



Behaviour for Learning

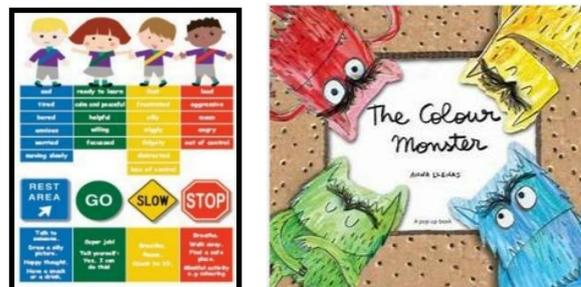
Appendix M

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. 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 recognise 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 controlling their emotions and managing their sensory needs, guiding them to the 'Green zone, where optimal learning occurs both academically as well as socially. This provides the consistent reinforcement of self-reflection and self-regulation. Pupils in Early Years (Nursery & Reception classes) and Year One use 'The Colour Monster' to support identifying, recognising and understanding their 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 stems from this, as fundamentally we are a school that values the wellbeing of our pupils and their ability to navigate learning situations as they get older. Our curriculum is designed to be inclusive, engaging and ambitious for all learners. It promotes curiosity, creativity and resilience.

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, 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 provided with the necessary information to lead healthy and happy lives.

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.



The five key strands are as follows:

- **Families and relationships** – learning how to recognise and form positive relationships with family and friends; identifying how to deal with conflict and bullying.
- **Health and wellbeing** – learning strategies for maintaining physical and mental health, including hygiene, exercise, healthy eating, sleep and self-awareness.
- **Safety and the changing body** – learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming parts of the body; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.
- **Citizenship** – recognising the importance of rules; caring for others and the local environment; learning about rights, responsibilities and the importance of participation in community life.
- **Economic wellbeing** – exploring what money is, ways to earn it and how to take care of it

In addition to the PSHE curriculum, the Kapow scheme of work is also used to teach the statutory and non-statutory elements of the Relationship and Sex Education curriculum.

Enrichment

At Oakmeadow, we pride ourselves on the outstanding opportunities we provide for our pupils beyond their academic experience in lessons and continue to promote positive behaviour. Enrichment experiences, educational visits, 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 community events helping them to develop empathy, teamwork and a sense of responsibility. Through opportunities such as School Council and One Voice representatives, collective worship and leadership roles such as prefects, librarians, digital leaders and sports leaders. Pupils have many opportunities to play a positive role across school.

We aim 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.

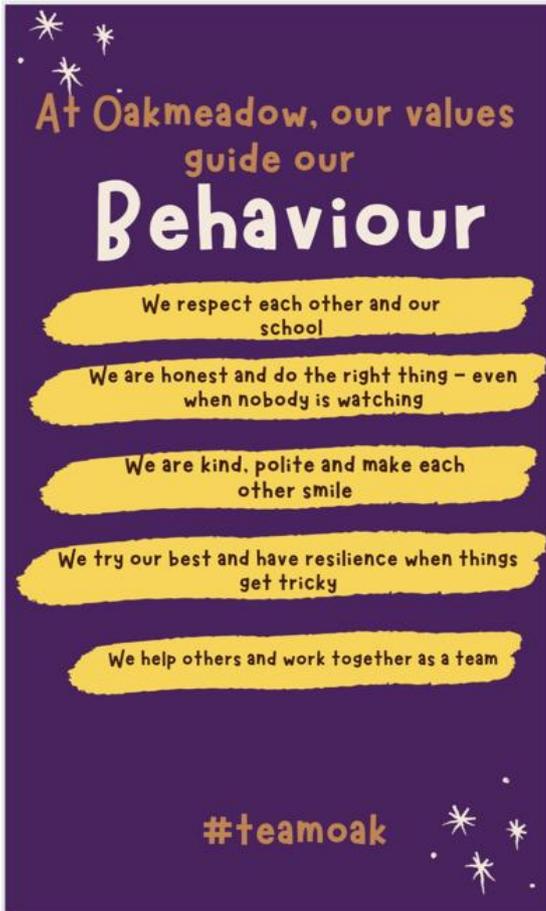
Pupils are given the opportunity to attend a range of after school clubs across curriculum areas, including music, drama, dance, science, computing and various sporting activities.

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), Bikeability days to promote cycling safety and VR Workshops where children have experienced life in Ancient Egypt and the Amazon rainforest.

Oakmeadow children, staff and parents live the Christian values of love by supporting others through a wide range of charity work, supporting charities such as Motor Neurone Disease Association, NSPCC, Comic Relief, Children in Need, and a range of local charities such as the local food bank. Throughout our curriculum, visits and visitors into school expose children to wider life experiences such as visits to the theatre and places of worship.

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. This year, our year 5 pupils have had the opportunity to attend a residential visit in Northern France with other primary school aged pupils from across The Marches Trust.

Recognising Expected Behaviours



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.
- Awarding of 'pom poms' during lunchtime (we are aiming to achieve the Happy Lunchtime award). At the end of the week, the class with the most pom poms receive a reward.
- Communicating praise to parents: face to face, via phone call or written correspondence.
- Awarding of certificates - Learner of The Week, Star of the Week, Lunchtime certificates, termly Values Champion.
- Invitation for pupil and family to attend The Headteacher's termly tea party.
- Involvement in celebration assembly.
- Positions of responsibility, e.g. prefect, sports leader and playground buddy.
- Whole class, house or year group rewards: participating in a popular activity of their choice.

At Oakmeadow, what behaviours are expected through our values?

Love	Respect	Faith	Honesty & Integrity	Resilience	Teamwork
Showing kindness to others. Demonstrating patience. Complimenting peers. Opening doors, allowing others to enter a space. Greeting and responding appropriately to peers and adults.	Letting others have a turn first. Looking after equipment. Picking something up from the floor. Keeping areas tidy. Using manners at all times. Saying please and thank you.	Standing up for someone. Forgiving someone who has done something wrong.	Following rules even when no one is watching: i.e. walking in the corridor or remaining quiet during assembly without needing reminders. Owning up to a wrong answer or forgotten homework without making excuses.	To keep practicing, even when it's frustrating, and celebrate small improvements. Showing courage to speak up again after getting something incorrect before. Seeking support from adults and staying kind rather than retaliating during conflicts.	Contributing ideas, listening to others, and dividing tasks fairly. Inviting others to join games and making sure everyone feels welcome. Praising classmates for their efforts and achievements

Responding to Unexpected Behaviours

Pupils can test boundaries. They may find their emotions difficult to manage or may have misunderstood the expectations. Our pupils are supported to understand and follow these. 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.

Our response to unexpected behaviour have various intents which 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.

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 a bereavement, has a history of adverse childhood experiences, has mental health needs, is being bullied, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Pupils who are not yet able to show they can follow our 'core expectations', are spoken to privately. All staff use a consistent approach through our daily routines and classroom management. 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.

How to Remind Pupils of Expectations

1. Values Reminder

We use this when we want to link behaviour to our school values:

🗨️ "[Pupil's name], at Oakmeadow we show respect. Please show your respect by turning around and focusing on your work."

2. Verbal Reminder

We use this to clearly restate what is expected:

🗨️ "[Pupil's name], remember what I said about our expectations. When I come back, I expect to see you showing the right behaviour."

3. Visual Reminder

We use a visual cue (like a mark in their book or a note) to reinforce the message:

🗨️ "[Pupil's name], here's a reminder of what you need to do. I'll check back in three minutes. If you're not on task, you'll need to move seats."

How to Support Behaviour Through Change

1. Change Support

We use this when a child may be struggling with the task:

🗨️ "[Pupil's name], do you need some extra help? I'll come back in three minutes—let me know how I can support you."

2. Change Seat

Use this when a child needs a quieter space to focus:

🗨️ "[Pupil's name], I've set up a separate learning area for you. Please move there now. If it doesn't help, we'll need to find another space."

Call home the same day and log the incident on CPOMS.

3. Change Space

We use this when a child needs a complete reset in another classroom:

🗨️ "[Pupil's name], you'll spend ten minutes at the time-out table in another class. After that, we'll talk about how to get back on track."

Class teacher and SLT to meet with parents in person and agree next steps.

How do Logical Consequences support positive behaviour at Oakmeadow?

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 pupil to ensure they understand what has happened, what impact it has had and how it could look different next time.

We adopt a logical consequences approach which has been successful in supporting our pupils to 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 pupils how to make constructive choices, taking responsibility for their actions and learning from their mistakes. This can also

help pupils understand how they would put a situation right when they are outside of or beyond school.

For logical consequences to be effective, they must be:

- Related to the behaviour (not random punishments).
- Respectful. Avoiding humiliation in the way its communicated and enforced.
- Reasonable for the child's age and understanding, the duration and scale.
- Helpful in teaching better choices.

Example

Act	Logical consequence
Unkindness on the playground.	Pupil walks with staff member for 5 minutes and observes others playing and discusses choices.
Making an area untidy.	Pupil is responsible for keeping a specified area tidy for the week.
Food being thrown on hall floor during lunchtime.	Pupil supports lunchtime staff to clear area at the end of lunchtime.
Messing around in toilet or cloakroom area.	Pupil may lose the freedom to go to the toilet unsupervised for a specified time, requiring an adult to escort until trust is rebuilt.

How to Respond When Behaviour Requires Further Escalation

1. Removal of Social Time

The pupil spends break/lunch away from peers and meets with a member of the Middle or Senior Leadership Team. We use this time for a restorative conversation or refer to a social story to help them reflect and reset.

2. Request for Support

Call for SLT support if the pupil is not engaging in learning.

Call Team Teach Level 2 trained staff immediately if the behaviour is hazardous or unsafe.

3. Same-Day Review

A review must happen the same day to support both the pupil and staff. The goal is to reset and prepare everyone for a positive start the next day.

Following the 'Team Teach' ethos, de-escalation techniques are instantly be employed to reduce the likelihood of further issues arising and recurring. Our trained staff use a pre-agreed script and phrases to help restore calm when addressing a physical incident where a child has required a level of physical intervention.

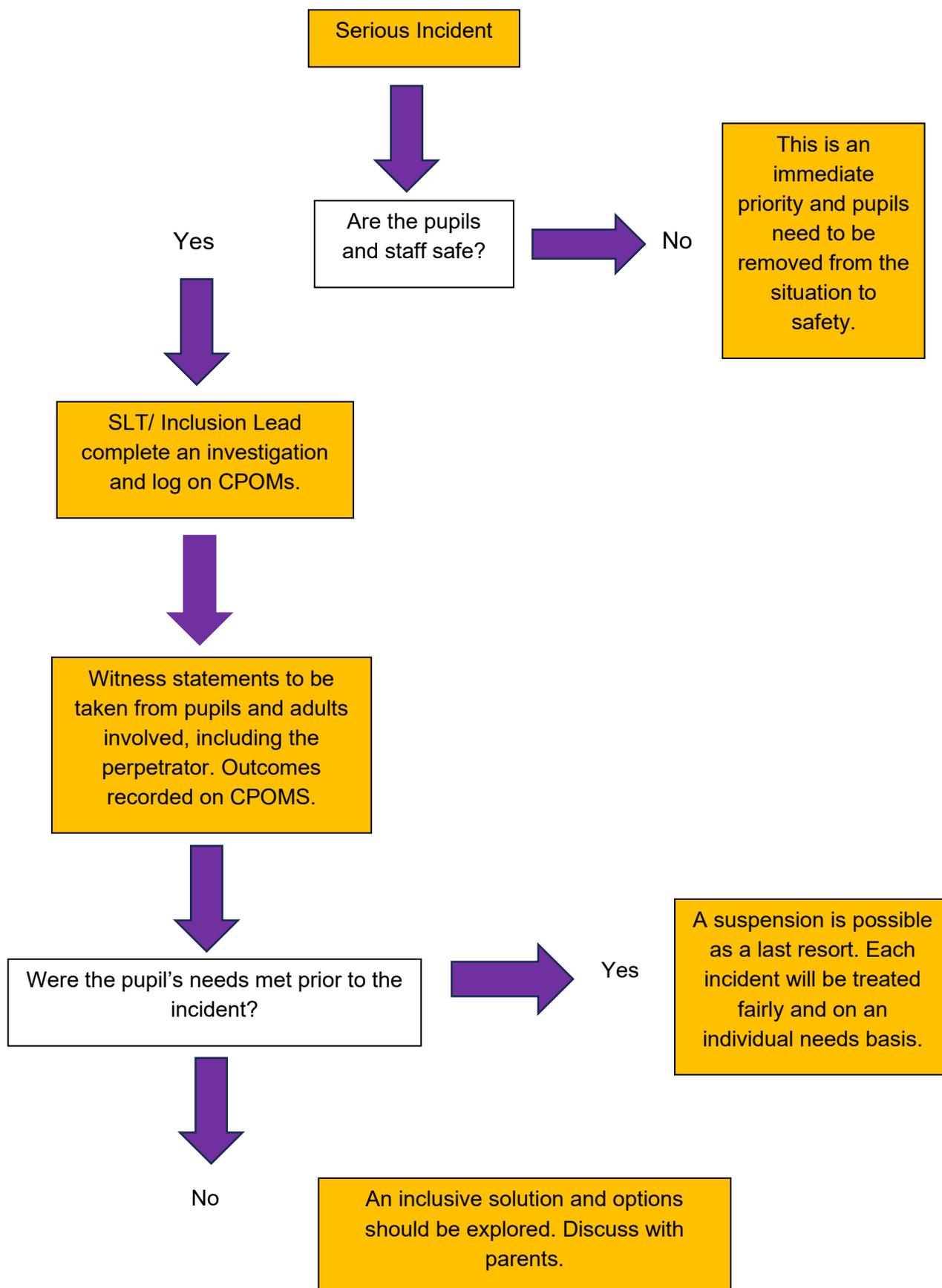
For more serious incidents, consequences can include:

- Removal from classroom (internal exclusion)
- Fixed term exclusion (suspension)
- Direction off site
- Managed/Directed move.
- Permanent exclusion – (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. 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.



Options to avoid issuing a suspension:

- A restorative meeting with the child, staff member and/or peers involved.
- Invite parent / carer into school to prepare the child for the consequence.
- Child to spend a fixed period of time with a member of SLT.
- Removal of social time for a fixed period.

Appendix P

Support

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 and supported by our Pastoral and Senior Leadership Team. Individual provision in place may include the use of a now and next board, a visual timetable 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, home communication book, the implementation of a Behaviour Support plan, bespoke personal support, support through our nurture provision, access to our Emotional Literacy Support Assistants (ELSA) and the support of external agencies. When challenging behaviour continues, advice and support may be sought from a range of agencies including Local Authority Inclusion services, Educational Psychology Services, alternative Outreach providers. All targeted provision is discussed in advance with and communicated to parents, reviewed regularly, and monitored for impact.