

One Degree Academy

BEHAVIOUR POLICY

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Principles

One Degree Academy is committed to the highest standards of student behaviour. We believe that in order to be successful in life, students must become self-disciplined, courteous and respectful. One Degree Academy STRIVE standards provide a framework to ensure our values are embedded in our daily practice and routines. Praise and recognition for STRIVE behaviours in a culture which consistently teaches students appropriate school behaviour will ensure that we have a happy and purposeful learning environment.

Aims:

- To ensure all students develop good learning habits in order for them to become self-disciplined individuals.
- To have the highest expectations of students' behaviour to ensure the highest standards of learning can take place.
- To create an environment in which students are taught to respect and support each other and to accept responsibility for their own actions.
- To form an active partnership with parents/carers to encourage good behaviour and to establish improved patterns of behaviour where there are difficulties.
- For students to understand their role in making the academy an outstanding place to learn and to have pride in their school.

These aims are supported by regular and appropriate in-service training; close parent/carer and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities and social events aimed at pulling together the different life experiences of groups within the community.

The One Degree approach:

The key to successful school discipline is to correct student misbehaviour. All staff at One Degree Academy are responsible for correcting conduct errors; often punishment or sanction is less important than the student correcting their behaviour in the moment.

At One Degree we respond to a behaviour error by:

- Correcting the student through both non-verbal and verbal signals
- Teaching them to behave better next time by stating their action, then what it **should** look like
- Having the student practise the required behaviour

At ODA, discipline isn't finished until we get the correct behaviour.

We do not offer children choices as to how they behave. We believe there is only one way to behave - the right way. At all times all staff must convey this message - that there is only one way to behave and that all children need to learn this.

We do not respond to students with 'if you do ___ again you will earn ___ sanction' because we believe this communicates that there is a choice as to how we behave. We respond with phrases which correct errors such as:

- 'We don't speak that way at ODA. Now start over and do it again.'

- ‘That’s not how we line up here, now do it again.’

Our main response to poor behaviour is to not accept it in any form. Therefore, we send children back to ‘do it’ again. This primary response is the responsibility of all staff and applies to:

- The way children speak to adults
- The way children speak to each other
- How they transition around the building
- How they act at lunch or at break-times
- How children handle frustration and anger
- How they deal with visitors and guests
- Any other situation

We always aim to communicate the message that the only way to behave is the right way, and that this is consistent no matter who is dealing with the issue.

STRIVE standards (Primary)

Scholarship

EYFS - Preparing to succeed

I track the person who is talking
 I listen with my eyes, ears and voice off
 I keep my body still during learning so that my body shows focus during carpet time
 I ask an adult for help with my work if I'm not sure

KS1 - Showing core values in our actions

I am alert and engaged during class and I don't fiddle or fidget.
 I keep my body still and show STAR sitting at all times
 I listen actively by tracking the adult, keeping my voice off and participating by using our non-verbal signals.
 I use my time well and don't waste time or go to the toilet or first aid unless I really need to.
 I come to school every day ready to learn (unless I am really sick).
 I approach new learning with enthusiasm, positivity and zest.

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I can focus on the task
 I can start work straight away
 I can use the Success Criteria
 I ask a question if I don't understand
 I don't distract my teammates during their learning time
 I track every speaker
 I make sure that I complete all of my home learning
 I look for new words and seek to incorporate these into my vocabulary and writing
 I will take pride with all of my presentation

Teamwork

EYFS - Preparing to succeed

I am happy when teammates achieve or are recognised in class, during shout-outs or in celebration assembly

I use a quiet voice when I am supposed to

I can walk in a straight line, with my class; I do not disrupt others in the line

I try to talk to and let everyone join in with my play

KS1 - Showing core values in our actions

I use a loud, proud voice so that everyone I am talking to can hear me

I keep my voice off when an adult is talking so that my classmates can focus

I notice when my teammates do things well and I compliment them on it

I walk in HALLS like a scholar; I do not disrupt others in the line

I don't brag when I win, and I don't get upset when I lose

I listen when my classmates are sharing ideas

I only say things which are kind, helpful or true

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I do my part to make my class a place where everyone feels part of a team

I do my best to help meet class goals

I use a kind voice and kind words with my teammates and all adults

I speak 'loud and proud' when contributing in class

I can contribute ideas when working on group projects

I listen to other members of my team and value their input

I am able to take a lead in a team and encourage team mates

I win or lose graciously

I can support my teammates when they are finding things tricky

Responsibility

EYFS - Preparing to succeed

I hold myself up straight and tall whether STAR sitting or standing; My body shows confidence

I greet others and make eye contact with them

I make good choices in the bathroom. I use it, flush, wash my hands with one squirt of soap, dry my hands quickly and leave

I use learning tools carefully and considerately

I say "good morning" and "good bye" to people

I try all of my food and eat as much as I can

KS1 - Showing core values in our actions

I hold myself up straight and tall whether STAR sitting or standing;

I greet adults and make eye contact with them

I throw away my own rubbish at the right time

I make good choices in the bathroom. I use it, flush, wash my hands with one squirt of soap, dry my hands quickly and leave, and I do not talk in the bathroom or corridor
 I keep my HL journal, books, coat and bag neat and my belongings tidy
 I use school equipment and learning tools carefully and considerately
 I try to solve problems and find solutions myself. If I can't, I ask an adult for help
 I tell an adult when something is wrong or I feel worried about something

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I do my part to help meet class goals
 I respect my learning materials
 I make eye contact when talking to and listening to others
 I practise good daily health habits including brushing my teeth, washing, and using deodorant
 I remember to bring in my PE kit for after school sports clubs
 I can control my body at all times
 I can accept consequences for my actions
 I take responsibility for my appearance and have my shirt tucked in and tie looking smart
 I can take responsibility by taking my possessions home
 I remember to complete my home learning and fill out the Home Learning Record every day
 I remember to ask my parents to sign my Home Learning Record every week

Integrity

EYFS - Preparing to succeed

I tell the truth even if the truth is hard
 I respect other people's items. I do not touch them unless I have permission
 I say please and thank you independently
 I can be trusted to follow adult instructions

KS1 - Showing core values in our actions

I tell the truth immediately any time someone asks me a question, even if the truth is hard
 I respect other people's items. I do not touch them unless I have permission
 I say please and thank you independently all the time
 I own up to any mistakes I make
 I can be trusted to follow adult instructions even when they aren't looking
 I make my own choices instead of following others

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I tell the truth at all times
 I will have an answer prepared when I raise my hand
 I THINK before I speak
 I talk positively about others
 I treat everyone with respect (For example, I do not talk behind others' backs or write texts, social media messages or notes about them)
 I am able to admit when I've made a mistake and reflect on it
 I am able to ignore and not provoke others
 My actions speak highly of me

I am polite to everyone

Value

EYFS - Preparing to succeed

I say please and thank you when appropriate
 I am kind to my friends and teammates
 I contribute to making our community better by picking up rubbish or tidying up even if the mess isn't mine
 I care for my environment and always put my rubbish in the bin
 I try my best to produce work which I am proud of
 I ask others questions about themselves when talking with them

KS1 - Showing core values in our actions

I hold the door for people whether they are teachers, team mates or visitors I don't know.
 I add value to class discussion by giving thoughtful answers
 I contribute to making our community better by picking up rubbish or tidying up even if the mess isn't mine
 I show respect for my learning environment and always try to keep it clean and tidy
 I always ask the question 'how can I help, or make things better?'
 I try my best to produce work which I am proud of

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I am kind to everyone in our school community, whether they are my friends outside of school or not
 My code of ethics addresses the fact that I am part of a larger community and I try to contribute positively to it
 I can contribute positively to my school community and make it a better place
 I will encourage others to produce work that they are proud of
 I offer my friends help and advice when they are in need
 I can talk at an appropriate volume in a public place

Effort

EYFS - Preparing to succeed

I accept that my actions have v and try hard to use a strategy to overcome negative feelings
 I can use effort to recognise how I or others are feeling
 I don't give up even when things are hard
 I learn from my marvellous mistakes

KS1 - Showing core values in our actions

I use my mood meter, meta moments and strategies to be my best self and in the right place for learning
 I don't give up even when things are hard
 I give things a go before asking an adult for help
 I learn from and celebrate my marvellous mistakes

I try my hardest in every piece of work that I do
I know that I get better if I keep practising at school and at home

KS2 - Getting into achievement / cultivating good habits: *we are what we repeatedly do*

I use my mood meter, meta moments and strategies to be my best self and in the right place for learning, even when it's hard
I try my hardest on every assessment
When I make mistakes, I don't get upset - I learn from them
I embrace challenges
I know and show that success comes from working hard on everything I do
I do my best with my home learning every nights and
I come to school every day and on time

Mood Meter check-ins and Journaling

At One Degree Academy, students are given regular opportunities to contemplate upon and regulate their feelings. In EYFS, students move an image of themselves on a class Mood Meter to indicate how they are feeling. In Year 1, students complete a simple Mood Meter on paper twice a day and consider an appropriate use of emotive language to describe how they are feeling. In Years 2-6, children complete a journal enabling them to reflect on their emotional state daily and consider class and individual targets weekly. This enables adults to intervene, challenge or celebrate why students may be feeling a particular way and gives students a structure to discuss with their peers.

Routines

Consistency is key and all classes at One Degree Academy will follow routines to manage certain aspects of behaviour in lesson time:

a) Transitions

When moving from the carpet to tables and vice versa, teachers will give the 1,2,3 click command. 1 = sit up in STAR 2= stand up silently; 3 = turn and prepare to move; click = move silently.

Students and groups who do this very effectively will be praised.

b) Non Verbal Communication

To avoid unnecessary calling out, non-verbal communication will also be used during teaching time. For example, agree/disagree signs, signals for toilet/tissue, Sudhi Scholarship fingers, and other values gestures. See [Appendix 1](#) for student signs.

c) Tracking

Students will be expected to 'track' the teacher when he or she is speaking and teaching. Students will refocus and look at the teacher/intended focal point when given the command to 'track'.

d) Attention

When whole class or large group attention is required, the teacher will either clap a pattern which children will clap back, or they will raise their hand in the air. Students will respond to this by raising their hand and falling silent.

Recognitions

At One Degree Academy we want students to feel proud by the intrinsic value of achievement. However, we are committed to rewarding good learning habits in all key stages. We recognise students in different ways:

a) Verbal Praise

Teachers and other staff will praise good learning habits in and around the academy. It should be very clear which learning habit/STRIVE value the child is demonstrating. "Well done, you are working hard and are showing effort." All classes will have their own 'cheers' for students who have demonstrated good learning habits in accordance with each STRIVE value. Each STRIVE value also has its own cheer and song which children will be encouraged to use.

Teachers will also praise students during the 'phone call home' at least twice every half-term.

b) Stickers

Students who have been working towards a particular learning habit/STRIVE value may receive a sticker in recognition of improvement or success. We are careful to avoid damaging intrinsic motivation so avoid 'if then' rewards for stickers and postcards. Rather these should be used to recognise achievement not as the primary motivation for the achievement.

c) STRIVE ticket

Students who have been working towards a particular learning habit/STRIVE value may receive a STRIVE ticket in recognition of improvement or success. These are used to recognise achievement not as the primary motivation for the achievement and are added to the class STRIVE jar. STRIVE jars and tickets are added to the Academy's STRIVE bank at celebration assembly and a winner is drawn as our STRIVER of the week each Friday.

d) Postcard home

Students who have improved their learning habits/STRIVE may receive a postcard home to inform parents/carers of improvement. Postcards home are also issued for displaying exemplary learning habits in and out of the academy and will be posted home.

e) High STRIVE

Students that display consistently positive behaviours in a session or who achieve something extraordinary are awarded a High STRIVE. Their name is attached to a number on the class chart and when the chart is full, a random draw is made. The child selected receives a small class reward as a recognition of their achievements. The names are then rubbed out and the chart is filled again.

f) Certificates

During our Friday celebration assembly, students are chosen who have demonstrated significant improvement in line with the STRIVE values or who have shown outstanding scholarship and are awarded a certificate.

Sanctions

Teachers and all staff at ODA are proactive. Here, discipline isn't what we do when children misbehave, it's what we do so they won't. Supervision is used to prevent problems, not to simply deal with them after they've occurred. That said, we use rules, limits and correction so students understand some behaviours are strictly out of bounds.

EYFS/KS1/KS2 Cloud Chart

We want to ensure students are intrinsically motivated e.g. not over-recognising students that are working hard.

Every lesson is a fresh start. All names on the class cloud chart should be moved back to 'green'. Staff do not hold grudges and always look for students that are demonstrating the One Degree Academy STRIVE values.

Shout outs and blue/purple clouds

- All classes will have a cloud chart. This is the main tool for rewards.
- 'Shout outs' and the blue/purple cloud will be used for students demonstrating something exceptional and not just simply demonstrating a learning habit e.g. correct equipment - this is an expectation of all students. Shout outs from others can also be sent to the class teacher who will recognise these students at an appropriate time
- Staff are free to choose how they acknowledge students who have earned their place on the blue or purple cloud at the end of a session. For example, they may choose to recognise students who have their name on the purple cloud at the end of the session by giving a postcard home, calling home, or giving a sticker for the particular STRIVE value they may have shown
- Staff may also choose to use other positive rewards such as table points as a way of acknowledging and reinforcing behaviours that show the ODA values.

Corrections

Staff will always attempt to intervene if students exhibit negative behaviours against the academy values in the following ways:

Non-verbal warning

- A look or non-verbal signal to the student who is not on task

Verbal warning

- Verbal warnings and corrections are linked to the relevant STRIVE Standards
- Only one correction will be given in a session before a child moves down a cloud
- Talking in corridors or poor HALLS = practise time at a time of the teacher's discretion

Use of white cloud

- All classes will have a cloud chart. This is the main sanction for a student not responding to a verbal warning/correction
- If a student does something to warrant moving their name down (failure to respond to a verbal warning or other behaviour warranting a move), then the teacher will move them initially to the white cloud

- In EYFS, during activity time, students are given a physical white cloud to hold and are directed to a space in the room to discuss with an adult and then to reflect in that spot (1 minute per year of age). They then return the cloud to an adult and are encouraged to take appropriate steps to rectify their actions
- From Nursery-Year 6, students are encouraged to earn back their place on the green/blue/purple clouds if they have been placed on the white in a session, and this should be a key focus for the teacher/AT
- A student should be on a white cloud for no longer than 5 minutes - this is sufficient time for them to respond by using a personalised strategy or to be moved to yellow if not responding

Use of the Yellow cloud (Reset) - (recorded on Bromcom)

- If a student does not correct their behaviour, or persists in not showing STRIVE, then the teacher will move them to the yellow cloud
- In some circumstances, students may need to go directly to the yellow cloud. This is for aggressive, disruptive, or defiant behaviour and is at the discretion of the lead adult
- Once a student is on the yellow cloud, an adult will complete the first section of a reset form. An adult will take the child to complete a reset in their partner classroom. An adult in the partner class will supervise and support (where necessary) the student to complete the reset form
- Once the reset form is completed, the student will be brought back to the classroom and will place the form in the reset form holder. The student's name will return to the green section of the chart. At the end of the session an adult will discuss the incident with the student.
- EYFS/KS1 Reset forms are given to the Admin Team at the end of each day and added to Bromcom. KS2 Reset Forms are taken to the student's correction and added to Bromcom. Reset data is summarised in the weekly behaviour report
- A reset form will result in a phone call home by the adult teaching that session (EYFS and Year 6)
- 2 reset forms in a day will result in a phone call home by the class teacher (KS1/Years 3, 4 & 5)
- A reset form will result in a break/lunch time/Golden Time correction (KS2)

Recognition Plan - (recorded on Bromcom)

- 4 reset forms in a week, means the student will start a Recognition Plan
- A Recognition Plan will also be used when a student is repeatedly not following the STRIVE values of the academy, for example:
 - running in the corridors after being warned on consecutive days
 - continuing to talk in assembly after being warned on consecutive days
 - disrespecting an adult in class after being warned on consecutive days
 - persistent refusal to follow instructions
- Any other behaviour deemed serious enough by the Key Stage Lead or Pastoral Team to warrant a Recognition Plan
- A Recognition Plan will start with a parent/carer and student conference with the class teacher where the student's behaviour is discussed and clear targets are set. The Recognition Plan and process will be explained at the meeting and a regular weekly review meeting booked in
- Recognition Plans will be kept in a designated area of the classroom so that any adult can see and comment on a student's progress towards their targets; this is key in motivating students to improve their behaviour
- Recognition Plans must be reviewed immediately at the end of each session with the student. An adult will indicate success in the session by writing a tick or a dot for each target and discuss how the student met or didn't meet the target

- After a week, a review meeting will be held with the student and parent/carer to discuss progress and determine if the child has corrected their behaviour or would benefit for further time on the plan
- If needed, other interventions will be put in place and further meetings with SLT or other agencies will be scheduled
- All Recognition Plans and parent meeting records to be submitted to the designated member of the Admin Team
- Students on a Recognition Plan are discussed at the weekly pastoral team meeting
- Key Stage Leads will hold a half-termly meeting with the class teacher, student and parent/carer to discuss progress. A decision will be made as to whether the plan is adapted, continued or ended in this meeting

High Level (HL) Incident (recorded on Bromcom)

The following high-level incidents will be logged on Bromcom:

- Bullying
- Persistent disruptive behaviour
- Swearing
- Fighting
- Spitting
- Hitting
- Biting
- Damaging school property
- Harming self/others
- Targeted verbal abuse (including sexism, racist, homophobic abuse)
- Stealing
- Persistent defiance
- Dangerous behaviour
- Sexual misconduct
- Any other incident deemed serious enough to warrant a HL incident form

Internal Exclusions (recorded on Bromcom)

- Repeated failure to correct behaviour on a Recognition Plan, or incidents deemed unsafe will result in an internal exclusion and a meeting with a member of the SLT
- This may involve the student not participating in playtimes or other privileges; instead, remaining with a member of the SLT.
- The Principal and/or Behaviour Lead will decide whether their behaviour warrants internal exclusion or suspension

Any behaviour deemed unacceptable, or repeated infringements of the behaviour policy or STRIVE values may result in either internal exclusion, suspension, or permanent exclusion. For further details see our Exclusions Policy.

School Bus / After School / Breakfast Clubs / External trips and visits / other unstructured environments

These are more unstructured settings and are often delivered by adults outside of the One Degree Academy team. As a result, the academy reserves the right to refuse or remove a student's access to clubs, trips and visits and other unstructured settings should they deem this necessary. A decision to remove access to clubs will be taken in the following circumstances:

- concerns about safety
- concerns about a student's behaviour in school
- concerns about a student's behaviour at an after school club or other unstructured setting
- a student being on a Recognition Plan
- a student that has been internally excluded or suspended from the academy
- any other behaviour the academy deems unsuitable for a more unstructured setting

The academy reserves the right to determine what is and isn't acceptable behaviour.

Escalation

1. Blue/Purple/Green clouds
2. Non-verbal warning / correction
3. Verbal warning / correction linked to STRIVE
4. White cloud (failure to respond to verbal warning) - Correctional conversation during next break if not worked off
5. Yellow cloud and reset
6. Correction (KS2)
7. Recognition Plan
8. High Level: Internal Exclusion/Suspension
9. High Level: Permanent Exclusion

Positive Behaviour Approach

We believe that how we conduct ourselves as adults is a powerful factor in determining how students behave. As adults, we need to maintain a positive state in ourselves, so that we are in control of our own emotions and can manage situations well. A positive state of mind is vital as well as supporting each other, both asking for and offering help.

We know that positive language can help to de-escalate a situation.

“I can see you’re upset/been upset/there’s something not right, something’s happened”

“How can we put this right?”

“Can you ..., thank you.”

“I’m here to help”

“You talk, I’ll listen!”

“Shall we.....?”

“Let’s see if.....”

Adult actions that help in a crisis:

Helpful

- Offering help to colleagues
- Keeping quiet
- Listening
- Giving student space
- Moving other students away from situation
- Using help script with student
- Distracting the student
- Acknowledging that there has been a problem
- Keeping calm and positive
- Being consistent with colleagues
- Helping student calm down e.g. breathing techniques, counting
- Encouraging use of self-regulation plan
- Ignoring negative comments - keeping professionalism, and not taking things personally

Unhelpful

- Arguing with the student/getting into negative scripts
- Taking over from colleagues/getting involved, without communicating first
- Lots of adults talking at same time
- Talking over the student
- Direct, aggressive language
- Disrespectful language/tone of voice
- Shouting; being too loud
- Undermining colleagues
- Physically intervening too quickly/unnecessarily
- Confrontation
- Sarcasm
- Referring to parents
- Not listening
- Not taking students seriously
- Change without warning
- Being dismissive
- Not being available, “not caring”
- Treating students unfairly
- Expectations not pitched right
- Being in a bad mood
- Inconsistency
- Negative body language

Physical Intervention

We have adopted a positive touch policy, and we believe that touch can be used very effectively to reassure, calm and focus our students. We are also aware that this is dependent on what is ‘okay’ for the individual student, and make considered choices. Staff should always refer to the safeguarding policy in order to avoid any misinterpretation of physical contact and to protect themselves as professionals.

We are always mindful of entering into a student's personal space (anything within arm's length), and even more so of their intimate space (within elbow's length). If we are entering into that space, we need to have a good reason for doing so, and consider safeguarding issues for the child and professional involved.

Sometimes we might **hold** a student who is distressed - this is the use of physical contact to direct or calm children down. This may be an arm around the shoulder; a hug, or guided by the arm. This may need to be done to prevent a student from disturbing an activity, hurting themselves or others, and be prevented from negatively affecting the well-being of others. This does not need to be recorded unless it has led to an injury.

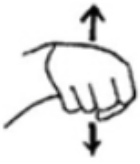



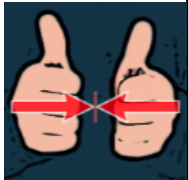




A **restraint** (the positive application of physical force to ensure that injury is not caused to any persons, that good order and discipline is maintained and/or a criminal offence is not committed) will only occur if it is reasonable, proportionate and necessary. This is **ONLY** because a student is being a danger to themselves or others, and should always be a **last resort**. It is **NOT** appropriate to physically intervene with a student in any other circumstances, and we are very aware of the possibility of escalating situations by intervening inappropriately.

Some members of staff have been trained in Team Teach approaches, and should follow the extensive guidelines set out in this work. Incidents of restraint are recorded in the bound and numbered restraint book.

Students with Social, Emotional and Mental Health (SEMH)

For students on the AEN register for Social, Emotional & Mental Health (SEMH), a provision is put in place by their class teachers and the Inclusion Lead. All adults are aware of students with SEMH in their year groups with plans put in place to support students to be successful. Students with SEMH are still expected to behave in accordance with the academy's core values, but pupils that are on the AEN register for SEMH will be taken into account when dealing with any incidents. Any adult who has concerns about a student's behaviour should refer to Key Stage Leads or the Inclusion Lead so that the student can be brought up in Pastoral Team meetings, and where necessary can be added to the SEN register.

Appendix 1 - Student Non-verbal signals

	Yes		No
	Question / Comment		Build on Comment
	Agree		Help
	Tissue		Water
	Toilet		Thank you