



BEHAVIOUR POLICY

'EXPECT GOOD THINGS AND FOCUS ON GOOD BEHAVIOUR'

The Sunshine Rules

At Byron:

- We always try our best
- We care about each other
- We respect each other
- We are polite to one another
- We listen to each other
- We play nicely with each other
- We move sensibly around the academy

OASIS ACADEMY BYRON

BEHAVIOUR POLICY

Oasis Academy Byron aims to foster a secure and enjoyable environment which excites, challenges and motivates each child, enabling them to reach their full potential. We recognise that children learn most effectively through an enquiry based approach using first-hand experiences and this will be achieved through a broad and balanced curriculum with high quality teaching and learning opportunities. The academy is committed to creating an open, supportive and collaborative culture aiming to develop a 'learning organisation' where both children and staff are valued and motivated to continue their learning.

The academy provides a framework which intends to support and guide children in their development of self-discipline and self-esteem. We encourage relationships which are based upon respect and responsibility for each other, both within the academy and the wider community. We aim to develop a partnership with parents in the all round education of their children. This will be provided in a well-resourced academy that encourages creativity and co-operation and where individual efforts are valued and celebrated.

These goals underpin Byron's Behaviour Policy, which is based on recognising and appreciating good behaviour, thus encouraging children to make the right choices.

AIMS

1. To encourage a calm, purposeful and happy atmosphere within the academy.
2. To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
3. To encourage increasing independence and self-discipline of pupils so that each child learns to accept responsibility for his/her own behaviour.
4. To have a consistent approach to behaviour throughout the academy and encourage parental co-operation and involvement in all aspects of their child's life at school.
5. To ensure each child's safety and well-being by setting clear boundaries with regard to acceptable and appropriate behaviour.
6. To help pupils, staff and parents have a sense of direction and feeling of common purpose.

1. TEACHING CHILDREN SKILLS TO IMPROVE AND MANAGE THEIR BEHAVIOUR

We believe in working in partnership with parents, carers and outside agencies to support and equip children with the skills to improve and self manage their behaviour within school as well as empowering them to manage and deal with wider contexts and situations. We are a 'learning organisation' and believe that we have a responsibility to teach our children what positive behaviour is, and how each of us can learn to behave.

We do this through:

- The teaching and reinforcement of our Sunshine Rules
- All adults and staff modelling good behavioural skills as part of their classroom practice and around all areas of the school
- The promotion of a 'Growth Mindset' through positive attitudes to learning using our Byron Learning Muscles.

In order to support and embed the work of this policy every member of the school community has a responsibility to comply with the policy and its procedures.

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the academy staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To work within the academy values system.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each pupil is an individual with specific needs.
- To follow the academy's scheme of work for personal and social education and citizenship, working with the academy values system.

The Parents' responsibilities are:

- Ensuring that their child attends school regularly, on time and in good health – with due regard to diet, illness, sleep, exercise and cleanliness;
- To make children aware of appropriate behaviour in all situations;
- To encourage independence and self-discipline;
- To show an interest in all that their child does in school, for the school and out of school;
- To foster good relationships with the academy and support the academy in the implementation of this policy;
- To be aware of the academy value system and its expectations.
- To report any difficulties or concerns they have about any other child in the academy, to a member of staff rather than dealing with them personally;

- To keep personal disagreements with other parents away from the academy premises;
- To ensure that their child has the appropriate equipment, uniform and PE kit, enabling them to access the whole curriculum;
- To never knowingly make any child or member of staff in the academy feel vulnerable or intimidated. Swearing and abusive gestures by adults are not tolerated anywhere on the school premises. Failure to adhere to this may result in a ban from the academy premises for a fixed period of time.
- To observe health and safety rules in the interests of the safety and well-being of all involved in the school. E.g. parking safely away from the restricted areas outside the academy.

These responsibilities form the basis of the Home/School Agreement which is signed by the school, child and parents (Appendix 1).

2. THE BYRON RULES

The most important rule for both adults and pupils is to:

EXPECT GOOD THINGS AND FOCUS ON GOOD BEHAVIOUR

Everyone at school

- Is important
- Is here for a purpose
- Has an important contribution to make

Show respect

- For everyone
- For the property and the academy environment

Treat

- Everyone as an individual

The Sunshine Rules

Our Sunshine Rules were originally drawn up by children in Year 1 and Year 2 in Summer 2008 and presented to the school. They were reviewed by the by the School Council in March 2010. They form the basis of our behavioural expectations within the classroom, around the school and within the playground and are known and used by all members of staff. The Sunshine Rules are displayed around the school and are included in the Home/School Agreement which is given to parents when their children join the academy.

At Byron:

- We always try our best
- We care about each other
- We respect each other
- We are polite to one another
- We listen to each other
- We play nicely with each other
- We move sensibly around the academy

Classroom Rules

At the beginning of the school year each class draws up classroom rules to be used in the class during that year. The rules are suggested, negotiated and agreed with the adults and children working in that classroom. The rules are then displayed in the classroom so that they are known and adhered to by everyone in the class. Expectations and rules are similar in all classes.

3. STRATEGIES TO ENCOURAGE GOOD BEHAVIOUR

The staff at Byron encourage and use a range of strategies to promote and develop good behaviour.

1. Emphasis on encouragement and motivating pupils.

- Positive feedback
- Descriptive praise
- Give attention for success, not failure e.g. "Catch them doing good"
- Appropriate and meaningful work

2. Respect for all individuals

- Including their culture and background
- Modelling desired behaviour
- Listening to children and communicating that you have heard what they have said.

3. Creating a safe environment - physical / emotional

- Clear and consistent use of rules and sanctions

4. Raise self - esteem

- By communicating a sense of importance
- Ensuring pupils experience and have a sense of their own success
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible
- Ensuring that 'feelings' are part of the overt and hidden curriculum.

4. REWARDS

Byron is a place of learning for all members of the academy community and we believe that success and achievement must be celebrated. This belief forms an important part of our school aims and ethos and clear systems of praise, reward and celebration are used as part of daily practice.

Positive behaviour and attitudes will be praised and rewarded appropriately using a range of strategies appropriate to the nature and age of the child.

Types of Reward

These are not given in an order of hierarchy as to do so would imply that verbal praise and encouragement is of less value than a certificate or treats. The value of verbal praise should never be underestimated as it is crucial in developing a child's self esteem. Verbal praise is used alongside all other systems of reward.

All adults working with children use a range of rewards including:

- Verbal praise and encouragement
- Merit stickers and stars, written praise, displaying work
- Star of the week
- Being sent to another member of staff for praise
- Certificates of Achievement
- Recognition of achievement and good behaviour through the weekly Golden Book Assembly

- Class based treats or rewards
- 'Catching children being good'
- Golden time
- Good News Certificates sent home to parents in the post
- Letters, conversations or phone calls to parents
- Lunch slips

Golden Book Assembly

Each week we have a Golden Book Assembly in which children are encouraged to share their achievements. Children may be nominated for the 'Golden Book' for work related activities, behaviour or something special in the school community.

House Points

Every child at Byron belongs to one of our four '**Houses**'

INDIGO

MAGENTA

SCARLET

TURQUOISE

House points are awarded to individual children in recognition of achievements linked to the Sunshine Rules, good work, good behaviour or individual achievement. House points are collected each week by the House Captains and are collated on a House Points board. Each half term the winning House is awarded the House Trophy (selected by the School Council). Children are placed randomly in each team, the only exception to this is siblings who are placed within the same team. House groupings are used for a variety of purposes e.g. within P.E. lessons and on Sports Days.

House Point Certificates

As well as collecting House points to go towards the overall House Trophy Award children keep a record of their individual points to achieve 3 levels of certificate. Bronze is awarded for 25 points, Silver for 50 points and Gold for 100 points. These certificates are signed by the Principal and awarded in assembly.

5. SANCTIONS

When unacceptable behaviour occurs sanctions will be used so that the child understands that their behaviour is not appropriate in school. Sanctions are most effective if they are given immediately and accompanied by a clear explanation of the rule that has been broken and the behaviour that is expected in the future. It is important that appropriate sanctions fit the individual child and the circumstances. Staff responses need to be appropriate to the level of seriousness of the behaviour and the imposition of a sanction should not be based on the tolerance level of the adult being exceeded but rather because the child has broken an agreed rule.

Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.

It should be clear from the adult's actions that it is the behaviour that is unacceptable and not the child (although it may not feel like this). This enhances rather than reduces the likelihood that the pupil will want to cooperate with the adult in future.

The severity of a sanction should always be kept to a minimum.

Types of Sanction

- Showing disapproval
- Missing playtime
- Time out in another classroom
- Sent to a senior teacher

- Parental involvement/meeting
- The establishment of a Home/School Book
- Letter from class teacher/Assistant or Principal
- Withdrawal of a privilege
- Internal Exclusion (being withdrawn from their class for a fixed period of time)
- Isolation from peers during class sessions and/or during break/lunchtime
- Fixed term exclusion
- Permanent exclusion

Procedures for dealing with Persistent Disruptions

Research (and experience) suggests it is the PERSISTENT DISRUPTIONS that are most difficult to respond to effectively. Having a clear (to teacher and pupils) set of procedures helps this process.

▪ **Behaviour**

e.g. Wandering about, calling out, interrupting teacher, interrupting other pupils, ignoring minor instructions.

1st Time

Reminder: A look a gesture / a word / point to the displayed rule / move closer to them / encouragement / focus on work rather than comment on misbehaviour (i.e. what's the next thing you have to do).

2nd Time

Name on board: humorous (de-escalating response) / reminder of the rule / repeat the instruction / Clear description of desired behaviour / Warning of the implication of breaking the rule one further time.

3rd Time

Cross against name.

Warning that further misbehaviour will lead to "time out"

4th Time

To paired class for a minimum of ten minutes or senior teacher

When the child returns to class time should be found to **discuss the misbehaviours and how the child can improve his/ her behaviour.**

If this type of behaviour continues the class teacher will contact the parent to discuss the situation and further strategies to be used e.g. Home/School contact book.

If after an agreed period of time depending on individual circumstances the behaviour has not improved then the SENCO will become involved (see Behaviour Plans and Personal Education Plans)

The Purple File

The Purple File contains ABC forms (Antecedent, Behaviour and Consequence) to log behaviour incidents in class. There is a section for each class and the file is kept in the School Office.

Serious Incidents

All serious behaviour incidents are logged and witness statements are taken if appropriate. These are signed and dated and a copy is retained in the Concerns File. Parents are informed of the incident and action taken.

Educational Visits

If a child's behaviour is giving a teacher cause for concern, discussions will be held with the parent/carer to consider what action should be taken to ensure the safety of all children. These may include:

- The responsible adult, possibly the child's parent, accompanying him/her on the trip;
- The child remaining at school with another teacher.

Restraint

On rare occasions it may be necessary to restrain a child to ensure that the health and safety of the child or of other children or adults is not compromised. In these circumstances, the teacher or adult involved will follow restraint guidelines as detailed in the DCSF Use of Force Guidance 2007 (copies available in the school office).

If restraint has to be used a Restraint Form is completed and signed by the adult involved and any other adult witnesses. It is also logged on the Restraint Log. These forms are kept in the Restraint File in the Principal's office.

Searching

In incidences when there is concern that a child may be intentionally or unintentionally carrying a dangerous object or substance and they are denying this/not prepared to hand the item to a member of staff, then the school will contact the police and the child's parents immediately.

On the rare occasion when an item clearly appears to have been stolen, the classteacher/senior teacher will discuss this with the class and appeal for the return of the item. Children may be asked to look through their belongings with a member of staff present. For health safety and safeguarding reasons, staff have a right to look through a child's belongings, with a senior member of staff present, and without the child/parents permission.

Use of the Police Community Support Officers

Working in partnership with outside agencies is extremely important and the use of the PCSO's is a valuable support mechanism. There are occasions when the PCSO's provide the school with advice/support in dealing with difficult incidents and may discuss issues of concern with groups of children. At other times, the police and other support agencies are invited to discuss issues and concerns with the children.

Fixed Term and Permanent Exclusions

Fixed term exclusions will only be used at Byron as a last resort, however, there are some occasions when the sanctions above have been exhausted and the next step to be taken is an exclusion from school or lunchtime for a fixed period of time. A fixed term exclusion can also be issued as a result of a single extreme incident of unacceptable behaviour. A fixed term exclusion will be used, in line with the school's behaviour policy if:

- The safety and welfare of pupils and staff was compromised
- The outburst seriously disrupted the education of the other pupils
- The outburst posed significant concerns about the mental well-being of the pupil and his/her future safety in the school setting
- All attempts to modify the pupil's behaviour and keep him/her in school have been exhausted.

In cases of fixed term or permanent exclusions:

- Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for

the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- If the Principal excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Council or Regional Director. The academy informs the parents how to make any such appeal.
- The Principal immediately informs the Regional Director about any permanent exclusion, and about any fixed-term exclusion.
- The Academy Council itself cannot either exclude a pupil or extend the exclusion period made by the Principal.
- The Academy Council considers any exclusion on behalf of the governors.
- When the Academy Council meets to consider an exclusion it considers:
 - The circumstances in which the pupil was excluded;
 - Any representation by parents and the L.A; and whether the pupil should be reinstated.
 - If the Academy Council/Regional Director decides that a pupil should be reinstated, the Principal must comply with this ruling.
 - Refer to the OCL Exclusions Policy for guidance

Exclusion will usually be for a short period of up to five days but in severe cases maybe longer or permanent. A Principal's checklist should be completed to demonstrate that all other options have been considered and that a fixed term exclusion is the correct action to take as a result of the incident. Each case will be reviewed, taking into account the circumstances and the needs of the child. Homework will be set on the day of the fixed term exclusion and either given to the parent or sent by first class post. This should be returned to school for marking.

A return for Exclusion Meeting must take place before the child returns to school (see Appendix 2). In order to clarify the reasons for the exclusion and actions identified to further support the needs of the child. The notes of the meeting should be signed by both the parent/carer and the school in order to demonstrate that they are working in partnership to support the pupil. The parent/carer must be invited to attend the meeting. However, if they fail to attend, the meeting will take place with the child and 2 other members of staff.

Behaviour Plan and Pastoral Support Programme

For those children with particularly persistently challenging behaviour it may be appropriate to place him/her on the Special Education Needs (SEN) Register and to establish an Individual Education Plan or Pastoral Support Plan to create a Behaviour Plan for that child . Advice may then be sought from an Outside Agency such as Educational Psychology or Outreach Support and additional strategies may be put into place to support the individual needs of that child. Parents would be informed if the child was to be placed onto the SEN Register and would be invited and encouraged to be fully involved in the creation and review of any behaviour support programme.

Parenting Contracts

A further measure which can be used to encourage parents and carers in developing a child's behaviour is the use of a parenting contract. Parenting contracts offer a way for schools and parents to work together to identify strategies and actions to support and improve a child's behaviour and encourage a positive working relationship. Under the contact, the parent agrees to do certain things to improve a child's behaviour or attendance and the school offers support tailored to the specific needs of the parent and family.

Parenting Orders

A Parenting Order is a civil court order which compels a parent to fulfil requirements as determined necessary by the court for improving their child's attendance or behaviour. Local Authorities can apply to the courts for a parenting order following: a) the prosecution of a parent

for failing to ensure their child's regular attendance at school or b) following exclusion in order to improve a child's behaviour at school or prior to exclusion in cases of serious misbehaviour which if continued, would warrant exclusion. Schools can also apply directly to the courts for a Parenting Order and at Byron, whilst to date it has not been used, it will be initiated if deemed appropriate.

6. PLAYTIME AND LUNCHTIME BEHAVIOUR

Children should follow the Sunshine Rules at all times, including playtime and lunchtime. In addition to these rules, there are a number of rules specifically related to the playground and lunch hall. The rules are displayed in the school hall and have been discussed and agreed by the children and relevant staff and are reviewed regularly.

Playground Rules

(Discussed and agreed by the School Council December 2018)

- We will show respect to our school environment and each other.
- We will keep our hands and feet to ourselves.
- We will play together and look after each other.
- We will play fairly and include others.
- We will sort out our problems in a fair way.
- We will follow instructions for our year group when we hear the bell.
- Year 3 and 4 will line up on the first bell.
- Year 5 and 6 will line up on the second bell.

Lunch Hall Rules

(Discussed and agreed by the School Council December 2018)

- We will line up quietly and walk nicely into the dining hall.
- We will not swap food with each other.
- We will say PLEASE and THANK YOU to the kitchen staff.
- We will ask when we want to have our puddings (Infants)
- We will not drop or throw food on the floor.
- We will stack our chairs when we are told we can go.
- We will put our lunch boxes in the place provided (Infants boxes outside the classroom. Juniors boxes in each classroom)

Football Rules

(Discussed and agreed by the School Council December 2018)

- We will always play fairly.
- We will let anyone play.
- We will play with the ball provided.
- We will not argue over decisions made.
- We will not tease the other team when a goal is scored.
- Every child should be allowed to play football – football is not just for the juniors

Lunchtime Supervisors provide verbal praise and encouragement to children and give positive feedback regarding behaviour to class teachers and senior members of staff. They use incentives such as reward stickers for positive behaviour, particularly in the hall, when table manners and a consideration for others are of great importance.

At lunchtime there is 'Cool Club' which provides an indoor play alternative for children who prefer to spend their play time inside. The provision is also used to provide a more structured playtime for children who find outside play a challenge. Children can also be directed to attend 'Cool Club' for a specific period of time to support their behaviour and social interaction.

7. BEHAVIOUR AT THE END AND THE BEGINNING OF THE DAY

At the beginning of the day all Reception and Key Stage 1 children must be taken to the classroom. Key Stage 2 children are able to come into school from 8.45am so that they are ready in their classrooms for a 8.55am start.

All Reception and Key Stage 1 children are collected at the end of the day at the classroom door by a named adult. Key Stage 2 children can be collected in the playground and those children who are not being met should leave the school site without delay and go straight home.

Any children who are not collected at the end of the school day or after a club or sports' practice, should come to the school office, inform a member of staff and wait in the entrance area until they are collected. **UNDER NO CIRCUMSTANCES SHOULD THEY GO OUTSIDE THE SCHOOL GATE.**

Children should not run around the school hall, classrooms or the grass areas outside the school buildings.

8. DESSEMINATION

Dissemination of this policy to the whole school community will be through discussions with members of the school council, at staff meetings, at governors meetings, parents' meetings and inclusion on the school website.

Date: Autumn 2018

Review date: Autumn 2020

This policy is linked to:

- OCL Behaviour for Learning Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Special Needs Policy
- OCL Exclusions Policy