



Oasis Academy Boulton

Appendix to Oasis Academies Behaviour for Learning Policy

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Behaviour for Learning Policy

Positive Behaviour Management at Oasis Academy Boulton

Here at Oasis Academy Boulton we believe that we positively encourage, good behaviour which promotes the development of courtesy, good manners, care and respect along with the Oasis Ethos below. Self-esteem, self-discipline, responsibility and self-respect are held to be a paramount importance.

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

Behaviour for Learning

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

These are:

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

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

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

'Out of the classroom' Behaviour

Around school we promote the highest standards of courtesy and respect through our CARROT system, which stands for Courtesy and Respect Reward Orange/house Tokens. CARROT tokens are given to children who are being particularly courteous and respectful by visitors and staff. Teachers and Learning Assistants may give tokens to children in their own class. Every two weeks the class who collects the most tokens in each Key Stage of the Academy is rewarded with an afternoon off from their usual timetable to complete an activity of their choosing. Where possible, this should be taken on a Friday afternoon. Each class is given a budget of up to £20.

Tokens are given for:

- The Oasis 9 Habits; Compassionate, Patient, Humble, Joyful, Honest, Hopeful, Considerate, Forgiving and self-controlled
- Moving around school- children should move around school in single file, quietly and sensibly. Adults should stop the line at strategic points to maintain control.
- Lining up- in school and on the playground-. Classes should line up in single file, quietly and sensibly. Classes should come in from the playground in a calm, controlled manner.
- Behaviour in Assembly- Classes should walk in quietly and sing-a-long to the music playing. There should be no talking during Assembly. All staff should give out CARROT tokens and make sure noise levels are kept to a minimum.
- Politeness and good manners- holding the door open , letting adults go first, saying 'please' and 'thank you' etc.
- Independent learning

Lunchtime Behaviour

All lunchtime supervisors are responsible for managing behaviour at lunch time. Incidents are record on Sleuth by SO-Assistant principal

Rewards for Lunchtime Behaviour

- CARROT tokens
- Lots and lots of positive praise

Sanctions

- Minor offences- first warning Verbal (Green)
- * Second warning –a conversation (Amber) making a child stay with them or sit out for 5 minutes.
- Repeated or more serious offences (Red) sent to Phase Leader this will be recorded on sleuth and the reflection sheet should be completed alongside a conversation with the adult. When the sheet is completed, the child may return to the playground. The sheet should be handed to the Pastoral department.

Classroom Behaviour

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

Every child starts the morning and afternoon sessions on green with the aim of moving to the Gold star for great examples of 'learning behaviours' (PLTs). Each class should aim to have at least five children on the Gold Star at the end of the morning and the end of the afternoon. Children should be praised and rewarded for learning behaviour using the language of PLTs (Personal Learning Thinking Skills).

Initially teachers will use positive behaviour management strategies to draw children back to their learning; if this doesn't work then...

- 1) Children will be given clear instructions as to what they should be doing, followed by a warning that they will go onto the amber.
- 2) After a second warning, the child will move to the Amber stage – the teacher will clearly state the behaviour that will allow the child to move back to Green as quickly as possible.
- 3) If the behaviour continues the children get further instructions regarding choices they make so that they have clarity about what they need to do to improve and the clear consequences if they don't. When children improve they are placed back on Green.
- 4) Children are placed on Red indicating that they have made a choice not conducive to learning.

When a child moves to Red, the class teacher will give 'time out'. The child should be sent to another class for 10 minutes they should take work with them. The lesson should not be interrupted if this takes place during the morning session then a detention at lunchtime with the class teacher will take place and the reflection sheet will be filled out with the child and then handed to the Pastoral department, if a child is on Red at the end of the day a detention will take place the following day at lunchtime and once again a reflection sheet to be handed to the Pastoral department.

All Gold, Green, Amber, Back to Green and Red are recorded on our electronic system Sleuth at the end of the morning and afternoon sessions.

If a child has been on a Red a conversation with the parent should take place at the end of the day, this conversation to be recorded on sleuth on notes. When they have received three reds a formal meeting is to take place with class teacher and parents, this also recorded on Sleuth and is stated that this is the 3rd Red.

In a half term if a child has more than 3 reds and has received their 4th red, a meeting with the Phase Leader, Class Teacher and the Child's parents will take place. Once again this is recorded.

We recognise that where a child is consistently on Red, their behaviour is a barrier to their learning. A meeting with the Pastoral Manager will then take place as the next step (5th red). An Individual Behaviour Plan or Behaviour Management Plan may be drawn up with the involvement of Parents Pastoral Mgr. and Principal. These will be shared with all staff to ensure consistency of approach across the Academy. Where appropriate, children may be referred to the BEACON (Behaviour Support Service) or other agencies. These children may have individual reward systems.

Involving Parents

Parents will be informed by the class teacher whenever a child receives a red card. If a child is consistently receiving red cards or has been given 3 in a half term the class teacher will invite parents in for a discussion. Where a child is not picked up by Parents, the teacher will telephone or send a letter. If the behaviour of the child does not improve, a meeting will be held with the Phase Leader, class teacher and parent to discuss the behaviour and a course of action (3rd red). If behaviour still does not improve, parents will be invited to a meeting with the Pastoral Manager (4th red). The child will then be put on an Individual Behaviour Plan (IBP). This should be done in collaboration with teacher, parent and child. The Pastoral Manager will support with this. The IBP is reviewed regularly. If a red card is given for a serious incident, the Pastoral Manager or a member of SLT will be informed and parents contacted that day.

Sleuth

Sleuth is a behaviour monitoring system allowing all staff within the Academy to record and monitor behaviour.

Staff will record incidents when behaviour reaches amber and red. The pastoral team will analyse data on a termly basis to determine whether intervention is required.

Below is an example of what is in every class room as a visual aid to track behaviour.

