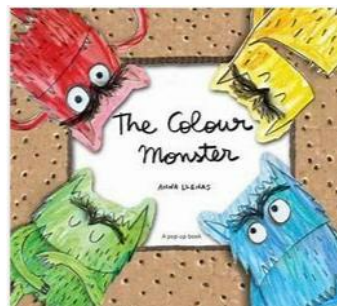


Behaviour for Learning

At Oakmeadow, all staff have high expectations of behaviour and use positive strategies to reinforce this. The foundation of good practice when working with our pupils is through building relationships of trust and understanding. Adults at Oakmeadow know behaviour is a form of communication and has a purpose. We understand pupils don't always display the expected behaviours and may need coaching and support in regulating their emotions. Using the 'Team Teach' philosophy throughout our practice, a positive culture and positive behaviours are promoted. Often facilitated by an adult, pupils are encouraged, through a restorative approach, to repair and rebuild relationships. Through reflection, pupils understand their behaviours can have a positive or negative impact on others.

How Our Values Promote Positive Behaviour at Oakmeadow.

Being a Church of England school, our values link directly to Christian values. Our values shape our mindset, guide our behaviour and help us to be the best version of ourselves. In our collective worship, we reflect on how we can continue to improve ourselves and our world. Daily collective worship forms an important part of our school life and provides us with the opportunity to reflect on these values and how they shape our life. We place great emphasis on encouraging and praising positive behaviour. Our school 'house point' system rewards pupils who demonstrate our school values. In addition, weekly whole school celebration assembly recognises pupils who have demonstrated excellent attitudes to learning and modelled our whole school values.



How 'Zones of Regulation' and 'The Colour Monster' support positive behaviour across Oakmeadow.

Through 'Zones of Regulation', our pupils learn to be aware of and become more independent in regulating their emotions and therefore behaviour. They can identify emotions they feel and develop strategies to move to or remain in the preferred 'green' zone during structured and unstructured times throughout the day. This provides the consistent reinforcement of self-reflection and self-regulation. Pupils in Early Years and Year One use 'The Colour Monster' to support identifying and understanding emotions and self-regulation.

How our learning environments are set up to support positive behaviour.

At Oakmeadow, to be a successful learner, we recognise the environment should be conducive to support positive learning behaviour. Our classrooms are clutter-free, neutral, and organised to support effective learning. Quality First Teaching approaches ensure all teaching is of a high standard and inclusive for all learners.





Our Curriculum

How is Positive Behaviour Included Within Our Curriculum at Oakmeadow?

As a school, we feel that areas surrounding personal, social, spiritual, cultural, mental and physical development should form the heart of our curriculum and that all other learning stem from this, as fundamentally we are a school that values the wellbeing of our pupils and their ability to handle life and learning situations as they grow.

We believe that an effective curriculum ensures that pupils have access to knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We build in opportunities to explore living life in modern Britain and the values that active and positive citizens demonstrate. Our curriculum offers our pupils the necessary discussions and experiences in order to help them understand life in the wider world so that pupils leave Oakmeadow able to appreciate diversity, different cultures, being resilient and adaptable to change. Our curriculum has been developed placing our Oakmeadow values at the core and woven throughout all subjects. Through our PSHE curriculum and assemblies, we explicitly teach expectations for behaviour. Following lunchtime, our pupils benefit from the opportunity to reset. Relax Kids enables our pupils to positively prepare for the afternoon through a 10-minute structured relaxation programme.

At Oakmeadow, we believe a high quality Personal, Social, Health and Economic education is paramount for the development of the whole child. By providing a holistic curriculum using five key strands, we ensure that our pupils are healthy and happy. Our curriculum has been designed to meet the personal development needs of our pupils and follows the accredited Kapow scheme which is underpinned by our school values, The Pupils' Health Project, and Zones of Regulation.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|---|--|---|--|--|---|
| Family and relationships | <ul style="list-style-type: none"> Introduction to RSE What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy Friendships | <ul style="list-style-type: none"> Introduction to RSE Families offer stability and love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change | <ul style="list-style-type: none"> Introduction to RSE Healthy families Friendships - conflict Effective communication Learning who to trust Respecting differences Stereotyping | <ul style="list-style-type: none"> Introduction to RSE Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change | <ul style="list-style-type: none"> Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying | <ul style="list-style-type: none"> Introduction to RSE Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change |
| Safety and the changing body | <ul style="list-style-type: none"> Getting lost Making a call to the emergency services Asking for help Appropriate contact Medication Safety at home People who help to keep us safe | <ul style="list-style-type: none"> The Internet Communicating online Secrets and surprises Appropriate contact Road safety Drug education | <ul style="list-style-type: none"> Basic first aid Communicating safely online Online safety Fake emails Drugs, alcohol & tobacco Keeping safe out and about | <ul style="list-style-type: none"> Online restrictions Share aware Basic first aid Privacy and secrecy Consuming information online The changing adolescent body (puberty) | <ul style="list-style-type: none"> Online friendships Identifying online dangers The changing adolescent body (puberty, including menstruation) First aid Drug education | <ul style="list-style-type: none"> Drugs alcohol & tobacco First aid Critical digital consumers Social media The changing adolescent body (puberty, conception, birth) |
| Health and wellbeing | <ul style="list-style-type: none"> Wonderful me What am I like? Ready for bed Relaxation Hand washing & personal hygiene Sun safety Allergies People who help us stay healthy | <ul style="list-style-type: none"> Experiencing different emotions Being active Relaxation Steps to success Growth mindset Healthy diet Dental health | <ul style="list-style-type: none"> My healthy diary Relaxation Who am I? My superpowers Breaking down barriers Dental health | <ul style="list-style-type: none"> Diet and dental health Visualisation Celebrating mistakes My role My happiness Emotions Mental health | <ul style="list-style-type: none"> Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety | <ul style="list-style-type: none"> What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immunisation Health concerns Creating habits The effects of technology on health |



| | | | | | | |
|---------------------------|--|---|---|---|---|---|
| Citizenship | <p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions | <p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion | <p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules | <p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing to the community Diverse communities Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Local councillors | <p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament | <p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy |
| Economic wellbeing | <p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school | <p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs | <p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers | <p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me | <p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace | <p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes |
| Transition | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson | |
| Identity | | | | | <ul style="list-style-type: none"> What is identity Gender identity Identity and body image | |

Enrichment

At Oakmeadow, we pride ourselves on the additional opportunities we provide for our pupils beyond their academic experience in lessons. Learning inside the classroom is the key to success, but we also believe that so much more can be learned beyond the classroom. Enrichment experiences, educational visits and extra-curricular opportunities are integral to the experiences of pupils, and their personal development. We encourage our pupils to play a positive role in contributing to school life and the wider community through opportunities such as the school council, collective worship and leadership roles when in year 6 such as prefects, librarians, digital leaders and sports leaders.

Our aim is for every pupil to experience at least one form of additional enrichment. We believe that this helps to support the development of cultural capital and thus improve the life chances of all pupils.

Pupils are given the opportunity to attend after school clubs across curriculum areas, including music, drama, dance, various sporting activities, science and debating club.

Throughout the year, we organise a wide range of educational visits and workshops to support the learning within the classroom. These include visits to Blists Hill, The Exotic Zoo, the local library, Park Hall Farm, Shrewsbury Museum and The Discovery Centre. Throughout the year various programmes and workshops take place in school including a Financial Enrichment day, Reading the Game (A literacy programme run by Shrewsbury Town Football club), VR Workshops where children have experienced the pyramids in Egypt and The Amazon Rainforest and Bikeability days to promote cycling safety.

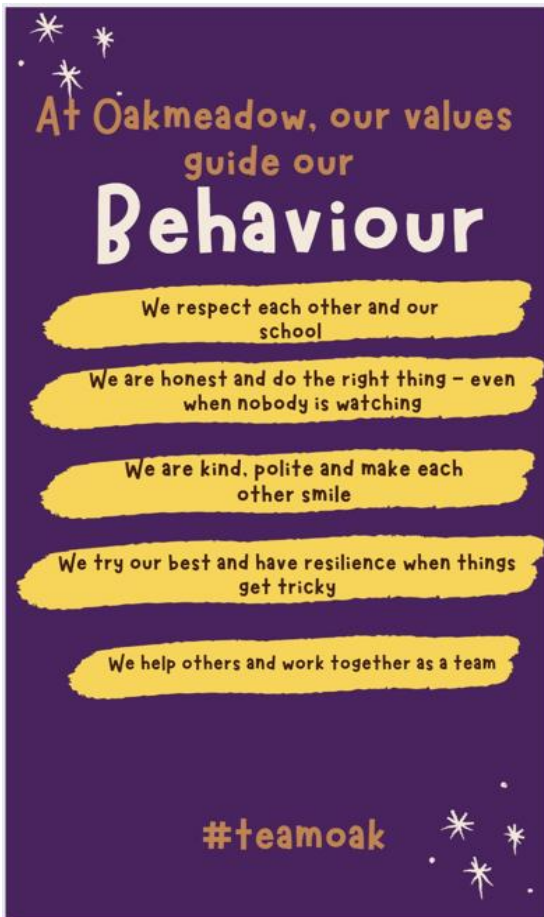
We have a very strong tradition of sport at Oakmeadow and regularly participate in local competitions. We aim throughout the year for all pupils to take part in and represent the school in these events.

In years four and six, residential trips are organised. Pupils spend time away from home and are involved in a range of activities that promote teamwork, provide challenge and excitement.

During all enrichment and extra-curricular activities, we continue to have high expectations around behaviour. We expect all pupils to continue to display our core school values.

Recognising Expected Behaviours

Appendix O



At Oakmeadow, we know that acknowledging expected behaviour encourages repetition and communicates our expectations and values to all our pupils. Using positive recognition and rewards, provides an opportunity for all our staff to reinforce Oakmeadow's culture and ethos focused around our values. Positive reinforcements and rewards are applied clearly and fairly to reinforce our routines, expectations, and norms of our behaviour culture.

At Oakmeadow, our rewards include:

- Verbal and visual praise.
- Awarding of dojo points (linked to house points) for pupils in Year One and Reception.
- Awarding of house points for pupils in Year 2 upwards.
- Communicating praise to parents: face to face, via phone call or written correspondence.
- Awarding of certificates - Learner of The Week, Star of the Week, termly Values Champion.
- Invitation for pupil and family to attend Headteacher's termly tea party.
- Involvement in celebration assembly.
- Positions of responsibility, such as prefect, sports leaders and playground buddies.
- Whole class, house or year group rewards: participating in a popular activity.

Responding to Unexpected Behaviours

When a child displays unexpected behaviour, our members of staff will respond predictably, promptly and assertively in accordance with our behaviour policy. Our priority will always be to ensure the safety of all pupils and staff and to restore a calm environment. It is important that all our staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. Following the 'Team Teach' ethos, de-escalation techniques are instantly used to help prevent further issues arising and recurring. Our staff will often use a pre-agreed script and phrases to help restore calm when addressing an incident. Our response to unexpected behaviour may have various intents. These include:

Deterrence: consequences can often be an effective deterrent for a specific pupil or a general deterrent for all pupils.

Protection: keeping pupils safe is a legal duty of all our staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after an assessment of risk.

Improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.

Pupils can test boundaries. They may find their emotions difficult to manage or may have misunderstood the rules. Our pupils are supported to understand and follow these boundaries and expectations. This may be achieved via consequences, reflective conversations, or targeted pastoral support. We will explore specific programmes which can help to support a child with their emotional needs, understand themselves and others so the pupil can learn to adapt, regulate and as a result reframe their behaviour.

It is always our understanding that behaviour is a form of communication and any contributing factors that are identified after a behaviour incident has occurred need to be taken into account: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

At Oakmeadow, consequences for unexpected behaviour vary depending on the nature of the incident as well as the needs of the child. When consequences are put in place these are discussed with the child to ensure they understand what has happened, what impact it has had and how it could look different next time.

Logical Consequences

At Oakmeadow, we adopt a logical consequences approach which has been successful in helping our pupils reflect on their unwanted behaviour. A logical consequence strategy involves adults purposefully constructing consequences that are related to the behaviour. This is used with the aim of teaching children how to make constructive choices, take responsibility for their actions and learn from their mistakes. This can also help children how they would make a situation right when they are outside of or beyond school.

The 3 R's of Logical Consequence

| | |
|-------------------|---|
| Related | To the negative behaviour. |
| Respectful | In the way its communicated and enforced. |
| Reasonable | For the child's age and understanding. |

What can consequences at Oakmeadow include?

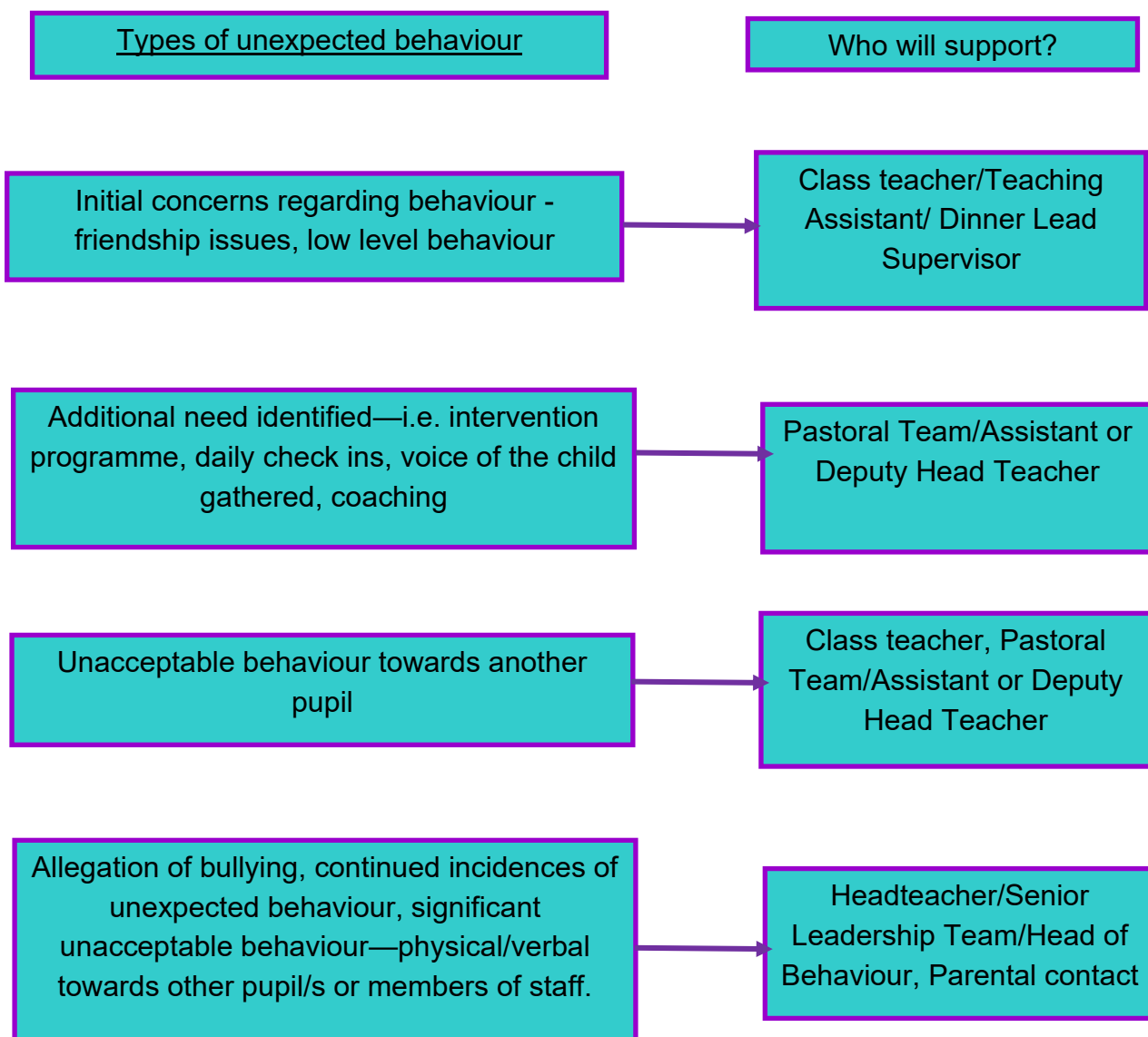
- a verbal reminder of the expectations of behaviour and meaningful apology facilitated.
- a restorative conversation between the pupil/s facilitated by a staff member.
- an activity to support personal reflection to reduce the likelihood of the behaviour being repeated.
- loss of privilege – for instance, the loss of a responsibility, attendance at an event.
- partial loss of outdoor breaktime at the time peers are outside or supervised breaks.
- regular check ins with Senior Leadership Team or Pastoral team.

For more serious incidents, consequences can include:

- Removal from classroom (internal exclusion)
- Fixed term exclusion (suspension)
- Direction off site
- Managed/Directed move.
- Permanent exclusion – however this will always be a last resort.

All our staff at Oakmeadow play an important role in developing a calm and safe environment for our pupils and establishing clear expectations of pupil behaviour. Our staff uphold our whole-school approach to behaviour by teaching, reinforcing and modelling our expected behaviour and positive relationships so that our pupils observe examples of good habits and are confident to ask for help when needed.

The Senior Leadership and Pastoral Team are made aware of all behavioural incidents across school throughout the day via our CPOMs reporting system.



Support

For the majority of pupils, verbal praise and recognition of positive behaviour is enough to support them in being ready to access learning. However, at times, pupils may face challenges and need additional support to regulate their emotions to manage the demands of the school day, their home life and social interaction. All staff have received training in the Team Teach approach to promote early intervention to prevent or deescalate unwanted behaviour. Within school, we have a dedicated team, who when needed, provide further assistance and support for pupils to co-regulate and manage their distressed behaviour. These adults either have extensive experience in behaviour management or are Oakmeadow's accredited Level 2 Team Teach practitioners.

Our inclusive ethos recognises that different learners need different levels of structure and support to be successful. Building relationships and key consistencies in language and response from staff need to be in place so pupils feel secure and therefore are supported in their development of positive behaviour. Where there is a continuation of disruptive behaviour or where a child is unable to modify their behaviour, it may indicate there are underlying needs that may need further exploration and support.

For pupils with more challenging behaviours, individual approaches are developed within the classroom such as the use of Now and Next boards, visual timetables and a 'work / reward' approach. Additional supportive interventions such as developing Emotional Literacy investigates the root causes of the behaviour and supports the child with strategies and provision to enable them to communicate their needs more effectively, rather than resorting to negative behaviour. Other measures to support may include a reset break, meet & greet, Behaviour Support Plan or bespoke personal support. All provisions are communicated to parents, reviewed regularly, and monitored for impact.