



BEHAVIOUR FOR LEARNING POLICY

<u>Date of last review:</u>	Sep 2023	<u>Review period</u>	1 year Sep 2024
<u>Owner:</u>	OCEAN	<u>Ratified:</u>	SCRB



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.

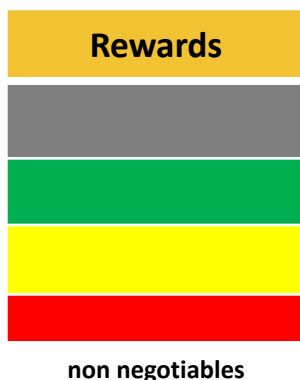
Aim

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. The aim of this policy is to coach, model and support children to understand and change their behaviours. The process should not undermine the child or be detrimental to them.

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.

BEHAVIOUR BOARD



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)
- Responsible
- Making good choices
- Being safe
- Being kind and caring



These are our 4
behaviour values

Non-negotiable behaviours include:

- Refusing to follow instructions
- inappropriate use of school property
- Swearing
- Intentionally hurting others
- Derogatory comments about any of the 9 protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

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 to identify how they permeate our curriculum, behaviour, learning and social interaction.

Term	Guiding Principle	Learning Skills	Aspirations' 8 Conditions for Learning
	SELF-WORTH		
Autumn 1		Teamwork	Belonging / Fun and Excitement
Autumn 2		Respect	Heroes
	ENGAGEMENT		
Spring 1		Independence	Sense of Adventure/Sense of Accomplishment
Spring 2		Resilience	Curiosity and Creativity
	PURPOSE		
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 takes 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 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
- 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

- Pupils can also share their extra curricular interest and rewards

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 demonstrating 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. **Behaviours are taught** by staff so that expectations are clear.

Step 2: The adult gives a verbal warning to the child, preferably in private, 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 (or an adult depending on the needs of the child) MOVES 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.

Step 4: Should inappropriate behaviours continue then a second downward move to red is requested by the adult. Depending on the child and situation at the time, it may be appropriate for the child to move their own name down or for the teacher to move the name down discreetly, remembering that the aim of the process is to de-escalate any situation, build trust and coach the child through making good choices. At this point, it would be appropriate to have a private conversation with the child and explain clearly the inappropriacy of their choices, the consequences if a change is not made, and the changes you expect to see when you return.

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 behaviour is logged on Arbor.***

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. ***The behaviour is logged on Arbor.***

Step 6: If there is no improvement after step 5 and the behaviour is becoming regular, 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. 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. This must be seen as a strategy to work with and coach the child to improve their choices. ***The behaviour lead and/or SLT should be aware of and involved in this process.***

Step 7: If there are no improvements to behaviour, internal or external suspensions may be enforced. If any non-negotiable behaviours are undertaken, the behaviour lead and/or 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).

Throughout all of these steps, The Behaviour and Engagement lead and SLT will be involved in making relationships with the child to ensure swift changes in attitude / engagement / choices. Positive role models will be in place.

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 are 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 bags etc. then the behaviour policy will be followed.

Authorised staff are SLT 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 i.e. 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 or non-negotiable 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. This will only be used as a last resort and de-escalation strategies will be used in the first instance. Any use of physical restraint should be reported to Martin West as behaviour lead and should be logged on the [following sheet](#). This sheet should be handed to Martin West.

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 (KCSIE).

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, at the beginning of each academic year, the children agree and sign a class Behaviour Charter and, throughout the year, the teacher will refer to this to emphasise expectations and agreed behaviours and choices.

Rewards

We support the children to recognise the importance of intrinsic and extrinsic motivation.

Praising effort and resilience is effective because it has a 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, Peer Mediator, Library Monitor, Sports Lead, Maths Lead, Anti-Bullying Ambassador. Children can also work towards the Aspirations Aspire Award.

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!

Aspirations Jewel

At the end of each academic year, children and staff can be awarded an Aspirations 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 behaviour lead and 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 Regional 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 ...Sep 2023.....

Shared and with and ratified by CEO of SCRB inSep 2023.....

This policy will be reviewed annually.



David Herbert: regional CEO