



BEHAVIOUR POLICY

OASIS ACADEMY JOHANNA

February 2024

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OASIS ACADEMY JOHANNA

Policy for the Promotion of Good Behaviour

1. Aims

- To support children in developing self-esteem.
- To support children learning to take responsibility for their behaviour.
- To maintain an ethos of mutual respect.
- To support personal and social development.
- To help children avoid and resolve conflict appropriately.
- To achieve fairness and consistency across the school.
- To provide support for staff and visitors on how to handle behaviour.
- To maintain the school as being a safe place in which everyone can learn and achieve their best.

1.1 What adults can do to support good behaviour:

- keep expectations high, consistent and clear.
- be positive – focus on and recognise good behaviour.
- be models of good behaviour and communication.
- deal with situations consistently but without wasting learning time.
- focus on the behaviour, not the child.
- challenge inappropriate behaviour wherever it occurs and support other staff as necessary.
- stay calm and promote a reflective dialogue.
- listen to all points of view; don't make assumptions.
- share ideas and strategies.
- recognise our own vulnerabilities, impatience and be prepared to apologise.
- remember that you are the adult and there is an inbuilt power imbalance.
- keep classroom and playground activities engaging.
- give children an opportunity to apologise appropriately.

1.2 School Rules

Our school rules can be summed up in three words:

1. Ready
2. Respectful
3. Safe

So that we can learn and enjoy school, we need to be ready to learn, show mutual respect, and make sure we are all physically and emotionally safe.

We are all responsible for teaching, supporting and modelling these behaviours.

We use a behaviour ladder to try to support a consistent approach to incidents

We expand these rules out in key areas to demonstrate the Johanna Way and what we precisely expect adults and children to do in school.

2. Physical Restraint

See separate policy.

3. Equal Opportunities – Inclusion

- Good behaviour is expected from everyone.
- Children with special emotional and/or behaviour needs are also expected to behave well and be supported through a range of strategies, including IEPs, self-monitoring sheets, etc.
- Adults should not abuse their role/position when dealing with incidents, e.g. prolonged shouting, verbal put-downs, etc.

4. Monitoring and Review

- The effectiveness of the Policy will be monitored throughout the year in staff meetings, School Council, assemblies and in class.
- The Policy is reviewed annually and revised as necessary.
- OAJ staff attended a day of behaviour management in January 2018, led by Pivotal Education PivotalEducation.com. The Policy has been reviewed to reflect our training.

5. What happens when things go wrong?

- 5.1 Pupils need to be reminded and given every opportunity to turn the behaviour around and make positive choices before a sanction. Time out can be in class, in another class or in a Senior Leader's office – as appropriate to the behaviour.
- 5.2 For most behaviours, Children should spend no more than 10 minutes away from learning, on their return the incident is finished until/unless they start again.
- 5.3 If any child refuses, then a senior person in the building will deal with that refusal. That then becomes the main issue.
- 5.4 You will need to tailor your response to incidents on what you know about the child. This is subtle stuff that comes with experience, but the basic responses hold.
- 5.5 Remember that they need a way back from misbehaviour. Direct confrontation works with very few children and makes you angry. There needs to be an opportunity to reflect, repair and forgive. Reflection sheets and Oasis Habits' support this conversation.
- 5.6 More serious behaviour (stage 3+) may lead to children being taken to a member of the senior leadership team to work through the behaviour and help the child regulate their behaviour.
- 5.7 Homophobic and racist behaviour is recorded and submitted to Lambeth and Oasis on separate forms that are kept in the Principal's Office.
- 5.8 We believe in a restorative approach to behaviour management. Children and staff will engage in a restorative conversation in order to repair harm caused.

Date Reviewed and Agreed : February 2024

Next Review Date : September 2024



Ready, Respectful, Safe

Johanna Way Expectations

In the bathrooms...

Ready

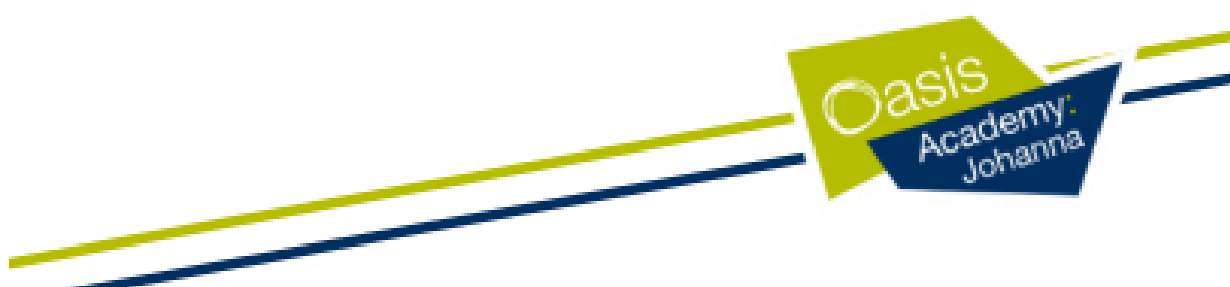
- We use the bathrooms in break and lunch time.

Respectful

- We clean up after ourselves and leave the bathroom how we would like to find it

Safe

- We use the bathroom one at a time.
- We tell an adult when we're using the bathroom.



In the corridors...

Ready

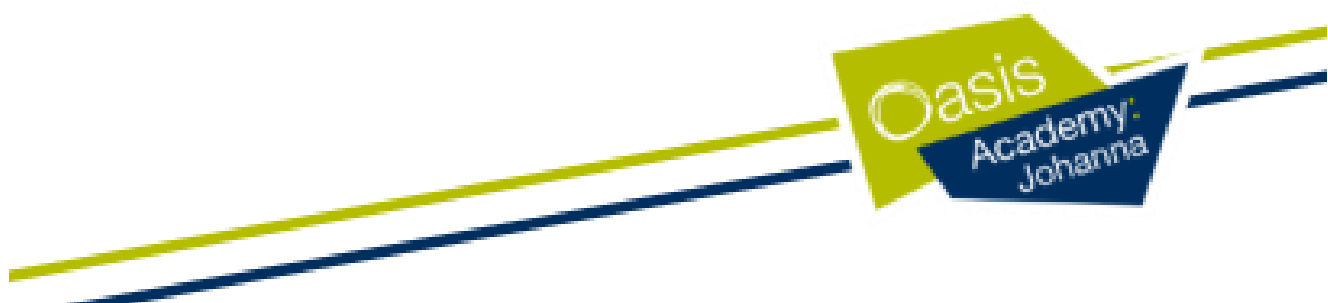
- We move promptly to where we need to be
- We remove coats on the way to classes

Respectful

- We are quiet so others can learn
- We hold doors for the person behind us
- We greet adults respectfully

Safe

- We stay in a straight line
- We stay near to the people in front of us
- We walk on the left of corridors
- We keep our hands to ourselves



In the classroom (I Do/We Do)...

Ready

- We respond quickly to a raised hand to focus attention

Respectful

- We are quiet so others can learn
- We listen to the teacher
- We sit up straight
- We do shared tasks promptly
- We answer questions sensibly

Safe

- We stay in our seats unless we ask permission
- We use equipment correctly

In the classroom (You Do)...

Ready

- We have everything we need for our lesson
- Our iPads are fully charged
- We have a positive attitude to our learning

Respectful

- We are quiet so others can learn
- We sit up straight
- We finish all of our work
- We present all work as neatly as we can
- We are ready to accept challenges

Safe

- We stay in our seats unless we ask permission
- We use equipment correctly



As we enter the class...

Ready

- We are on time to lessons
- We have everything we need when we sit down

Respectful

- We respond respectfully to greetings
- We go directly to our seats

Safe

- We enter the classroom immediately in a line



In the lunch hall...

Ready

- We join the lunch line quickly

Respectful

- We thank the adults serving our food
- We talk quietly to the people around us
- We listen to people talking to us
- We clean up after ourselves

Safe

- We walk quietly
- We sit in the areas we are asked to

