



Behaviour Protocol 2018

Why?

As an Oasis Academy we are totally committed to helping and supporting our students to become the best version of themselves. We want all our students to be motivated to learn, respectful citizens and be responsible for their own behaviour choices and well being. We want our children to feel happy and safe in school and be listened to, cared for and respected.

How?

We do this by supporting our children and families to develop the skills and habits needed to make this possible. We achieve this through the Oasis 9 Habits and our school rights.

At Oasis Academy Fir Vale we expect high standards at all times.

Right to respect	Right to learn	Right to be safe
<ol style="list-style-type: none"> 1. We say hello and goodbye 2. We say please and thank you 3. We tell the truth 4. We only use kind words 5. We listen to each other 6. We tell someone if we are unhappy 		<ol style="list-style-type: none"> 7. We keep hands and feet to ourself 8. We do what an adult asks us to do 9. We walk inside school with our hands by our sides 10. We look after our school

What?

We know that:

- All behaviour is communication
- We need to teach children specific social skills
- We need to model the behaviour we expect, all adults should respond to children calmly and confidently, **without shouting**
- We need to support children to understand emotions and different ways to express them
- Outdoor opportunities decrease levels of the stress hormone 'cortisol' for all children
- Relationships, a sense of belonging and consistency are key
- A focus on the positives is more effective than relying on sanctions

In practice we do the following:

Menu of rewards

<p>Praise – look for the positive</p> <ol style="list-style-type: none"> 1. Use the child’s name & smile 2. Say specifically what you like 3. Mean it - genuinely 	<p>Dojo Points</p> <p>These should be directly linked to the behaviours described on page 1 and the Oasis 9 habits</p>  <p>Class Champion: Child at the end of the day with the most dojo points gets a postcard home and a mention in Friday assembly</p>	<p>Golden Star Ticket</p> <p>These should be directly linked to the OAFV learning characters and Oasis 9 habits</p> <p>Prize draw Nursery to Y2 in assembly</p>
<p>Ready to learn trophy</p> <p>Collected by the classes who are ‘Ronaldo ready to learn’ at the end of break/lunch times.</p> <p>The winning classes each week received a good cup full of treats.</p>	<p>CARROTS</p> <p>Courtesy and Respect Reward Orange Token</p> <p>Whole school competition for earning the target number of tokens for showing the Oasis 9 habits around school.</p> <p>When the target is met children will earn a whole school reward chosen by the school parliament.</p>	<p>Children’s Choice</p> <p>Reward time every Friday afternoon</p> <p>Children who have consistently demonstrated the Oasis 9 habits and school ‘rights’</p> <p>Each half term, children can pick an activity from a menu that they would like to participate in - sports, baking, craft, dance, beauty and music.</p>
<p>Uniform Police</p> <p>Daily checklist for Uniform, including PE kits and book bags.</p> <p>On a Thursday this will be collected and the winning class will receive the Uniform Police Bear in assembly each week.</p>	<p>Attendance – class of the month</p> <p>The class with the best attendance for the month will win a food related ‘treat’ at the end of the school day for a cost of £50 or less.</p>	

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Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

Strategies to try



<p>Meeting needs & clear routines</p> <p>Maslow's hierarchy of human needs</p>  <p>See Appendix A</p>	<p>Relationships</p> <p>Get to know each individual child</p> <p>Eye contact & posture</p> <p>5Cs: Calm, clear, confident, consistent, compassionate</p>	<p>Environment</p> <p>Understand individual starting points</p> <p>Positioning – seating plans, adult peripheral vision</p> <p>Clean up clutter</p>
<p>Proximity Praise</p> <p>Specifically praise other children doing the 'right thing'</p>	<p>State the reality & use thank you</p> <p>"... you are...I need you to..., thank you"</p>	<p>Take up time</p> <p>Use a clear verbal instruction and give the child take up time</p>
<p>CUDSA</p> <p>Challenge Understand Define Search Agree</p>	<p>Challenge</p> <p>"Let's see if we can..."</p>	<p>Distraction</p> <p>This might include a change of face</p>
<p>Tactical ignoring</p> <p>This must be dynamically risk assessed to be safe</p>		<p>Restorative Approach</p> <p>This is the process used in school to develop conflict resolution and supports children to self-regulate.</p> <p>A member of staff will sit with all children involved in an incident and facilitate a restorative 'chat'. The same 5 question process is followed each time.</p> <p>What happened? What were you thinking? What do you think now? What needs to happen to put this right? What will you do differently next time?</p>

Additional Pastoral Support

We recognise that some children may require additional support in school. The Pastoral Team work with identified children to support them to develop self-esteem, confidence, social skills, different ways to manage feelings and behaviour for learning. All interventions focus on the OAFV learning characters and 9 habits.

All interventions should be logged on Cpoms, be time limited and assessed for impact using the SEBD scale or Boxall assessment tool.

Individual reward chart	SEAL	Lego Therapy
Tailored around the child's interests or strengths. The child can earn rewards for displaying positive behaviours throughout the day	Children are selected to take part in group activities relating to which social and emotional aspects of learning requires improvement.	A social development programme designed to support children with social communication difficulties.
Social Stories	Commando Joe	Oasis Lions – self esteem
Designed to help a child to understand how others might be behave or respond in a situation. The stories are short descriptions of a scenario, activity, emotion or event.	Practical group sessions to promote behaviour for learning skills. A nurturing and supportive approach designed to upskill communication, cooperation and team work.	Children identified take part in small group sessions to promote their self-respect, morale and build their confidence.
Anger Gremlins	Alternative Provision	Individual timetable, timers and rewards
A cognitive behavioural therapy programme that focusses on enabling a child to recognise anger and the feelings and emotions attached. Triggers, advice, relaxation techniques and reflection are considered throughout.	Tailored educational environments to support children with their learning and behaviour.	Visual timetable and timer Finished box Reward chart & child selected reward ABC log (see appendix D)

Sanctions

Language of choice: “You have chosen to ... so you have chosen to lose 5 minutes children’s choice time”

1. Missed social time (no more than 5 minutes) or missed ... amount of children’s choice time with 9 habits reflection (see appendix B)
 2. Informal conversation with parent – class team
 3. Meeting with parent – class team (& log on Cpoms)
 4. Meeting with parent – inclusion/pastoral team
 5. Meeting with parent - SLT
 6. Exclusion & reintegration: The decision to exclude a pupil must be lawful, reasonable and fair. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently. We follow the DfE Exclusion Guidance.
 7. Customised timetables – see LA guidance
 8. Permanent exclusion - serious incident/persistent behaviour that is seriously harming the education or welfare of the child or others in school
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- All behaviour incidents of **medium or high level disruption** should be logged as soon as possible on Cpoms and should include the action(s) already taken by the class team. Incident logs are not for low level disruption unless it is on-going.
 - **Incidents MUST be reported verbally where immediate action may be required.**
 - All incidents are monitored by the Principal and further actions will be added as required.
 - If an incident has required use of reasonable force/team teach, it should be recorded by completing and uploading or scanning and uploading the Team Teach sheet to CPOMS on the same day. Parents must be informed on the day by the staff member(s) involved.
 - An individual behaviour plan (see appendix c) should be completed by the Inclusion Manager as required, **these must be agreed with parents.**
 - Early Help referrals (with consent) should also be completed as necessary under the direction of the Safeguarding Manager.

Appendix A

Creating classroom culture and behaviour expectations - Doug Lemov

Tight Transitions & Routines: Break down and set out one correct way to do things, then practise and master routines, get time down using a stop watch as a class challenge

- 1, 2, 3 (Read Write Inc) for transitions in class between carpet and seat and seat and line
- Clap pattern for gaining attention
- KS1/2 - Seating plan
- Tidy up routine or song
- Adult on front and end of the line for moving around school (where possible), don't set off until settled, adult to keep checking on behaviour in the line
- Walk down the stairs
- Every minute counts: chant times tables, common exception word flash cards

Lunch routine

- Children are taken to the dining room by the class teacher
- Children line up at the hatch to collect their lunch
- Children are expected to tidy their table before they can leave the dining room

Assembly routine

- Children must enter, sit and leave in class line order
- All Teachers and TAs must remain in assembly
- Music to play
- Reflection slide for walking out

Visits to the toilet during learning time and play time routine

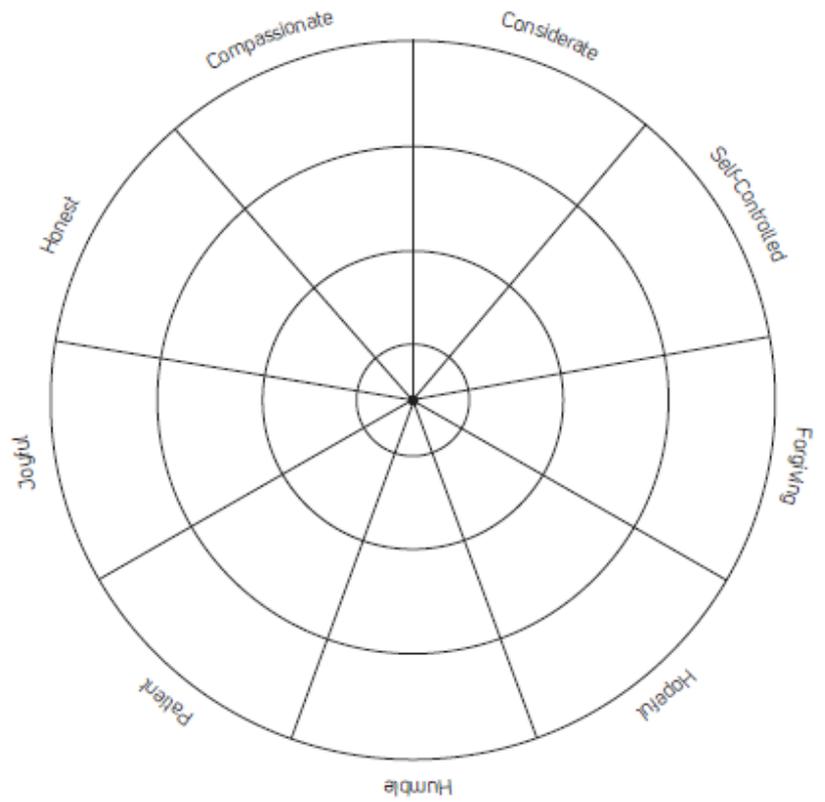
- One child at a time, teacher to monitor time out of class
- Children to be reminded to go to the toilet on their way out to play

100%: It is not optional, be confident and firm

Patient	Forgiving	Self-controlled
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Appendix B 9 habits reflection wheel

Patient	Forgiving	Self-controlled
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Me

This happened...

I felt...

If I feel like this again I will...



Pupil: _____

Staff: _____

Date: _____

Appendix C Individual behaviour plan

EXAMPLE OF A COMPLETED Positive Behaviour Plan (PBP)				
Child's name: *** Year group: *	Date of Birth: *** Age: *	All Staff Involved (Initials): *** SENCO/IM: ***	Parent/Carer (Initials): ***	
PBP Start Date: ***	PBP Review Date: ***	Known triggers (Please list): <ul style="list-style-type: none"> - Anything any other child or adult does or he feels is not fair - Rules and instructions - Unstructured time eg. lining up, play time 		
Does the child have a Statement of SEN/EHCP? On SEN register, EHCP pending		Safe places in/out of class: <ul style="list-style-type: none"> • Reading corner or LRC bench 		
Strategies:				
Stage:	Behaviours Exhibited:	Helpful Strategies:	Unhelpful Strategies:	Evaluation: (Date and progress achieved – to be completed by CT with parent/carer at the end of each term)
6. Anxious	<ul style="list-style-type: none"> • Shouts out and begins to disrupt learning • Fidgets and moves out of chair • Doesn't like physical contact and shouts if it happens 	<ul style="list-style-type: none"> • Distraction technique, give him a job such as collecting something from the next classroom to give him time out. • Quiet word with him not in front of others. 	<ul style="list-style-type: none"> • Raising voice at him • Moving into personal space 	•
7. Defensive	<ul style="list-style-type: none"> • Shouts at staff and refuses to listen • Claims he's being picked on and blames others 	<ul style="list-style-type: none"> • Identify other positive behaviour in classroom • Keep calm voice with him and try to move to a quieter place • Remind him calmly of consequences 	<ul style="list-style-type: none"> • Tackling behaviour in front of class • Raising voice at him • Others watching whilst he is spoken to 	•
8. Crisis	<ul style="list-style-type: none"> • Barges into other children • Kicks and hits staff and children, walls, furniture and shouts • Attempts to abscond and runs into other children's learning space to disrupt and gain attention 	<ul style="list-style-type: none"> • Remind him of his calming techniques. • Distract using his interest in football cards, carers and their dog • When possible tactically ignoring behaviour if in safe space • TT technique needed in extreme cases to prevent harm 	<ul style="list-style-type: none"> • Raising voice at him • Following him too closely when he goes to abscond, this often makes him go further than he normally would • Mentioning other family members 	•
9. Recovery	<ul style="list-style-type: none"> • Will answer questions in a calmer voice • Will sit down in a chair • Talks about his interests outside of school 	<ul style="list-style-type: none"> • Calm voice continuing to talk about interests • Don't block the exit with body • Humour 	<ul style="list-style-type: none"> • Speaking about incident • Discussing consequences even if he mentions them 	•
10. Depression	<ul style="list-style-type: none"> • Sits quietly and sometimes puts his head in his top • Questions his consequences and requests to go back to class 	<ul style="list-style-type: none"> • Calm voice • Allow time and space to be calm and quiet 	<ul style="list-style-type: none"> • Avoid discussing incident at this point • Allowing other staff to be involved 	•
6. Debrief (Listen and learn)	<ul style="list-style-type: none"> • Will give some eye contact and listen • Can accept he's done something wrong • Sometimes smirks during this 	<ul style="list-style-type: none"> • Calm but firm voice and insist he sits well and listens • Focus on facts and impact on others • Remind him of his ability • Clear consequences and also the rewards he can gain for getting back on track 	<ul style="list-style-type: none"> • Getting into debate with him over the finer points • Allowing him to slouch and look away smirking as this sends him back into crisis sometimes 	•

Appendix D

ABC

Antecedant	Behaviour	Consequence