



POSITIVE BEHAVIOUR POLICY

Excellent behaviour is the bedrock
that supports all learning and teaching
at Oasis Academy Skinner Street.

Review Date: Sept 2019

Aims

- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose
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The Skinner Street Way

The Skinner Street Way is a clear reference point for expected behaviour:

- We ask others for help
- We say please and thank you
- We are gentle with each other
- We greet each other
- We look after property

The definition of each of these rules is explored through daily reflection sessions, SMSC, the Oasis 9 Habits and in our restorative approach.

Rewards

It is important to recognise and celebrate positive behaviour (children following the Skinner Street Way). This is achieved by:

- Giving verbal and non-verbal praise
- Consistent use of the positive marking policy
- Awarding Star of the Week during weekly Celebration Assemblies
- Awarding Star Writer and Maths awards every week
- Members of the Leadership Team awarding stickers for excellent work
- Speaking to parents about excellent behaviour

Restorative Approach

We use a Restorative Approach for dealing with behaviour issues based upon the following 6 Key Questions:

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who has been affected by this?
5. What do you need now to move on?

6. What needs to happen now, so that the harm can be repaired?

All members of staff have received training to conduct restorative conferences. New members of staff receive training as part of the induction process.

Sanctions

There are a logical sequence of sanctions that all members of staff must implement consistently. It has been proven that deviating from this sequenced approach has a negative impact on the learning environment. The following steps are displayed in every classroom:

Step 1: A verbal warning is issued.

Step 2: A blue stop and think card is issued and displayed on the Good to be Green Chart

Step 3: A yellow warning card is issued and displayed on the Good to be Green chart.

Step 4: A red consequence card is issued.

A letter is sent to parents and a copy given to the Deputy Principal.

Time from the next break is spent discussing why the red card was issued and what needs to change to prevent further incidents.

If the behaviour is more serious and includes threatening behaviour, hurting others or refusing to do as an adult asks, the child will be referred straight to a member of the Academy Leadership Team.

Behaviour Logs

All incidents involving Steps 3 and 4 must be recorded on a Behaviour Log on Bromcom.

Behaviour Incident Logs are also completed by members of staff on duty during breaks and lunchtimes for incidents of poor behaviour.

All Behaviour Incident Logs are given to the Deputy Principal who reads them to consider whether any further steps need to be taken.

The Deputy Principal will monitor behaviour through a weekly Behaviour Report. This report identifies the types of behaviour that are most prevalent, where and by whom. This, in turn, feeds into the Positive Behaviour Plan.

Positive Behaviour Plans (PBPs)

The Deputy Principal and SENDCo monitor the number of Behaviour Logs that have been logged for each child to check whether there is anyone requiring additional support. If it is decided that a Positive Behaviour Plan would be appropriate this will be created with the child and parents' involvement.

Three SMART targets are agreed at the initial PBP meeting in consultation with all present. These are written in language the pupil can understand and progress

towards them is recorded daily. Weekly feedback is provided to parents so that they can support at home.

A PBP review meeting is held after eight weeks to determine progress. At this point one of two courses of action will be decided upon:

1. A **significant** reduction in the number of Behaviour Logs logged will usually result in the child coming off the PBP.
2. A small reduction, or a similar number of Behaviour Incident Forms logged, will usually result in revised targets and the child continuing on the PBP for another eight-week block.

Exclusions

An exclusion is made at the discretion of the Principal. Each serious misdemeanour will be considered and the exclusion will depend on the severity and frequency of behaviour. (Please see separate policy)

Parental Responsibility

Parents and carers have an active part to play in shaping the behaviour of their children and are therefore expected to support the school's Behaviour Policy.

Parents are expected to:

- make children aware of appropriate behaviour
- encourage independence and self-discipline
- show an interest in all their child does in school
- support the school in implementing this policy
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Evaluation

The effectiveness of this policy will be measured by:

- A reduction in the number of children being sent to senior members of staff
- A reduction in the number of children referred to external agencies
- A reduction in the number of children being excluded