



A member of Hatton Academies Trust

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| Title | Behaviour and Relationship Policy |
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| Associated Policies | HAT Exclusion Policy HAT Restraint and Reasonable Force Policy HAT Staff Code of Conduct HAT Anti-Bullying Policy HAT Online Safety Policy HAT Attendance for Learning Policy HAT Child on Child Abuse Policy HAT Child Protection Policy HAT Searching Pupils and Confiscating Pupil's Property Policy Oakway Academy Uniform Policy Oakway Home / Academy agreement |
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1. Creating a culture of high standards of behaviour

1.1 Principles

We firmly believe that:

Maintaining a positive culture requires constant work. This is achieved by positively reinforcing the behaviour which reflects the values of the academy and which prepares children to engage in their learning. (DfE 2022)

Good behaviour and positive relationships are integral components of the learning process and maintaining consistently high standards of behaviour is vital in ensuring that teachers can deliver the curriculum effectively.

All children have the right to learn in a calm, safe and supportive environment protected from disruption and harm. 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.

Some children will require additional support to reach the expected standard of behaviour. Providing both support and sanctions at the earliest opportunity will help to prevent and deter further occurrences of misbehaviour.

Sometimes a child's behaviour will be unacceptable, and children need to understand that there are consequences for their behaviour. This will involve the use of reasonable and proportionate sanctions. (DfE 2022)

This policy aligns to other key academy documentation, as set out below and with associated Hatton Academies Trust (HAT) policies section, listed on the front page of this policy.

1.2 Academy Vision

This policy supports 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.

1.3 Academy Values

This policy supports the Academy values, set out below:

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| 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 |

1.4 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. Children who attend school wearing incorrect uniform will be given a pre-loved item to wear on the day and take home for future use. An accompanying letter will go home with the child to inform the parent about the item of uniform. Non-compliance is monitored on Class Charts and followed up in line with the policy

1.5 Code of Conduct

All staff adhere to the Oakway Academy code of conduct, which is clearly detailed in the Staff Handbook

1.6 Home-Academy Agreement

All staff, children and parents are expected to sign up and adhere to the agreements set out in the Oakway Academy home-academy agreement

1.7 Attendance

Hatton Academies Trust (HAT) have a clear Attendance for Learning Policy, which plays an important part in supporting the culture, discipline and ethos of the academy. The academy has rigorous and efficient systems in place to actively encourage full attendance of all children and intervene robustly where this is not the case. This policy meets the requirements of “Keeping Children Safe in Education” September 2021.

2. Purpose and Aims

- To have a clear and consistent approach to managing behaviour and relationships which is commonly understood by all stakeholders
- Adults have the collective responsibility for insisting on consistently high expectations of children at all times and for managing misbehaviour consistently in accordance to the policy
- Children’s behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour (DfE 2022)
- Children will understand how their behaviour choices affect themselves and others, and this will support them to make consistently good choices
- Parents will have a clear understanding of the approaches the academy uses to manage behaviour and relationships and will support the academy in the use of these approaches (DfE 2022)
- Support will be sought for children finding it difficult to comply with behaviour expectations
- All members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) dealt with quickly and effectively. (DfE 2022)

3. Academy Systems and Social Norms

Our behaviour culture centres on helping children to understand what successful behaviour looks like by defining and teaching it clearly and using consistent repeated practice to promote the positive behavioural norms.

We have drawn expertise from the work of Darryl Williams and Doug Lemov (Teach Like A Champion) to support the development of our academy core behaviour techniques particularly around consistency and an embedded shared vocabulary. These techniques are simple for everyone to understand and follow.

3.1 Core behaviour techniques

For information about each technique listed below, see appendix 1

- Showing STAR
- 100% Club
- Do it again
- Do now
- Least invasive intervention

3.2 Core routines

The set routines are:

- Silence when:
 - Walking through corridors, unless addressed by an adult
 - Learning independently
 - Lining up
 - Entering and leaving the Lodge and Arena for assembly or lunch
- Lining up in register order
- Walking through corridors on the left-hand side
- Adult puts hand up to gain attention, children respond with hand up and silence
- Bell routines at lunch and play time:
 - 1st bell everyone stands still in silence
 - 2nd bell everyone tidies up and walk to lines then lines up in silence
- Start of the day routines for Years 4 5 and 6:
 - Leave families at the gates and arrive on KS2 playground on time (between 8.40am-8.45am). Walk straight to class lining up area
 - 1st bell at 8.45am everyone in register order in class lines
 - 2nd bell at 8.47am everyone stand in silence for line check and walk into class in silence. In class by 8.50am
- Line checks. At the start of the day and end of break and lunch. Adults should check the following:
 - Correct uniform

- Shirts tucked in
- Ties done up properly
- Wellbeing check-in
- Register order

3.3 Developing positive behaviours for learning

Our Behaviours for Learning boards clearly define what successful behaviour looks like. These represent the key habits and routines required in the academy and are used as a teaching tool throughout the academy. In the Early Years and Key Stage 1, the Behaviours for Learning expectations are accompanied by visuals and simplified language and are easily accessible for children. They are displayed in all learning spaces and on the playgrounds, see appendix 2 for further details.

Exceptional Learner behaviours are defined as follows:

I am a role model for and encourage others to:

- Show STAR
- Be in the 100% Club (Year 2 upwards)
- Be in the Everybody Club (EY and Year 1)
- Use a Strong Voice
- Show determination and always try my hardest
- Give kindness, thanks and support for others
- Take on additional responsibilities
- Regularly completes homework

3.4 Rewards

Acknowledging good behaviour encourages repetition and communicates the academy expectations and values to all children. Using positive recognition and rewards provides an opportunity for all staff to reinforce the academy's culture. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the academy's behaviour culture. (DfE 2022)

3.5 Smiles, Praise, Positive Comments

Praise is provided for effort and not just outcomes. When giving praise, staff will articulate the behaviour for learning demonstrated by the child to reinforce the commonly shared language.

3.6 Exceptional Learner Points System

Each week class teachers record on Class Charts the children in their classes who have consistently demonstrated the Exceptional Learner behaviours as detailed on the Behaviour for Learning board and listed in 3.3 above.

Those awarded with exceptional learner points cannot have received yellow or red behaviour marks (KS2) on Achievement Cards or negative marks on Class Charts (EY and KS1) during that week.

3.7 PRIDE Acknowledgements

In the event of an exceptional one-off achievement, the teacher may award a child with a postcard, which details the reason for the award. Postcards will be read out and celebrated with the whole class before being sent home with the child.

3.8 Weekly PRIDE / behaviour assemblies

The PRIDE values will be communicated through class assemblies and PD lessons

3.9 Achievement Time

Each week children in KS2 are provided with an achievement card to monitor their behaviour choices. Children who receive no more than 3 behaviour warnings (any combination of yellow or red on Achievement Cards or red on Class Charts for children in EY and KS1) will receive achievement time every Friday afternoon. This will be an opportunity for an additional break time reward taken either in the classroom or on the playground, on a rota.

(see appendix 3 for further details of the use of Achievement Cards)

3.10 Termly Celebration Assembly

At the end of the autumn, spring and summer terms, children who have consistently demonstrated Exceptional Learner behaviours will receive a certificate and badge to celebrate their superb effort over a sustained period. Parents are invited to a celebration assembly if their child has achieved this. This reward will be cumulative for those children who repeatedly achieve this standard of behaviour for learning over more than one term (see below). Teachers will use Class Charts to nominate the exceptional learners from their class each week. Children receiving at least 50 points during each term will receive the following:

- 1st certificate and badge - Bronze
- 2nd certificate and badge – Silver
- 3rd certificate and badge - Gold

3.11 Appreciations

During some lunch breaks children are supported to offer ‘appreciations.’ This allows them a chance to practise using a ‘Strong voice’ (which is one of the Exceptional Learner behaviours taught within our Oracy Curriculum) and the chance to express gratitude in front of their peers. This is designed to help children to look for the goodness around them and to have the opportunity to express to another person that their actions have been valued, by thanking and acknowledging them.

4. Behaviour Support and Pastoral Care

We consider that through the creation of a calm and orderly learning environment with predictable routines and a shared language our behaviour culture will meet the needs of all children, including those with SEND.

However, we acknowledge our legal duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the academy’s policies or practices. Our duty under the Children and Families Act 2014, to use

our 'best endeavours' to meet the needs of those with SEND and in terms of safeguarding and supporting children with special educational needs.

As such, this policy and the practice it supports, needs to be sensitive and responsive to individual needs. It may be necessary to make reasonable adjustments for children who may display inappropriate behaviour, relating to a special educational need. When a child is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided, overseen by the SENCO.

In these circumstances, and where the whole-academy behaviour approaches are not effective in securing good behaviour regardless of identified SEND, targeted SEND or pastoral support will be implemented, which may include, but is not limited to:

- Behaviour or Pastoral Support Plans
- Individual Risk Assessments
- Regular parent meetings
- Internal referral to Welfare Team / SENCO for intervention or assessment, including; Drawing and Talking, Anger and Anxiety Gremlins, Sensory Circuits and Social Detectives
- External referral to outside agencies for additional support, advice and assessment, including; Educational Psychologists, counselling services, Community Paediatricians, Occupational Psychologists and specialists, such as Autism support services and MHST (Mental Health Support Worker) and Play Therapists, Teacher of the Deaf and Visual Impairment Team
- Alternative learning arrangements away from classroom environment which might include; smaller SEND groups, 1:1 tutoring and alternative playtime arrangements

Through taking the above steps we aim to as far as possible identify any likely triggers of misbehaviour and put in place support to prevent these. Such preventative measures include, but are not limited to:

- Short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher; or a child who is easily distracted to sit at a work station
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Ear defenders for a child with sensory overload difficulties
- Individual visual timetable for a child with autism who may find changes in routines difficult to manage
- Training for staff in understanding conditions such as autism.

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 nearly always possible.

5. Responses to misbehaviour and consequences

All misbehaviours as identified in this section are recorded on Class Charts. A weekly report is reviewed by senior leaders, from the previous weeks' recorded misbehaviour. Often the reported children have already received an appropriate consequence for each misbehaviour recorded. The child's past misbehaviour along with any previous action taken to rectify this is considered cumulatively, rather than the past week in isolation. Consideration will be given to the Behaviour Responses guidance (see appendix 4) and the level of support in place, Tier 1, 2 or 3, will be reviewed. Actions for each child identified may include, but are not limited to:

- A letter home to inform parents and continued monitoring
- Use of a PRIDE tracker to monitor and improve a specific target
- A meeting arranged between parents, the child and a senior leader
- Consideration of moving the child to the next Tier of Behaviour Response
- A request for pastoral / SEND support to the SENCO or Welfare Lead
- A request for pastoral / SEND support from external agencies
- Further consequences being considered for any future misbehaviour, such as a suspension of persistent misbehaviours
- A referral to Education Inclusion Partnership to register a child as at risk of exclusion

Misbehaviours are broadly defined in our Reflecting Learner statements on our Behaviour for Learning boards and result in a red behaviour being recorded on Class Charts. Achievement Card (KS2) and Class Charts (EY, KS1 & KS2) as follows:

I am not willing to:

- Complete work or accept help
- Show STAR or be in the 100% Club
- Be Safe
- Respect people and property
- Allow others to work without disruption

Although not an exhaustive list, these behaviours include:

- Persistent refusal to follow instructions
- Persistent disruption to other children's learning (throwing objects, ripping work, calling out)
- Damaging property (throwing or purposefully damaging equipment, and / or furniture, kicking walls, throwing stones at windows)
- Poor conduct around site (pushing, tripping, shouting, kicking)
- Unsafe behaviours (climbing, standing on chairs or tables)
- Discrimination or prejudice towards another child or member of staff
- Possession of forbidden items
- Disrespectful behaviour towards a member of staff (answering back, ignoring, name calling, mimicking)

- Fighting / Play fighting / Assault
- Absconding from permitted areas (leaving classroom, PE lesson, learning space or breathing space without permission, refusing to come inside from the playground areas)
- Swearing, inappropriate or derogatory language (verbal, written, gestures, including name calling)
- Bullying
- Child on Child Sexual Violence and Harassment
- Inappropriate online behaviour

When a member of staff becomes aware of misbehaviour, they must respond predictably, promptly, fairly and assertively in accordance with this policy, with the first priority to ensure the safety of children and staff.

The aims of any response to misbehaviour should be to maintain the culture of the academy, by restoring a calm and safe environment in which all children can learn and thrive, and prevent the recurrence of misbehaviour. Our responses have varying purposes; either to **improve** or **deter** future behaviour choices or for the **protection** of the child, other children and / or staff.

The following responses are rooted in developing children’s understanding of the behaviour expectations and supporting them to follow these. The following responses are designed to **improve** children’s future choices:

- Restorative Approach (see appendix 5)
- Emotion Coaching (see appendix 6)
- Reminders
- Do it Again routines
- Weekly achievement cards to help children monitor and regulate their own behaviour choices
- Being positioned on an individual table to reduce the temptation to misbehave
- Participating in a reflective assembly on Friday afternoon with a senior leader to support children involved to understand how to improve their future behaviour

5.1 Consequences

Consequence can often be effective deterrents for a specific child or a general deterrent for all children at the academy (DfE 2022). The following consequences have been designed to **deter** all children from future misbehaviour.

5.2 Detention – Red behaviour warning or repeated yellow behaviour warnings

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. (DfE 2022).

If a child has 2 or more yellow marks or 1 or more red mark on their Achievement Card (KS2) or 1 negative behaviour logged on Class Charts (KS2) before lunchbreak, they will be referred to the Senior Leader on duty. The Senior Leader will administer a missed lunchtime play and will consider any further action required depending on the severity of any red behaviour incidents. If a child has 2 or more yellow marks or 1 red mark on their Achievement Card or

1 negative behaviour logged on Class Charts (KS2) before their break time they will miss their break time play and remain in their year group area for a restorative conversation with a member of staff from the year group.

For children in EY or KS1, unsafe behaviours may result in a child being referred to detention in order to hold a restorative conversation with a Senior Leader.

5.3 Missed Achievement Time

A child who receives more than 3 behaviour warnings (any combination of yellow or red) over the week will not be permitted to take part in Achievement Time reward on Friday afternoons. Instead, these children will participate in a reflective assembly led by a senior member of staff designed to help them consider how they can improve their behaviour the following week and to clarify the academy behaviour expectations.

The following responses to misbehaviour are designed for **protection**. Keeping children safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a child from a lesson, may be immediate or after assessment of risk, DfE (2022).

5.4 Removal from class

Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom and is differentiated from circumstances in which a child is asked to step outside of the classroom briefly for a conversation with a member of staff and being asked to return following this.

Removal from the classroom is a serious consequence and is only considered by Senior Leaders when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal is only used for the following reasons:

- a) To maintain the safety of all children and to restore stability following an unreasonably high level of disruption;
- b) To enable disruptive children to be taken to a place where education can be continued in a managed environment; and
- c) To allow the child to regain calm in a safe space (DfE 2022)

If a child is removed from class, they will not be returned until they have had a restorative conversation and / or completed a reflection task and are willing and ready to demonstrate Engaged Learner behaviours.

5.5 Thinking Space

A child demonstrating an unreasonably high level of disruption in their classroom or around site may be expected to work away from their class group in a room supervised and supported

by a Senior Leader. The decision for a child to be in Thinking Space is made by the Principal or delegated Senior Leaders and will be for the shortest time possible to secure behaviour improvements. This may be applied as either part day, whole day or more than one day and the individual circumstances and recurrence of this level of disruption will be taken into account.

- Although not an exhaustive list, serious disruptive behaviours include:
 - Persistent disruption to other children's learning (throwing objects, ripping work, calling out)
 - Damaging property (throwing or purposefully damaging equipment, and / or furniture, kicking walls, throwing stones at windows)
 - Poor conduct around site (pushing, tripping, shouting, kicking)
 - Unsafe behaviours (climbing, standing on chairs or tables)
 - Disrespectful behaviour towards a member of staff (answering back, ignoring, name calling, mimicking)
 - Fighting / Play fighting / Assault
 - Absconding from permitted areas (leaving classroom, PE lesson, learning space or breathing space without permission, refusing to come inside from the playground areas)
 - Swearing, inappropriate or derogatory language (verbal, written, gestures, including name calling)

5.6 Breathing Space

If a child is demonstrating red behaviours, which are disruptive to others learning or unsafe a senior leader will direct them to take some time away from the class to allow the child to regain calm in a safe environment. The child will then be supported to reflect on their behaviour and start to make appropriate behaviour choices. This support will include de-escalation techniques if needed, such as; Limited choices, distraction, calm voice and help script 'I'm here to help' and reassurance.

5.7 Reasonable Force

As a last resort, there may be occasions where staff are required to use 'reasonable force,' see **HAT Physical Restraint and Reasonable Force Policy** and

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> (DfE Guidance P72-76) for further details. These may include:

- Remove disruptive child from the classroom where they have refused to follow an instruction to do so;
- Prevent a child behaving in a way that disrupts an academy event or a trip or visit;
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- Restrain a child at risk of harming themselves through physical outbursts.

All senior leaders will receive regular Team Teach training to ensure they are kept up to date with current restraint and de-escalation strategies and techniques.

Some misbehaviours are referred and covered under associated HAT policies and further detail about the responses to these are detailed below:

5.8 Child on Child Abuse, Sexual Violence and Sexual Harassment

The academy follows the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

All incidences of sexual harassment, abuse or violence will be recorded on Class Charts and CPOMs and communicated with parents. These incidences will be tracked and analysed by the Designated Safeguarding Lead. Each incident will be considered carefully and the protected characteristics of the victims and perpetrators will be considered.

Consequences will be determined depending on the context and the nature of the incident. When more than one low-level incident occurs, a letter will be sent home to parents informing them that an incident has occurred. If a more serious incident occurs further consequences may be applied, which could include a suspension depending on the severity of the incident.

Support will be offered for any victims and perpetrators by a member of the welfare team and referrals to outside agencies will be made, when appropriate e.g. The Multiagency Safeguarding Hub. The Academy may also involve parents in writing a risk assessment for any children deemed needing additional support (see HAT Child Protection Policy, section B5 for further details).

5.9 Searching, screening and confiscation of banned items

At Oakway Academy the list of banned items is as follows:

- Knives
- Weapons or objects that can be used as weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or Vape paraphernalia
- Fireworks
- Pornographic images

The Principal and other Senior Leaders are authorised to use such force as is reasonable given the circumstances when conducting a search for any of the above articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

This reflects advice set out in the following guidance;

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Senior leaders will confiscate, retain or dispose of a child's property as a disciplinary in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Other banned items, which force may not be used to search for are:

- Mobile phones (unless staff reasonably suspect it contains pornographic images)
- Toys from home (including trading cards, fiddle toys and electronics). If toys from home are required for a specific reward or curriculum enhancement these will be requested in writing. If you believe your child requires a fiddler to support with attention, please discuss this with the SENCO and the academy will provide one if the need were identified. If a child brings in toys from home these will be confiscated and retained by the class teacher and returned to the child at the end of the day.

5.10 Use of mobile phones

Allowing children access to mobile phones in the academy introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. To reduce these risks, we prohibit the use of mobile phones by children whilst on site.

For children who walk home alone it is acknowledged that a having a mobile phone can help parents to track their whereabouts and to make contact with them at the end of the day. Given these safety considerations, we do allow mobile phones on site in the following circumstances:

- The parent completes a consent form
- The child does not use the mobile phone whilst on site
- The mobile phone is handed in immediately on arrival to the class teacher
- The class teacher will send the mobile phone to be locked in the admin office for the duration of the day and return it to the child at the end of the day
- The academy will bear no responsibility or liability for the loss of any mobile phone whilst on site

If the child uses their mobile phone whilst on site or fails to hand it in immediately on arrival to the class teacher, the mobile phone will be confiscated until a parent can collect it and the child may be banned from bringing in the mobile phone in the future.

Bringing in any of the above banned items will be subject to the full range of consequences as detailed above in the policy. Consequences will be determined depending on the context and the nature of the incident and any mitigation will be taken into account.

5.11 Misbehaviour outside of academy premises

The academy retains the right to apply the range of consequences detailed in this policy for misbehaviour outside of the academy premises, which is witnessed by a member of staff or reported to the academy.

A decision to apply such as consequence would usually be taken at a time when the child is under the charge or control of a member of staff at the time and could include when:

- Taking part in any academy-organised or school-related activity;
- Travelling to or from academy;
- Wearing academy uniform;
- In some other way identifiable as a child at the academy;
- There could be repercussions for the orderly running of the academy;

- There poses a threat to another child; or
- There could be adverse effects on the reputation of the academy.

5.12 Behaviour incidents online

We expect the same standards of behaviour online as apply offline, namely that everyone should be treated with kindness, respect and dignity.

As mobile phone use is prohibited on site the vast majority of online behaviour incidents amongst children at the academy occur outside the academy school day and off the school premises. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the school culture and in these circumstances, we reserve the right to apply the full range of consequences as detailed in this policy when online misbehaviour online;

- Poses a threat or causes harm to another child
- Could have repercussions for the orderly running of the academy
- When the child is identifiable as a member of the academy
- If the behaviour could adversely affect the reputation of the academy

Misbehaviour online which includes bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour and in relation to the details set out in the HAT Online Safety Policy. This may also include following the; HAT Child Protection Policy; Child on child Abuse Policy; Anti-Bullying Policy and; speaking to the designated safeguarding lead when an incident raises a safeguarding concern and following principles set out in KCSIE. In cases where a school suspects a child of criminal behaviour online, they should follow the guidance in paragraphs below.

5.13 Suspected criminal behaviour

In cases when a member of staff suspects criminal behaviour, the academy will make an initial assessment of whether an incident should be reported to the police, only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and recorded on CPOMS and the academy will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, the academy will ensure any further action they take does not interfere with any police action taken. However, will retain the right to continue investigations and enforce consequences as so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make a referral to MASH (Multi Agency Safeguarding Hub). As set out in KCSIE, in most cases that the designated safeguarding lead would take the lead on this.

5.14 Managed move

A managed move is used to initiate a process, which leads to the transfer of a child to another mainstream school permanently. Managed moves should only occur when it is in the child's best interests and with agreement of all parties involved, including parents and the new setting. Reasons for offering a managed move may include, but are not limited to;

- A child is at risk of permanent exclusion if they remain at the academy
- A child persistently breaches behaviour expectations and is at risk of further fixed term **exclusion** if they remain at the academy

Managed moves will be offered as part of planned intervention for a child at risk of permanent exclusion. It will only be considered if other appropriate intervention has been explored, such as; external agency support, targeted intervention or statutory assessment.

Should a managed move be secured it will be preceded with information sharing between the academy and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective behaviour management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

5.15 Suspension and Permanent Exclusion

Good behaviour is essential to ensure that all children benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for Principals and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. Principals can use their professional judgement when making a decision to suspend or permanently exclude a child, DfE 2022.

We believe that all children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. As such, the Principal may use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour which has not improved following consequences and interventions, in line with the HAT Exclusion Policy and may include other associated policies, such as Child on Child Abuse Policy or Anti-Bullying Policy for instance.

- Although not an exhaustive list, serious misbehaviours include:
 - There has been a series of violent incidents that put staff and/ or children at risk of harm
 - 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
 - Persistent disruption and disrespect
 - Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
 - Sexual harassment and violence

- Inappropriate use of social media and/or technology, including serious cases of bullying
- Damage to property, vandalism, graffiti
- Sexist, racist or homophobic abuse
- Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises
- Gang affiliation

Suspensions are designed to send a clear signal of what is unacceptable behaviour as part of the academy's behaviour policy and show a child that their current behaviour is putting them at risk of permanent exclusion.

During a suspension work will be set for the continuation of the child's education for the first five days. This work can be accessed through the academy's online platforms which the child has access to as part of their home learning. In line with the academy's legal duties to children with disabilities or special educational needs, reasonable adjustments in how they supported will be made where necessary.

A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period and can be for parts of the academy day. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the academy premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half an academy day. The Principal (or delegated deputy) will notify parents immediately a decision has been made to suspend or permanently exclude their child.

Following a suspension, the child will be reintroduced to the academy via a restorative meeting with the child and parents. Children will have an agreed reintegration plan at this point, which is aimed to support the success return to academy life.

If the Principal permanently excludes a child, he/she will inform the parents immediately, giving reasons for the exclusion. At the same time it will also be communicated to the parents that they can, if they wish, appeal against the decision to the Academy Committee. The Principal will inform the local authority and the Academy Committee about any permanent exclusion, and about any suspensions 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.

For further guidance used to inform the managed move, suspension and permanent exclusion sections of this policy, please see; HAT Exclusion Policy and; DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

6. 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.

6.1 Staff

Staff have an important role in developing a calm and safe environment for children and establishing clear expectations of acceptable behaviour. All staff must:

- Uphold the academy approaches to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the behaviour and relationship policy, so that children can see examples of good habits and are confident to ask for help when needed.
- Challenge children to meet the school expectations and maintain the boundaries of acceptable conduct
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations, adhering to the Academy Code of Conduct at all times

6.2 Class Teachers must

- Provide appropriate opportunities for Personal Development for all the children in their class as detailed on class timetables
- Record all red behaviour incidents on Class Charts
- Record Behaviour for Learning points for exceptional learners on Class Charts weekly
- Keep Achievement cards up to date and refer children with 2 yellow or 1 red marks to senior leaders daily
- Nominate at least two children per week for PRIDE Acknowledgements and record on Class Charts the reasons for this
- Explicitly use and teach the Behaviour for Learning language throughout the day
- Explicitly teach and provide opportunities for children to practise 100% Club, STAR, 'Do it again' and 'Do Now' routines

6.3 Support staff, Volunteers & Students must

- Report all behaviour incidents to class teachers or senior leaders so they may be recorded on Class Charts or report directly on Class Charts where appropriate
- Use Behaviour for Learning language throughout the day to reinforce expectations and celebrate successes
- Insist on children demonstrating expected conduct and routines when moving around the site. Consistently using 'Do it again' techniques if these expectations are not being met

6.4 Senior Leadership Team must

- The school leadership team should be highly visible, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the academy's behaviour culture to ensure they understand its expectations and routines and how best to support all children to participate in creating the culture of the academy
- Ensure that all new children are inducted clearly into the academy's behaviour culture to ensure they understand its expectations and routines and their role in participating in creating the culture of the academy
- Consider any appropriate training, which is required for staff to meet their duties and functions within the behaviour policy, including The National Professional Qualification in Leading Behaviour and Culture (NPQLBC) for teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting children's wellbeing in the academy.
- Ensure that their staff have adequate training and engagement with experts such as Educational Psychologists and counsellors on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a child's behaviour.
- Monitor behaviour reports from Class Charts on a weekly basis and consistently apply the Behaviour Responses, including meeting with parents to discuss further support and sanctions line with the policy

6.5 Principal must

- Support staff in implementing the Behaviour and Relationship Policy consistently throughout the academy, and to report to Academy Trustees 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 imposing suspensions to individual children for serious incidents of unacceptable behaviour
- Be responsible for permanently excluding a child for repeated or very serious incidents of unacceptable behaviour

- Inform the Academy Committee, the local authority and parents of any suspensions or permanent exclusions

6.6 Children must

- Be taught that they have a duty, to follow the academy behaviour and relationship policy and uphold the school expectations and routines, and should contribute to the school culture.
- Be asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- Be provided with extra support and induction if they are new to the academy

6.7 Parents must

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the academy, parents should:

- Know and support the academy behaviour and relationship policy and reinforce the policy at home as appropriate
- Where possible, take part in the life of the academy
- 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 Relationship Policy to the class teacher initially, whilst continuing to work in partnership with them
- Report any unresolved concerns relating to the administration of the Behaviour and Relationships Policy to a member of senior leadership team
- Attend meetings as requested to discuss their child's behaviour

6.8 Academy Committee 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 suspension or permanent exclusion, should the need arise

7. Communicating the Policy

Communicating the academy policy to all members of the community is an important way of building and maintaining the academy's culture. It helps make behaviour expectations transparent to all children, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. We will communicate this policy in the following ways:

- Share successes in the academy newsletter
- Holding sessions for parents to help them understand the policy
- Hold regular review meetings with parents where pastoral support is in place
- Publicise the policy in writing to parents and staff once a year
- Publish the policy on the academy website

8. Monitoring

The Senior Leadership Team will review the effectiveness of this policy on a weekly, termly and annual basis. Monitoring will include:

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

9. Review

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



Oakway Academy Core Behaviour Techniques – Appendix 1

'Teach like a Champion' offers effective teaching techniques to help teachers become effective practitioners in the classroom. These powerful techniques are concrete, specific and are easy to put in to action in every lesson. The key to their successes is embedding them so they become habitual routines and pupils respond to them without request. According to Lemov (2010, p.309), "a strategy is a decision and a technique is something you practice, hone, and adapt throughout your life."

There are nine categories of TLAC:

> Set high academic expectations.

- Plan instruction that assures academic achievement.
- Effectively structure and deliver classroom lessons.
- Effectively engage all students in every lesson.
- Create a strong classroom culture.
- Set and maintain high behavioural expectations.
- Build character and trust in students.
- Maintain a brisk instructional pace.
- Challenge students to think critically

Here at Oakway we have introduced 5 core techniques that we feel will support effective behaviour and learning in the categories above:

> **100% Club** - This is the acceptable percentage of pupils following a direction (e.g. track the speaker). Fast and invisible interventions (non-verbal correction, positive group correction, anonymous individual correction, private individual correction) should ensure this.

> **Strong Voice** - Being instantly in command. There are 6 principles of least invasive intervention

- **Shift your register** – The three registers are Casual, Formal and Urgent
- **Show both shoulders/ Stand still** – Show the importance of the directions you are giving by standing still and stopping other tasks that you are doing
- **Use economy of language** – When communicating what we want children to do we should use the fewest words possible
- **Quiet Presence** – Raised voices do not correlate with better listening. Be calm and help children build a habit of listening to and listening for information.
- **Self- Interrupt** – Breaking mid-word or sentence to emphasise the point that not all children are listening or ready.

- **Time and Place** – Keep instructions precise and don't get caught up in other conversations or arguments.

> **Do Now** - From the first moment pupils cross the threshold set the tone and reinforce the routines that bring excellence. Greet students on the door, establish rapport with a positive comment and move to Do Now: a short activity on their board/desks on entry. This gives something clear for pupils to work on and eliminates excuses that lead to distraction.

> **Do it again** - make pupils do it again if they fail to successfully complete a basic task that you've shown them how to do e.g. come in quietly, track the speaker. This sets a standard of excellence, not just compliance and crucially, ends with success

> **Least Invasive Intervention** – If a child is off task or causing a disruption the teacher should use suite of interventions to support the child getting back on track with a minimum disruption to the rest of the class. There are 6 interventions:

- **Non-verbal intervention**
- **Positive group correction**
- **Anonymous individual correction**
- **Private individual correction**
- **Lightning Quick public correction**
- **Consequence**

All staff are committed to ensuring the highest expectations of these core routines. We recognise that ensuring excellence in this area will allow all children to thrive.



Oakway Academy Behaviours for Learning – Appendix 2

What is behaviour for learning?

The DfE's Behaviour in Schools (2022) publication states:

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

At Oakway Academy we recognise that teaching learning behaviours is a vital part of a child's education. Over recent years we have developed and adapted our Behaviours for Learning to ensure high expectations and consistency with regards to the conduct and learning behaviours within the Academy.

The behaviours identified cover our expectations relating to the following strands:

- General conduct
- Participation in learning and enhancing the school community
- Determination to succeed
- Respect for people and environment

As can be seen on the Key Stage 2 board below, the learning behaviours are broken down and graduated to show how children can improve their conduct in order to demonstrate the best learning behaviours. The sections are outlined below:

- Exceptional Learner
- Engaged Learner
- Distracted Learner
- Reflecting Learner

3: Engaged Learner
I am motivated to:

- Always show STAR
- Be in the 100% Club
- Listen to others with respect
- Work hard
- Be kind to others
- Respect property

4: Exceptional Learner
I am a role model for and encourage other to:

- Show STAR
- Be in the 100% Club
- Use a Strong Voice
- Show determination and always try my hardest
- Give kindness, thanks and support for others
- Take on additional responsibilities

2: Distracted Learner

‘Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like.’

What constitutes an Exceptional Learner?

The statement *‘I am a role model for and encourage other to...’* identifies the behaviours that follow as being those that we aspire for all of our children at Oakway Academy to be.

We believe that children showing or working towards these behaviours will not only be exceptional learners but will go on to make exceptional progress and attain exceptional outcomes from their individual starting points.

- Show Star
- Be in the 100% club
- Use a strong voice
- Show determination and always try my hardest
- Give kindness, thanks and support to others
- Take on additional responsibilities

4. Exceptional Learner

I am a role model for and encourage other to:

- Show STAR
- Be in the 100% Club
- Use a Strong Voice
- Show **determination** and always try my hardest
- Give kindness, thanks and support for others
- Take on additional responsibilities



Behaviours for Learning

Children who consistently demonstrate these learning behaviours will receive rewards in line with those outlined in the Oakway Academy Behaviour and Relationships Policy.

What constitutes an Engaged Learner?

The statement *'I am motivated to:'* identifies the step towards being an exceptional learner. For children who are not yet being an engaged learner, the behaviours identified gives clear guidance for how children can demonstrate positive learning behaviours.

- Always show STAR
- Be in the 100% Club
- Listen to others with respect
- Work hard
- Be kind to others
- Respect property

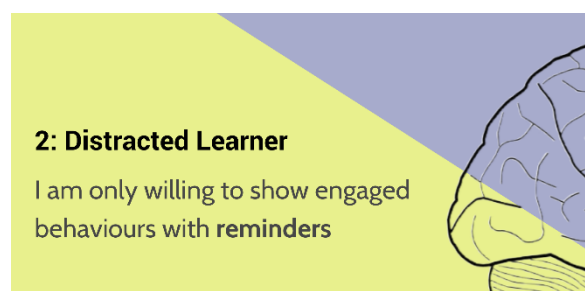


We refer to Exceptional and Engaged Learner behaviours as ‘blue behaviours’

What constitutes a Distracted learner?

The statement *'I am only willing to show engaged behaviours with reminders'* identifies the key difference between the reflecting learner level below and the engaged learner level above. The behaviours that children are working towards remain the same as the engaged learners while children require reminders in order to achieve this standard of behaviour. Children who are displaying distracted behaviours will work towards requiring few or no reminders in order to display the engaged behaviours.

Children who require consistent reminders about their learning behaviour are at risk of being a reflecting learner.



We refer to Distracted Learner behaviours as ‘yellow behaviours’

What constitutes a Reflecting Learner?

Within the B4L mechanisms there are a clear and consistent set of expectations for all children to follow at all times and in all areas of the academy. Unacceptable behaviours are broadly identified in our ‘Reflecting Learner’ statements and lead to a warning or further consequence:

Reflective learner statements:

I am not willing to:

- Complete work or accept help
- Show STAR or be in the 100% Club
- Be Safe
- Respect people and property
- Allow others to work without disruption

Although not an exhaustive list, unacceptable behaviours include:

- Persistent refusal to follow instructions
- Poor conduct around site (e.g. pushing, tripping, shouting, kicking)
- Discrimination or prejudice towards another pupil
- Possession of forbidden items
- Disrespectful behaviour towards a member of staff
- Fighting / Play fighting / Assault
- Absconding from permitted areas
- Swearing, inappropriate or derogatory language (verbal, writing, gestures)
- Bullying
- Sexual harassment and violence
- Inappropriate online behaviour

We refer to Reflecting Learner behaviours as ‘red behaviours’

1: Reflecting Learner

I am not willing to:

- Complete work or accept help
- Show STAR or be in the 100% Club
- Be Safe
- Respect property
- Allow others to work without disruption

Red Behaviour Breathing Space Alternative Learning Space

Persistent poor behaviour

‘When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.’

A child who displays and continues to display reflecting learner behaviour can expect to receive the following consequences.

Yellow behaviour warning

If a child is not demonstrating a Blue behaviour they will receive a reminder to improve. This will be verbal for EY and KS1 and logged on Achievement Card for KS2.

Red behaviour warning

If a child has more than 2 Yellow marks or 1 Red mark on their Achievement Card or a red behaviour logged on Class Charts before lunch or before break time, they will be referred to a Senior Leader who may apply a consequence. The consequence will reflect the severity of the behaviours and may include a loss of break and lunch playtimes. If this is applied it will be taken on the same day where practical.

Missed Achievement Time

A child who does not achieve the sufficient number of blue behaviours on their Achievement Card (KS2) or more than 3 red behaviours (EY and KS1) each week will attend a phase behaviour assembly led by a senior leader during Achievement Time. This will be an opportunity to reflect on their choices and to provide additional education around the importance of learning.

Should the following consequences apply the child will not be returned to the class until they have had a restorative conversation and completed a reflection task and are demonstrating a willingness and readiness to demonstrate Engaged Learner behaviours

Breathing Space

If a child is demonstrating red behaviours, which are disruptive to others learning or unsafe a senior leader will direct them to take some time away from the class. The child will then be supported to reflect on their behaviour and start to make appropriate behaviour choices. This support will include de-escalation techniques if needed, such as; Limited choices, distraction, calm voice, help script 'I'm here to help' and reassurance.

There may be occasions where staff are required to use 'reasonable force' as a last resort, see Physical Restraint and Reasonable Force policy for further details. These may include:

- Remove disruptive child from the classroom where they have refused to follow an instruction to do so;
- Prevent a child behaving in a way that disrupts an academy event or a trip or visit;
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- Restrain a child at risk of harming themselves through physical outbursts.

Thinking Space

A child demonstrating serious misbehaviour may be expected to work away from their class group in a small room supervised and supported by a Senior Leader. The decision for a child to be in Thinking Space is made by the Principal or delegated Senior Leaders and will be for the shortest time possible to secure behaviour improvements. This may be applied as either part day, whole day or more than one day.

- Although not an exhaustive list, serious misbehaviours include:
 - Persistent Yellow and / or Red marks on Achievement Cards or Red behaviours logged on class charts
 - Discrimination or prejudice towards another pupil
 - Disrespectful behaviour towards a member of staff
 - Play fighting / Fighting / Assault

- Child on child abuse
- Online abuse
- Sexual harassment and violence
- Absconding from permitted areas
- Swearing, inappropriate or derogatory language (verbal, writing, gestures)




Oakway Academy Achievement Cards - Appendix 3

What is an Achievement Card?

An Achievement Card is an individual card, which has a blank year group weekly timetable displayed on it, with the learning sessions and breaks identified on one side and the scoring system on the other, see below:

| | |
|--------------------------------|----------------------|
| Weekly Achievement Card | |
| Name: | _____ |
| Class: | _____ Teacher: _____ |
| Week: | _____ |

| Year 3 | MON | TUES | WED | THUR | FRI |
|-----------|-----|------|-----|------|---|
| Uniform | | | | | |
| Session 1 | | | | | |
| Session 2 | | | | | |
| Break | | | | | |
| Session 3 | | | | | |
| Session 4 | | | | | |
| Lunch | | | | | |
| Session 5 | | | | | |
| Session 6 | | | | |  |
| Session 7 | | | | | |

Front:

| Code | Reason |
|------|-------------------|
| ✓ | Blue behaviours |
| Y | Yellow behaviours |
| R | Red behaviours |
| U | Incorrect Uniform |
| L | Late |
| A | Absent |



Reverse:

To earn achievement time I must:

Why are we using Achievement Cards?

We want children to focus on the Behaviours for Learning they need to develop in order to be successful learners, we call these Engaged Learner behaviours and they are on display in each classroom area. In KS2 they are listed below.

Keep my achievement card safe all week
Keep my card marked at the end of each lesson

No more than 3 behaviour marks
 (any combination of yellow or red)

I am motivated to:

- Always show STAR
- Be in the 100% Club
- Listen to others with respect
- Work hard
- Be kind to others
- Respect property

(For more details about Behaviour for Learning, see Appendix 2)

These behaviours represent the target behaviours that children should aim to demonstrate. Marking the Achievement Card at the end of each learning session against whether or not they have demonstrated these behaviours can help each child to focus on these expectations and the teacher to refer to them explicitly.

By keeping their Achievement Card safe and marking it after each learning session, children are being encouraged to develop responsibility.

Children can be motivated to demonstrate at least the target Engaged Learner behaviours on a daily basis as they are able to observe their progress towards earning the Achievement Time at the end of the week. Children who may have had one or two yellow or red behaviour marks

will be able to notice these with ease and take steps to improve their behaviour before Achievement Time in order for them to participate.

For children who find it difficult to manage their behaviour choices the Achievement Card can be a useful monitoring tool to help identify patterns, such as particular times of the day / lessons, which are a trigger point for misbehaviour in order to provide additional support or to clarify the expectations with the child to prevent reoccurring misbehaviour.

How are Achievement Cards used?

- Every Monday morning children in KS2 will be provided with an Achievement Card.
- Every Monday morning, children will record their name, class and the week commencing date on the card.
- Children will keep their Achievement Card in a visible place on their desk throughout the academy day. They are responsible for keeping it safe.
- During the day, children's behaviour will be monitored and recorded on their Achievement Card, according to the coding on the reverse of the card.
- If a child does not have their achievement card removed during a session this is a signal that they were demonstrating blue behaviours and they should issue themselves with a tick in the correct box on their Achievement Card when the teacher indicates that it is the end of the session.
- If a child is demonstrating yellow behaviours the teacher will remove the Achievement Card from the child's desk and place it on their own desk. This is a clear signal and reminder to the child that they need to improve their behaviour and start to demonstrate blue behaviours. This reminder will be accompanied with a verbal reminder using emotion coaching if required.
 - If the child improves their behaviour, the card will be returned to them at the end of the session and a ticked by the child to indicate they swiftly returned to demonstrating blue behaviours
 - If the child does not improve their behaviour and continues to demonstrate yellow behaviours then the teacher will record a Y to indicate this in the correct box on the Achievement Card at the end of the session before returning the card to the child.
- If a child is demonstrating a red behaviours the teacher will remove the Achievement Card from the child's desk and place it on their own desk. They will record an R on the Achievement Card and use Emotion Coaching techniques to support the child to improve their behaviour
 - If the child improves their behaviour, the card will be returned to them at the end of the session.

- If the child does not improve their behaviour the teacher will keep the Achievement Card during the next session and encourage the child to make the improvements required to demonstrate blue behaviours, using emotion coaching if required. The card will be return as soon as the target behaviour is demonstrated.
- Children who receive 2 or more yellow marks or 1 or more red mark on their Achievement Card (KS2) or 1 negative behaviour logged on Class Charts (EY, KS1) before lunchbreak, will be referred to the Senior Leader on duty. The Senior Leader will administer a missed lunchtime play and will consider any further action required depending on the severity of any red behaviour incidents. If a child has 2 or more yellow marks or 1 red mark on their Achievement Card or 1 negative behaviour logged on Class Charts (EY, KS1) before their break time they will miss their break time play and remain in their year group area for a restorative conversation with a member of staff from the year group.
- Children who receive no more than 3 behaviour warnings (any combination of yellow or red) over the week will receive achievement time every Friday afternoon. This will be an opportunity for an additional break time reward taken either in the classroom or on the playground, on a rota.
- Children who receive more than 3 behaviour warnings (any combination of yellow or red) over the week will not be permitted to take part in Achievement Time reward on Friday afternoons. Instead, these children will participate in a reflective assembly led by a senior member of staff designed to help them consider how they can improve their behaviour the following week and to clarify the academy behaviour expectations.



Oakway Academy Behaviour Responses – Appendix 4

| Tier | Targeted at | Approaches | Designed to |
|--------|------------------|--|--|
| Tier 1 | Everyone | Behaviour for Learning Routines Oakway Core Behaviour Techniques Achievement Cards (KS2) Achievement Time Smiles, praise and positive comments Appreciations | Establish and maintain high standards of behaviour Reward high standards of behaviour Give thanks for the good around us |
| | | Emotion Coaching Restorative Approach | Improve misbehaviour |
| Tier 2 | Targeted at some | Exceptional Learner points system Termly celebration assembly | Reward and celebrate those consistently achieving the highest standards of behaviour |
| | | Missed achievement time Weekly reflection assembly Group pastoral / SEND support | Improve repeated misbehaviour Deter future misbehaviour |
| Tier 3 | Specific to one | PRIDE acknowledgements | Reward individual achievement |
| | | Thinking Space Breathing Space Individual Pastoral / SEND support Referrals to outside agencies Detention Managed move Suspension Permanent exclusion | Improve repeated misbehaviour Deter future misbehaviour Protect child and others |



What are Restorative Approaches?

Restorative approaches are a mind-set, providing the foundation to build, maintain and repair relationships. The restorative 'way of being' creates a culture of high challenge and high support, and aims to work with children rather than doing things to or for them. Using restorative approaches can increase emotional literacy and empathy, which are key life skills.



Which Restorative Approaches do we use at Oakway Academy?

Restorative Approach Affective Questions to resolve conflicts

This approach can be a very effective way to reduce all levels of conflict and can help to reduce the need for punitive consequences and create a happier, safer academy that deals effectively with conflicts.

Check-ins and Class Circles / assemblies

This approach can help develop a sense of belonging within the class and academy community as the class spend time developing and strengthening relationships by; practising being grateful, developing emotional literacy, positive life skills and empathy as they participate in either circle times or class assemblies focused around relationship building.

Using Restorative Approach Affective Questions to resolve conflicts:

Restorative Approach Affective Questions and their principles:

The following restorative principles together with the correlating affective questions underpin the use of the restorative technique used to resolve conflicts. There is no requirement to use all questions when facilitating a restorative conversation only those needed to reach a resolution.

1. Principle: An appreciation of individual perspectives

Question: What happened?

2. Principle: Promoting mutual understanding through making explicit the link between behaviour, thought and feeling

Question: What were you thinking / feeling?

3. Principle: A focus on impact, not blame

Questions: Who has been affected, and how?

4. Principle: Accountability and responsibility for self and others

Question: What do you need to do now to put things right?

At Oakway Academy, we use the Restorative Approach Affective questions as part of a process to support the resolution of conflict. It promotes telling the truth, taking responsibility, acknowledging harm as a response to conflict and in doing so creates accountability.

We believe that this approach not only allows the harmer to see the impact of their behaviour but also allows the 'harmed' the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then supported to reach a mutual agreement of how they are going to treat each other in the future. By looking at what harm has been caused allows those involved to take ownership of the solution, making it much more likely to succeed.

We require all adults working with children to be aware of the principles and language of Restorative Approach Affective questions and use these to guide a discussion between those involved in incidents.

How to facilitate a restorative conversation to resolve a conflict

1. Ensure all those involved are willing and ready to enter into a guided conversation to try and resolve the issue
2. Use the restorative questions to unpick the incident with those involved, allowing for all parties to respond to the questions from their own perspective, starting with the person harmed so their voice is heard first
3. Clarify the responses provided, for instance 'what I think you are saying is...is that correct?'
4. Focus on how each person involved was feeling, rather than who was at fault, for instance 'So, you were hurt on the arm when you were pushed, is that right?' 'Because you believed you were pushed on purpose, that made you angry, is that correct?'
5. Sum up who was harmed and in what way, for instance 'So, XX ran into XX when you were both lining up. XX was hurt in the arm by this and became annoyed as they thought it was done on purpose and you pushed XX back. What you are telling me is that you were both harmed by each other.'

6. Guide those involved to consider next steps, future actions or consequences, for instance 'What do you think you should happen now?' 'How do you think we can put this right?' Allow those involved to agree on resolution, which might be an apology, but this is not a requirement. It might be offering each other reassurances that about what they would have done differently based on what they know now. Depending on the situation, it might be a restorative consequence for the harmer, for instance, the harmer tidies up the mess they made or repairs some damage caused.

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.

Using Check-ins and Class Circles / assemblies

Class Circles / assemblies

Decide on a 'Check-in' question / assembly theme: it is important to have a clear topic and focus for the check-in, for instance:

- What's one new and interesting thing you've been thinking about lately?
- How are you feeling today?
- How has your morning been so far?
- What are you looking forward to today?
- What is something you are proud of that you want to share with the group?
- What's one thing that brings you energy and joy?
- What kind of a day have you had so far today?
- What is your personal weather status (cloudy, foggy, sunny breaks etc)?
- What words would you use to describe where your head is? And where your heart is?
- For a group that has been working together for a while, preparing for an event, what worries or fears are bubbling up in you?
- What is one interest of yours that others in this group might not know about?

'Listen with curiosity. Speak with honesty. Act with integrity.'

The greatest problem with communication is we don't listen to understand.

We listen to reply. When we listen with curiosity, we don't listen with the intent to reply. We listen for what's behind the words.'

Roy T. Bennett, The Light in the Heart

Running a circle time

- Organise the children and adults ideally into a circle, either with or without chairs. Ensure the layout enables everyone to be sat on the same level, including the facilitator and facing each other.
- Adult to lead the check-in. Start by asking the chosen check-in question. Give your own answer and then send the talking piece around the group, allowing children to have time to give their responses

Adult role

An adult seeks to create a supportive climate based on openness, hope and respect. It is the adult's responsibility then to guide the process, by offering questions to focus the circle, deciding how to use the talking pieces through the check-in, summarising what has been said and noting and reflecting to the circle any common ground or progress that has been made.

Things to consider when choosing a location:

- Is the space suitable?
- Is there enough room for every one?

Work with the children to prepare for Check-in Circles:

- Set clear boundaries / expectations for participation, creating a safe environment. Once these have been agreed with the children, everyone is responsible for the discipline of the group
- Introduction of the talking piece – set the boundaries and expectations for its use.



Talking Pieces; How to use a talking piece during circles:



- A talking piece can be anything that can be safely passed around a circle
- Whoever has the talking piece in their hand is the only person allowed to speak
- It is then passed around the circle from person to person
- It is a way of reinforcing the fact that one person talks at a time and that person should have the group's attention
- It can also give fidgety children something tactile to do while speaking
- The talking piece can be any item. It could be something as simple as a pen or something more symbolic for the group. It can be helpful to let the group decide what they want to use

Check-ins

Often the children who use the mood board will help to design it. Mood boards can help to develop emotional literacy.

At Oakway Academy every classroom should have an active mood board. When children enter the classroom in the morning they should assign their name to an emotion which best represents how they are feeling. This is an opportunity for the teacher to identify any child needing extra support that day. Children should be encouraged to use the board throughout the day as their mood alters. Teachers should monitor the mood board throughout the day.

