Old Trafford Community Academy

Behaviour Policy

Appendix

OLD TRAFFORD COMMUNITY ACADEMY

Our School Values: Optimism, Trustworthiness, Community, Aspiration

Appendix A- OTCA Code of Conduct

Our Code of Conduct at Old Trafford Community Academy is based on being:



This means:



- our children arrive to class at 8:40
- our children follow the instructions from all staff the first time.
- our children bring their PE kits to school
- our children should bring a water bottle to school.



- our children move quietly around school.
- our children have positive and kind interactions with each other at all times.
- our children use good manners at all times.
- our children are expected to remain fully focused on their own learning and not disrupt the learning of others.



- our children play positively with friends at playtime.
- our children ask adults for help in the moment if there is an issue.
- our children follow our rules to keep them safe when online.

- our children ask permission before leaving the learning space

Appendix B – OTCA Routines and Expectations







OTCA expectations of children	OTCA expectations of parents/ carers	OTCA expectations of school
• Courteous • Kind • Respectful • Engaged • Ready • Safe • Walking • Quiet • Courteous • Kind • Respectful • Listen to instructions the first time • Wear their school uniform • Remain in the learning space • Ask permission to leave the learning space so that staff can keep them safe • Line up smartly and quietly • Quiet indoor voices to be used in the lunch hall • Take on class responsibilities and monitor roles • Use appropriate language • Share any concerns with their teacher	• Bring children to school on time each day • Parents and carers to attend meetings as requested by school • Only allow children to bring fruit/ healthy snack to school • Ensure your child wears the appropriate school uniform- No jewellery • Children to have the appropriate PE kit (black and white) • Remind children of the school's expectations • Discuss any concerns with the class teacher • Share children's achievements so we can boost their self esteem	• Remind children of expectations • Shine the light on children embodying our expectations. • Adults to 'notice the good' • Show positive body language and interaction with children • Positive correction to help children maintain expectations • Thank and reward our children for maintaining expectations • Staff to provide clear instructions • Postcard home, conversation at home time or phone call home to recognise children who are 'always children' during times of transition. • Certificates • Additional playtime of movie to reward classes consistent positive behaviour • Stickers • Dojos • Plan high quality lessons that inspire and hook children • Create calm classrooms which create a sense of belonging Staff on doors at the start and end of the day, modelling our welcoming and supportive ethos • Buddy systems for children new to the school • Share information in newsletters • Share Curriculum information for parents which • Positive Texts/phone calls/ • notes home to parents • Age-appropriate reward systems

OLD TRAFFORD COMMUNITY ACADEMY

Appendix C – OTCA Stages of Behaviour Management

- Class teacher and support staff are referred to in this document as 'adult'
- SENDCO will create and distribute age-appropriate reflection sheets.
- Reflection sheets are to be kept by the class teacher.

	OTCA Responses to behaviour	Undesirable behaviour
Low level disruption Class teacher response	**Stage 1 - Restorative** **If a child is not making desired behaviour choices:** • In the first instance, consider the child's **Pupil Passport** where necessary • This behaviour to be dealt with **in the moment** • **Issue a polite reminder** in the first instance, the adult will remind the child of the expected behaviour (See useful scripts) • Use the positive affirmations (Shahana Knight CPD)	• Coats on/ hoods up • Non-uniform • Leaving learning place without need repeatedly • Not respectfully answering the register • Water bottle • Shouting out • Rude/ disrespectful tone to staff • Running • Loud voices • Children in corridors without permission from a member of staff. • Disruption to learning
	Stage 2- Restorative **If repeated disruption continues due to undesired behaviour choices which impacts on the learning of others:** • **After 2 reminders,** the child will get a **class flower reminder card** on their table which has key picture prompts, key words or key phrases that show positive behaviour actions. This should be done discretely and not take away from the pace of the lesson. • **Look for improved choices. When improved choices are observed, then remove the flower reminder card. Thank and praise/ dojo/sticker** the change in behaviour as appropriate.	
Persistent Low level disruption Class teacher response	**Stage 3 - Reflections** **If repeated disruption continues due to undesired behaviour choices which impacts on the learning of others:** • In the first instance, consider the child's **Pupil Passport** where necessary • Adult **to issue limitation**. Child will **miss 5 minutes of their break** with the teacher to engage in a reflection and restorative action. This **is not punishment**; this is to allow the **child to reflect** and for the adult to ask the child if there was something that they were not sure of regarding the expectations and for the **adult to help and guide** them to make the correct choices. • The **reflection sheet** will need to be completed **with the adult.** • The **class teacher** will **contact parents/ carers** to let them know there has been persistent disruptions due to unacceptable behaviour. • **If there are 3 reflections over time** and still disruptive behaviour, which **impacts on the learning of other children** (Where the adult cannot continue teaching due to the number of interruptions, the child goes to **SLT** member as this now meets **stage 3.** • **Record on CPOMS and on Reflections Tracker**	
Significant disruption SLT/SENDCO	**Stage 4 – Learn in another area** **If a child significantly breaches the behaviour policy and school's expectations, inform SLT. This includes repeated disruption to their own and other's learning.** • In the first instance, consider the child's **Pupil Passport** where necessary • Employ **de-escalation strategies to ensure all are safe.** • Adult to gather **write ups**. Ensure the **child's voice** is always sought. • **Inform SLT/SENDCO** as soon as possible, and always before the end of the school day. • **Inform SLT/SENDCO** if the child already had **3 persistent stage 2 reflections**. • SLT and SENDCO to consult on next steps. • **Teacher/SLT/ SENDCO** will discuss and **limitation** will be in place eg miss break to complete work missed or to engage in restorative conversation • **Senior teachers in the year group /SLT/ SENDCO** will **relocate** the child to another learning space and continue their learning. The relocation is to **reduce the negative impact** on the child's and other children's **learning.** • **Teacher/ SLT/ SENDCO** to hold a behaviour **review meeting with parents/carers.** • **Record on CPOMS**	• Repeated disruption in lessons, despite limitations. • Verbal abuse/threatening behaviour against pupils or staff. • Physical dispute or altercation between pupils • Verbal abuse about • appearance, belief and families
Instant SLT/DDSL /SENCO response	**Stage 5- Serious unacceptable behaviour** **If a child's behaviour is causing risk of harm** • Employ **de-escalation strategies** • Isolate the parties involved to **ensure the safety of all.** • **Seek immediate** response from **SLT** member • **Parents support requested** • **Limitations with SLT** • **Headteacher** to respond and **impose** consequences i.e. suspension/exclusion • **Record on CPOMS**	• Physical attack on pupil/ staff, • causing damage to property • Abuse and discriminatory language regarding the 9 protected characteristics

Ready Respectful Safe

Our Behaviour Policy

Stage 1

Adults will help me make the right choices with their positive words and actions.

Empathy, understanding and care



We can do this!



I can keep calm and in control of my emotions.

Stage 2

Adults will help me make the right choices and notice when I have made a better choice if I made the wrong one to begin with.

After at least 2 polite reminders from the adult of our expected learning behaviours.

A flower card to remind me to make a better choice.



As soon as a better choice is made, my card will be removed.

Stage 3

Adults will help me to reflect on how I got to this stage and what I can do next time. My adult will be informed by my teaching staff.

I need to **discuss my choices with an adult and reflect** on how I am able to make better choices next time.



I will reflect on my choices with an adult and receive an appropriate limitation if necessary

Stage 4

SLT to monitor reflections and reasons for these to help me and speak with my adult.

I have had at least 3 reflections.



I need to go and have a chat with someone from SLT and we will discuss with my grown up too. A letter from the Head will also be sent to my grown up.

Stage 5

SLT to meet to discuss next steps.

I have hurt someone using my body or words, I have damaged our learning environment or I have disrupted everyone's learning.



My grown up will have to meet with the Headteacher and they will talk with me and we will decide what happens next.

Appendix D- OTCA Scripts to Support Behaviour Management

There are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development for the child of a healthy sense of self. These are known as the Vital Relational Functions (VRFs), sometimes called the Vital Adult – Child Regulating Functions (VA-CRFs). They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern3 1998). These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development. Attunement Validation Containment Soothing Remember to demonstrate these essential tools as part of your general way of being with the child.

Attune

- Be alert to how a child is feeling.
- Attune to their emotional state through facial expressions, body language, gestures and noises.
- Show you understand the intensity, pitch, pace and volume of the child's emotional state.

Validate

- Validate the child's perspective/experience; this needs to happen before moving them to regulation.
- This is the beginning of being able to think about feelings.
- Avoid reassuring, deflecting, distracting, or making light of the child's feelings.

Containment

- Show that you can see, understand and bear the child's feeling.
- Make it a survivable experience

Soothe and calm

- Look
- Think
- Use voice, tone, body language
- We have to experience being calmed before we can do it for ourselves.

Example script:

Attunement- match the child's energy

Oh, wow…(I can see your face is red; fists are clenched)

Validation- the child's feeling is okay to have

I'm wondering/ imagining/guessing you feel …(sad etc)

Wow if that had happened to me, I would feel... too

Containment- adult is there to help child

I can see this is tricky for you, I will keep you safe.

Break it down to manageable chunks… (first we will…)

Calm, sooth, regulate or stimulate

Let's breath together until you feel calmer

Appendix E- Zones of Regulation

Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.

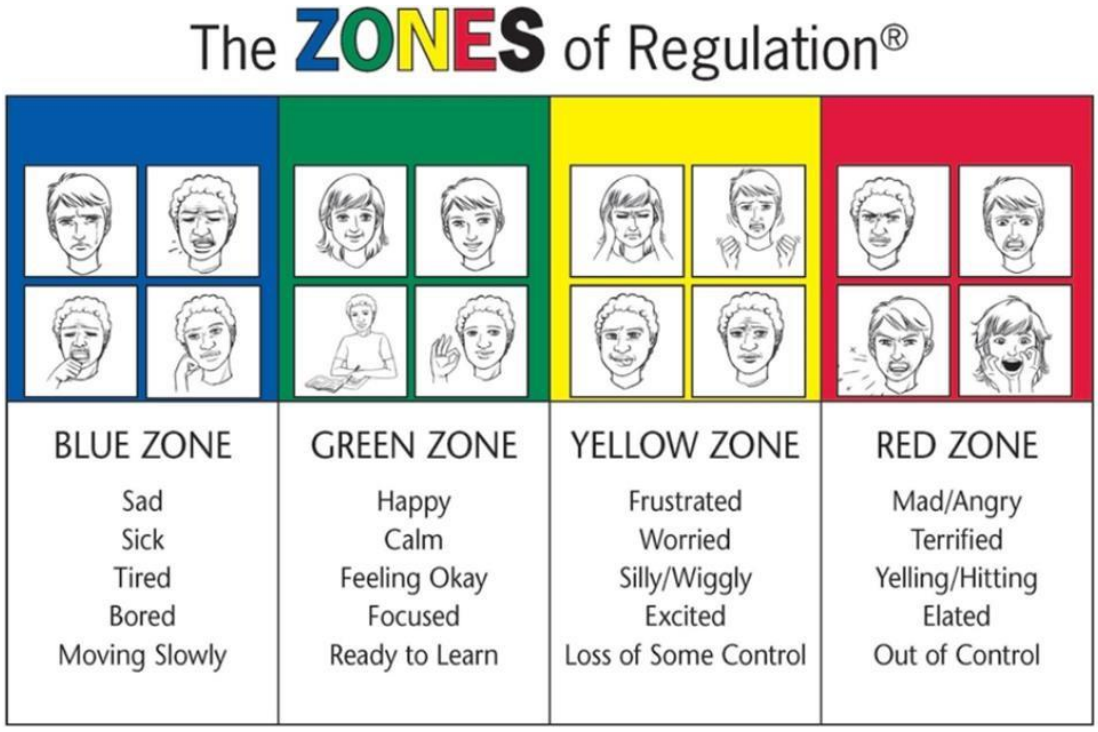
<u>What are the different Zones?</u>

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.



Appendix F- OTCA High Quality Teaching Expectations

Teachers and Teaching Assistant	Pupil's behaviour for learning
✓ Prepared learning environment ready to receive the children at 8:40 ✓ Reminder of expectations where needed (Ready, respectful, safe) ✓ Actions and strategies implemented to create a sense of wellbeing. ✓ Class responsibilities shared and distributed to children. ✓ Children to go on a proud visits ✓ Welcome ambassadors who greet visitors and explain their current learning ✓ Junior SLT and leaders to be appointed ✓ Water bottles off tables and stored so they are easily accessible, but don't add to the clutter on the tables. ✓ Effective planning for individuals and groups. ✓ Teaching assistants have planning and are clear on their role each minute of the lesson. ✓ Teachers deploy teaching assistants effectively. ✓ Implementation and modelling the use of working walls. ✓ Shine the light on children embodying our expectations. ✓ Adults to 'notice the good' ✓ Positive body language and interaction with children on the corridors. ✓ Praise children's efforts ✓ Providing opportunities for independence ✓ Scoop group- start then move to support/ check in the rest ✓ Teaching assistants supporting learning and working with children from the onset of the lesson. ✓ Teachers and teaching assistants address misconceptions ✓ Resources for the current lesson only on tables. ✓ Follow the school's pedagogical approach ✓ Pedagogical choices enable the children to engage actively and participate. ✓ Limit teacher talk at all stages of the lesson to what is needed only ✓ Model (talk aloud think aloud) not demonstrate ✓ Consider children's individual strategies/ accommodations as set out in their SEND Passport ✓ Conversation at home time or phone call home to recognise children who are 'always children' during times of transition. ✓ Certificates ✓ Additional playtime of movie to reward classes consistent positive behaviour ✓ Stickers ✓ Dojos	✓ On task ✓ Engaged ✓ Listening to instructions and requests ✓ Motivated ✓ Making progress ✓ Presentation in books of a high standard ✓ Pride ✓ Using working walls ✓ Walking indoors ✓ Quiet ✓ Courteous ✓ Kind ✓ respectful

Appendix G- OTCA Example Behaviour Reflection Forms

<table>
<tr><td colspan="5">Playtime and lunchtime

Name:
Date:</td></tr>
<tr><td rowspan="2">Why did I get a limitation?</td><td>
X</td><td></td><td></td><td>We are:

X</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Have I upset someone?

Have I disrupted the game?</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="2">How can I change my behaviour?</td><td></td><td></td><td></td><td>We are:

</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

Name.....class.....date.....

What happened?	
How did I feel?	
What could I have done differently?	
What have I learnt?	
What do I need to fix? What do I need to do?	

Appendix H

Behaviour in schools guidance (publishing.service.gov.uk)

Appendix I

Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)