



## What Kind Of Rewards Do We Use?

- ❖ Praise - verbal, written, sticker, friendly word or gesture, referral to another adult, community tokens, certificates, star of the week, purple power star and sent to Mr Lyall or other senior leaders.
- ❖ Special responsibility, privilege or trust.
- ❖ Informing parents - communicating good news whenever possible, sometimes a phone call and 'good to be purple' postcards home.
- ❖ Being an Anti-Bullying Ambassador or a Positive Behaviour Ambassador.

**We expect children to: Be Respectful, Be Generous, Be Honest and Be a Learner.**

- ❖ Work hard and to the best of their ability.
- ❖ Talk to each other and adults politely.
- ❖ Use calming and problem solving strategies
- ❖ Avoid disagreements and arguments and refer to an adult for help if necessary
- ❖ Walk when they are inside the building, play safely when outside.
- ❖ Accept responsibility for their own behaviour - and apologise if necessary.
- ❖ Arrive in the Academy on time each day.
- ❖ Show respect for others.
- ❖ Recognise and respect each other's culture and background.
- ❖ Listen to each other carefully and try to see each other's point of view.
- ❖ Respect their own and each other's property and personal belongings.
- ❖ Be patient with others.
- ❖ Avoid disturbing people who are working.
- ❖ Respond appropriately to all adults.
- ❖ Look after the Academy building and equipment.
- ❖ Share resources and responsibilities.
- ❖ Concentrate on their own behaviour and not that of others.

## These are some of the behaviours that are not appropriate in the Academy:

- ❖ Name calling or verbal abuse of any kind, using inappropriate language
- ❖ Racist or homophobic name calling.
- ❖ Deliberate acts of violence.
- ❖ Deliberate acts of disrespect (e.g. making obscene gestures).
- ❖ Bullying (threatening, picking on or intimidating another person, deliberately leaving someone out).
- ❖ Stealing or damaging property.
- ❖ Swearing or using offensive or insulting language.
- ❖ Leaving the classroom without permission.
- ❖ Stopping others from working or interfering with others' work.
- ❖ Refusing to follow a reasonable instruction.
- ❖ Arriving late or not attending the Academy without good reason.

## What Happens When Things Go Wrong?

We have divided negative behaviour into two categories. Examples are as follows:

Students will always be warned if their behaviour is becoming unacceptable so that they can alter their behaviour and prevent their name card being placed in yellow zone. If unacceptable behaviour continues the student should be moved to the **YELLOW** zone. The student should be given a target to achieve within a time frame, if the student achieves this target then the student should return to the **PURPLE** zone and be given verbal praise for the change in behaviour.

**Yellow zone:** Calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking if asked to stop, leaving seat during working time, negative use of body language, and stopping others working, drawing others into negative behaviour, not sharing, being unkind to others, rough play that may lead to others getting hurt.

**Orange zone:** Continually behaving in any of the above ways **and/or** deliberate violent behaviour, aggressive behaviour of any sort, damaging furniture or property deliberately damaging the Academy environment, stealing, arguing with an adult or answering back, walking out of the classroom, refusing to follow instruction or direction from a member of staff, racist remarks/comments, bullying.

In general the class teachers will deal with negative behaviour, but if the student persists then s/he may be sent to on call for a period of time. Whilst in **YELLOW** zone they will miss their next available playtime. In orange zone they will miss the next available playtime and 15 minutes at lunchtime. Mr Lyall is always involved with high level negative behaviour. A phone call home will be made to parents/carers if a student's name is placed in the **ORANGE** zone or higher. All incidents of negative behaviour are recorded on CPOMS daily.

**If a student's behaviour is becoming a concern due to their name regularly appearing in **YELLOW** or **ORANGE** zone they will be put onto a behaviour report card which could result in a behavioural referral being made by the class teacher to Mr Lyall.**

We are confident that the students at Oasis Academy Nunsthorpe respond well to the behaviour system. Most students behave extremely well in and out of the Academy and are a credit to the Academy and their parents/carers, and we will do all we can to help and encourage those few students who find it a little more difficult to behave in an acceptable way. Everyone wishes the very best for all the students and they deserve to be able to learn in a calm environment without others disrupting the teaching and learning. By working together we can ensure that every student does as well as s/he can and leaves Oasis Academy Nunsthorpe well prepared for life at secondary school and beyond.

The zone posters clarify what behaviour may lead to a student's name being placed in each colour zone.

## Why Positive Behaviour Management?

We believe that students respond best to praise and encouragement. We must try to find every opportunity to praise students when they are showing appropriate behaviour. Students learn by example. Staff and parents/carers have a responsibility to setting a good example as well as ensuring that the rules are followed. Students have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the students feel safer and therefore less anxious. As a result, reducing exhibitions of inappropriate behaviour choices.

## Strategies for Promoting Positive Behaviour

**INTRODUCTION:** "I" statements put the focus and responsibility on the communicator. Thus, they are a lot less likely to be resented. Unlike "You" statements, which put the receiver of the communication on the defensive, "I" statements are a way to convey your message without immediately alienating your listener. "I" statements do not guarantee success, but they are your best chance of getting your message heard. If the person is open to considering your needs and wants, they will be much more likely to do so if you use "I" messages than if you use "You" or blaming messages. **SIMPLY**, they increase your odds of being heard. Make statements **NOT** accusations.

### I - Statements have three parts

1. **Emotion:** "I feel ..." (state your emotion): it is a self-disclosure, referring to "I" and it expresses a feeling.
  - a) The emotion or feeling must be expressed by saying, "I feel ..."
    - "I feel like ..." is not a statement of emotion
    - "I feel like you ..." is not a statement of emotion
    - "You make me feel ..." blames the other for your emotion
    - "It makes me feel ..." blames "it" for your emotion
2. **Behaviour:** "When you ..." (describe their behaviour or under what conditions you feel this way)
  - a) Describe the other person's observable behaviour or describe the conditions that are related to your feelings
  - b) State the facts objectively without opinions, assumptions, criticisms, commanding, threatening, judging, ultimatums, mind-reading, ultimatums, mind-reading or other behaviours that create defensiveness
3. **Why:** "Because ..." (explain why those conditions or their behaviour cause you to feel this way)
  - a) Explain why you feel this emotion when the other person does that behaviour or when you are under these conditions
  - b) The reason why you feel the way you do is often due to one or more of the following:
    - How you interpret their behaviour (intent or meaning)
    - The tangible & concrete effect their behaviour has on you, them or others (do not repeat your feelings)

## **Benefits of I - Statements**

1. Avoids blaming others for your emotions
2. Accurate and less hostile way to express a feeling or an emotion you are experiencing
3. Most appropriate way to inform someone that their behaviour is causing a problem
4. Minimises making the other person feel guilty, put-down & resentful

## **Restorative Justice Questions**

- 1) What happened?
- 2) What were you thinking about at the time?
- 3) What have your thoughts been since the incident?
- 4) Who do you think has been affected by your actions? In what way were they affected?
- 5) What do you need to do to make things right?

## **Promoting Positive Behaviours:**

It is important as adults within the Academy we model the kinds of behaviour that we expect from students in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is important to deal with this in a low key manner to avoid escalating the problem further. Additionally, allowing appropriate de-escalation time where necessary.

## **Be Aware of Yourself**

**When dealing with disruptive incidents, consider the following:**

- Your position in class
- Your proximity to disruptive students
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

**Do you communicate with confidence and authority? Do you tend to reduce the temperature or raise it?**

# PURPLE ZONE

## Why might my name stay in Purple Zone?

- ❖ Choosing to follow the Rules:  
**'Be Respectful, Be Generous, Be Honest and Be a Learner'**
- ❖ By showing your continuous good behaviour
- ❖ To make the right choice to improve your behaviour following a verbal warning

## If I stay in Purple Zone what will happen?

- ❖ Full participation in behaviour rewards and privileges
- ❖ Full participation in Reward Time
- ❖ Being eligible for a lunchtime behaviour certificate
- ❖ 'Good to be Purple' postcards sent home each term
- ❖ Purple tokens
- ❖ Star of the week

## How do I stay in Purple Zone?

- ❖ Continue to display behaviour of a high standard
- ❖ Choose to act upon any advice given to amend your behaviour at the first request

# YELLOW ZONE

**Why might my name be moved into Yellow Zone?**

Choosing not to follow the rules:

**'Be Respectful, Be Generous, Be Honest and Be a Learner'** including:

- ❖ Unkind behaviour such as: hurting other student's by what you do or what you say; not looking after other people's belongings, name-calling.
- ❖ Disruptive behaviour such as: talking when you should be listening; interrupting; not settling to work; distracting others; tapping, fidgeting, swinging on chairs.
- ❖ Unsafe behaviour such as: not walking around the Academy sensibly; using equipment in the wrong way; play fighting.

**If I move into Yellow Zone what will happen?**

- ❖ A comment will be written onto the tracking sheet
- ❖ You will lose your break time

**Behaviour continuously leading to yellow zone may result in you needing to be put on a behaviour report**

# ORANGE ZONE

**Why might my name be moved into Orange Zone?**

Choosing not to follow the Rules:

**'Be Respectful, Be Generous, Be Honest and Be a Learner' including:**

- ❖ More Serious Unkind behaviour such as: deliberately hurting other people by what you do or what you say; bullying; stealing; destroying other people's belongings.
- ❖ More Serious Disruptive behaviour such as: continually preventing others to be able to get on with their work during lessons or their games during playtime; refusing to follow an instruction given by an adult.
- ❖ More Serious Unsafe behaviour such as: fighting; refusing to do what a member of staff has asked you to do; leaving the classroom or playground without permission.

**If I move into Orange Zone what will happen?**

- ❖ A comment will be written on the tracking sheet.
- ❖ A phone call home to parents/carers.
- ❖ Loss of breaktime(s) and lunchtime(s), to be spent in Horizons.

**Behaviour continuously leading to orange zone will result in you needing to be put on a behaviour report**

# RED ZONE

**Why might my name be moved into Red Zone?**

Choosing not to follow the Rules:

**"Be Respectful, Be Generous, Be Honest and Be a Learner' including;**

- ❖ Severe Unkind behaviour such as: physical assault and verbal abuse.
- ❖ Severe Unsafe behaviour.
- ❖ Severe Disruption to Learning.

**If I move into Red Zone what will happen?**

- ❖ A comment will be written on the tracking sheet.
- ❖ Mr Lyall will be immediately involved.
- ❖ A phone call will be made to parent/carer to explain what has happened and the consequences the student has received.



## Reception

**We expect students to: 'Be Respectful, Be Generous, Be Honest and Be a Learner'**

- ❖ Work hard and to the best of their ability
- ❖ Talk to each other and adults politely
- ❖ Use calming and problem solving strategies
- ❖ Avoid disagreements and arguments and refer to an adult for help if necessary
- ❖ Walk when they are inside the building, play safely when outside.
- ❖ Accept responsibility for their own behaviour - and apologise if necessary
- ❖ Arrive at the Academy on time each day
- ❖ Show respect for others
- ❖ Recognise and respect each other's culture and background
- ❖ Listen to each other carefully and try to see each other's point of view
- ❖ Respect their own and each other's property and personal belongings
- ❖ Be patient with others
- ❖ Avoid disturbing people who are working
- ❖ Respond appropriately to all adults
- ❖ Look after the school building and equipment
- ❖ Share resources and responsibilities

**Rewards for behaving well in the Academy include the following:**

Praise, Stickers, Star of the Week, Community Tokens, Purple Power Star and phone call home.

We have divided negative behaviour into two categories. Examples are as follows:

Low level - Not sharing, snatching, shouting, being bossy, name calling, negative body language, stopping others working.

High level - Continually behaving in any of the above ways, violent behaviour (including biting, hitting, pinching, scratching and kicking), damaging furniture or property, deliberately damaging the school environment, breaking property on purpose, answering back, stealing, walking away or out of the classroom, refusing to follow a direction from a member of staff.

**Consequences for not behaving well in the Academy include the following:**

Parents/carers informed of very poor behaviour, removal from an activity

Time out, parents/carers informed

More serious behaviour issues reported to Mr Lyall / On Call