



A member of Hatton Academies Trust

Title	Behaviour and Relationships Policy
Reviewed	June 2021
Next Review	July 2022
Associated Policies	HAT Exclusion Policy HAT staff code of conduct Oakway Academy Uniform Policy Home / Academy agreement
Originator	Claire Byron
Approved	Rob Hardcastle

Contents

Introduction	4
1.1 Academy Vision.....	4
1.2 Academy Values.....	4
1.3 Academy Uniform	4
1.4 Code of Conduct	4
1.5 Home-Academy Agreement	5
2. Aims of Behaviour and Relationships Policy	5
3. Academy (BfL) Behaviours for Learning (see appendix 1)	5
4. Rewards	6
4.1 Smiles, Praise, Positive Comments	6
4.2 Daily Behaviour Points System	6
4.3 Daily PRIDE Certificates and Class Dragons	7
4.4 Weekly Assemblies.....	7
4.5 Termly Behaviour Points Rewards.....	7
4.6 Annual Behaviour Reward.....	7
5 Consequences	7
5.1 The use of Restorative Approaches.....	8
5.2 The use of Emotion Coaching.....	8
5.3 The use of Reminders	9
5.4 The use of Reflection time (thinking time)	9
5.5 Persistent breaches of academy expectations.....	9
5.6 Fixed-term and Permanent Exclusions	10
6. Exceptions to the behaviour policy	11
7. Supporting Documentation.....	11
7.1 Behaviour Pathway (see appendix 2)	11
7.2 Steps for resolving challenging behaviour (see appendix 3).....	11
8. Roles and Responsibilities.....	12
8.1 All staff must	12
8.2 Class Teachers must.....	12
8.3 Support staff, Volunteers & Students must	12
8.4 Senior Leadership Team must.....	12
8.5 Principal must.....	13

8.6 Parents must	13
8.7 Academy Committee Representatives must.....	13
9. Monitoring	13
10. Review.....	14

Introduction

At Oakway Academy we believe that good behaviour and positive relationships are integral components of the learning process. Most children at Oakway Academy are able to regulate their own behaviour most of the time. However, we believe that helping children to understand and care about the viewpoint and feelings of others will strengthen their ability to develop and maintain positive relationships and behaviour. Therefore, we have high expectations of all children and work to ensure that they are supported to make positive behaviour choices at all times.

1.1 Academy Vision

The behaviour and relationships policy has been written to support the Academy vision, set out below:

Developing well rounded, conscientious and successful learners who aspire to achieve their personal best. We are nurturing and welcoming community where relationships are at the forefront of everything we do.

1.2 Academy Values

The behaviour and relationships policy has been written to support the Academy values, set out below:

Passion: Develop deep interests, enthusiasm and the desire to achieve

Responsibility: Take ownership over your actions and be committed

Independence: Develop positive attitudes to learning

Determination: Overcome challenges to achieve your best

Enjoyment: Make the most of all experiences

1.3 Academy Uniform

Our Academy uniform policy plays an important part in supporting positive behaviour and discipline. We expect all children to adhere to the expectations as set out in the Uniform Policy at all times.

1.4 Code of Conduct

Oakway Academy has a clear code of conduct for everyone to adhere to. This is clearly detailed in the Staff Handbook.

1.5 Home-Academy Agreement

Oakway Academy has a home-academy agreement that we expect all staff, children and families to sign up to and adhere to.

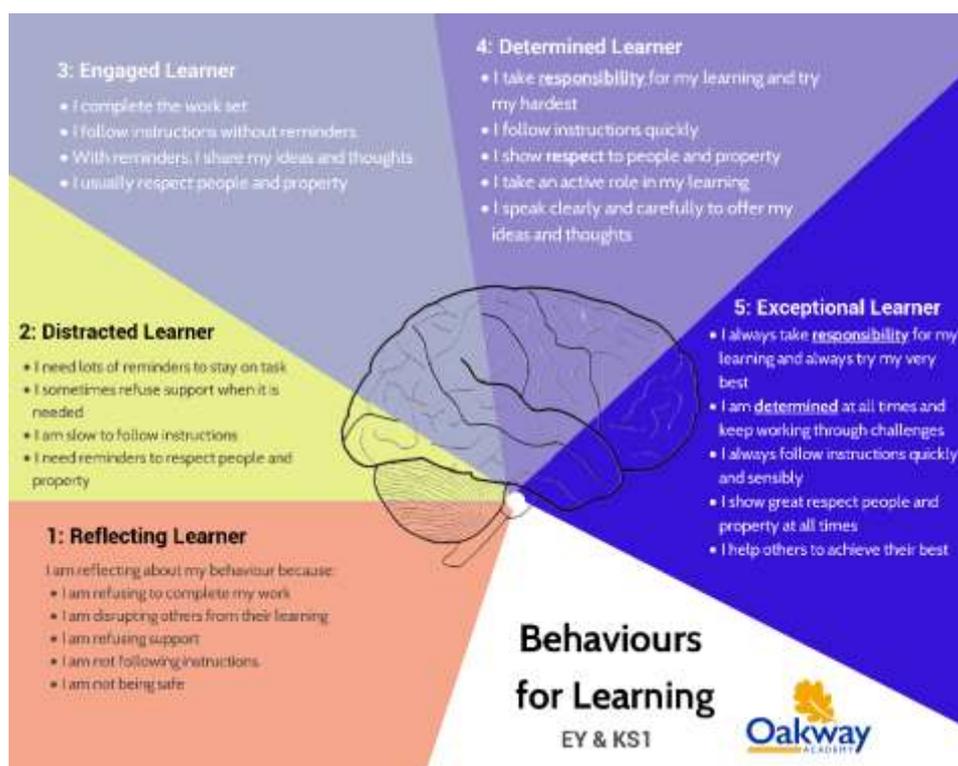
2. Aims of Behaviour and Relationships Policy

- To have a clear and consistent approach to managing behaviour and relationships
- Adults have the collective responsibility for insisting on consistently high expectations of children's and own behaviour at all times.
- Children will understand how their behaviour choices affect themselves and others, and will make consistently good choices.
- Families will have a clear understanding of the approaches the Academy uses to manage behaviour and relationships
- Children will not be defined by an event and the context of the situation will always be taken into account.

3. Academy (BfL) Behaviours for Learning (see appendix 1 &2)

Behaviour for Learning (BfL) is the mechanism we have in place to teach children about themselves as learners and support them to develop the necessary behaviours and attitudes they require to achieve their full academic potential.

The system promotes self-leadership (making good choices); sets clear and ambitious expectations for children; provides reflection time to help manage emotions and develop the emotional resilience to start again. Oakway Academy's BfL system uses descriptors which are shared with children to help them understand how their behaviours impact on their ability to learn and positively manage their emotions. The progressive BfL descriptors define a range of learning characteristics which enable children and teaching staff to identify the attitude currently being displayed. BfL scales are used as a 'best fit' model and do not operate as a step by step ladder. Therefore, a children's behaviour is discussed at the closest description of their current attitude. The BfL model will be displayed in all areas of the Academy so the expectations are on display and can be referred to when managing behaviour.



4. Rewards

At Oakway Academy we will make every effort to reward positive behaviour.

4.1 Smiles, Praise, Positive Comments

Adults to use a range of positive reinforcements to celebrate or to support the behaviour that they wish to promote. Praise is given for effort and not just outcomes. When giving praise, staff will articulate the behaviour for learning being demonstrated by the child/children.

4.2 Daily Behaviour Points System

Children are rewarded for demonstrating positive behaviours for learning both inside and outside of the classroom. These points are a representation of a pupil's effort and attitude across the school day. Children will receive between 1 and 5 points each day. A teacher should take into consideration each child's whole day. For instance, a child who has had to take a period of reflection may have returned to their learning and shown good effort and attitude for the rest of the day. This should be considered and may lead to an overall score for the day of a 2 or a 3. Over time, the children's points will add up and may result in additional rewards, such as certificates, or participation in special events. All points are recorded on the Class Charts system with the points being allocated as set out in the section below.

Daily behaviour points are rewarded as follows:

Exceptional Learner – 5 points

Determined Learner - 4 points

Engaged Learner – 3 points

Distracted Learner – 2 points

Reflecting Learner – 1 point

4.3 Daily PRIDE Certificates and Class Dragons

Each class is allocated a class dragon (soft toy). In the event of an exceptional one-off achievement, a class dragon and PRIDE certificate will be awarded by the teacher to the child. The dragon will be looked after by the child in the classroom for a period of time (as decided by the teacher). The certificate will be given to the child to take home in order to share their achievements with family members.

4.4 Weekly Assemblies

Each week phase leaders will host an assembly to develop the children's understanding of the behaviours for learning. Within this assembly, examples of BfL will be shared and children will be taught how to be successful. Each term a PRIDE value will also be explored.

4.5 Termly Behaviour Points Rewards

At the end of each short term, children who have consistently demonstrated 'Exceptional' or 'Determined' learning will receive a BfL certificate to celebrate their superb effort over a sustained period, parents will be invited if their child has achieved a reward. This reward will be cumulative for those children who repeatedly achieve this standard of behaviour for learning over more than one term (see below):

1st certificate - Bronze

2nd certificate - Silver

3rd certificate - Sapphire

4th certificate - Gold

5th certificate - Diamond

6th certificate - Platinum

4.6 Annual Behaviour Reward

There will be an additional reward activity at the end of the year for any children who have maintained an exceptional standard across the year and have achieved the Platinum certificate.

5 Consequences

At Oakway Academy we have high expectations of behaviour and a clear and robust system for supporting the children when they find following our behaviour expectations difficult. Our aim is to work closely with the children, families and external agencies to support the child and provide them with the education they require to meet expectations.

5.1 The use of Restorative Approaches

Underpinning the Behaviour and Relationships Policy are the philosophies of the Restorative Approaches. As such, we require all adults working with children to be aware of the principles and language of Restorative Approaches and to have the ability to apply these to resolving situations in their classrooms, corridors and everywhere else in the academy community. The principles of Restorative Approaches will be a regular feature in the academy Continued Professional Development programme.

Restorative Approaches Affective Questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected?
- What do you need to do now?

All adults working with children will be trained to use these questions to guide a discussion between those involved in incidents. They are designed to help the harmer to develop empathy for those affected and the harmed to express how they felt and what they would like to happen to put it right.

Unsuccessful conversations or refusal to take part

Unless all of those involved have agreed to participate in a restorative conversation, it will not proceed. If during a conversation any participant is unable or unwilling to proceed it will end and an alternative resolution will be implemented using the other consequences detailed in this policy. Similarly, should a child not adhere to the agreement made during a conversation, other consequences detailed in this policy may be applied in response to further incidents of harm.

5.2 The use of Emotion Coaching

Emotion Coaching is a method that builds emotional intelligence in children and is a tool for adults to use which compliments the Restorative Approach. It is designed to help children to understand the different emotions they experience, why they occur, and how to handle them. By listening to and understanding children's thoughts and feelings, adults help children to understand themselves. Adults working with children will be trained on the steps involved in the method and use these when helping children

to understand and manage their emotions. The steps are; be aware of the child's emotions; listen to the child; name the child's emotions and find good solutions.

5.3 The use of Reminders

When a child is not responsive to the Restorative Approach, Emotion Coaching or who is demonstrating 'Distracted' BfL, the adult should use the language of the behaviour for learning displays or Academy boundaries, to give the reminders to children. The reminder should clearly articulate the behaviour that the child is demonstrating, which the adult needs them to stop. The threshold for each reminder is at the discretion of the individual adult, however, all adults should retain the highest expectations for behaviour. If the child's learning behaviours do not improve, they will be demonstrating the behaviours identified as a 'Reflecting Learner' and they will need to begin a period of reflection.

5.4 The use of Reflection time (thinking time)

This is to be delivered individually and quietly with the learner, without disrupting the flow of the teaching. At all times, the adult should clearly identify which BfL is being displayed and needs correcting and positively guide them in how to achieve this.

The reflection time is a 5 minutes for children in Early Years and KS1 and 10 minutes for children in KS2. Reflection time is designed to allow the child think about their behaviour and be removed from their current situation; reflection time should not be taken in an unsupervised area.

If a child refuses to take a reflection time immediately it may be deferred to lunchtime or break time under the supervision of the adult who imposed the reflection time. At a later point the adult and the child should discuss the behaviour using the Restorative Questions in order to help the child understand the impact of their actions on others and in order to restore their relationship.

5.5 Persistent breaches of academy expectations

If a child's behaviour does not improve despite the above approaches being applied consistently the adult will refer to SLT for additional support. At this point, SLT may apply a further period of reflection away from the classroom environment, this will be decided at the discretion of the SLT member referred to and the in discussion with the adult referring the child.

N.B The class teacher should record all behaviour incidents which led to a reflection time on Class Charts.

At times, poor behaviour choices may be to such a degree that all approaches consequences described above are not effective in securing improvements. In these circumstances it may be necessary to follow an individualised plan to support the child to understand the expectations and the adults to provide a consistent approach. This may include;

- Behaviour Support Plan
- Pastoral Support Plan
- PRIDE trackers
- Regular parent meetings
- Referral to welfare team / SENCO for intervention or assessment

Should the above be deemed necessary this will be reviewed regularly and will include regular communication with parents to provide updates on progress.

5.6 Fixed-term and Permanent Exclusions

Repeated or very serious incidents of unacceptable behaviour may result in fixed-term and permanent exclusions. More information can be found in the **HAT Exclusion Policy**.

Short term fixed exclusions may be put into effect if:

- There has been a series of violent incidents that put staff and/ or children at risk
- There has been one serious incident which in itself is deemed serious enough
- The resources and staffing cannot meet the needs of the child to keep him/her safe
- There has been a series of incidents that are deemed unacceptable

The child will be reintroduced to the academy via a restorative meeting with the child and parents or a restorative conference should this be deemed appropriate. Children will have an agreed reintegration plan at this point, which may include a gradual introduction on a part time timetable.

The Principal has the authority to exclude a child from the academy. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one academic year. The Principal may also exclude a child permanently. The Principal may also exclude a child permanently, if the circumstances warrant this and in accordance to the HAT Exclusion Policy.

If the Principal permanently excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time it must be communicated to the parents that they can, if they wish, appeal against the decision to the Academy

Committee. The Principal informs the local authority and the Academy Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Academy Committee Trustees cannot either exclude a child or extend the exclusion period made by the Principal. The Academy Committee has a personnel appeals committee which is made up of between three and five representatives. This committee considers any exclusion appeals on behalf of the Trustees. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the child should be reinstated. If the Academy Committee' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

6. Exceptions to the behaviour policy

We recognise that this Behaviour and Relationships Policy and the practice it supports needs to be responsive to individual needs. As such, it may be necessary to make reasonable adjustments to this policy for children who may display inappropriate behaviour, relating to a special educational need. In these circumstances staff may implement a differentiated response in recognition of the additional difficulties these children may have in managing their actions and understanding their own feelings.

Although our methods of supporting children may vary, it remains our firm expectation that all children behave in socially acceptable ways and we believe that effecting positive behavioural change is always possible.

7. Supporting Documentation

To support a consistent approach to administering this policy two posters have been created which detail the processes in place, as follows:

7.1 Behaviour Pathway (see appendix 3)

This poster provides a 5-staged pathway which details all levels of response to children's escalating behaviour and the strategies and consequences applied at each stage to secure improvements.

7.2 Steps for resolving challenging behaviour (see appendix 4)

This poster provides the steps adults should follow when managing incidents of escalating behaviour. This acts as a quick reference for adults and a reminder of the strategies to use at each step.

8. Roles and Responsibilities

The following section lists roles and responsibilities for all stakeholders. These are essential if the procedures and practices are to be adhered to.

8.1 All staff must

- Teach and reinforce consistent routines;
 - Raise hand to gain children's attention and request silence
 - Ensure staff and children walk on left when inside building
 - Ensure staff and children enter and leave assembly in silence
 - Line children up in register order in silence

8.2 Class Teachers must

- Ensure academy values are kept to in all areas of the Academy through adhering to procedures set out in this policy
- Have high expectations of the children's behaviour at all times
- Provide appropriate opportunities for personal development for all the children in their class
- Treat each child fairly and with respect and understanding
- Record all behaviour incidents on Class Clarts
- Record reward points for each child on Class Charts every day

8.3 Support staff, Volunteers & Students must

- Ensure academy values are kept to in all areas of the Academy through adhering to procedures set out in this policy
- Have high expectations of the children's behaviour at all times
- Treat each child fairly and with respect and understanding
- Report all behaviour incidents so they may be recorded on Class Charts or report directly on Class Charts where appropriate

8.4 Senior Leadership Team must

- Provide regular support for children to resolve issues and restore relationships
- Support staff to manage behaviour effectively by providing effective CPD

- Support children in understanding the values and ethos of the academy which underpin this policy
- Support parents in understanding the values and ethos of the academy which underpin this policy

8.5 Principal must

- Support staff in implementing the Behaviour and Relationships Policy consistently throughout the academy, and to report to Academy Committee, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the academy
- Keep records of all reported serious incidents of unacceptable behaviour
- Be responsible for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour
- Be responsible for permanently excluding a child for repeated or very serious acts of anti-social behaviour
- Inform the Academy Committee of any fixed-term or permanent exclusions

8.6 Parents must

- Know and support the academy values
- Support the actions of the Academy if a reasonable consequence has been applied to their child
- Report any concerns relating to the administration of the Behaviour and Relationships Policy to the class teacher
- Report any unresolved concerns relating to the administration of the Behaviour and Relationships Policy to a member of SLT
- Attend meetings as requested to discuss their child's behaviour

8.7 Academy Committee Representatives must

- Be responsible for reviewing the effectiveness of this policy
- Support the Principal in implementing this policy consistently throughout the Academy
- Provide an appeal panel following a fixed term or permanent exclusion, should the need arise

9. Monitoring

The SLT will review the effectiveness of this policy on a weekly, termly and annual basis. Behaviour will be recorded on Class Charts and provide the basis for managing repeated unwanted behaviour:

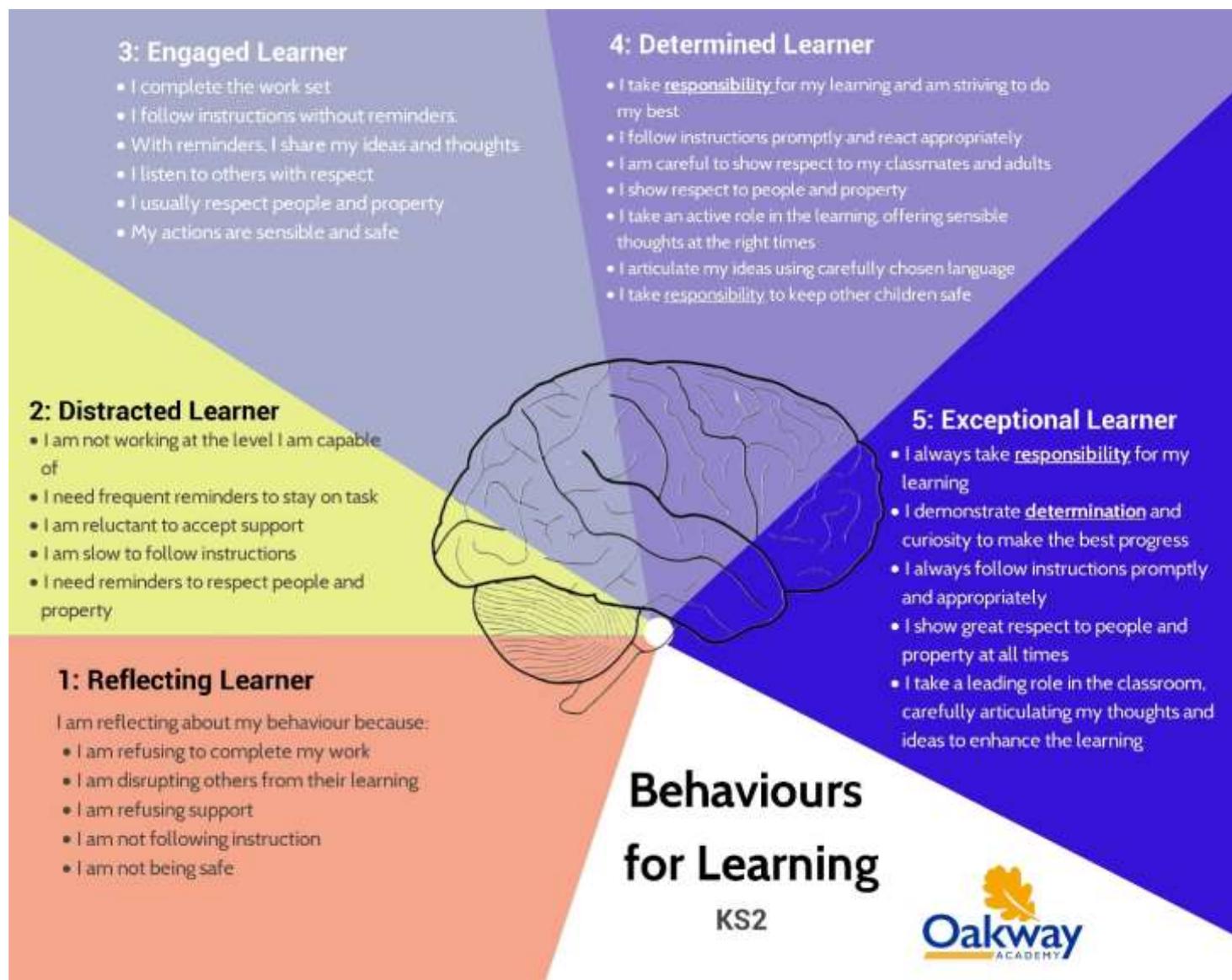
Further monitoring may include:

- Behaviour audits
- Classroom Observations
- Playground Observations
- Analysing and reporting from Class Charts
- Feedback from staff, children and parents

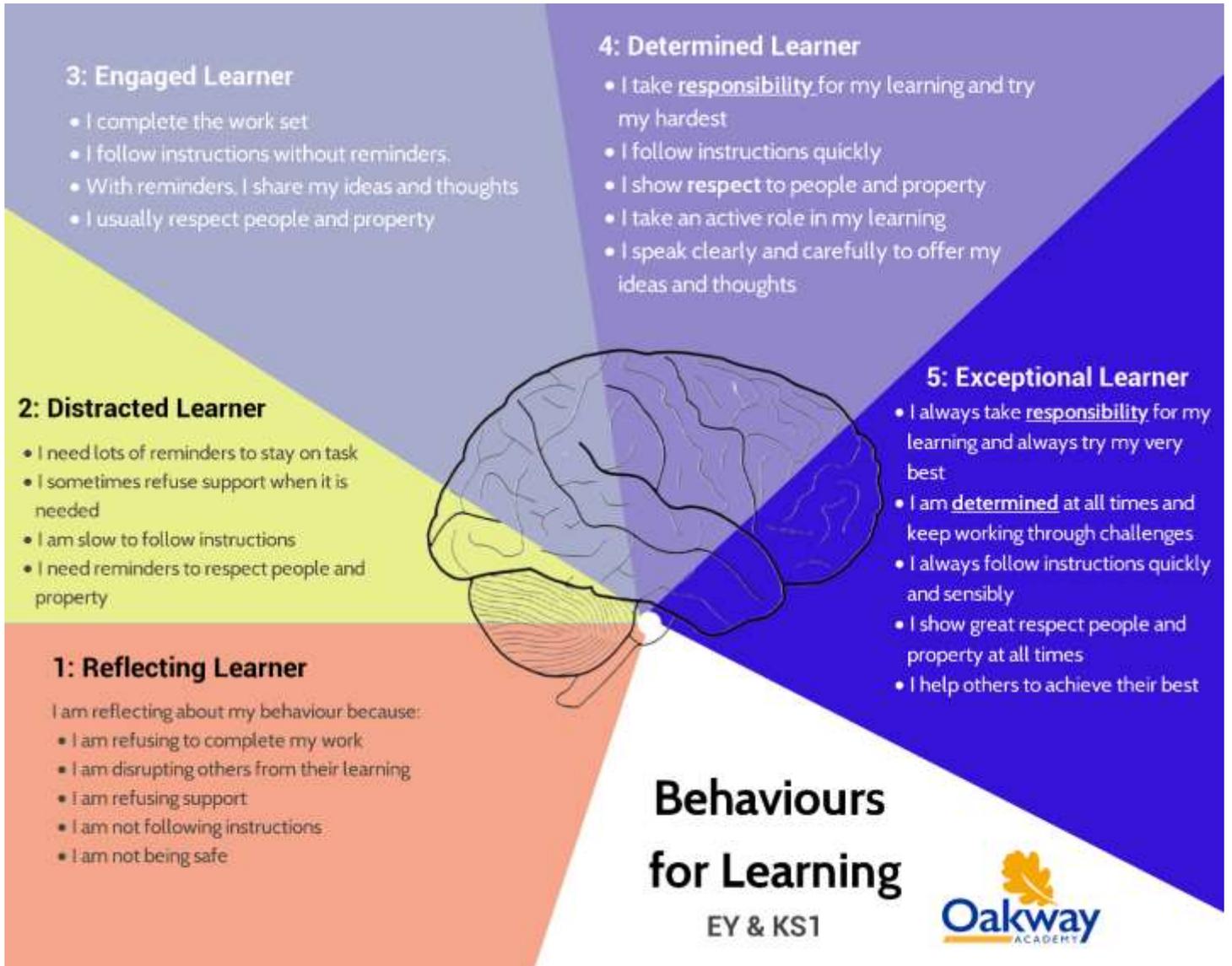
10. Review

The Academy Committee reviews this policy annually. They may, however, review the policy earlier if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.

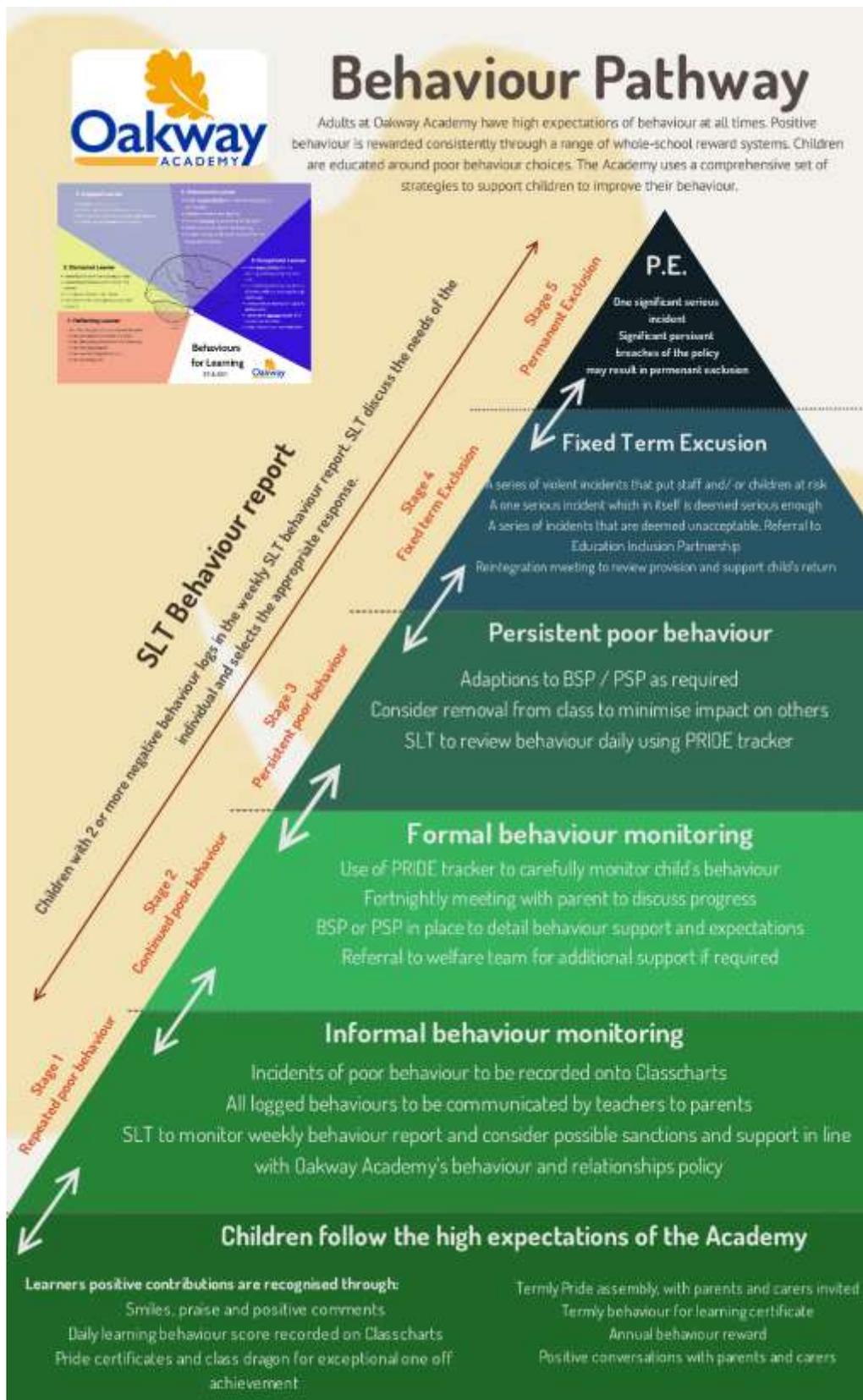
APPENDIX 1



APPENDIX 2



APPENDIX 3



APPENDIX 4

