

# Behaviour Policy



## Oastlers Policy

<b>Approved by Governing Body On</b>	<b>April 2018</b>
<b>To be Reviewed On</b>	<b>April 2019</b>
<b>Signed on Behalf of the Governing Body</b>	<b>Sue Mawson</b>



## **Introduction:**

Oastlers School is following the Nurture Group Network Programme.

At the core of the nurturing approach, is the understanding that all behaviour has a reason and is driven by feelings. Behaviour itself is perhaps best described as communication, both positive and negative. The Nurture Programme enables adults and children to manage and understand their feelings and develop mutually healthy and supportive relationships.

When successfully applied, this approach helps learners to improve their attitudes to learning, their behaviour and their ability to learn.

Oastlers School is committed to this approach and strives to create a safe, positive, secure and successful environment so that every learner can achieve the very best outcomes.

This policy is underpinned by the '**Six Principles Of Nurture**':

1. Children's learning is understood developmentally
2. The classroom offers a safe space
3. The importance of nurture for the development of well-being
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Lucas, S., Insley, K. and Buckland G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network

## **Aims of the policy:**

- ✓ To promote positive attitudes to learning and life including honesty, tolerance, justice, courtesy and respect for others, regardless of their religious belief, race, culture, gender, sexuality, ability and family background.
- ✓ To promote a nurturing culture that supports learners to develop respect and self-worth
- ✓ To promote an understanding that behaviour is a learner's own responsibility
- ✓ To promote an understanding that the responses to behaviours towards others is a collective responsibility
- ✓ To promote respect for the school environment
- ✓ To promote the ability for self-reflection and take part in restorative justice practises to aid repair of behavioural incidents when they have impacted on others
- ✓ To ensure the school has a clear and consistent expectation of behaviour
- ✓ To establish responses that support learners who find it difficult to manage their behaviour positively
- ✓ To create a safe, secure and successful learning environment for all children

### **Approaches to the policy:**

The classroom is the most fundamental space in the school where expectations of this policy will be explained to all learners. In each classroom, the Behaviour Board is highly visible so that learners know and understand the *responses* that will be incurred if behaviour becomes less than expected.

Positive behaviour at Oastlers is praised in a variety of ways. Praise can take the form of a smile, stamps for younger learners, points that are collected over time for end of term trips and visits, nominations for acts of kindness certificates, weekly achievement certificates, letters home, individual awards, verbal approval from staff, a gentle reassuring touch and other more individual reassurances that ensure learners understand that the way in which they have communicated, is positive.

Staff at school will be looking for every opportunity to praise positive behaviour. Particularly thoughtful or responsible behaviour will be pointed out and praised for its own merit. There will be plentiful opportunities to seek out opportunities for praise such as when a learner has complimented another, supported another, been helpful in class, done a voluntary activity or a random act of kindness. Staff will take into account those learners who behave consistently well and those who do so more intermittently.

When rewards and praise is used consistently and effectively, they are a very powerful tool to maintain a positive learning environment. Oastlers school is committed to the belief that:

*'What you pay attention to, you get more of'*

Children have a need to develop friendships and companionship and learn how to foster mutually satisfactory relationships with others. They also need to develop a spiritual awareness, an interest in the wider world, in nature, in faith and a sense of awe and wonder. To be able to fulfil this they need to have plenty of food, sleep and exercise so that they are physically and emotionally well enough to embrace the world around them. They also need to develop intellectually and inspire new ideas, thoughts and mental stimulation. Children are naturally creative, they enjoy doing things, making things and expressing themselves and all this is to be encouraged through being loved and showing love, empathy, understanding and laughter.

It is the aim of the policy to provide such an environment at Oastlers School so that our learner's can flourish.

### **Break and lunchtime clubs:**

Supporting learners to behave in the manner in which makes everyone feel safe extends to break and lunchtimes – those 'unstructured times'. At Oastlers, breaks and lunchtime clubs are offered to all our learners with the expectation that everyone will opt into a club of choice. Again, the emphasis will be to reward learners who make positive choices and behave in a

responsible way. If learners do not make a choice of club they wish to attend, they will be allocated a club. This is to ensure that activities are supported by staff who model enjoyment and take part in games and activities in a fun way. It is a well-known scientific fact that the production of serotonin and oxytocin (the feel happy, good mood enhancing chemicals) that occur when anyone is having a nice time or taking part in pleasurable activities helps to regulate an otherwise dysregulated mood. Clubs and social activities at Oastlers are an important part of the offer for managing behaviour.

### **The language we use to communicate:**

Staff at Oastlers are careful in the way in which we talk to learners and are encouraged to use phrases that are reassuring. It is well known that we communicate via verbal and non-verbal methods. Staff are aware that gestures, eye contact, tone of voice, the way we stand as well as the words we use can be filtered and interpreted both positively and negatively by the listener. A mismatch between social communications may lead to anxiety, confusion or distrust in children so staff will endeavour to try ensure that learners do not feel criticised even at times when guidance is required to reaffirm boundaries when we are trying to help children improve their behaviour.

### **Workbreaks:**

At times, when the emotional climate in the classroom is such that learners are over excited, restless or distracted, staff will use their initiative to introduce a 'workbreak activity' that can successfully change the pace of the lesson, increase concentration, break up negative spirals, change the emotional temperature, reduce adrenaline charged atmospheres or fill time when the lesson is ended or whilst waiting for others to join the group. These are positive, unexpected, activities that successfully bring about a calm, positive learning environment with little or no conflict. Activities may include quizzes, games or discussions that are entirely different to the planned lesson content.

### **Transition around school and between lessons:**

These are times when learners move around the school, between lessons which can be the source of challenge if not managed efficiently. Staff at Oastlers are required to be present during transition to prevent low level behaviours occurring. Staff will be present at 'stations' during these critical times.

### **Exits:**

The school operates a system that allows learners the opportunity to leave a lesson for a time limit of no more than five minutes in order for individuals to calm. Learners will be accompanied by support staff to talk the difficulty through before returning to class.

## The Oastlers Step Board:

In each classroom there is a clearly displayed board that outlines the expectations and consequences of behaviours called the 'Step Board'. The system works on the principle that all learners enter the lesson placed in the golden zone where maximum points are awarded for behaviour with points lost only when behaviour falls below expectations:

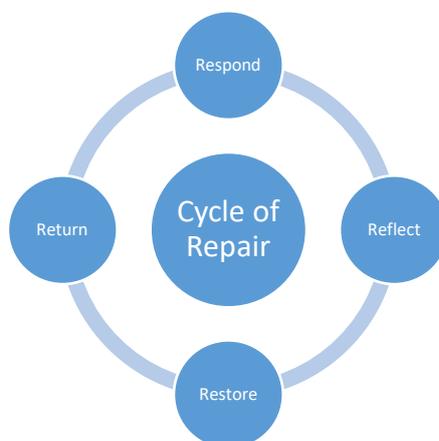
- Golden Board – 5 points
- Warning – 4 points
- Reminder – 3 points
- Final reminder – 2 points
- Exit – 1 point

There are 10 points per lesson available (five for work and five for behaviour) which ultimately affects the available rewards.

The system assumes all learners start each lesson anew and can access the full amount of points available for that lesson. For each misdemeanour, points will be lost but in the case of repeated below expected behaviours 'steps' will be incurred that can ultimately lead to exits from class, detentions or referral to the school Intervention Room so that learners can reflect more fully on the consequences of their behaviour.

## Oastlers Help Call:

When a situation becomes unsafe or affects the health and safety of all others in the classroom, teachers will summons help from our designated behaviour team who will manage the crisis thus allowing the lesson to continue with little or no disruption. The guiding principle behind this is to maintain the dignity of the learner at all costs so that the situation is recoverable. Removal from class is deemed serious and learners will then enter into the Oastlers '**Cycle of Repair**' strategy.



Children need to be helped to understand they have a choice about how they behave. The Cycle of Repair is designed to support that realisation and guide learners into recovery.

The strategy works thus:

- ***Respond*** – the behaviour team will respond to the help call and may remove a learner if the situation is deemed unsafe.
- ***Reflect*** – learners will be guided to the school's Intervention Room to think in a quiet space about their actions, how it has affected self and others and the consequences of those choices.
- ***Restore*** – following a period of reflection in Intervention Room learners will then move into the school's Sanctuary to complete further reflective work, including Restorative Justice with the school's counsellor.
- ***Repair*** – once a learner has made a full, positive recovery and reflection is complete, the incident is then repaired and a learner will return to class.

### **Physical Intervention:**

Please see the school separate policy of care & Control.

### **Adult self-awareness:**

Staff are role models for all our learners therefore, it is important staff follow some simple rules:

- Model how to use your voice and stay calm. Shouting is only permitted when someone is in danger. Use other methods to attract attention such as clapping, raise your hand or use music to gain attention. If you shout then expect children to raise their voice. If you are not calm then your learners will not be calm.
- Model how to cope in difficult or challenging situations. Modelling means staying calm and maintaining control of the situation. Model how to diffuse situations drawing attention away from the challenging child or those making poor choices.
- NEVER discuss incidents with another adult in the presence of the child or other children. Ensure that the discussion or reflection about an incident takes place in a dignified manner.
- Agree with the class what your expectations are from the outset. It is accepted that children are more likely to stick to classroom agreements if they have had a say in developing them.



**Self reflection:**

The most effective teachers are those who self-reflect. Ask yourself the question – ‘could I have managed the situation any differently?’ Did I say or do anything that provoked the response? Was I confrontational? Did I confuse the situation? Was my reaction responsible for the outcome?

*‘Working with children can be one of the most demanding jobs and to enjoy it we need to think about our own emotional health and mental well-being. Thinking about your own also shows the children how much you value theirs’* The Teaching Puzzle – Your Guide to Social and Emotional Learning, 2017.

Policies that must be read in conjunction with this policy:

- Relationships at Work Policy
- MAPA Care & Control Policy
- Safe Touch Policy
- Safeguarding and Code of Conduct Policy