



## The Oval School – Behaviour Procedures

Our bespoke, relationship-based approach

### ***Article 29 – I have the right to an education which develops my personality, respects for others' rights and the environment***

We promote good behaviour through reflection, restoration and celebration of achievements. There is a very strong relationship between behaviour and learning, children learn better in an ordered and positive environment. Equally children who are stimulated and engaged in their learning through high quality, effective teaching, and children who have their progress and achievements recognised will be valued and motivated to achieve more.

As a staff body, we agree to...

- Use the “I wonder why...” strategy as a starting point for discussions with pupils
- Limit our use of the word ‘no’, and when it is necessary to use it, follow the use up with an explanation, e.g. “No, I’m sorry, we can’t do that at the moment, because it isn’t safe, I wonder what else we could do instead?”
- Meet the pupils when they come into school and say good morning to each child
- Help the pupils to identify an adult in school, who they feel comfortable talking to, if they are struggling and want/need to form a secondary attachment
- Consider the layout of our classrooms in relation to the pupils who work in them. This might involve, but is not limited to, including the children in planning the layout, allowing choice over desks, working on the carpet or in the tents, providing rugs and cushions, changing the lighting and playing music
- Staff will model positive behaviours in their conduct and interactions

The way we PRAISE our pupils in school is via Class Dojo...

- ❖ Pupils may receive dojos from all adults in school
- ❖ Pupils are told why they are being rewarded a dojo
- ❖ The two pupils in each class with the most dojos at the end of the week will receive a certificate in Celebration Assembly, their names will also be on the Good Newsletter
- ❖ Staff, as appropriate, will have access to the class dojo so that they can view and award dojos across school
- ❖ BeCo will monitor dojos and ensure similar amounts are given out across the school
- ❖ Each class teacher will invite parents to join class dojo so that they can celebrate the praise the pupil has received at home

Other ways in which we praise the pupils...

- ✓ Each classroom will have a display, with pupils starting at the ‘expected’ zone and being able to work through different stages e.g. dojo award rainbow, prize, postcard etc.
- ✓ Good Newsletter sent home weekly
- ✓ Celebration Assembly weekly

- ✓ Pupils can be sent to AHTs, DHTs and HT for special prizes, stickers, certificates and messages in their books
- ✓ Pupils who go above and beyond can receive a postcard in the post from staff with a special message of celebration.
- ✓ As a class, the children can earn marbles, with the winning marble class being awarded in assembly each week. The winning class can celebrate with a 15 minute collaborative activity the following week, e.g. hot chocolate, a craft activity, a game. The purpose of marbles is to reward classes who work together as a team and to encourage collective responsibility.
- ✓ Pupil of the Day will be awarded at the end of each day, a certificate sent home and the child's name or picture put up in the classroom

Ultimately, we want pupils to develop an intrinsic motivation to do the right thing. However, most children need some degree of extrinsic motivation whilst their capacity for intrinsic motivation develops.

We have rules:

The class teacher discusses the school rules and values with their class. In addition to the school rules, each class will have a class charter that they have designed and agreed together and these will be displayed within their classroom. In this way, every child in the school knows the expected standard of behaviour at The Oval School.

Sanctions exist to:

- Deter poor behaviour by having consistent consequences
- Educate the child about more appropriate behaviour choices

How we help pupils stay on track:

- A quiet reminder is given to the child of the expected behaviour.
- Children are given time to reflect on their actions, the signal for this is their name/photo being moved to the Thinking Cloud either by the class teacher or the child. The Thinking Cloud is part of the classroom display.
- Once the pupil feels that they have thought about their actions and they feel ready to continue their learning, they move their own name back to the centre of the chart.
- If the pupil has left their name on the Thinking Cloud for longer than 10 minutes, child will be sent to their buddy class.
- Class teachers will monitor the frequency of Thinking Cloud, buddy class and red cards for individual pupils and discuss with BeCo the need to move pupils on to a 6 week Behaviour Monitoring Chart
- The BeCo will keep a record of all pupils in school on a Behaviour Monitoring Chart. These will be checked three times a day by a Year Group Lead or AHT. The charts will be shared with the parent daily. School will be working in partnership with the parents.
- Class teachers and BeCo to monitor charts for patterns of behaviour and put in strategies to reduce incidences
- At the end of the 6 week intervention the pupil will either return to the normal classroom practise, or be referred to the Inclusion Team for further intervention. A meeting will be held with parents to discuss next steps.
- Where behaviour concerns persist it may be appropriate to refer the pupil to an outside agency for additional support.

Red Cards:

These are given out very rarely and staff will have investigated thoroughly.

Red cards are given for the following:

- Physical aggression/violent behaviour/fighting
- Homophobic and/or racist language

- Swearing and/or using rude/offence/aggressive/inappropriate language
- Stealing
- Vandalism
- Constant refusal to follow staff instructions

There may be times that a senior member of staff deems it appropriate to give a red card for other incidents. Due consideration is given to children's additional needs, and other internal or external factors that are influencing their behaviour. Any adjustments made for a child, are discussed and agreed upon in advance with relevant staff, e.g. SENDCo, phase leader.

#### Red Card Consequences:

When the child is calm and able to discuss the incident, they should use their own time (playtime or lunchtime) to have a productive talk with their class teacher and year group leader, to include the build-up/trigger and actions. Class teachers should remind the pupil that they are not angry with them, but they were upset and disappointed by the behaviour and want to understand why it happened. Class teachers should also remind the pupil that we are a Rights Respecting School and that Red Cards are issued so that other children can access their rights, especially the right to feel safe and be educated.

First Red Card – letter home and parent to be verbally informed (at the end of the day or via telephone call) by class teacher

Second Red Card - letter home and parent to be invited to a meeting with CT and YGL

Third Red Card - letter home and parent to be invited to a meeting with CT and AHT

Forth Red Card – meeting with senior leader and CT

Fifth Red Card – meeting with senior leader and 1x day internal exclusion

After each term the flow-chart will be restarted

The procedure above does not affect the Head Teacher's right to take immediate action in the case of a serious incident

All Red Cards are approved by SMT.

Our strategy for children who leave the classroom without permission:

- Encourage pupils who you know do this to put a time out card on their desks first
- Adult to follow the child, if possible, and give them a 10 minute timer
- If no adult is available, send red triangle
- The responding adult to attempt to give 10 minute timer
- If the child does not return to class after 10 minutes, either walk them to a senior member of staff, or ask for a senior member of staff to come to you
- If appropriate a parent or carer may be called to settle the child back into class
- Record frequency on individual pupil log
- Refusal to follow staff instructions will result in a red card
- Class teacher to inform the parents at the end of the day that their child left the classroom without permission

#### Lunchtimes Procedures:

- 🚩 When a pupil does not follow our school values at lunchtime Senior Staff on duty will discuss the incident and investigate what happened.

- ✚ They will put sanctions in place, this may involve; losing the remaining lunchtime, being asked to miss some or all of lunchtime or a Red Card being given.
- ✚ Repeated issues at lunchtime may result in the pupil receiving additional support at lunchtime from a senior member of staff, who will help them to play quiet games inside.

### **Children's Rights**

As a Rights Respecting School we believe that at The Oval School children have the right to:

- be respected and valued, both as an individual and as a member of the school community.
- work in an atmosphere conducive to learning. No one has the right to prevent others from learning.
- be safe
- be looked after by caring adults who make them feel welcome and equally important.
- an equal entitlement of the curriculum and every aspect of school life, irrespective of gender, age, race, socio-economic background, denomination, sexuality.

**Teachers** have the right to expect children to behave and work positively and to have the support of parents in their efforts to ensure that children do so. The Oval School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.