



BEHAVIOUR FOR LEARNING POLICY

Behaviour for Learning Policy

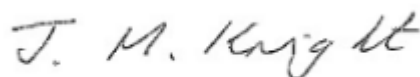
Wolvercote Primary School
The River Learning Trust



Date Adopted by Governing Body: Autumn 2022/2023

Date to be reviewed: Autumn 2023/2024

Signed Chair of Governors



Jenny Knight

Signed Headteacher



Mandy Hook

Wolvercote Primary School Behaviour for Learning Policy

Introduction

Wolvercote Primary School expects high standards of behaviour for all. There is an expectation that staff and pupils take responsibility for promoting and maintaining these standards. Our aim is to support children to become responsible citizens with an ingrained sense of how to conduct themselves in the wider world. This is developed through a focus on building positive relationships, consistency and developing a culture of respect and self-belief.

Aims of the Policy

This policy aims to

- Provide a consistent approach to behaviour management
- Define what the school considers to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline the system of rewards and sanctions
- Build a culture of respect, empathy, self-awareness and kindness.

Wolvercote Rules

The school rules are reviewed at the beginning of each school year. Posters with the three school rules are displayed in all classrooms and in areas around the school.

Be kind and respectful

Be responsible

Be an active learner

Behaviour Expectations

Adults in school

The school follows the 'Pivotal Behaviour' approach which focuses on calm, consistent adult behaviour; first attention for best conduct; relentless routines; scripting difficult interventions and restorative follow up. All adults working or helping in the school have a duty to ensure the highest standards of behaviour through their relationships and expectations of all children.

Positive behaviour can be promoted by adults by

- Modelling the type of behaviour that is expected from the children
- Recognising that each child is an individual and will have their own needs
- Noticing and celebrating the behaviour that we want to see (first attention to best conduct)
- Establishing and agreeing shared routines to promote a sense of security, consistency and fairness.
- Building positive relationships with the children
- Using explicit, clear instructions for conduct expectations
- Keeping the environment tidy and encouraging the children to take a pride in their school
- Encouraging children to wear school uniform, as outlined in the uniform code
- Intervening at an early stage when behaviour begins to cause concern
- Following up poor behaviour with a restorative conversation: use this as a learning opportunity
- Responding rapidly to any serious incidents e.g. those involving violence, bullying, homophobia or racism

Parents

The school's relationship with parents is crucial in supporting children to learn positive behaviour. Parents are expected to

- Support their child in adhering to the school's behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Become involved in the solution when dealing with behaviour issues

Pupils

Behaviour for learning is taught to the children in assemblies, lessons, through restorative conversations and generally through every-day encounters. Pupils are expected to

- Show respect to members of staff, visitors and each other
- Make it possible for all pupils to learn in class
- Move quietly around the school
- Treat the school property and buildings with respect
- Refrain from behaving in a way that brings the school into disrepute, including outside the school
- Support and encourage their classmates

Governors

The governors are responsible for approving this policy and monitoring its effectiveness.

Headteacher

The headteacher is responsible for reviewing and monitoring this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. Monitoring will take place to ensure that staff implement this policy, and that rewards and sanctions are applied consistently.

Restorative Practice

Wolvercote School follows a restorative approach. A 'restorative school' works with children to create a sense of belonging. This school culture is beneficial for effective teaching and learning to take place. When disconnection happens through conflict, ways need to be sought as soon as possible to create re-connection. A restorative approach seeks to encourage all parties to work together to develop understanding.

Oxfordshire County Council offers training to support schools to develop restorative practice: school staff at Wolvercote Primary School have attended this training. At the heart of restorative practice is a set of values and principles that puts the highest priority on really listening to people, avoiding fixing things for them, being non-judgemental, remaining neutral and respecting each person's unique perspective on a situation.

Restorative practice is well evidenced as an approach that empowers children, young people and families, helping those involved to express their underlying needs, navigate difficult issues and develop their own solutions. It has increasingly been used in school, care homes and the wider community, not only to address conflict but also to build understanding and strengthen relationships throughout the whole community.

Playtime and Lunchtime

The same behaviour expectations and restorative approach are in place at playtime and lunch times.

Year 6 Playzone Leaders undergo training in positive behaviour management and are encouraged to be actively involved in supporting children's play.

Recognising Good Behaviour

We acknowledge and reward children who demonstrate responsible and respectful behaviour and who exhibit excellent learning behaviours. Recognition is given to children who go 'above and beyond' to help others.

Staff will reward and celebrate individual achievement by

- Praise
- Dojos
- Phone call or postcards home
- Sharing success in the Star of the Week assembly

Whole class reward

A marble in the jar is used when the whole class is working well towards an agreed class target. Once the jar is full, the class receive an agreed reward. This could be extra play, watching a film or visiting a local playground. The type of reward is negotiated with the children and the class teacher.

Dealing with Poor Behaviour

Poor behaviour is defined as

- Preventing other children from learning
- Disruption in lessons, around the school, and at break and lunchtimes
- Refusal to co-operate with staff or other children

- Unkind words or rudeness
- Lack of effort
- Minor physical acts

At Wolvercote School, we have adopted the Team-Teach approach based on risk reduction and de-escalation. Staff have been trained in a range of behaviour management strategies to support positive behaviour. These include non-verbal response, tactical ignoring, success reminders, humour, take up time and rule reminders.

The emphasis is always on promoting positive behaviour but there are a clear set of steps that are used when dealing with unacceptable behaviour.

- Children should be given the time to reflect on the consequences of their behaviour for themselves and others
- Sanctions should follow a hierarchy, moving from the least to most intrusive, and at each point children should be made fully aware about where their behaviour might lead if they continue to make inappropriate choices
- The application of sanctions should focus on the behaviour and not the person

The sanctions are as follows

1. Be reminded of the rule that has been broken
2. Get a warning
3. Take time out in class or another class
4. Miss some of the break time
5. If the wrong choices continue to be made, the headteacher or a member of the Senior Leadership Team will be called

There will be a restorative meeting with the adult involved with the behaviour incident. This will take place when the adult judges that the child is sufficiently calm and settled following an incident and is ready to engage in discussion. The purpose of this conversation is to provide an opportunity where the child can reflect on what happened, discuss how this might have affected others and plan what they can do to put things right. They will be asked what they could do differently in the future, so that this becomes a learning and developmental experience for the child.

Serious misbehaviour

Children should be made aware that some behaviour, e.g. wilful damage to school property, violence, refusal to do as asked, or any racist, sexist, homophobic or discriminatory behaviour will always result in a member of the Senior Leadership Team being called. Withdrawal from the room will be necessary and parents will be involved.

Sexual abuse and harassment

The school aims to create a culture where sexual abuse and harassment are unacceptable and are never tolerated. Staff receive additional training to support pupils to report any concerns they have about harmful sexual behaviour. We aim to build pupils' trust and confidence that they will be taken seriously if they report concerns. We follow the guidance from the ofsted 2021 review that even when there are no specific reports of sexual harassment, schools and colleges must assume that it is taking place and plan to address it accordingly.

Incident Recording

- All serious incidents will be recorded by the adult who first intervenes on the school CPOMs system. Further actions taken by senior members of staff will be recorded as an action and note will be made of the conversation. It is good practice for the teacher to meet with the child's parents to discuss the incident; a record of the conversation will be kept. If a meeting is not possible, then a phone call will take place.
- The Headteacher will monitor all incidents.

The Use of Reasonable Force

The school operates under the DfE guidance on '*Use of reasonable force in schools*'. A number of staff at Wolvercote School have had Team-Teach training in order to use positive handling and restraint appropriately and safely. A significant part of the Team-Teach training centres on minimising the requirement for use of force.

Restraint is only used in extreme circumstances and as a last resort. This will be where there is a risk of damage to the child, other children and staff and property; risk of disrupting the good order of the school or risk of absconding.

A record of the restraint will always be made, and parents will be informed.

If a child manages to abscond from the school site, they must not be chased; this can make the situation worse. The police should be informed in the first instance followed by the parent.

Exclusion

When serious incidents occur or persistent poor behaviour is evident over time, exclusion from school may be necessary. In most cases this will take the form of an internal exclusion within school. This is where the child completes work away from other children. This could be in the head's office or Inclusion Room. The child will also be excluded from playtime with other children.

If a fixed term or permanent exclusion is deemed necessary by the headteacher, the school will follow the Department of Education guidance and may seek support from the Local Authority.

The following behaviours will normally warrant fixed-term exclusion

- Serious physical assault against a child
- Physical assault against an adult
- Prolonged verbal abuse against an adult
- Persistent bullying
- Serious racist abuse
- Damage or theft of property
- Persistent disruptive behaviour

Fixed-term exclusions of over five days in duration need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the headteacher's decision to exclude.

If the above behaviours are persistent over time, or an incident occurs that seriously endangers the health and safety of others, a permanent exclusion may be needed.

A managed move to another school may also be sought before a permanent exclusion.

However, it is not the school's policy to permanently exclude children. A permanent exclusion will only take place when all other outcomes have been explored and exhausted. A permanent

exclusion would need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the headteacher's decision to exclude.

Details of all exclusions will be made available to the Chair of Governors; an anonymised report on exclusions will be made by the headteacher to the governors so that they are aware of any trends and the general use of this sanction.

The school will also have regard for the Disability Act 1995 which states that it is unlawful to exclude a disabled child for a reason related to their disability without justification.

Use of a Reduced Timetable

When a risk assessment of children's behaviour has been carried out and they are still found to be a high risk even with one-to-one or specialist supervision, a reduced timetable may be used. Reduced timetables will be reviewed on a weekly basis with the parent and the child. They are usually used only whilst the school ensures other measures are put in place to support the child or whilst a statutory assessment is taking place. A reduced timetable can be more positive than possible suspension that may occur without one to one or specialist support.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be emotional, physical, racial, sexual, cyber, direct or indirect verbal.

Wolvercote School does not tolerate bullying and all staff are active in stopping and preventing bullying.

Details of the school's approach to preventing and addressing bullying are set out in the anti-bullying policy.

Children's Behaviour Outside the School

There are times where children may be involved in behaviour incidents that fall outside the school day and the school grounds. This can have a detrimental effect on those involved and on the school's standing in the community.

All non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to school should be brought to the attention of the headteacher who will follow up the incident. If sanctions are deemed necessary, they will be applied in line with the behaviour policy. If the behaviour is criminal, the police will be informed.

Searching Pupils

The headteacher, and staff authorised by the headteacher, have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs, tobacco, fireworks, pornographic images and stolen items. If a search is thought necessary, this is always carried out by two members of staff.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately, or where it is not reasonably practicable to summon another member of staff. Parents will always be informed, and the police involved if appropriate.

Support for Staff

The school acknowledges the importance of offering all members of staff the opportunity to

- Identify sources of stress in relation to behaviour management
- Reduce levels of stress when dealing with challenging behaviour through well structured peer support systems
- Have a follow up meeting with a member of the Senior leadership Team if a member of staff has been involved in managing challenging behaviour.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Expulsions guidance
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

Equality of Educational Opportunity

- In managing behaviour, the school has regard to the Code of Practice for children with Special Educational Needs & Disabilities (SEND) and strives to ensure those children's special needs are identified and met, with the support of outside agencies and the use of individual programmes as appropriate.
- The school will take into consideration the effect of a disability on behaviour and will put in place strategies to support children with disabilities. Equality of educational opportunity will be ensured for all children as far as is practical, with support for those who require alternative arrangements because of their behaviour.
- In applying the behaviour for learning policy, we will ensure that we do not discriminate against children or other members of the school community on grounds of gender, age, sexuality, religious, cultural or ethnic differences, all of which have implications for equality of educational opportunity