



ASPIRATIONS



Oriel Academy West London
an Aspirations Academy

POSITIVE BEHAVIOUR POLICY

APPROVED	Autumn	2020
REVIEW	Autumn	2021

POSITIVE BEHAVIOUR POLICY

'Aim for the Stars'

Rationale

At Oriel Academy we believe that the promotion of good behaviour, the development of self-respect and respect for others is a vital part of a child's education. We aim to encourage positive behaviour through praise and reward. We hope to provide a clear and consistent framework for managing behaviour within the school. It helps children to understand that they have responsibility to manage their own behaviour and accept the consequences of poor behaviour choices.

We aim to promote positive behaviour:

- By respecting the views, rights, beliefs and values of all members of the school community.
- By valuing the British values of democracy, the rule of law, individual liberty and mutual respect.
- By fostering and promoting good relationships and a sense of belonging to the class/school community.
- By encouraging responsibility for the care of our school environment.
- By offering equal opportunities and recognising the importance of different values, traditions and cultures.
- By being kind, polite, thoughtful and helpful.
- By encouraging good behaviour through positive reinforcement.
- By matching curriculum and teaching methods to children's needs and having high expectations of their work.
- By providing support mechanisms for those children who find consistent good behaviour difficult to achieve, as well as for any child who may be made unhappy by another child's unacceptable behaviour.

The 3 Guiding Principles & The 8 Conditions

We expect all children to 'Aim for the Stars' by following 'The 3 Guiding Principles and The 8 Conditions' at Oriel Academy

The 3 Guiding Principles

- SELF WORTH
- ENGAGEMENT
- PURPOSE

The 8 Conditions

- Belonging – We are a team
- Heroes – We are role-models
- Sense of Accomplishment – We are proud
- Fun & Excitement – We enjoy learning
- Curiosity & Creativity – We share ideas
- Spirit of Adventure – We take risks
- Leadership & Responsibility – We take charge
- Confidence to Take Action – We aim high

The 'AIM FOR THE STARS (THE 8 CONDITIONS FOR SUCCESS) Poster will be displayed in every class (See Appendix 1) and in prominent places around the school as a reminder for all visitors, staff and students.

The class teacher will review 'The 8 CONDITIONS FOR SUCCESS' with their class at the beginning of each half term or as needed throughout the school year. This review will outline the academies' expectations for behaviour at all times during the school day including learning time, transitions, lining up, playtime and lunchtime.

We believe that the best results, in terms of promoting good behaviour, arise from emphasising potential, giving praise both for effort and achievement, and rewarding successes rather than focusing on failures or shortcomings.

Our 'Aim for the Stars' Positive Behaviour Management works in the following way:

Classroom Behaviour Management Chart

- The Behaviour Chart will be displayed in every classroom from Year R to Year 6.
- Each child will be allocated an Aspiration House named after an aspirational astronaut (Sharman, Aldrin, Peake, Armstrong).

- Each child will have their own customised astronaut avatar representing their Aspiration House. These will be displayed on the class Behaviour Chart.
- Children will start the week on the Positive 'Fully allocated Golden Time' section of the Behaviour Chart in class. Children will, over the course of the week strive to keep their full Golden Time by making good choices in class by demonstrating the 8 conditions.
- For negative behaviour choices, children will be **granted a warning** and if unwanted behaviour continues, they will be asked to move their avatar down the rocket, losing some of their Golden Time. However, children will be encouraged to earn this time back by reforming their behaviour and making good choices. The intention for all class teachers is to catch pupils making the correct choices, thus enabling pupils to earn back their Golden Time allocation and ascend up the behaviour chart.
- At the end of each day, pupils that are owing time, will not have their avatars replaced back on the default 'base' position, but teachers will continue to monitor behaviour and look for opportunities to move their avatars up the Behaviour Chart.
- Time increments taken from Golden Time differ according to the Key Stage to take into account the age of pupils concerned:
 - EYFS: 1, 2 and then 5 minutes lost from the next break or lunch time
 - KS1: 5, 10 and then 15 minutes lost from Golden Time
 - KS2: 5, 10 and then 15 minutes lost from Golden Time
 - For pupils who continue to make poor choices, their avatar will be moved to the 'See SLT' step on the Behaviour Chart. Here, a Pink Behaviour Slip will be completed by the class teacher and pupils will be required to spend time reflecting on their behaviour in the resource room, supervised by the Class Teacher/Teaching Assistant or member of SLT, depending on the severity of the behaviours being exhibited.
- Children making exemplary choices will be able to move their avatar 'up to the stars', thus earning a Marvellous Me from their teacher or members of the Senior Leadership Team (SLT). Marvellous Me messages should be sent to pupils who have earned them daily. Once done, pupil avatars should be replaced to the default 'base' position, ready for the following day.

● Aspiration House Tokens

- Alongside the in class Behaviour Chart, pupils will also be able to earn House Tokens for their House (**Sharman, Aldrin, Peake, Armstrong**).
- Children will be awarded tokens, for displaying the positive behaviours outlined in The 'Aim For The Stars (The 8 Conditions For Success) in and around school. All members of staff and SLT are responsible for catching these positive behaviours and awarding these tokens.
- Tokens can additionally be awarded to promote the following:
 - Attendance – classes earn tokens for 100% attendance.
 - Transitions – classes earn tokens for quiet transitions in register order around school and to/from the playground.
 - Uniform – classes earn tokens for all items of correct uniform being worn and PE kit on PE day.
- Each class teacher will make a tally of the tokens each House has earned every week.
- The tally total will be collected fortnightly given to the Principal. The Principal will announce the leading house at the end of half term Celebration On-line Assembly.
- A running total of tokens will be displayed underneath the House Point Display in the large hall to motivate children to continue earning tokens.

- At the end of each half term, the winning Aspiration House with the highest number of tokens will be rewarded with a mystery prize (e.g House picnic/ games afternoon/ wearing their House colour to school).

Celebration Assemblies (Week beginning 28th September 2020)

- At the end of each week, a Celebration Assembly will be held on Friday 1:30 to 1:45pm to celebrate the achievements of pupils throughout the week. Certificates modelling the 8 conditions will be awarded to pupils showcasing these traits, along with certificates to celebrate other achievements.
- During each half term, KS1/EYFS and KS2 will have separate Celebration Assemblies, with a member of the SLT or Extended SLT leading. The final assembly of each half term will be a whole school assembly where the winning House will be announced.
- Golden Time will commence throughout the school, from 2:50pm to 3:05 every Friday. During this time, pupils missing Golden Time will spend their time back in class, reflecting on their behaviour choices and making a commitment to changing their behaviour.
- Teachers will be required to complete a weekly log of children missing Golden Time. Pupils missing their Golden Time 3 times in a row will then be monitored and steps will accordingly be taken to support in school behaviour through use of the Positive Behaviour Report Card, until behaviour improves.

Managing Unacceptable Behaviour

At Oriel Academy our management of behaviour focuses on positive behavioural strategies and encouraging children to 'Aim for the Stars' according to the individual needs of each and every child.

There are occasions when children fail to follow our behaviour expectations. On these occasions the 'Consequences' procedure will be used.

When a child makes a poor 'behaviour choice', consequences must be used fairly and consistently. It is important that the child understands that the staff member is disapproving of the behaviour and not the child.

On these occasions the child should be asked to have time out of the class, with the other year group class teacher, the Phase Leader or the Vice Principal (Junior or Infant dependant on the year group of the child/ren).

All of the above behaviours should be recorded on a **Pink Slip**. Pink Slip incidents will be recorded on SIMS by Mrs Baker in the school office.

Severe Unacceptable Behaviour

The school has a zero tolerance approach to the following types of behaviour:

- Causing physical injury to another person
- Using threatening behaviour
- Total refusal to follow instructions and do what is asked
- Theft or damage to property – please note if a child deliberately damages school property, the Vice Principal or Principal may ask the parents to pay for the damage caused

- Discrimination e.g. racial, homophobic, cultural

For displaying these types of behaviours the child will immediately lose their next playtime and their parents will be telephoned by the Vice Principal or Principal.

All of the above behaviours should be recorded on a **Pink Slip**. Pink Slip incidents will be recorded on SIMS by Mrs Baker in the school office.

Responses to severe Unacceptable Behaviour

- The child will be asked to explain reasons for their actions and asked to write a letter of apology (if appropriate)
- Time out supervised by Vice Principal or Principal (where appropriate)
- A child who continues to display unacceptable behaviour over a period of time will be placed on a behaviour card (Appendix 5) for one week and their parents informed
- At the end of a week on a behaviour card the child's behaviour will be reviewed by the class teacher to decide if further monitoring of their behaviour is required.

Whilst inclusion is the overriding aim, children will be excluded from school if appropriate following procedures established by the DFE and Local Authority.

Special Educational Needs

Behaviour will be closely monitored by the SENCO so that children who consistently demonstrate poor behaviour are identified and, where appropriate, an ISP (Individual Support Plan) for behaviour will be considered. Where a plan for behaviour is devised, we would expect to see improvements to behaviour within the half term. If improvements are not evident, the SENCO will consider referring to other agencies which include the behaviour support team.

Behaviour at lunchtimes

The Positive Behaviour Policy will be followed consistently by all members of the school community at all times during the day.

At Oriel Academy we expect high standards of behaviour from all the children at lunchtimes and expect them to treat lunchtime supervisors in the same manner in which they would treat teaching staff.

School Mid-day Supervisory Assistants (SMSAs) & Teaching Assistants (TAs) on lunchtime duty will be led by the Senior School Mid-day Supervisory Assistant, Mrs Ellis, and will also follow the Positive Behaviour Policy. We believe it is important for the children to see Teaching Assistants, SMSAs and teachers, working together to ensure consistency across the whole school day.

At lunchtime, children, where appropriate, will be given verbal warnings and time out.

SMSAs or TAs will inform the class teacher about behaviour incidents at the end of lunchtime by completing a Pink Slip as appropriate.

The Senior Lunchtime Supervisor may remove a child from the playground and involve a member of the Senior Leadership team if the behaviour involves:

- Physical violence towards another person.
- Bullying
- Discrimination e.g. racial, homophobic

Whole School Certificates

Each week two Celebration Certificates will be given out per class in an assembly for:

- Demonstrating a 'Guiding Principle or a Condition'
- Academic achievement in a specific area

Supporting The Development Of Positive Behaviour

Circle Time, assemblies, role play and other drama techniques can be used to help children understand the impact of unacceptable behaviours. Regular use of these strategies is an effective way of sharing information and provides a forum for discussing important issues such as equal rights, British Values, relationships and acceptable behaviour.

Parental Involvement

As part of the ethos of Oriel Academy, parents are kept fully informed of the behaviour choices of their child. This is achieved through regular meetings and the child's annual end of year report. Where particular incidents of concern occur, involving unacceptable behaviour parents of all the children concerned will be informed.

At the start of the new school year, parents and their children will be expected to complete a home-school agreement (& a Covid-19 Annex), which will set out key areas of responsibility for children, parents and the school.

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