

#ConnaughtCares

About...

Behaviour for  
Learning



At OAC, our behaviour for learning focuses on going for gold, and is underpinned by four fundamental principles:

## Act kind – Keep safe – Work hard – Take Pride

This document is in support of the National Oasis Behaviour for Learning Policy, April, 2019

The Key Levers are:

	Lever	Academy Leaders	Staff	
1	Academy Vision and Values ( in line with Oasis Ethos)	#connaughtcares Use of Ethos and 9 habits for example assemblies Modelled consistently and constantly around the Academy	Embrace and embody the vision and values in all that you do and delive	Harmonious climate for learning where all young people can flourish and thrive.
2	Personal Development Curriculum	Taught through 9 Habits, RE and Jigsaw (PSHE). Extra Curricular Clubs, Trips and camps, Special days and events	Deliver the curriculum effectively and inspirationally	
3	Academy Behaviour Systems, Structures and Routines	OAC Behaviour Operating system in place Graduated Behaviour for those Out of Step children	Ensure the systems are folloed including scripts, Gold Behaviour, 3,2,1 etc... all staff <b>ALL</b> the time.	
4	Behaviour Training and Professional Development for staff	Design create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values. Use of Powerful Action Steps and coaching	Engage and commit to the professional development, including expert and specialist pastoral training. Use of ELSA and LA support.	

### Key premises:

- Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity);
- Behaviour is a form of communication;
- Taking a non-judgemental, curious and empathetic approach towards behaviour - what emotions and feelings are driving this behaviour?
- Relationships first;
- Maintaining clear boundaries and expectations around behaviour;
- Not all behaviours are a matter of choice;
- Everyone has a role to play – encouraging and praising as well as supporting.

## **Reward systems**

Gold event – large scale events are inappropriate at this time; however, teachers are fully entitled to discuss potential rewards with groups towards the end of term 1 and 2 that can be arranged within bubbles.

Raffle tickets – in class motivational reward schemes are widely encouraged; however, at this moment they will not lead to any wider school reward such as a raffle in assemblies. These are at the teacher's discretion at this time.

Star of the day – reward that day's star child the certificate along the current expectations and then record this in an email to ZW. It will then be logged and a congratulatory email sent ASAP. Do NOT send the child anywhere for this to be recorded.

**Hands / Face / Space** – We always need to be careful with our hands and how we play. However, at this time it is VITALLY IMPORTANT that you do not touch anyone else with your hands, and that your hands stay clean at all times. Remember, this may not sound nice, and that sometimes it is nice to play games that involve touching other people such as "Tag", but, at this time, we are being really kind to our friends by NOT touching them in any way.

**Gold circle:** each child begins each session "in Gold" – with their names inside the gold circle. If a child breaks a rule then staff are to follow the procedures below. (A child comes off gold at stage 2 – see below)

Each classroom should also have a "Time to pause", a recognised permission that allows children who are feeling angry or upset to take the opportunity for a personal time out in their place, freeing them of the expectation of work or participation for a brief period. This replaces "settling glitter", as children should not be leaving class. Children should be openly encouraged to use the time to pause should they feel the need. Although you may have a card or symbol in your class, the actual act itself may look different for different learners. Some examples would be

- "Place your head on the desk for a few minutes."
- "I'm not expecting any work from you for the next three minutes. Instead you could..."
- "Close your book and close your eyes – breathe for two minutes."

How to get attention in class at OAC: "3...2...1...Thank you", starting at a volume that will get everyone's attention, and then gradually becoming quieter to model acceptable volumes levels to students. There should always be some kind of notification / warning to support students in preparing themselves, e.g., "You've got 30 seconds to finish before we come back together" in order to ensure all students are ready to behave in the correct way.

All children:

**Step 1 – Reminder: state the behaviour.**

Explain the rule and how / when it has been broken. Get the child to take ownership, e.g., you are tapping your pencil, remember, at OAC we work hard and take pride. How are you going to change this? This is a perfect opportunity to offer time to pause to allow students to realign themselves quietly and with dignity.

**Step 2 – you have told me how to make the right choice but you are not making that choice to I will be taking you off gold.**

Physically move the child's name from the circle so that they and other children are aware. Once a child has been taken out of gold, they should be given two reminders / options:

“If you feel you need it, take a time to pause and think about how we can move forward.”

“Remember, you can return to gold very quickly by making the right decisions.”

**Step 3 – this should only be used in extreme circumstances and with the support of another member of staff. Children can ONLY go to the other class in the year group.**

By all means necessary, we need to reduce the movement of children around the school to an absolute minimum. Therefore, removing a child from class should be used extremely rarely, and only after serious infringement which could cause harm to self and / or others. Should you deem that you have no other option than to do this, your first action must be to ensure you have the support of another member of staff who can safeguard the individual and any others during any potential movement around the school. “We have spoken about this and you have not made the right choice. You now need to take your work and go to the other Year ... Class. Miss ... will help you get there safely, and we can then discuss this later.”

If this happens, they are sent to the partner year class for the remainder of the session. They should take their work with them OR simple, rehearsal tasks that require no explanation or instruction, e.g., handwriting tasks, simple maths tasks. It is the responsibility of the class teacher to notify home of any such incident. (However, teachers retain full right to modify this strategy if they feel it is more appropriate to ask the child to take the time to pause, or if it will be better dealt with at a later point – please use your discretion to avoid children moving about unnecessarily wherever possible.)

Should a child refuse to go, inform them that this is a red behaviour which will be dealt with by a member of the leadership team and that their parents will be notified. “I’m not discussing this with you any further as you’re now taking up the valuable learning time of others.” If the behaviour persists, contact leadership either through message sent via additional adults or email, to the office if required. We will come to you and to the student; they should never be brought to us, as this impacts on safety and procedure.

**Red Behaviour** – For significant infringements, e.g., swearing, physical violence (or its threatening), racism, homophobia, disablist or sexist behaviour, or for threatening to comply with given instructions / leaving a class without permission, support from SLT should be sought. Red behaviour will generally incur lengthy time spent in another space, potentially on their own under supervision. Where this cannot be safely facilitated, home may need to be involved. Repeated red behaviours (more than three in a term) mean that individual would mean the next gold event.

For the most serious behaviours, the leadership team of the academy reserve the right to use exclusion.