



**Ocean  
Academy**  
Poole

## **BEHAVIOUR FOR LEARNING POLICY**

|                                    |          |                             |                    |
|------------------------------------|----------|-----------------------------|--------------------|
| <b><u>Date of last review:</u></b> | OCT 2021 | <b><u>Review period</u></b> | 1 year<br>OCT 2022 |
| <b><u>Owner:</u></b>               | OCEAN    | <b><u>Ratified:</u></b>     | 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

### 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 etc. 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 a 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 | Learning Skills | Aspirations' 8 Conditions for Learning     |
|----------|-------------------|-----------------|--|
|          | <b>SELF-WORTH</b> |                 |  |
| Autumn 1 |                   | Teamwork        | Belonging / Fun and Excitement             |
| Autumn 2 |                   | Respect         | Heroes                                     |
|          | <b>ENGAGEMENT</b> |                 |  |
| Spring 1 |                   | Independence    | Sense of Adventure/Sense of Accomplishment |
| Spring 2 |                   | Resilience      | Curiosity and Creativity                   |
|          | <b>PURPOSE</b>    |                 |  |
| Summer 1 |                   | Communication   | Leadership and Responsibility              |
| Summer 2 |                   | Self-motivation | Confidence To Take Action                  |

## 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
- House point winners
- 3 Good Things – 2 children from each class will share what 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 behaviour/making the wrong choices:

Step 1: 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). The learning flow should not be interrupted. Modelling and reminders of expectations.

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. This consequence is made known to the child.

Step 3: The pupil is told to MOVE their name DOWN to orange 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 orange at the end of the lesson will be expected to complete a detention (of 5 minutes) at the next playtime. This is logged in a behaviour file.

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.

Any pupil ‘on red’ at the end of the lesson will be expected to complete an in school detention (of 10 minutes). This is THINKING TIME and at the end the adult will discuss expectations and choices for the next session. Once any child has reached this stage, the class teacher will speak to the parents/carers either by phone, or in person at the end of the day to make them aware of the incident. The incident is logged in the behaviour file.

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

Step 5: If a pupil continues to display negative learning behaviours or rudeness, the adult will request that the child spend time in the Year leader’s classroom. Should this happen, the whole of the next playtime will be spent with the

Year Leader as a consequence and reflections and improvements / expectations discussed. The class teacher 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 suspensions may be enforced. If any non-negotiable behaviours are undertaken, the academy Senior Leadership Team will ask the child to leave the classroom to ensure learning for others is not impacted on. (See Extreme Behaviours below for additional steps).

Our ELSA and Pastoral team also support with helping pupils manage their behaviours at all levels. Outside agency support is also requested as necessary (Outreach Support, Educational Psychology, Social Care, Family Outreach, Starfish Mentoring etc.)

### **Sexual Harassment (SH):**

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual harassment. This can include name-calling and sexist comments. Sexual harassment, such as sexist comments, remarks, jokes or inappropriate online messaging, is defined as any intent to discriminate based on sex. This includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils will call out and report this behaviour.

If pupils make sexist comments or demonstrate any examples of the above, we will:

- Ask the perpetrator to apologise to anyone the comment was directed at;
- Support and educate the perpetrator to improve their future behaviour;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Escalate the sanction to a formal meeting with parents, if the pupil refuses to apologise in the first instance.

Our RSE curriculum also covers what healthy and respectful behaviour towards one another looks like.

### **Sexual Violence (SV):**

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual abuse or violence, which includes encouraging or forcing peers to engage in any form of sexual activity (this can include online messaging and upskirting).

All staff and pupils will call out and report this behaviour.

If staff are made aware of any sexual violence or demonstrate any examples of the above, we will:

- Record any reports made by the victim, perpetrator and any witnesses;
- Collect and collate any relevant evidence (particularly if online);
- Resolve the incident between perpetrator and victim;
- Support the victim to ensure that they feel safe and secure in school;
- Support and educate the perpetrator to ensure future incidents do not occur;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Inform parents/carers of all pupils involved of the incident and actions in place;
- If necessary or appropriate, escalate the sanction to inform the police and safer schools team.

Our RSE curriculum ensures that our pupils explore and understand what healthy and respectful relationships are.

## **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 suspension**

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 suspensions and the academy will adhere to them. Please ask at the office for a copy of the suspension guidance. Suspension is used as a last resort.

## **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 or in extreme cases where safeguarding would be put at risk. Pupils can voluntarily or with support use the 'Calm Space' to support de-escalation and calming. Any behaviour giving cause for concern will be recorded. This information may be shared with outside agencies, as appropriate and in line with parental consultation.

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 (KCSIE).**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping\\_children\\_safe\\_in\\_education\\_2020\\_-\\_Update\\_-\\_January\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

**Particular reference to Peer on Peer abuse within KCSIE is acknowledged in our behaviour expectations (Page 10 point 29, 30,31,32,41) as behaviours that will not be tolerated.**

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

**Safeguarding Policy – updated annually**

**Relationships and Sex Education 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, Facebook 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 Gardeners, 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.

## **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.

## **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!

## **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 child’s EHCP, behaviour plan or in the academy SEND and Inclusion policy which 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 agreed by staff on ...Oct 2020.....

Shared and with and ratified by CEO of SCDB in .....Oct 2020.....

This policy will be reviewed annually.

