



**#WatermeadWay**

★ **Be a Watermead Star** ★

**Oasis Watermead Academy**

**Behaviour Policy 2022/23**

## Ethos and values

At Oasis Academy Watermead we aim to live out the Oasis ethos and vision in all that we do both within our place of work but also in our daily lives. We genuinely care about each and every person and want our children to sparkle and shine in all that they do. Their enthusiasm and joy in discovering new things has already become infectious across our learning community and beyond. Our ethos is rooted in what we believe and who we are. It is an expression of our character; a set of values that inform and provide the lens on everything we do. The Oasis Ethos is aspirational, inspirational and something that we have to constantly work at. We actively promote and practice the Oasis 9 Habits which are an invitation to a way of life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled.



# Rights and Responsibility

Everybody in the school community has rights and responsibilities that relate to our values.

We have the **right** to learn and work in an environment where:

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

We have the **responsibility** to create and maintain a safe and happy environment by:

- showing respect for others as unique individuals,
- viewing our own and others' mistakes as opportunities to learn,
- speaking and listening politely and courteously,
- communicating openly and honestly.

## Rules

Our values, rights and responsibilities are encapsulated in our 4 basic Star rules. We expect all members of our school community to adhere to these.

- S – Smart starts - We come in full uniform and bring our iPad
- T – Turn up on time for every part of the school day
- A – Always try your best
- R's – Respectful (of all and everything), Resilient, Reflective

## Implementation

All members of the school community are responsible for establishing and maintaining positive learning behaviours throughout the school.

At Oasis Watermead, we promote positive learning behaviour in the following ways:

### Whole School

- Across all key stages positive learning behaviour is taught, described and rewarded using age appropriate systems.
- Children are given clear and consistent ideas of what is expected in terms of behaviour by all adults.
- All adults understand and demonstrate the school's core beliefs about behaviour.
- All adults model respectful verbal and non-verbal behaviours.

- School assemblies are used to develop children's social, emotional skills and to celebrate their strengths and learning behaviours.
- Positive behaviour in corridors, playgrounds, the dining room and on visits is noted and celebrated by all adults
- Everyone in the school community is made aware of, and contributes to the school's positive behaviour ethos, our Values and the Great British Values.
- Our approach is based on an understanding of child development and emphasises the need for positive, calm, responsive relationships in order to support children to thrive

## **Classroom**

- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
- Lessons are structured to be interesting and appropriately challenging for all pupils (I do, we do, you do)
- Appropriate learning behaviours are taught and reinforced in class on a regular basis (3 Rs).
- Children are taught the language of sharing and cooperation, choice, and consequences.
- Children are encouraged to identify their own strengths and to recognise and value the diversity within their classroom.
- All children's strengths are recognised and celebrated.
- There are clear routines and a shared understanding of what great looks like (eg for entry and exit, moving around the academy and classroom, sharing equipment, working in a variety of groups, changing for P.E. and tidiness of belongings and equipment) to reduce uncertainty and promote an appropriate climate for learning.
- There is a classroom 'behaviour ladder' that promotes positive social and learning behaviours.
- Children are responded to proactively to catch moments of disruption or dysregulation and positively supported to get back into a settled state to take in learning

## **Inclusion**

The needs or circumstances for each individual child will be considered when implementing this policy. For example, children with Special Educational Needs or a Disability (SEND) or children from families in difficult situations may require an adapted approach to the whole school positive behaviour management system. Teachers will ensure that all staff are made aware of any pupils who require special consideration. This does not exclude them from the behaviour policy but requires teachers to apply it with empathy and with consideration for the needs of the child and the whole class. Any adaptations must be made in agreement with members of the Senior Leadership Team, including the SENDCo and, where appropriate, parents and carers.

- Teachers use behaviour management strategies and in-class support for any child needing additional, short-term help to make good social and emotional progress.
- The additional help given to children as part of a SEND support plan may involve an adapted or highly individualised timetable. The school accesses support from a range of professionals to support the specific social and emotional needs of the children where appropriate.
- Teachers share the specific strategies planned for individual children with all relevant adults ensuring a consistent approach.

**Early Years** We aim for the children to develop a growing understanding of what is right or wrong and why. During their time in the Early Years children will develop their learning about the impact of their words and actions both on themselves and others around them.

To comply with the Early Years Foundation Stage (EYFS) Statutory Framework we will:

- Implement this behaviour policy and procedure effectively.
- Assign responsibility to a named practitioner who is responsible for behaviour management in our EYFS base. They will have the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary.
- Acknowledge and act upon any evidence revealing links between significant changes in children's behaviour and safeguarding.

### **Inappropriate Behaviour**

Inappropriate and disruptive behaviour is dealt with in a consistent, predictable, and logical way. The consequences of such behaviour are logical and consistently applied according to each child's age and stage of development. Sanctions will occur as soon as possible after the event has happened. Staff always create opportunities for children to repair and rebuild relationships that may be damaged by disruptive or aggressive behaviour. Children will be risk assessed for all school trips and alternative provision may be put in place. Ongoing events of inappropriate behaviour will be monitored and responded to in a proactive and supportive way, ensuring the views of the child and family are captured.

In extreme circumstances, suspension may be used.

### **Incidents of racism, sexism and homophobia**

All staff are expected to recognise and deal with racist/sexist/homophobic remarks and gestures promptly and seriously. The incident will be reported to parents and recorded on Cloud School. The child will receive additional support so that they understand why remarks or gestures are not appropriate as part of the Plan, Do, Review cycle.

### **Anti-Bullying guidance**

Oasis Watermead Academy we teach children that:

Bullying is defined as **deliberately** hurtful behaviour, repeated over a period of time and can be: physical (eg hitting, kicking, theft); verbal (eg name calling, racist remarks); indirect (eg spreading rumours, excluding someone from social groups); gesture (eg pulling faces, waving fist); extortion (eg threatening to take property or tell tales); exclusion (eg taking away friends).

Cyberbullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

To reduce the incidents and minimise the impact of bullying we:

- teach the children in class and assemblies to recognise and identify bullying and to understand the effects it has on individuals.
- adopt a common approach to deal with those who consistently bully.

- adopt a common approach to support those who are victims.
- train pupils and staff to be anti-bullying ambassadors who support friendships and social interactions on the playground.

This will be done through class lessons, assemblies, anti-bullying days and newsletters home. All children and families will be encouraged to report incidents of bullying. Advice to parents about bullying procedures will be given annually. This will include information about what bullying is, the effect on individuals, how to recognise it in their child and what actions to take when concerned about it. The information will also explain the procedures that the school will take on their behalf.

Reporting concerns:

**Pupils** are encouraged to talk to their class teacher if they feel they are being bullied. The **class teacher** must then seek advice from a member of ALT and, if appropriate, report this on Bromcom/CPOMs. Once a claim of bullying is made, all children involved will be interviewed to establish the facts and to agree the next steps.

**Parents** must report any concerns in the first instance to the child's class teacher. If they do not feel satisfied that the issue has been dealt with then they should use the school communication flowchart (detailed on the website).

ALT will guide the teacher on providing support for both the victim and the alleged perpetrator. A restorative approach is used to help all parties involved. Parents of both the victim and alleged perpetrator are informed and school and family work together to find a resolution. If the situation is not resolved, with the correct support in place, then further sanctions will be used, as detailed in Appendix 2.

## **Impact: monitoring and review**

The impact of the policy and practice is measured against information and data collected. Behaviour data gathered includes:

- Behaviour/Dojo points or other positive demonstration of the values
- Negative points for behaviour that flows down the behaviour ladder: disruptive, unsafe or aggressive behaviour recorded on Bromcom/CPOMS.
- Number of children attending celebration events and reward days
- Number of children on sticker charts and report cards
- Suspensions
- Records of lunchtime incidents
- Pupil voice: how safe do children feel in school, how effective do they think rewards and sanctions are
- Staff voice: how effective do staff feel the behaviour policy is

ALT will meet regularly to review patterns and whole school issues: pupil groups will be monitored to ensure behaviour is improving for all children. This data will be reported to the Trust termly. Suspensions are reported to the Executive Principal and Regional Director. Behaviour systems are monitored in each class through ALT meetings, DSL meetings and the Leadership Monitoring and Evaluation schedule.

## Recognising Positive Behaviour

At Oasis Watermead Academy we understand that rewards are often more effective than sanctions. Alongside our curriculum, through which we strive to make a strong invitation to learn, we recognise that rewards form a significant part of positive reinforcement as an effective behaviour management strategy. Our reinforcement is consistently delivered, timely and age-appropriate. We value social, natural and direct rewards. We encourage children to follow our rules because they understand the benefits for themselves and the school community. These intangible rewards are the strongest pastoral tools we have and are central to our aim of instilling our Values although we also use tangible rewards to reinforce our praise.

### Implementing the Rewards

- Staff will praise/thank pupils regularly making it clear what the praise/thanks is for.
- Praise is often shared and celebrated publicly with other staff to support and give encouragement to pupils.
- Pupils' learning is valued and regularly displayed to its best advantage.
- Praise is recorded on children's learning. Verbal praise is used extensively across the school by all staff.

### Classroom Behaviour ladder

Each class has a class 'behaviour ladder' to enable all children to see the right choices they are making with regards to their behaviour. Every day each child starts on bronze in the centre of the ladder, and they must make good choices all day to start moving up the ladder. If they show exceptional behaviour for learning, they can move up the ladder towards Superstar. It is expected that most children will be at least on **Gold** by the end of each day.

If children get to Superstar and stay there till the end of the day then they are awarded a **5 behaviour points** This is recorded in two ways

- Class chart on display
- Logged on *Bromcom*. This is to be completed by the end of the day by the class teacher.

### Celebration Assembly

Every week there is a Celebration Assembly to celebrate positive behaviour. There are two types of celebration:

All class teachers nominate **1 child** in their class to receive **Sparkle and Shine winner**

These children are identified as children who have been positive role models for others and this is related to one of our three Rs and School Rules. (STAR). We also have Dojos that are rewarded for fantastic learning, attitudes to work and presentation. When children reach the following amount they can spend their dojos weekly at our Dojo vending machines.

## **Behaviour Reward**

There is a ***Behaviour Reward*** treat each half term for children who have achieved an agreed number of Reward Points per half term (and no more than an agreed number of negative points across a half term.)

## **Dealing with negative behaviour**

The school rules are designed to encourage positive learning behaviour and good self-discipline. Key to children developing good social and emotional skills is their ability to learn from their mistakes and all children at school need to learn about the impact their behaviour has on others around them.

### **Discouraging inappropriate behaviour**

Our sanctions take the form of logical consequences to help children learn how to behave well. Children are taught directly and through experience that consequences are logical, predictable and applied fairly given a child's wider level of understanding and particular circumstances.

If a child is displaying low-level inappropriate behaviour, the teaching staff need to act promptly to review the provision (ensure the child's needs are being met) and to give a reminder of the correct behaviour. Reminders can take different forms: a look, a quiet word privately with the child, a direct reminder of the required behaviour, praise to someone else nearby demonstrating the correct behaviour. Some children need time to consider changes in behaviour and so staff need to consider the individual needs of the child and not create confrontational situations. We will always begin with the least intrusive strategies to give the child maximum opportunity to make a different choice and return to learning or the expected behaviour.

## **Implementing Sanctions**

### **Behaviour ladder**

Children move down the class ladder as a sanction for inappropriate behaviour in class; for low-level disruption, after reasonable reminders have been given. If a member of staff moves a child's name down as a sanction, they do so without drawing the whole class attention to the disruptive behaviour and with a reminder to the child of the correct choice they need to make in order to have their name moved up again. Children are always given time to repair the situation without shame before further intervention from an adult.

The child's name is recorded on Bromcom with a brief note of reasons e.g. shouting out, fighting, if they have been moved down the ladder.

At the end of the day, by 3:30 pm, the class teacher ensures a record of any behaviour, requiring a child's name to move down the ladder, is on Bromcom. A yellow card equates to -1, orange -3 and red -5



## Supporting children to make positive behaviour choices:

### 1. The classroom provision must be correct

**Engagement:** appropriate and interesting work is planned

**Positivity:** staff always welcome, narrate the positive and reward positive behaviour, unconditional positive regard

**Consistency:** STAR rules are always promoted as are the 3Rs

### 2. Intervention

We adopt a Plan, Do, Review model for behaviour management strategies in the classroom and at social times. At the core of this is the need to ensure the provision for all children is correct. If provision is correct and a child is still disruptive, then alternative plans need to be considered.




## Restoration


At times, some children find it difficult to manage their emotions and need more intense support to help them. Our teaching and support staff team supports with the following:

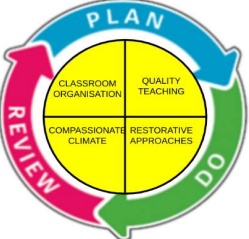
- De-escalation
- Restoration
- Emotion management
- Curriculum engagement

STAGE ONE	Plan	Do	Review
In a <b>well organised</b> classroom, with <b>quality teaching, a compassionate climate</b> and <b>restorative approaches</b> in place, sometimes children may still	<u>Plan the provision</u> Class teacher or TA check provision for child is correct e.g. work at correct level with adequate challenge or support,	<ul style="list-style-type: none"> <li>• <b>Adapt the provision immediately, as needed.</b></li> <li>• Restorative conversation with class teacher or TA</li> </ul>	Reflect with the child as appropriate.

<p>present with challenging behaviour. <b>Teaching staff must act promptly to deal with this themselves before it escalates.</b></p> <p><b>In the moment, immediate Plan, Do , Review cycle.</b></p>	<p>check other factors (change in timetable, or seating position)</p> <p><u>Plan with the pupil</u> Did you do a check in as the child came into class that morning? Has there been a change in behaviour since then? What caused this? What will best help to defuse the stress for the child?</p> <p>The plan will depend on the needs of the child and the severity of the behaviour.</p>	<ul style="list-style-type: none"> <li>● Move name down the ladder</li> <li>● Time out table in class.</li> <li>● Name discretely noted</li> <li>● Completing work missed at playtimes, if appropriate and helpful</li> <li>● Praise the child as soon as behaviour has been turned around.</li> <li>● Observe the child carefully to see how they settle. If poor behaviour resurfaces, look for the antecedent.</li> </ul>	<p>What adaptations need to be made to teaching practice or classroom organisation to avoid this in future?</p> <p>Is it helpful for parents to be better informed regarding behaviour?</p> 
<p>Who is responsible?</p>	<p><b>Class teacher</b> to plan the provision with support of TA and in consultation with the pupil. To be recorded on Plan, Do Review cycle.</p>	<p><b>ALT</b></p>	<p><b>Class teacher</b> to review the provision with support of TA and in consultation with the pupil. To be recorded on Plan, Do Review cycle.</p>
<p>Who is monitoring?</p>	<p><b>ALT</b> (check in line with any professional recommendations and IEPs)</p>	<p><b>ALT</b></p>	<p><b>ALT</b> (check in line with any professional recommendations and support/behaviour plans)</p>

STAGE TWO	Plan	Do	Review
<p>In a <b>well organised</b> classroom, with <b>quality teaching, a compassionate climate</b> and <b>restorative approaches</b> sometimes a child may present challenging behaviour even after <b>STAGE ONE</b> of the cycle has been completed by the teaching staff.</p> <p>To prevent the behaviour from escalating, teaching staff should have already taken immediate action. Now a plan for the following days needs</p>	<p>Plan how to manage the behaviour within your year group team: Do they need a change of seat? Do they need extra time with the teacher at the start of the day? Are daily check ins with parents needed whilst the crisis is managed? <b>Set a time limit</b> e.g. 3 days in which you expect to see a change. Record on Bromcom.</p>	<ul style="list-style-type: none"> <li>● Reflection time</li> <li>● Inclusion</li> <li>● <u>1 Negative point (yellow card)</u></li> <li>● <u>3 negative points (orange card)</u></li> <li>● <u>5 negative points (red card)</u></li> <li>● Parents to be informed through text message/conversation at the end of the day</li> <li>● Utilise SEMH interventions/pastoral team</li> <li>● Record on Bromcom by end of the day.</li> </ul>	<p>ALT will observe and discuss with the class teacher provision and strategies used in class.</p> <p>What adaptations need to be made to teaching practice and classroom organisation to avoid this in future?</p>

<p>to be formulated to prevent further instances. Consultation must be made with the <b>ALT</b> if poor behaviour is persistent.</p>		<ul style="list-style-type: none"> <li>If children have <u>10 or more Negative points in a week and STAGE ONE has been followed by teaching staff</u>, then they are put onto a behaviour report (in consultation with behaviour lead). Sticker chart to be shared with parents at the end of each day. If children are on a behaviour report and they get all their positives for the day, they get positive points.</li> </ul>	
<p>Who is responsible?</p>	<p><b>Class teacher</b> to plan the provision with support of TA and in consultation with the pupil. To be recorded on Plan, Do Review cycle. <b>Consultation</b> must be made with the SENDco</p>	<p>ALT</p>	<p><b>ALT</b> will observe and discuss with the class teacher provision and strategies used in class. To be recorded on Plan, Do Review cycle.</p>
<p>Who is monitoring?</p>	<p><b>ALT</b> (check in line with any professional recommendations and support/behaviour plans)</p>	<p>ALT</p>	<p><b>ALT</b> (check in line with any professional recommendations and support/behaviour plans)</p>

STAGE 3	Plan	Do	Review
<p>In a <b>well organised</b> classroom, with <b>quality teaching, a compassionate climate</b> and <b>restorative approaches</b> sometimes a child may present challenging behaviour even after <b>STAGE ONE</b> and <b>TWO</b> of the cycle has been completed by the teaching staff. At this point, teaching staff have already consulted ALT to ensure the provision is suitable. A plan will already be in place and recorded on Bromcom</p> 	<p>See review at Stage 2:ALT and SENDco will be involved to ensure the provision is right for the child and that a plan of support is in place.</p>	<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Teacher + TA investigate and record</li> <li>• ALT to be informed.</li> <li>• Outside agencies involved where needed.</li> <li>• Record on Bromcom using ABC model</li> <li>• Inclusion</li> <li>• <u>1 Negative point (yellow card)</u></li> <li>• <u>3 negative points (orange card)</u></li> <li>• <u>5 negative points (red card)</u></li> <li>• Parents asked to come into school (SLT).</li> <li>• SLT to evaluate and monitor provision and strategies used in class.</li> <li>• Following 2 weeks on a report card, if progress has not been made the child will have a personalised Individual Behaviour Plan and Positive Management Plan established. The Team around the Child will co-construct these proactive plans taking the child's strengths and interests into account. The class teacher and parent must be present to develop this plan alongside a member of the school's Inclusion team. They will be quality assured in the classroom by the Inclusion team and reviewed in a timely manner (at least twice a half term).</li> <li>• Appropriate SEMH specific interventions will be applied and given time to impact the child's behaviour before being robustly reviewed using key metrics.</li> <li>• Headteacher will make the decision regarding the appropriate consequence: either a period of inclusion in school, a fixed-term or</li> </ul>	<p>Review process involves ASLT and parents: meetings are recorded and a report card is issued to track progress.</p> <ul style="list-style-type: none"> <li>• Following a fixed term suspension or period of internal inclusion in school, children will be able to return to their own class following a meeting with parents and the ALT to create a personal support plan.</li> <li>• Upon return to class, children will be on a yellow (2 weeks) or red report card (3 weeks) depending on the severity of the situation. A report card is to help reset behaviour and must be shared with parents daily. If children are behaviour report card and they get all their positives for the day, they get positive pints on the ladder.</li> </ul>

		<p>permanent suspension depending on the severity and individual circumstances involved.</p> <ul style="list-style-type: none"> <li>• Where a pupil receives a fixed term suspension, they enter the behaviour response flow chart.</li> </ul>	
Who is responsible?	<p><b>Class teacher</b> to plan the provision with support of TA and in consultation with the pupil. To be recorded on Plan, Do Review cycle.</p> <p><b>Consultation</b> must be made with the <b>ALT</b></p>	ALT	<p><b>ALT</b> will observe and discuss with the class teacher provision and strategies used in class.</p> <p>To be recorded on Plan, Do Review cycle.</p>
Who is monitoring?	<p><b>ALT</b> (check in line with any professional recommendations and support/behaviour plans)</p>	ALT	<p><b>ALT</b> (check in line with any professional recommendations and support/behaviour plans) and Deputy Principal</p>

**Behaviour Response Flow Chart**

