and greet childs at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning childs to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and childs whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet childs at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and childs whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing childs with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for childs who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome childs at the start of the day

Recognition and Rewards for Effort

We recognise and reward pupils who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



'It's not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach.

School Level

1. Phone call home from leader
2. Postcard home from Headteacher
3. Mention in assembly

Classroom Level

1. Verbal praise
2. Recognition board
3. Phone call from class teacher

Managing Behaviour

Classroom/Teaching Space

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All children must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

School Level Support

Steps	Actions
Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.	
1) Redirection	Talk to the child (not recorded)
2) Reminder	Reminder – A reminder of the expectations for children to be ready, respectful and safe delivered privately to the child. The teacher makes them aware of their behaviour. The child has a choice to do the right thing.
3) Caution	<p>Caution – A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous conduct to prove that they can make good choices.</p> <p>30 second intervention</p> <ol style="list-style-type: none"> 1. Gentle approach, personal, non-threatening, side on, eye level or lower. 2. State the behaviour that was observed and which rule/expectation/routine it contravenes. 3. Tell the child what the sanction is. Immediately refer to previous good behaviour/ learning as a model for the desired behaviour. 4. Walk away; allow her time to decide what to do next. If there are comments as you walk away write them down and follow up later. Look around the room with a view to catch somebody following the rules. <p>Refocusing the conversation</p> <p>When children try to argue, shift the blame, or divert the conversation you can either:</p> <p>Calmly and gently repeat the line you have been interrupted in</p> <p>This encourages the child to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...</p> <p>Use an appropriate refocusing line to bring the conversation back to the script.</p> <p>This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.</p> <p>Child Adult</p> <p>'It wasn't me' 'I hear what you are saying...'</p> <p>'But they were doing the same thing' 'I understand...'</p> <p>'I was only...' 'Maybe you were....and yet...'</p> <p>'You are not being fair' 'Yes sometimes I may appear unfair...'</p> <p>'It's boring' 'Be that as it may...'</p> <p>You are a (name calling) 'There may be some truth in that....'(with follow up served cold!) or 'I am sorry that you are having a bad day</p> <p>Out-line'</p> <p>If the conversation is becoming unproductive what line will you leave on? I use: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation."</p>
4) Time Out	<p>Time Out -</p> <ul style="list-style-type: none"> • The child is asked to speak to the teacher away from others. • Boundaries are reset. • Child is asked to reflect on their next step. Again, they are reminded of their previous good conduct/ attitude/ learning. • Child is given a final opportunity to reengage with learning/ follow instruction. <p>Children should only stand outside classrooms if they need to cool down and/ or diffuse a situation. In general three minutes should be enough.</p> <p>If the step above is unsuccessful, or if the child refuses to take a time out then the child will be asked to leave the room. If appropriate, a member of staff on call will escort the child to a workspace outside the teaching room (time out room, office, other classroom, intervention space.)</p> <p>Offer time out card to trickier children as a self-referral to a safe place.</p> <p>Staff will always deliver sanctions calmly and with care.</p>

<p>5) Restore</p>	<p>Restore - A good Reparation meeting is often structured in 5 steps: 1. What's happened? 2. What were your choices at the time? 3. Who else was affected by your behaviour? 4. What have you thought since? 5. How can we make this right now? 6. Reaffirm your commitment to building a trusting relationship.</p>
<p>6) Partnership</p>	<p>Partnership - Leader facilitates a reparation meeting between child and member of staff. Develop an appropriate action plan with the child. Monitor, review and mentor using the action plan. Discuss both the consequences for the child if they do not meet the required actions and the positive outcomes for everyone if their conduct improves. If a child does not achieve the required change in conduct agreed within the action plan, a verbal warning will be issued by a senior leader. Children must be given a second chance to achieve their targets agreed on the action plan after the verbal warning. All is to be recorded.</p>
<p>7) Restorative conference</p>	<p>Restorative conference - A restorative conference that takes a 360 degree view of the child will be convened. This meeting will include Class Teacher, Child, Parent or Guardian and a member of the senior leadership team. The meeting will address the child's: progress and achievement, learning needs, attitudes, behavioural routines. Actions agreed at the meeting will come under the terms of a final warning. If the child does not complete the actions, procedure will move to the next stage. Serious Breach is an incident that may lead to a fixed term or permanent exclusion. Alternatives to exclusion, where appropriate, include community service and payback. Every effort will be made to encourage and support a change in the child's behaviour. All of these matters will be confirmed in writing and recorded on behaviour plans/ CPOMs.</p>

Use of Reasonable Force

Oxbridge Lane's approach to the use of reasonable force.

As a school we use the DfE Guidance 'Use of Reasonable Force – Advice for head teachers, staff and governing bodies'. (Published 2013)

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury, or if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- All members of school staff have a legal power to use reasonable force (defined as 'using no more force than is needed')
- In addition to the general power to use reasonable force staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items, such as weapons, alcohol, illegal drugs, stolen items, tobacco or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Behaviour and Learning Management

All pupils must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disrupt



