



Appendix to Oasis Academies Behaviour for Learning Policy

Positive Behaviour Management at Oasis Academy Hobmoor

There are three core rights, and related responsibilities, that run throughout the Academy:

1. The right to learn
2. The right to be treated with respect
3. The right to be and to feel safe

The related responsibilities are:

1. The responsibility to help everyone learn
2. The responsibility to treat everyone with respect at all times
3. The responsibility to make sure everyone feels safe

These form the basis of our school rules.

We help everyone to learn.

We treat everyone with respect at all times.

We make sure everyone feels safe.

These are on display in the classroom and teachers discuss with their class what they mean.

Behaviour for Learning

Oasis Academy Hobmoor aims to develop Personal Learning and Thinking Skills (PLTS) in all our pupils that inspire them to be the best they can be. Pupils will consistently display a thirst for knowledge and understanding and a love of learning. Pupils' attitudes to learning will be of an equally high standard across subjects, years and classes and with different staff. The PLTS are represented as characters to make them child friendly.

These are:

- Teemz- a team worker
- Tinker- a creative thinker
- Effex- an effective participant
- Indie- an independent enquirer
- Selfie- a self-manager
- Reflect- a reflective learner

Each character represents a set of skills. To ensure continuity and progression, there are four levels of skills to match the four age phases in the Academy. Posters showing the characters and age appropriate skills are in each classroom and around the Academy. Pupils assess their learning attitudes and behaviours against these skills.

Each week, a child from each class is selected to receive the PLTS award for showing the skills related to one of the characters. The award is presented in our Friday Celebration Assembly and winners are shown in the newsletter.

'Out of the classroom' Behaviour

Around school we promote the highest standards of courtesy and respect through our CARROT system, which stands for Courtesy and Respect Reward Orange Tokens. CARROT tokens are given to children who are being particularly courteous and respectful by visitors and staff. Teachers and Learning Assistants may give tokens to children in their own class. Staff should aim to give out at least 10 tokens daily. Every two weeks the class who collects the most tokens in each phase of the school is rewarded with an afternoon off from their usual timetable to complete an activity of their choosing. Where possible, this should be taken on a Friday afternoon. Each class is given a budget of up to £15. CARROT certificates will be presented during Monday's Whole School Assembly.

Tokens are given for:

- Moving around school- children should move around school in single file, quietly and sensibly. Adults should stop the line at strategic points to maintain control. Everyone should keep to the left when moving up and down the stairs.
- Lining up- in school and on the playground-. Classes should line up in single file, quietly and sensibly. Classes should come in from the playground in a calm, controlled manner.
- Behaviour in Assembly- Classes should walk in quietly and listen to the music playing. Children remain standing until the class is ready and then sit quietly. There should be no talking during Assembly. All staff should give out CARROT tokens and make sure noise levels are kept to a minimum.
- Politeness and good manners- holding the door open , letting adults go first, saying 'please' and 'thank you' etc.
- Independent learning

Lunchtime Behaviour

All lunchtime supervisors are responsible for managing behaviour at lunch time.

Rewards

- CARROT tokens
- Lots and lots of positive praise
- 'Proximity' praise

Sanctions

- minor offences- a conversation, warning, making a child stay with them or sit out for 5 minutes
- Repeated or more serious offences –Time Out in innovation suite after a discussion with the Senior Supervisor. Children may be brought to time out room at any time during lunchtime. The 5W's sheet should be completed alongside a conversation with adult. When the sheet is completed, the child may return to the playground. The sheet should be filed in the Behaviour Folder. The lunch time detentions should be logged in the Behaviour folder and will be recorded on Sleuth by the Senior Supervisor, who will also inform the class teachers.

Classroom Behaviour

In the classroom we use our 'Going for Gold' system for positive behaviour management. For consistency across the Academy no other class systems should be used.

Every child starts the morning and afternoon sessions on green with the aim of moving to the gold star for great examples of 'learning behaviours'. Each class should aim to have at least five children on the Gold Star at the end of the morning and the end of the afternoon.

Children should be praised and rewarded for learning behaviour using the language of PLTS (Personal Learning Thinking Skills).

Any child on gold at the end of the session may colour in a block on the class record sheet. When a child has completed 20 blocks on the sheet they will be presented with a Bronze certificate in Friday's Awards Assembly. They will receive a Silver certificate for 40, Gold for 60, Platinum for 80 and Diamond for 100.

If behaviour is not conducive to learning

- Initially teachers will use positive behaviour management strategies such as 'proximity praise' to draw children back to their learning; if this doesn't work then...
- Children will be given clear instructions as to what they should be doing, followed by a warning that they will go onto the amber.
- After a second warning, the child will move to the Amber stage – the teacher will clearly state the behaviour that will allow the child to move back to Green as quickly as possible.
- If the behaviour continues the children get further instructions regarding choices they make so that they have clarity about what they need to do to improve and the clear consequences if they don't. When children improve they place themselves back on Green – it is important they do this themselves.
- Children place themselves on Red indicating that they have made a choice not conducive to learning.
- When a child moves to Red, the class teacher may decide to give 'time out'. The child should be sent to the year group partner or Phase Leader for a maximum of 10 minutes. They should take work or the 5W's sheet with them. The lesson should not be interrupted. The receiving teacher should find a suitable time to discuss their behaviour with them. The completed 5W's sheet should be returned to the class teacher and filed in the Behaviour folder. The teacher may decide a playtime detention is appropriate. *When a child has been on Red, the class teacher should speak to the child's parents.*
- All Gold, Green, Amber, Back to Green and Red are recorded on our electronic system Sleuth at the end of the morning and afternoon sessions.
- If a child has 3 Reds in a half term, a meeting with the Class Teacher and the child's parents will take place.

We recognise that where a child is consistently on Red, their behaviour is a barrier to their learning. They should be referred to the Inclusion Team. An Individual Behaviour Plan or Behaviour Management Plan may be drawn up with the involvement of parents. These will be shared with all staff to ensure consistency of approach across the Academy. Where appropriate, children may be referred to the COBS Outreach Service (formerly Behaviour Support Service) or other agencies. These children may have individual reward systems.

Involving Parents

Parents will be informed by the class teacher whenever a child receives a red card. If a child is consistently receiving red cards or has been given 3 in a half term the class teacher will invite parents in for a discussion. Where a child is not picked up by parents, the teacher will telephone or send a letter. If the behaviour of the child does not improve, a meeting will be held with the Phase Leader, class teacher and parent to discuss the behaviour and a course of action. If behaviour still does not improve, parents will be invited to a meeting with the Inclusion Manager and the Principal. The child will then be put on an Individual Behaviour Plan (IBP). This should be done in collaboration with teacher, parent and child. The Inclusion Manager and Learning Mentors will support with this. The IBP is reviewed regularly.

If a red card is given for a serious incident, the Inclusion Manager or a member of SLT will be informed and parents contacted that day.

Golden Time

This takes place in every class on Friday afternoons between 2.55pm and 3.25pm as a reward for good learning behaviour. All children begin with 30 minutes. They may lose up to 6 minutes a day. Class teachers will keep a record of any minutes lost. During Golden Time any child who has lost minutes should sit on the carpet at the front of the class with the Teacher.