

One Degree Academy

Behaviour Policy

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Principles

One Degree Academy is committed to the highest standards of student behaviour. We believe that in order to be successful in life, students must become self-disciplined, courteous and respectful. One Degree Academy STRIVE standards provide a framework to ensure our values are embedded in our daily practise and routines. Praise and recognition for STRIVE behaviours in a culture which consistently teaches students appropriate school behaviour will ensure that we have a happy and purposeful learning environment.

Aims

- To ensure all students develop good learning habits in order for them to become self-disciplined individuals.
- To have the highest expectations of students' behaviour to ensure the highest standards of learning can take place.
- To create an environment in which students are taught to respect and support each other and to accept responsibility for their own actions.
- To form an active partnership with parent / carers and carers to encourage good behaviour and to establish improved patterns of behaviour where there are difficulties.
- For students to understand their role in making the academy an outstanding place to learn and to have pride in their school.

These aims are supported by regular and appropriate in-service training; close parent / carer and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and social events aimed at pulling together the different life experiences of groups within the community.

The One Degree approach:

The key to successful school discipline is to **correct** student misbehaviour. All staff at One Degree are responsible for correcting conduct errors: often punishment or sanction is less important than the student correcting their behaviour.

At One Degree we respond to a behaviour error by:

- Correcting the student
- Teaching them to behave better next time
- Having the student practise the required behaviour

At ODA, discipline isn't finished until we get the correct behaviour.

We do not offer children choices as to how they behave. We believe there is only one way to behave - the right way. At all times all staff must convey this message - that there is only one way to behave and that all children need to learn this.

We never respond to students with 'if you do ___ again you will earn ___ sanction' because we believe this communicates that here is a choice as to how we behave. We respond with phrases which correct errors such as:

- 'We don't speak that way at ODA. Now start over and do it again.'
- 'That's not how we line up here, now do it again.'

Our main response to poor behaviour is to not accept it in any form. Therefore, we send children back to do 'it' again. This primary response is the responsibility of all staff and applies to:

- The way children speak to adults

- The way children speak to each other
- How they transition around the building
- How they act at lunch or at breaktimes
- How children handle frustration and anger
- How they deal with visitors and guests
- Any other situation

We always aim to communicate the message that the only way to behave is the right way, and that this is consistent no matter who is dealing with the issue.

STRIVE standards (Primary)

(EYFS/KS1)

Scholarship

I am alert and engaged during class
 I show STAR sitting at all times when on the carpet or at a desk
 I track the person who is talking
 I listen with my eyes, ears and voice off
 I keep my body still during learning so that my body shows focus
 I work hard on all my work all the time without taking breaks
 I use my time well and don't waste time or go to the toilet or first aid unless I really need to.
 I come to school every day on time and ready to learn (unless I am really sick).
 I keep trying to excel in everything I do through practise
 I ask an adult for help with my work if i'm not sure

Teamwork

I am happy when teammates achieve or are recognised in class, during shout-outs or in celebration assembly.
 I use a quiet voice when I am supposed to be quiet
 I can walk in a straight line, with my class; I do not disrupt others in the line.
 I help my classmates by being focused in lessons so that I and others can learn.

I use a loud a proud voice so that everyone I am talking to can hear me.
 I use a quiet voice when I am supposed to be quieter.
 I notice when my teammates do things well and I compliment them on it.
 I walk like a scholar; I do not disrupt others in the line.
 I talk to and play with everyone.
 I don't brag when I win, and I don't get upset when I lose.
 I help my classmates by being focused in lessons so that I and others can learn.

Responsibility

I hold myself up straight and tall whether STAR sitting or standing; My body shows confidence.
 I greet my teacher at the door to the classroom and make eye contact with them
 I throw away my own rubbish at the right time.
 I make good choices in the bathroom. I use it, flush, wash my hands with one squirt of soap, dry my hands quickly and leave, and I do not talk in the bathroom or corridor.
 I keep my books, folders, coat, bag, neat and belongings tidy

I use learning tools carefully and considerately.
 I thank people when I am appreciative.
 I try and solve problems and find solutions myself.
 I ask an adult for help when I don't know how to solve a problem.
 I tell an adult when something is wrong or I feel worried about something.

Integrity

I tell the truth immediately any time someone asks me a question, even if the truth is hard.
 I respect other people's items. I do not touch them unless I have permission
 I say please and thank you independently.
 I own up to any mistakes I make.
 I can be trusted to follow adults instructions.
 I make my own choices instead of following others.

I am honest about what I know and what I don't know.
 I am someone who does not gossip about other people's personal business and I talk positively about others
 I am consistent in how I treat my friends. For example, I do not talk behind my friends' backs or write texts, social media messages or notes about them.
 I talk positively about others on social media.
 I am able to ignore and do not provoke others.
 My actions speak highly of me.
 I am polite to everyone.

Value

I say please and thank you when appropriate.
 I am kind to my friends and teammates.
 I contribute to making our community better by picking up rubbish or tidying up even if the mess isn't mine.
 I care for my environment and always put my rubbish in the bin.
 I try my best to produce work which I am proud of.

I hold the door for people whether they are teachers, team mates or visitors I don't know.
 When I start my day, I greet people with "good morning."
 I am kind to my friends and teammates.
 I contribute to making our community better by picking up rubbish or tidying up even if the mess isn't mine.
 I care for my environment and always put my rubbish in the bin.
 I use my initiative to improve my learning environment.
 I try my best to produce work which I am proud of.

Effort

I accept that my actions have consequences and try hard to manage my emotions without getting frustrated.
 I show that I can control my moods and I work hard to remain positive.
 I don't give up even when things are hard.

I learn from my marvellous mistakes.

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Routines

Consistency is key and all classes at One Degree Academy will follow routines to manage certain aspects of behaviour in lesson time:

a) Transitions

When moving from the carpet to tables and vice versa, teachers will give the 1,2,3 click command. 1 = sit up in STAR 2= stand up silently; 3 = turn and prepare to move; click = move silently.

Students and groups who do this very effectively will be praised. In Years 1 and 2, students will be expected to stand behind their chairs (or line up) and then sit down when instructed to do so.

b) Non Verbal Communication

To avoid unnecessary shouting out on the carpet, non-verbal communication will also be used during teaching time. For example, agree / disagree signs, Sudi scholarship fingers, and other values gestures.

c) Tracking

Students will be expected to 'track' the teacher when he or she is speaking and teaching. Students will re-focus and look at the teacher / board when given the command to 'track'.

d) Attention

When whole class or large group attention is required, the teacher will either clap a pattern which children will clap back, or they will raise their hand in the air. Children will respond by raising their hand and falling silent.

Recognitions

At One Degree Academy we want students to feel proud by the intrinsic value of achievement. However, we are committed to rewarding good learning habits in all key stages. We recognise students in different ways:

a) Verbal Praise

Teachers and other staff will praise good learning habits in and around the academy. It should be very clear which learning habit/STRIVE value the child is demonstrating. "Well done, you are working hard and are showing effort." All classes will have their own 'cheers' for students who have demonstrated good learning habits in accordance with each STRIVE value. Each STRIVE value also has its own cheer and song which children will be encouraged to use.

Quiet cheers will also be used by all staff to praise individuals. Teachers will also praise students during the 'phone call home' each 2-week cycle.

b) Stickers

Students who have been working towards a particular learning habit/STRIVE value may receive a sticker in recognition of improvement or success. We are careful to avoid damaging intrinsic motivation so avoid 'if then' rewards for stickers and postcards. Rather these should be used to recognise achievement not as the primary motivation for the achievement.

c) STRIVE postcard home

Students who have improved their learning habits/STRIVE may receive a note home to inform parent / carers of improvement. Notes home are also issued for displaying exemplarily learning habits in and out of the academy and will be sent home in students' books.

d) Students of the Week

During our Friday celebration assembly, students will be chosen who have been demonstrated significant improvement in line with the STRIVE values or who have shown outstanding scholarship.

e) Certificates

Students will receive certificates for a variety of successes, including success in STRIVE, reading, writing and maths.

Sanctions

Teachers and all staff at ODA are proactive. Here, discipline isn't what we do when children misbehave, it's what we do so they won't. Supervision is used to prevent problems, not to simply deal with them after they've occurred. That said, we use rules, limits and correction so children understand some behaviours are strictly out of bounds.

EYFS/KS1 corrections

Remember that we want to ensure children are intrinsically motivated e.g. not over-recognising children who are working hard.

Every lesson is a fresh start. All names should be rubbed off the board. Staff do not hold grudges and always look for children who are demonstrating the One Degree Academy STRIVE values.

Shout outs and blue/purple clouds

- All EYFS and KS1 classes will have a cloud chart. This is the main tool for rewards.
- 'Shout outs' and the blue/purple cloud will be used for students demonstrating something exceptional and not just simply demonstrating a learning habit e.g. correct equipment - this is an expectation of all students. Shout outs from others can also be sent to the class teacher who will recognise these students at an appropriate time
- Staff are free to choose how they acknowledge students who have earned their place on the blue or purple cloud at the end of a session. For example, they may choose to recognise students who have their name on the purple cloud at the end of the session by giving a post card home, calling home, or giving a sticker for the particular STRIVE value they may have shown
- Students with further need, who may require additional praise, should be given a personal 'targets and recognition' chart with stickers etc.

Non-verbal warning

- A look or signal to the student who is not on task

Verbal warning

- Verbal warnings and corrections are linked to EYFS / KS1 Standards.
- Only one correction will be given in a session before a child moves down a cloud
- Talking in corridors or poor HALLS =
- 5-minute correction and practise the following break time (KS1)

Use of white cloud

- All EYFS and KS1 classes will have a cloud chart. This is the main sanction for a student not responding to a verbal warning/correction.
- Names will be on the green cloud at the start of each session following a break.
- If a student does something to warrant moving their name to down (failure to respond to a verbal warning or other behaviour warranting a move), then the teacher will move them initially to the white cloud
- Students must be encouraged to earn back their place on the green/blue/purple clouds if they have been placed on the white in a session, and this should be the focus of the teacher at all times.
- If a student is still on the white cloud at the end of a session, either teacher or AT will keep student to talk to them about which STRIVE value they weren't showing and attempts to prepare them for the next session. This may take 5 minutes of a breaktime.

Use of the Yellow cloud (Reset) - (recorded on MIS / filed in Reset form folder)

- If a student does not correct their behaviour, or persists in not showing STRIVE, then they then the teacher will move them to the yellow cloud
- In some circumstances, students may need to go directly to the yellow cloud. This is for aggressive, disruptive, or defiant behaviour
- Once a child is on the yellow cloud, an adult will complete the first section of a reset form. An adult will take the child to complete a reset in their partner classroom. The partner teacher will supervise and support (where necessary) the child to complete the reset.
- Once the reset is completed, the child will be brought back to the classroom and will place the form in the reset form holder.
- Admin staff will collect all reset forms at the end of each day and these will be added to the MIS and summarised in the weekly behaviour report
- A reset form will result in a phone call home by the adult teaching that session (KS2).
- 2 reset forms in a day will result in a phone call home (EYFS/KS1)

Yellow correction plan - (recorded on MIS / filed in child's file)

- 4 reset forms in a week means the child will go on a yellow correction plan
- A correction plan will also be used when a child is repeatedly not following the STRIVE values of the academy, for example:
 - running in the corridors after being warned
 - continuing to talk in assembly after being warned
 - disrespecting an adult in class after being warned
 - persistent refusal to follow instructions
- Any other behaviour deemed serious enough by the class teacher to warrant a yellow correction plan
- A correction plan will start with a parent / carer/child conference with the class teacher where the child's behaviour is discussed and clear targets are set. The correction plan and process will be explained at the meeting and a review meeting booked in
- Correction plans will be clearly displayed in the classroom so that any adult can see and comment on a child's progress towards their targets; this is key in motivating children to improve their behaviour

- Correction plans must be reviewed immediately at the end of each session with the child. The teacher will indicate success in the session by writing 1 tick, 2 ticks or a dot and discuss how the child met or didn't meet the target
- After a week, a review meeting will be held with the child and parent / carer to discuss progress and determine if the child has corrected their behaviour or would benefit for further time on the correction plan.
- If needed, other interventions will be put in place and further meetings with SLT or other agencies will be scheduled

Incident form (white) (recorded on MIS / filed in child's file)

Incident forms will be used to record any of the following serious incidents:

- Swearing
- Fighting
- Spitting
- Hitting
- Biting
- Damaging school property
- Harming self/others
- Verbal abuse
- Stealing
- Defiance
- Any other incident deemed serious enough to warrant an incident form

Red Card (red) (recorded on MIS/ filed in child's file)

- Repeated failure to correct behaviour on a correction plan, or incidents deemed serious will result in a red card and a meeting with a member of the SLT.
- This may involve the student not participating in playtimes or other privileges; instead, remaining with a member of the SLT.
- The SLT will decide whether their behaviour warrants internal / external exclusion

Any behaviour deemed unacceptable, or repeated infringements of the behaviour policy or STRIVE values may result in either internal exclusion, fixed term exclusion, or permanent exclusion.

Escalation

1. Blue/Purple/Green clouds
2. Non-verbal warning / correction
3. Verbal warning / correction linked to STRIVE
4. White cloud (failure to respond to verbal warning) - Correction conversation during next break if not worked off
5. Yellow cloud and reset
6. Yellow correction plan
7. Red card

Incident forms used for incidents as they occur.

Positive Behaviour Approach

We believe that how we conduct ourselves as adults is a powerful factor in determining how pupils behave. As adults, we need to maintain a positive state in ourselves, so that we are in control of our own emotions

and can manage situations well. A positive state of mind is vital as well as supporting each other, both asking for and offering help.

We know that positive language can help to de-escalate a situation.

“I can see you’re upset/been upset/there’s something not right, something’s happened”

“How can we put this right?”

“Can you ..., thank you.”

“I’m here to help”

“You talk, I’ll listen!”

“Shall we.....?”

“Let’s see if.....”

“Its ok to be sad”

“I can see this is really hard for you”

“I will help you work it out”

“It doesn’t feel fair”

“I hear that you need space; I’ll stay close so you can find me when you’re ready”

Adult actions that help in a crisis:

Helpful

- Offering help to colleagues
- Keeping quiet
- Listening
- Giving child space
- Moving other children away from situation
- Using help script with child
- Distracting the child
- Acknowledging that there has been a problem
- Keeping calm and positive
- Being consistent with colleagues
- Helping child calm down e.g. breathing techniques, counting
- Ignoring negative comments - keeping professionalism, and not taking things personal

Unhelpful

- Arguing with the child/getting into negative scripts
- Taking over from colleagues/getting involved, without communicating first
- Lots of adults talking at same time
- Talking over the child
- Direct, aggressive language
- Disrespectful language/tone of voice
- Shouting, being too loud
- Undermining colleagues
- Physically intervening too quickly/unnecessarily
- Confrontation
- Sarcasm
- Ignoring
- Shouting
- Referring to parents
- Not listening
- Not taking them seriously
- Change without warning
- Being dismissive
- Not being available, “not caring”
- Treating unfairly
- Expectations not pitched right
- Whole class consequences being help collectively responsible
- Being in a bad mood
- Inconsistency
- Negative body language

Physical Intervention

We have adopted a positive touch policy, and we believe that touch can be used very effectively to reassure, calm and focus our pupils. We are also aware that this is dependent on what is 'ok' for the individual pupil, and we must bear this in mind. Staff should always refer to the safeguarding policy in order to avoid any misinterpretation of physical contact and to protect themselves as professionals.

We are always mindful of entering into a child's personal space (anything within arm's length), and even more so of their intimate space (within elbow's length). If we are entering into that space, we need to have a good reason for doing so, and consider safeguarding issues for the child and professional involved.

Sometimes we might **hold** a child who is distressed - this is the use of physical contact to direct or calm children down. This may be an arm around the shoulder; a hug, or guided by the arm. This may need to be done to prevent a child from disturbing an activity, hurting themselves or others, and be prevented from negatively affecting the well-being of others. This does not need to be recorded unless it has led to an injury.

A **restraint** (the positive application of physical force to ensure that injury is not caused to any persons, that good order and discipline is maintained and/or a criminal offence is not committed) will only occur if it is reasonable, proportionate and necessary. This is **ONLY** because a child is being a danger to themselves or others, and should always be a *last resort*. It is **NOT** appropriate to physically intervene with a child in any other circumstances, and we are very aware of the possibility of escalating situations by intervening inappropriately. Some members of staff have been trained in Team Teach approaches, and should follow the extensive guidelines set out in this work. Incidents of restraint should be recorded in the bound and numbered restraint book.

The following staff have been trained in the Team Teach approach:

Aidan Sadgrove, Principal
Jo Addleton, Assistant Principal
Joe Howlett, COO
Elaine Cheung, EYFS Lead
Beckie Parsons, Year 1 Lead
Muna Mohamed, Associate Tutor
Puja Nair, Associate Tutor and ATT

Children with Social, Mental and Emotional Health

For children on the SEN register for Social, Mental and Emotional Health (SMEH) provision is put in place for them by their class teachers and the SENco. All adults are aware of children with SMEH in their year groups. Provision for these children may come in the form of behaviour plans, target setting, group work addressing specific difficulties or outside agency support. Children with SMEH are still expected to behave in accordance with the core values, but that they are on the SEN register for SMEH will be taken into account when dealing with any incidents. Any adult who has concerns about a child's behaviour should refer to phase leaders or the SENco so that the child can be brought up in Pastoral Support meetings, and if necessary the child can be added to the SEN register.

Behaviour for Learning (ANNEX 1)

Positive Behaviour Framework (Secondary)

Sanctions

Reprimand: a teacher correction, detailed in the Behaviour and Culture handbook will be used in the first instance to re direct student behaviour. This will be used:

- At the first instance of any off-task behaviour (e.g. talking during silent work, talking on the corridors)

A **Demerit** will be issued if the behaviour is not corrected swiftly and recorded in a students diary.

An **immediate Correction** (detention) will be issued for:

- 6 demerits in a week
- Not responding to an off-task reminder
- No equipment in lesson
- Missing a deadline
- Late to the Academy / lesson
- Chewing gum
- Using a mobile phone / MP3 player without authorisation
- Failure to follow the Academy dress code
- Inappropriate language over heard by a member of staff
- Misuse of school equipment
- Dropping litter in the Academy
- Plagiarism / copying

A student will be sent to **Relocation** for:

- Receiving 3 demerits in a lesson
- Refusal to follow the Academy dress code (defiance)
- Refusal to follow staff instructions (defiance)
- Truancy
- Use of any physical force in school
- Damaging school property or another student's property
- Sexual harassment
- Inappropriate language directed at a member of staff
- Failure to attend a correction session
- Fighting with another student
- Bullying
- Abusive language to another student
- Smoking on school grounds
- Assaulting a member of staff
- Dangerous behaviour (including bringing illegal items into the Academy)
- Theft / handling stolen goods
- Behaviour which means the teacher decides they are unable to remain in the lesson

Students sent to relocation will complete a reflection, receive an immediate correction that evening and have a parent meeting scheduled to take place within 24 hours.

Behaviour for Learning (ANNEX 2)

Sanctions for more serious incidents - Fixed Term / Permanent Exclusion

Only the Principal has the power to exclude a student from the Academy. The Principal reserves the right to exclude a student from the Academy on disciplinary grounds, if, in his/her judgement, allowing the student to remain in the Academy would be seriously detrimental to the education or welfare of others in the Academy. This may include incidents outside of the Academy which are considered to bring the Academy into disrepute and if that behaviour does or is likely to impact on behaviour at the Academy or put staff or other students at risk.

Exclusion will be in the form of:

- Fixed Term Exclusion
- Permanent Exclusion

A decision to exclude a student will only be taken:

- In response to a serious breach of the Academy's Behaviour for Learning Policy;
- If allowing the student to remain in the Academy would seriously harm the learning or welfare of the student or other students in the Academy;
- In cases where there has been a major breach of normal expectations of conduct [or a breach of the criminal law]

Examples include but are not limited to:

- All other steps to encourage the student to obey the Academy's rules have failed
- Persistent bullying
- Serious actual and threatening violence against a student or a member of staff
- Sexual misconduct
- Possession of, supplying or severe misuse of an illegal substance
- Carrying or using an offensive weapon
- Persistent and defiant misbehaviour

It should be noted that this list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy's Community. When reaching a decision to exclude the Principal will pay due regard to the current DfE guidance and legislation on Exclusions.

It is now a legal requirement that parent/carers supervise their children and ensure that they are not in a public place during Academy hours if they are secluded/excluded. Parents/carers may receive a Penalty Notice from the Local Authority if their child is present in a public place during the Academy's timetabled day on the specified dates, unless a reasonable justification can be provided.