



**Ocean
Academy**
Poole

BEHAVIOUR FOR LEARNING POLICY

<u>Date of last review:</u>	October 2020	<u>Review period</u>	1 year October 2021
<u>Owner:</u>	Ocean	<u>Ratified:</u>	CEO SCDB



ASPIRATIONS

Behaviour for Learning Policy

This behaviour for learning policy is supported by the detailed AAT Behaviour Management Strategies Handbook. Together the two establish the highly effective, tried-and-tested behaviour management system in place at Ocean Academy.

Aim

The aim of the policy is to help every child in the academy, in a consistent and fair way, to be the best they can be: to help them strive for, and fulfil, their academic, personal and social potential. We aim to keep all children and staff safe.

Behaviour for Learning

Each classroom has a **BEHAVIOUR BOARD** (as in several of our feeder infant schools) which is central to the strategy. All pupils' names are put on the board, in the green zone, at the beginning of the day. Green represents the expected level of responsibility for positive learning behaviours, therefore most children will be in this zone all day.

Good learning behaviours include:

- Listening well
- Following instructions in a timely manner
- Showing good engagement with the learning activities
- Completing tasks
- Taking responsibility for learning and behaviour (self-management)
- Respect
- Making good choices
- Being safe
- Being kind and caring

These are our 4
behaviour values

Behaviour Board



Examples of non-negotiable behaviours include:

- Refusing to follow instructions
- Throwing objects
- Swearing
- Intentionally hurting others
- Racial comments

Children may be asked to move their name UP or DOWN the coloured zones on the behaviour board during the day.

When adults observe very good learning behaviours, or significantly improved behaviours, a pupil may be asked to MOVE UP TO SILVER. If a pupil demonstrates consistently positive learning behaviours all day and excellent responsibility for their learning, a pupil may be asked to MOVE UP TO GOLD.

An ongoing record will be kept of the pupils ON GOLD at the end of each day so that this can be shared with parents/carers.

Individual teachers may choose to reward children with stickers as appropriate (remembering that all children do not enjoy public praise or may not like stickers).

Aspirations Conditions and Ocean Learning Skills and Values

Each half term there will also be whole academy focus on one of the Aspirations' 8 Conditions for Learning and Ocean Academy's Learning Skills. There will be a Starter Day each half term to launch these values and identify how they permeate our curriculum, behaviour, learning and social interaction.

Term	Guiding Principle	Condition for Learning	Learning Skills
	SELF-WORTH		
Autumn 1		Belonging	Teamwork
Autumn 2		Heroes Sense of Accomplishment	Respect
	ENGAGEMENT		
Spring 1		Curiosity and Creativity	Independence
Spring 2		Spirit of Adventure	Resilience
	PURPOSE		
Summer 1		Leadership and Responsibility	Communication
Summer 2		Fun and Excitement Confidence to Take Action	Self-motivation

Aspirations Champions

Two pupils from each class will be nominated by their teacher each week for showing behaviours that emulate the focus condition or learning skill. This will be recorded in the GOLDEN BOOK and recognised in our CELEBRATION ASSEMBLY.

Celebration Assembly

This will take place on a Friday afternoon. The whole school will meet to share examples of excellent learning and behaviours. We celebrate :

- Behaviours that emulate our learning skills or the Aspirations value of the term by adding children's names to into the Golden Book. These children are then invited to the Principal's Tea Party the following week.
- Learning Leader of the week – for a child who has demonstrated a positive attitude in their learning or who has excelled within an area of the curriculum.
- Class person of the week – voted for by the class teacher in recognition of showing excellence in one of the academy values or having a positive growth mindset.
- Sports person/s of the week – awarded by Mr White
- House point winners
- 3 Good Things – 2 children from each class will share 3 things have been the very best for their class this week
- Out of school achievements – sports awards, dance exam outcomes etc.
- Musical achievements whereby the children are given the opportunity to perform
- The class of the week – for recognition of excellent team work

When learning behaviours are not appropriate:

Choices and Consequences.

Pupils have a **CHOICE** about how they behave. Consequently, all children must take responsibility for their own behaviour. If a pupil displays inappropriate behaviours, they are making the **WRONG CHOICE**. We identify the behaviour rather than the child, so an adult may say: "You are making a wrong choice by using that behaviour" and will offer a better choice and ask the child to think about what the **RIGHT CHOICE** would be. The child will be reminded that we can make mistakes, but changes need to be immediate and actions and behaviours have **CONSEQUENCES**. Children will be reminded to focus on positive outcomes and how to restore and repair.

The following process may occur where a child is displaying inappropriate behavior /making the wrong choices. The adult will start at the step that best suits the behaviours being shown.

Step 1: Where appropriate, the adult gives a visual warning to the pupil displaying inappropriate behaviour (The "LOOK"; a name written on the board; a nod in the direction of the behaviour board, a whisper in the ear). This will only be the case if the learning flow is not being interrupted and a visual prompt will be sufficient.

Step 2: The adult gives a verbal warning to the child that if they continue to make the wrong choices (i.e. continues to display the inappropriate behaviour) there will be a consequence. These consequences should be made clear to the child and done so in a respectful way.

Step 3: The pupil is told to MOVE their name DOWN to amber on the behaviour board and reminded that they should now work to 'turn this around' so that their name can be moved back up to green, silver, gold.

If the pupil now changes their behaviour and begins to make the right choice, the adult quickly signals that the child can move their name back UP the behaviour board to green and appropriately praises the child. The aim of the strategy is to "CATCH THEM BEING GOOD" as soon as possible so that movement on the behaviour board is positive and reward is quick. Any child who is on amber at the end of the lesson will be expected to complete an in class detention (of 5 minutes).

Step 4: Should inappropriate behaviours continue then a second downward move to red is requested by the adult. The pupil must always move their own name down, demonstrating that behaviour is their choice and is their responsibility, whether positive or negative. If the child has moved to RED, they will lose 5,10 or 15 mins off their next playtime. Red behaviours are logged in a behaviour file and parents informed.

The pupil moves their name to green for the start of the next session – a fresh start/clean start throughout the day.

Step 5: If a pupil continues to display negative learning behaviours, is rude or aggressive, the adult will seek the support of the SLT and the child will spend the rest of that lesson (or as long as needed to calm or make the right choices) out of the classroom. This could also include the whole of the next playtime where consequences and reflections and improvements / expectations will be discussed. The class teacher or member of SLT will speak to the parents/carers either by phone, or in person at the end of the day.

Step 6: If there is no improvement after step 5, a behaviour contract is drawn up between the pupil, the family and the academy staff. Children can have a class based behaviour record which is signed at the end of every lesson or a break time record which is signed at the end of each break time. There must be 100% positive behaviours and signatures by adults for this sanction to be removed. The child will be aware of the number of days this will be in place. If improvements are not seen, the next step of the policy will be put in place.

Step 7: If there are no improvements to behaviour, internal or external exclusions may be enforced. If any non-negotiable behaviours are undertaken, the academy Senior Leadership Team will support the child to leave the classroom to ensure learning is not impacted on.

AT ANY STAGE OF THE PROCESS, PUPILS WILL HAVE TO LEAVE THE CLASSROOM IF THE LEARNING OF OTHER PUPILS IS BEING REPEATEDLY DISTRUPTED.

STOP and SEARCH

In line with: The Education Act 1996 and Article 8 of the European Convention on Human rights

School staff can search a pupil for any item if the pupil agrees in accordance with safeguarding protocols.

The Principal and staff authorised to have a statutory power to search pupil's possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have prohibited items. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarettes
- Fireworks
- Any item that has the member of staff reasonably suspects has been or will be used to commit an offence, cause injury to self or others, damage property
- Mobile phones that have not been handed into the school office at the start of the day

If a pupil does not agree to turn out pockets, open bag etc. then the behaviour policy will be followed.

Authorised staff are Vice Principal, Assistant Principal and year leaders. The person asking to carry out the search should be the same sex as the pupil and have a witness. This rule will only change if the person requesting the search believes immediate harm will result in delaying the search.

The person conducting the search will not require the removal of any clothing other than outer clothing ie coat, hat, scarf, shoes, boots, jumper (if this is not the clothing that covers direct skin).

Where there is good reason, a pupil's mobile phone can be examined and data seen / deleted if staff reasonably suspect the phone / data will be used to commit an offence or cause personal injury or damage property.

The academy is not required to inform parents before a search takes place or seek their consent. There is no legal requirement to keep a record of a search. Parents will be informed where alcohol, drugs or potentially harmful substances are found.

Confiscation

School staff can seize, confiscate, retain or dispose of any prohibited item found as a result of a search where reasonable to do so. They can also seize any item they consider harmful or detrimental to school discipline.

Where items have been seized, decisions will be made by staff as to whether there is 'good reason' to inform the police depending on the nature and value of the items.

Temporary or fixed term exclusion

If a pupil displays dangerous behaviour it may be deemed necessary by the Principal to exclude the child from the academy with immediate effect, bypassing the seven steps above. There are statutory policies and guidance on exclusions and the academy will adhere to them. Please ask at office for a copy of the exclusions guidance.

Extreme Behaviours

Some children find following the school behaviour policy difficult and in this case, a Behaviour Management Plan is written in line with parents to ensure the correct support is in place. Children with SEND or additional needs will have their specific needs recognised and will by the nature of these needs have plans and responses to behaviours that adapt and change to situations as they arise. This will be monitored regularly.

In extreme situations, 'Team Teach' strategies may be used to restrain a child if it is felt that they are a danger to themselves or others. Team Teach strategies will only be carried out by trained staff and in line with a child's Behaviour Management Plan. Any behaviours giving cause for concern will be recorded electronically on a system called 'My Concern'. This information may be shared with outside agencies, as appropriate and in line with parental consultation and GDPR protocol.

Guidance states that all staff should be aware of systems within their school which support safeguarding. The behaviour policy has now been included in a mandatory list of documents and procedures that are explained at induction. For further details please see:

Keeping Children Safe in Education 2020.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Reducing The Need for Restraint and restrictive Intervention Guidance updated June 2019

Safeguarding Policy – updated annually

Classroom Charters

In each classroom, the children have agreed and signed a Behaviour Charter and the teacher will refer to this to emphasise expectations and agreed behaviours and choices.

Rewards

The best reward for any child is PRAISE – from adults, peers, families.

Praise is effective because it has positive impact on a child's SELF-WORTH. Praise can be quiet and unobtrusive or can be loud and public. We aim to ensure we know what type of praise each child responds to best so we can adjust the praise to the individual concerned. Praise both supports and motivates.

Children can be asked if they want to share their workbooks/learning with adults and pupils in other classes, with the Principal or with other special visitors (e.g. governors). Work is also displayed around the academy to ensure we value the product. Achievements are also shared in the academy newsletter and on Twitter and the academy website.

Celebration assembly identifies rewards and successes each week (see above) and positive role models can also undertake the role of class Member of Parliament, Eco-Lead, Digital Lead, Ocean Gardiners, Peer Mediator, Library Monitor, Sports Lead, Maths Lead.

Cups and Certificates

At the end of each term silver cups, stars and certificates are awarded to children in each year group who show various attitudes, characteristics or attributes in line with the academy values and behaviour expectations.

Principal's Postcards

The Principal may send a postcard to the child's address if rewarding a special effort, success or kindness. These Postcards are rare and special – and a surprise in the post!

Group Rewards

A class target of creating the phrase “WE ARE FANTASTIC” by collecting the letters for positive teamwork and whole class successes is also set and the collective reward agreed democratically by the whole class. It may be an extra five minutes on the outdoor play equipment, an extra PE session, library, cookery lesson or time with the computers or construction equipment, for example. Each class will have their own ideas.

Each child is a member of one of the four Houses with Ocean Academy and house points are collected and the winning team identified in Celebration Assembly each week.

There is also a Class of the Week silver cup that is awarded to the most deserving class.

Marvellous Me

This is a messaging service that teachers can use to send home positive messages, directly to parents, about their child’s learning. It uses ‘virtual badges’ to reward and encourage specific children who have done something marvellous.

Aspirations Jewel

At the end of each academic year, children and staff can be awarded an Aspiration’s jewel in the areas of Self-worth, Purpose and Engagement.

Anti-Bullying

Part of our Behaviour for Learning expectations include all actions to discourage bullying in any form including online or cyber bullying. This is clearly outlined in our anti bullying policy and e safety policy. This can be found on the academy website.

SEND

There are times when some children with SEND or additional needs will need to have alternative or bespoke behaviour management support. This is outlined in the academy SEND and Inclusion policy that can be found on the academy website.

Monitoring

The senior leadership team continually monitor the behaviour of children at Ocean Academy, looking for patterns, keeping regular contact with parents and encouraging children to make the right choices. Staff discuss behaviour as a ‘standing item’ in the weekly staff briefing and in regular staff meetings.

Aspirations leaders review the processes of the school termly through a monitoring visit by the CEO of the South Coast or by a formal Review Day. Behaviour monitoring is a ‘standing item’ on the South Coast District Board agenda.

Behaviour Management Plans are reviewed regularly with staff, parents and outside agencies.

Evaluation

As an academy we regularly review our policies, making any necessary changes as the needs of the children and our academy community change.

This policy was Reviewed on ...October 2020.....

This policy will be reviewed annually.