



POSITIVE BEHAVIOUR PROCEDURES

The Oval School

Behaviour Procedures

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Background

As a member of the drb Ignite Multi Academy Trust, we follow the Trust's [Behaviour Policy](#). This can be found on our school website and also on the Trust's website. These Positive Behaviour Procedures reflect how our school will follow and implement the Trust's Policy and are contextualised to meet the needs of our unique school community. Meeting the diverse needs of our pupils will always be the foremost consideration of both the school team and the Trust.

Creation of an environment with good relationships and learning behaviours

We believe that effective, transformational teaching and learning requires excellent behaviour and attitudes in all aspects of school life. As such, we aim to create a purposeful environment by paying attention to key aspects of our provision.

<p>Relationships at the centre of our vibrant school community</p>	<p>➔</p>	<p>We believe that strong relationships support pupils to feel safe and valued. We prioritise the building of caring and responsive relationships for everyone in school</p>
<p>Structures encouraging good learning behaviours, healthy relationships and self-discipline</p>	<p>➔</p>	<p>We have clear rewards, sanctions and consequences in place. These are supported by structures that encourage good learning behaviours and self-discipline. In addition, we train staff consistently to ensure that they are confident and able to effectively manage behaviour inside and outside of classrooms.</p>
<p>Promotion of self-awareness, confidence and esteem</p>	<p>➔</p>	<p>We encourage pupils to value, honour and respect themselves and others. We are proud to be engaged in the <i>UNICEF Rights Respecting Schools Programme</i> which helps our pupils become self-aware, confident and empathetic young people.</p>

Provision of a safe environment	➔	We ensure that there are always sufficient numbers of staff to ensure that pupils are physically safe and free from harm. In addition, we ensure that all pupils are taught about personal safety and that incidences of violence, bullying or harassment are not acceptable and will be dealt with swiftly and consistently.
Early intervention	➔	We try wherever possible to be proactive rather than reactive when dealing with challenging behaviours and situations. This helps to keep school a calm and happy place for all pupils to enjoy their learning and friendships.
Strong relationships with parents/carers	➔	We see parents and carers as partners in supporting children's wellbeing and learning. We aim to build meaningful and reciprocal relationships with parents and involve them actively in reviewing and implementing all behaviour procedures.
Encouraging responsibility from the start	➔	At every age, we actively teach and encourage pupils to take responsibility for their actions and to reflect on the impact for those around them.
Learning and improving together	➔	We ensure that all behaviour incidents are reviewed by the staff team and that relevant lessons are learned and improvements made as required. Where further staff training is highlighted, this will be considered a priority.

Roles and responsibilities

Within school, there are a number of roles and responsibilities relating to the establishment and implementation of our Positive Behaviour Procedures. In addition, our trustees, senior leaders and staff work together to ensure there is no differential application of the procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. This is in line with the Trust's equalities policy and statement. We also work together to ensure that the concerns of pupils are listened to and appropriately addressed.

Pupils

Pupils are expected to take responsibility for their own behaviour and are made fully aware of our procedures and expectations. These are further highlighted through our Pupil and Parent Guarantees and Expectations Charter.

Pupils have a responsibility to ensure that any incidents of disruption, bullying or any form of harassment are reported to their class-teacher or a member of staff straight away.

Parents/carers

Parents and carers are responsible for the behaviour of their child both inside and outside school. We have good relationships with our parents and encourage them to work in partnership with school in maintaining high standards of behaviour. We also encourage them to raise any issues arising from the operation of our procedures.

Staff

Everyone working in school i.e. teachers, support staff and volunteers, are responsible for ensuring that our procedures are followed, and consistently and fairly applied both inside and outside school. Staff commitment to the implementation of our procedures is essential so that a safe and high-quality learning environment is created where pupils feel secure and cared for and can develop self-discipline and personal responsibility.

Headteacher and senior leaders

The Headteacher and senior leaders are responsible for the implementation and day-to-day management of the Trust's Behaviour Policy and these Positive Behaviour Procedures.

Trustees and the Trust Board

The Trust Board has responsibility for the establishment and implementation of a robust Behaviour Policy. This is kept under review in consultation with headteachers, staff and parents. The Trust Board ensures that the Policy is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Trustees support the school in monitoring and maintaining high standards of behaviour and expectations at all times through these Positive Behaviour Procedures.

Rewards, consequences and sanctions

We believe that a school ethos of encouragement is central to the promotion of good learning behaviours. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued.

Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals, groups and whole classes. Sanctions are also needed to respond to instances of challenging or inappropriate behaviour.

We have a structured set of age appropriate sanctions which make a clear distinction between minor and major concerns. Their use is characterised by clarity of why the sanction is being applied and what change in behaviour is required.

We promote good behaviour through reflection, restoration and celebration of achievements. We acknowledge the 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.

All members of staff use, "I wonder why..." as a strategy when starting a discussion with a pupil. Pupils are encouraged to include adults in school in their list of Trusted Grown-ups, and are able to talk to these adults as needed. All members of staff try to model positive behaviours in their conduct and interactions.

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. With this in mind, we have developed the follow rewards.

Children are rewarded with Dojo points. They can receive these from all adults in school, and the adult will explain why they received the 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 weekly class newsletter.

Other ways in which we praise the pupils...

- Each classroom has a behaviour display, with pupils starting at the 'expected' zone and being able to work through different stages e.g. dojo award rainbow, prize, postcard home etc.
- Each class awards a 'Star of the Day'
- Weekly class newsletters are sent home for parents
- Celebration Assembly is held weekly
- Pupils visit members of the leadership team for special prizes, stickers, certificates and messages in their books
- Pupils who go '*above and beyond*' receive a postcard or letter home, a dojo message or a phone call from their teacher or member of the leadership team
- 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.

Consequences/Sanctions

Class teachers discuss 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 behaviour 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 name/photo remains on the Thinking Cloud for longer than 10 minutes, the child will be asked to go to their buddy class.
- If the pupil's behaviour does not improve, a member of the leadership will be consulted and the pupils may receive a red card and/or remain in the buddy class for longer. If necessary, the pupil may work with a senior teacher for the remainder of the session.
- Class teachers will monitor the frequency of the Thinking Cloud, buddy class and red cards for individual pupils and discuss with the behaviour coordinator the need to move the pupil on to a 6-week Behaviour Monitoring Chart

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
- Repeated refusal to complete work
- Disturbing the learning so that others cannot learn

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 members of staff.

Red Card Consequences:

When the child is calm and able to discuss the incident, they 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 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 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.

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.

Exclusion

Exclusion is extremely rare and occurs when a pupil's behaviour results in their removal from lessons for a designated period. Exclusions may be fixed term or, in very exceptional circumstances, permanent. Our school follows the Trust's Exclusion Policy and DFE Guidance on Exclusions.

<https://www.gov.uk/government/publications/school-exclusion>

We will only exclude a pupil when there is absolutely no other option to maintain a safe and secure learning environment for everyone. We will not do so without the full support of the Trust and in full consultation with parents/carers and any external agency involved with the pupil. However, the Trust will not shirk from taking appropriate action when necessary. See the Trust Exclusion Policy for further detail.

Bullying and peer on peer abuse

Every pupil has the right to attend a school free from bullying/abuse. We are committed to ensuring any report of bullying/abuse is taken very seriously:

- If bullying/abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff as appropriate.
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident and will then make an informed decision about the best course of action.
- Senior leaders will be kept informed at all times.
- Parents/carers will be informed of incidents and outcomes and will be involved in conversations as appropriate.
- Restorative and/or punitive measures will be used as appropriate and will follow consultation with all parties involved.
- A full record of any incident, actions and outcomes will be recorded on CPOMs allowing us to monitor effectively and ensure appropriate actions are taken and recorded.

Monitoring, evaluation and review

These procedures are consistently implemented and monitored throughout school. They are also monitored through the Trust Improvement Board which reports directly to our Trustees. The effectiveness and fitness for purpose of our procedures is reviewed annually and signed off by the Trust Chair.

Monitoring and review	CEO, Headteacher, Trustees
Links	Trust Behaviour Policy Pupil and Parent Guarantees and Expectations Charter Child Protection and Safeguarding Policy and Procedures
Staff responsible	CEO Executive Director of School Improvement Headteacher Staff
Committees responsible	Trust Improvement Board
Next review	April 2023
Sign off by Trust Chair	 Date: 30th April 2022

For note:

Should there be any changes/further national guidance issued relevant to these Procedures, they will be updated accordingly prior to the review date shown above and referred to the next Trust Improvement Board meeting.

Change Management

Issue no	Date	Change description
1.0	April 22	Full review