

Date of Policy: Spring 2021

Review Date: Spring 2022

KEY BELIEFS

At Oaktree we believe that:

- positive behaviour and interactions are an essential life skill
- pupils want to behave well
- pupils can learn to improve their behaviour
- mistakes are part of the learning process
- all adults can learn strategies to support students to develop positive behaviour

Key principles of [Positive Behaviour Support \(PBS\)](#) used across the school (Oaktree School will be moving to become a Positive Behaviour Support setting over the course of this academic year and next)

1. Support is personalised.

Support offered to students is individualised. Where necessary students have their own Positive Behaviour Plan (This will be kept with the students Child On a page pupil profile. If possible this is shared and discussed with the student.

2. Approaches are based on a thorough understanding of individual's needs

The individualised support offered to students is based upon a thorough understanding of the young person's personality, how they learn, family circumstances (in discussion with the family), sensory profile, medical/SEN diagnosis and preferred communication style. This understanding informs which styles/types of intervention may have the greatest positive impact for each individual.

3. Active implementation

Positive behaviour support will be well planned, implemented and monitored. Staff will be clear about their individual role in supporting young people, while also working as part of a multidisciplinary team. Support will be based upon the young person's needs while also being

progressive. Any restrictions deemed necessary will be kept under continual review. This will be led by the class teacher and the behaviour team

4. Data orientated approach

Interventions and supportive strategies are based on different kinds of data collected and analysed at all levels in the school. Data, both hard and soft, is used to inform assessment, evaluate intervention and to monitor and improve the quality of life of the person and others. This data and evidence will be drawn from: lesson plans, planning evaluations, photos, videos, EFL assessments, teaching team meetings, multidisciplinary team assessments and EHCP outcomes.

5. Multicomponent interventions

Students are supported in a wide variety of ways at Oaktree. These are detailed, for key students, on PBSPs. Wherever possible we use proactive strategies to reduce triggers of heightened stress and anxiety levels which may lead to concerning behaviours. The aim of these proactive strategies is to support students to stay calm and self regulated. Support is implemented at different levels and in different ways. Proactive strategies may take the form of targeted intervention programs, specific input at key points throughout the day, specific sensory input, adjustments made to the timetable or environment.

Key factors that underpin positive behaviour at Oaktree School

- rich trusting relationships between staff and pupils
- the quality of our teaching
- purposeful differentiated activities throughout the school day
- maintaining a calm environment in all areas of the school
- identify the pupil's preferred methods of communication, as effective communication can help to reduce their anxiety about any changes that need to happen.
- communicate and try to explain to pupils about the changes to their day-day activities and plans and why.
- suggest new and alternative strategies that aid positive relationships and move students away from challenging/concerning behaviours
- All concerning behaviours will be communicated with parents/carers
- be [trauma aware](#) and use this as a whole school approach (trauma awareness training to be introduced across the school in the spring term 2021)

Behavioural scaffolding used across the school:

- Rights and responsibilities
- Routines
- The language of choice
- Rewards and consequences
- Reparation
- Descriptive praise and celebration of success
- Sharing successes with the whole school
- Sharing successes with individual family

School expectations that support positive behaviour

They should be:

- Expectations should be clear and concise
- Written and presented so that classes and individual students will be able to understand them.
- Stated in a positive way
- Referred to and discussed regularly
- Clearly displayed in classrooms and around school
- Modelled by the adults

At Oaktree School we believe that:

Our pupils are happiest when they behave well and engage positively with peers, staff and family members. Learning new behaviours and ways of dealing with different situations are key life skills. Pupils at Oaktree are supported to develop this flexibility. They are also supported with learning how to cope with the new challenges that a rich and fulfilling life brings.

Adults can support our pupils by:

The quality of our relationships with our pupils. These relationships are crucial and are a defining feature of Oaktree. Staff at Oaktree are significant adults in the lives of our pupils.

Adults seek to;

- Actively build trust and rapport with pupils
- Demonstrate belief in the pupils as learners and as valued young people
- Treat the pupil with dignity and respect at all times.
- Listening to them, whether they be happy, sad, angry, worried, hopeless or hopeful
- Enjoy their company
- Seek to understand behaviour without necessarily condoning it

- Keep our word – for example, if a pupil has some ‘minutes’ (see page 7 for an explanation of minutes) to complete at break time the staff team will work with them to ensure that they complete their ‘minutes’
- Be honest and clear, using language appropriate to the pupil’s level of understanding
- Apologise if you make a mistake and seek to repair the relationship with the student if needed. This is great modelling for the student
- Demonstrate an awareness of our own emotions and reactions
- Calmly and respectfully hold appropriate boundaries with pupils

The quality of the teaching we provide;

- Accurately assess the pupils learning e.g. learning ability, learning style and level of achievement in order to move them on
- Actively support young people with developing resilience, self-esteem and confidence
- Know what motivates each pupil and use it to help him/her achieve
- Carefully plan lessons to ensure that we meet each pupil at his/her point of learning
- Include the pupils in the target setting and in reviewing how they got on with them.
- Praise the pupils for their specific achievements e.g. descriptive praise
- Actively teach the pupils positive learning behaviours, so that they know how to positively engage in lesson, in their interactions with others, and in new or unfamiliar settings such as educational visits
- Reinforce positive behaviours throughout the school day through the token economy

Scaffolding positive behaviours

Rights

All our pupils have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- learn to express their feelings in an appropriate way (emotional ● intelligence)

Responsibilities:

Over time students at Oaktree School learn to take responsibility for their own actions. Students at Oaktree School learn to engage with their feelings and how to respond to them positively. They also learn to understand their feelings and how to manage them.

Routines and structure

Routines are the key aspects of the school day. Structure supports pupils with knowing what is coming next and what is expected of them. Familiar routines support pupils to have lower stress and anxiety levels and helps them to engage actively and positively in known activities. They must be explicitly taught – don't assume they know them.

New students benefit from support to become accustomed to school structures and routines. Some students require ongoing support while they are at Oaktree, such as objects of reference and visual timetables.

Consistency of routines and structural expectations across the school supports students when they transition from one class to another.

Rewards Systems

Token system

At Oaktree we use our token system to encourage and reward positive behaviour. Tokens are awarded to each student at the end of each lesson. The purpose of the token system is to provide structured opportunities throughout the school day for students to receive praise and clear feedback about their behaviour. Students are included in their own behavioural development and acquire a clear understanding of what is expected of them, the progress that they are making and the areas that they are working on.

At the end of each learning sessions students are awarded either;

3 tokens for excellent participation in the lesson and learning activity, excellent behaviour towards staff and other students

2 tokens for good participation in the lesson and learning activity and for displaying good behaviour towards staff and peers. A student is awarded two tokens when there is something that they can improve upon. When the student is awarded the two tokens the member of staff will make it clear to the student what they can improve upon next time. The student will also be told what it is that they did well in the lesson.

1 token if the student has displayed some good behaviour during the lesson. If a student is only awarded one token there will have been more than one occasion in the lesson where their behaviour has not been up to the expected standard. During a lesson like this staff will have supported the student by reminding them of the expected behaviours. When one token is awarded the member of staff will give clear feedback to the student about what behaviour they displayed that was positive and which specific areas of their behaviour and engagement that they can improve upon.

0 token should only be awarded if the student has not engaged in the lesson at all. On occasions students who are having a difficult time will be out of the class and either supported by the classroom staff or by a senior member of staff. If a student is out of class for a significant part of the lesson but returns to class and shows some positive behaviour they should be awarded at least one token to acknowledge and reward this positive behaviour.

All Star Certificates

All-star certificates are used to acknowledge and reward positive behaviours displayed by students at any point during the school day. If a student completes a wonderful piece of work they may receive an all-star from a member of their class staff or they may be sent to see a different member of staff to receive the certificate. All-star certificates are also used to acknowledge students displaying acts of kindness, friendship, bravery, doing something for the first time. Importantly all-star certificates are also used to praise and reward students for achieving their targets, which are displayed in the classroom.

Star of the week

When the whole school gathers for assembly each week a Star of The Week certificate is awarded to one member of each class. The certificates are presented by the headteacher. These certificates are awarded for students who display one of the **B.E.A.R** values:

B- brave

E- everyone is equal

A- aim high

R- respect

Golden time

On a Friday afternoon students are rewarded for their hard work throughout the week with Golden time. Students are allowed to choose from a selection of activities which are both in the classroom and outside. The amount of time that a student has for Golden time is dependent on whether they attained a Gold, Silver or Bronze token award¹. Teaching staff allocate tokens, at the end of each lesson, for positive behaviour, engagement in learning activities and positive social interaction with staff and peers. Students who have achieved a

¹ Bronze 45-54 tokens, Silver 55-64 tokens and Gold 65-69 tokens

gold award are allowed the full amount of golden time. Students who achieve a Silver must carry out a 5 minute work activity before starting their golden time. Students who have a Bronze carry out a ten minute work activity before starting their golden time.

6th form Privileges

Rather than work towards tokens in every session students in the 6th form will work towards Privilege Points. Privilege points are awarded for excellent work, individual achievements, improvements to focus and attitude, sharing positive social experiences. Privilege points will be awarded at any stage throughout the school day. When a student has ten privilege points they will be able to choose from a list of privileges. For example; a cup of coffee from the cafe, a slice of cake from the cafe, fruit juice from the cafe, 15 minutes on the pool table, 15 minutes on the Playstation.

Consequences and sanctions

Minutes

Break time is a reward for a student's positive behaviour throughout the day. If a student displays inappropriate or challenging behaviour, in addition to not earning all of their tokens, they may miss some of their play time in the Minute room.

Minutes are supported by a member of staff each break and lunch time break. Students arrive at the minute room with a Minute Slip which states how many minutes they will miss from the break time and the reasons why. Students are asked to sit quietly and reflect in the minute room for this period of time before being given permission to join their peers outside by a member of staff.

Minutes should always be given thoughtfully and students should be given a clear explanation for why there are missing part of their break time. It should also be explained to them what they could do differently next time. If a student repeatedly receives minutes for the same behaviour the class team should have a meeting about this to discuss ways that the student could be supported to learn more positive behaviours. If after support measures have been put in place, the behaviour continues this should be raised with the deputy headteacher.

*See Oaktree Minute Allocation Sheet

6th form consequences

Young men and women who join our 6th form are encouraged to take responsibility for their behaviour, interactions and attitudes. If a student falls below the high expectations for 6th form students in any of these areas they will be asked to 'fix-it' by either apologising, carrying out a job for the adult involved, or demonstrating they are sorry by some act or gesture which could include a card or letter of apology depending on the pupil's ability to communicate and allowing the pupil to think about how to demonstrate they are sorry.

Reparation / 'Fixing it'

Pupils should always be given the opportunity to 'Fix it' and helped to understand why they should want to do this. A key life skill is being able to apologise and mend a relationship. Part of developing and maintaining trusting relationships is showing remorse and showing forgiveness. Fixing a rupture in a relationship allows students to put their actions behind them, learn from them and can help to protect them from shame. At Oaktree we recognise how important relationships are to our students and seek to support them to fix-it if they have caused harm or upset to a fellow pupil or member of staff.

Oaktree Minute Allocation

45	Violent conduct towards others (punching, kicking, biting, spiting)	Deliberately discriminatory language (sexism, racism)			
40					
35					
30	Aggressive conduct towards others (slapping and pushing)	Violent conduct towards property (when property is deliberately damaged)	Inappropriate touching	Sexualized behavior towards staff or students	
25					
20	Aggressive conduct towards property (Things thrown, pushed over, over turned)				

15	Offensive language towards staff	Offensive language towards pupils			
10	Not telling the truth				
5	Disruptive behaviour minor or low level (calling out, not following instruction)	Refusal to follow instructions	Leaving kit/ home school diary at home	Not doing/ forgetting homework	Being unkind
Less than 5					

Other suggestions

Behaviour while on a trip, on a school bus or at early birds to be dealt with using the same scale. Behaviour shown at after school club will either result in a sanction at after school club or result in a pupil not being allowed to attend club if the behaviour was serious enough or persistent enough.

Any behavioural incident that results in 30 minutes or more to be recorded on an incident sheet. If you are planning on giving out 30 minutes or more please run this past the deputy head or headteacher

If minutes are being used to sanction behaviour, but do not seem to be modifying the undesirable behaviour, there may be a need to try other forms of sanctions or scaffolding to support more positive behaviour. This should be talked through with the deputy head or Headteacher

Appendix A

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. We will attempt to phone parents and inform them of any search to their or children. The headteacher has designated 2 members of staff, who are Price trained, to conduct any such search. These are Louis Wells and Zi Osmanli. If a more intimate search is required (anything that requires the removal of clothing other than a jacket/coat or jumper) the team conducting the search will not continue with the search but will seek further clarification from the headteacher. If the headteacher is unavailable then the search team will contact the social services team and the police for further advice. Under no circumstances will a an intimate search of a child be conducted by a school member of staff and without an appropriate adult being present

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