



Olney Infant Academy

Behaviour Policy

We are a community of emotionally reflective learners, and our core values are founded in mutual respect, kindness, and equality for all. Our behaviour policy outlines the way in which all members of our school can live and work together. We promote an environment where everyone feels supported, safe and secure and understands that they are an important and valuable part of our school. This policy compliments the IFTL Responsible Citizens and Behaviour Core Values policy.

At Olney Infant Academy, we recognise behaviour as a form of communication and we strive to educate children to reflect, understand, challenge, and take ownership of their actions. We are advocates for each child and of one another, and we work with restorative principles at the heart of solving behavioural issues and promoting tolerance.

At Olney Infant Academy, we understand that for challenging behaviour and conflict to be effectively resolved, children require an opportunity to understand the harm or distress that their behaviour has caused to others.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To create the secure, orderly environment necessary for effective learning and teaching.
- To provide role models which reflect and reinforce these aims.
- To encourage consistency of response to both positive and negative behaviour.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Children's wellbeing, involvement and the characteristics of Effective Teaching and Learning

At Olney Infant Academy, we overtly promote the importance of high levels of wellbeing and involvement through an engaging and carefully curated curriculum that is exciting and motivating. All teachers consider the characteristics of effective learning in their planning of lessons to minimise barriers to learning. We understand that an appropriately structured curriculum and strategically planned learning opportunities are vital in ensuring children are engaged and motivated to learn. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured and timely feedback; children are motivated and interested in learning. We understand that this is a key factor in excellent behaviour and purposeful experiences.



The Role of Parents

Parents have a vital role to play in promoting good behaviour in school. This role is an extension of the open-door policy that we promote at Olney Infant Academy.

Parents of those children who seem prone to behavioural difficulties are involved at an early stage rather than as a last resort. Informal contact with parents is made by the class teacher. More formal contact is made with the class teacher, year group leader, and/or the Headteacher.

Parents also receive positive and constructive comments on their children's work and behaviour

In order to promote effective communication with parents, we

- Provide a welcoming environment.
- Value parents knowledge of their children
- Value parents as volunteers (DBS and safeguarding checks and essential)
- Have effective arrangements for parents and teachers to meet.

Expectations of Adults

We expect every adult to:

1. Meet and greet at the door.
2. Refer to 'school rules and expectations.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Give first response to positive behaviours
6. Be calm and give clear choices. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Always explain that an additional strategy is being used as the previous one did not help.
9. Never ignore or walk past learners who are engaging with negative behaviours.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders, and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support class teachers and support staff in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Olney Infant Academy, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is '**over and above**'. This may take the form of a face-to-face chat with parents at the end of the day or an email/communication via digital platform.



Celebration Assembly

Each week, each class teacher will select a **star of the week, work of the week** and **reader of the week**. The star of the week will have consistently gone “**over and above**” in our school rules and values. The worker of the week will have been selected for exceptional effort in a particular piece of work. This will be shared in the assembly. The reader of the week will have been selected for reading effort in school or at home.

The children are selected prior to the start of the assembly and receive a certificate then take their seat pride of place on at the front of the hall for the duration of the assembly.



Managing Behaviour

Engagement with learning is always our primary aim at Olney Infant Academy. For the vast majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers.

Practical steps in managing and modifying poor behaviour.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the yellow and red card system to consistently deal with disruptive behaviour. Aspects of behaviour that do meet our school rules have a clear and consistent consequence. Children will always be given a chance to refocus and get back on track.

Rainbow Chart, House Points, Bears, Stars and Medals

Rainbow Chart: The Rainbow chart is designed to be personal to each unique child so the criteria for moving up the rainbow will be individualised. Moving their name up the rainbow should bring personal pride and achievement. Children moving their name up the rainbow should have wowed a staff member and this can be for many reasons. Children could move their name ‘up the rainbow’ for their above and beyond achievements, for making exceptional independent learning choices, when being an amazing tidier, for amazing listening. It is a motivator for learning and should be used effectively to do exactly that. One simple rule, it can only be used as a positive driver.

House points: house points are awarded to children for showing the school values and for amazing collaboration. SLT will also award house points to children that bring them WOW work to show.

Bears, stars and medals: These should be viewed as progressive across the years with expectations changing during the year and stepping up as the move up the years. The Bears, Stars and Medals must be centred solely around learning, curriculum, and high levels of engagement in the continuous and enhanced provision. Bear stickers will be awarded to children in foundation for having a good go, attempting challenges, and stepping out of their comfort zone. These are a driver for learning and staff must keep it fresh and exciting.

As children progress through Foundation and into Year 1 the expectation of what you must do to get a sticker increases. In year 1 stickers for stars will be awarded initially for completing ‘rainbow challenges’ but after a short period of time, they will be awarded based on the effort associated with the challenge. There needs to be high expectation on effort and outcome, so challenges are not rushed or seen as a means to go and ‘play’.

In Year 2, children will be awarded stars for their medals when they WOW and impress. Medal worthy work earns a star for their medals.

There is no set rule, it is down to teacher judgement, but stickers must be used to inspire, motivate and drive the children. Remember ‘positive manipulation’ is key to successful independent learning.



Children failing to make the right choices

Consistent steps -progressive levels of consequence

	Behaviour	Action
Step 0	School values are followed Excellent learning choices	House points awarded Name may move up the rainbow for going above and beyond
Step 1	Children who choose not to follow the school's values will be given a verbal warning	Reminded of expected behaviours and verbal warning given
Step 2	Children who choose not to follow the school's values will be given an official behaviour warning	Yellow cards shown- reminded what they need to do to re-focus and get back on track
Step 3	Children continuing to choose not to follow the school values will now have time out.	Yellow card 2 is given and 5-minute reflection time given. This is time away from the situation. This could be in their own room or another classroom.
Step 4	Children continuing to choose not to follow the school values will now see a member of SLT to reflect on behaviour	Red card shown Taken immediately to a member of SLT
Step 6	Persistent offender	Parents are informed at the end of the day and focus behaviour targets are set on a 'star learner plan' with regular check ins
Step 7	Serious behaviour Internal Exclusion	Incident form completed Phone call home Work in an alternative room Missed playtime 'Back on Track' plan may be put into place
Step 8	At any point, if a child's behaviours are putting themselves, other children, or staff at risk, the Headteacher has the right to exclude a child for a fixed term. Please see the section on exclusions for more information on this.	

At times, it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian but will not distract away from the ultimate purpose of this policy.

Restorative Practice

Olney Infant Academy uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Questions which would be the basis of a restorative conversation at Olney Infant Academy:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?



'Star learner' plan

If a child requires a 'star learner' plan to help them with their behaviour, this would be completed in conjunction with parents and teachers. The plan would be personal to the child to help them manage their triggers as all other strategies have not been successful. Each day, the child would share their 'star learner' plan with a key member of staff; this might be a senior leader so successes can be shared and where challenges can be learning opportunities. There would be an open communication with parents, so they are kept up to date with progress. After the initial meeting, there would be a review after two weeks to see if any amendments are needed to the plan. It would be in place for six weeks to give the child the best chance to succeed with it. After this, it can be stopped or continued based on the progress the child has made with managing their behaviour. (This can be adapted based on individual cases. E.g., timescales shortened or lengthened.)

Behaviour Support Plan

We recognise the importance of knowing our children as individuals and this is something, we pride ourselves on at Olney Infant Academy. It is essential to our school that all members of staff know and respond to our children based on their needs. For our children who find managing their behaviours hard, they will have a behaviour support plan completed by their teachers which identifies their triggers, common behaviours, and ways to prevent these from occurring. It will include strategies which help the individual child as we recognise, we are all different. These will often be completed at the start of the year and reviewed throughout the year to account for any changes. If a child has a behaviour support plan, this does not always mean they have a back on track plan too as it might not be necessary. It would only be implemented if they are unable to manage their emotions and are regularly receiving time out.

Exclusions

Fixed Term Exclusions

At Olney Infant Academy, although we believe exclusions are not an effective means of moving behaviour forward, when all other means have proved ineffective or when we feel that a child's behaviour is detrimental to the welfare of themselves, other children or staff, the Headteacher retains the power to exclude a child from school (whether it is fixed term or permanent). This is in line with the Education Act 2002 as amended by the Education Act 2011. In this case, parents would be invited into school to discuss the incident and work would be set for the child to complete. Following the exclusion, parents and the child would be invited back into school for an integration meeting and to discuss the best way forward to support the child. In doing this, the child starts a fresh and their class welcomes them back.

A definite exclusion (fixed term or a permanent exclusion) is an extreme measure, which is usually only considered after all else has failed. In such cases parents have the right of appeal firstly to the school's governing body and then to the Local Education Authority.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The governors of Olney Infant Academy agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Further information regarding exclusions can be found in *Appendices*



Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Reasonable Force

See positive handling policy.

Confiscation of Inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Covid-19 Amendments to the Behaviour Policy (Updated September 2021)

In order for Olney Infant Academy to remain Covid secure, it is essential that some additional measures are in place.

The children must also

- Not share any food, drinks, cups or water bottles.
- Never cough, sneeze, or spit towards another person; catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it), then wash their hands



- Wash hands frequently (including whenever we are asked to), with soap and water for 20 seconds

It is essential that the children listen to and follow instructions at all times and adhere to the guidelines set by the school. This is required inside school and outside during breaks and lunches.



Appendices

Restorative Practice at Olney Infant Academy

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children, and families to use RP to build community

Why use a restorative approach?

- Punishment does not meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders do not have to face full effects of actions
- Offender may feel isolated, and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?



Exclusions

This policy will adhere to the statutory guidance "Exclusion from maintained schools, academies and pupil referral units in England." September 2017.

We believe that exclusion from school is a very serious matter and that it is a final step only to be taken if all other strategies have failed. A fixed term exclusion or a permanent exclusion will only be issued where a child has persistently broken the school rules and, despite intervention and support, their behaviour has not been modified, or where a one off severe incident has occurred. Any decision to exclude a pupil will be lawful, rational, reasonable, fair and proportionate.

The Headteacher will ensure the school does not discriminate against pupils on the basis of protected characteristics such as disability or race, in accordance with the Equality Act.

The Headteacher and governing body will comply with statutory duties in relation to Special Educational Needs when administering the exclusion process, including having regard to the Special Educational Needs Code of Practice.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after pupil, it will, in partnership with Milton Keynes Council, consider what additional support or alternative placement may be required.

If a child is excluded, the following will apply:

The incident / incidences will be thoroughly investigated by the Headteacher. A written record of all the stages of the investigation and any witness statements will be recorded. As part of the investigation, the Headteacher will consider whether the disruptive behaviour is an indication of unmet needs.

Dependent on the time of day in which the investigation is completed, there will be either a telephone meeting or face-to-face meeting at which parents are informed about the following:

- The reason for the exclusion.
- The period of a fixed term exclusion, or, for a permanent exclusion, the fact that it is permanent.
- Parent's right to make representations about the exclusion to the governing body.
- How any representations should be made and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their expense) and to bring a person of support.
- This information will be followed up in writing which the parent will receive as a letter.

Olney Infant Academy will ensure reasonable steps are taken to provide work and give feedback on this work whilst the pupil is on a fixed term exclusion.

The Headteacher reserves the right to move straight to a permanent exclusion if the action of the pupil endangers the safeguarding of themselves, other pupils, school staff and property.

The Headteacher reserves the right to vary the length of an exclusion dependent upon the age or stage or a pupil in line with the related procedures.

The Headteacher reserves the right to vary the length of an exclusion dependent on the severity or frequency of an offence.



Once the fixed term exclusion is completed, the pupil and their parent/s will be invited to attend a reintegration meeting with the Headteacher. This meeting will outline the support put in place to support the pupil in making the correct behaviour choices in the future.

The Chair of the Governing Body will be notified when the decision to issue a fixed term exclusion is made.

Permanent exclusions:

A decision to permanently exclude a pupil will only be taken:

In response to a serious breach or persistent breaches of the school's behaviour policy and:

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Please also refer to the IFTL Responsible Citizens and Behaviour Core Values