



BEHAVIOUR POLICY

WHOLE SCHOOL VISION, PRACTICE AND PROCEDURES

SEPTEMBER 2023

Team Responsible for Behaviour Policy: Senior Leadership Team

Reviewed: September 2023

Review Date: September 2024

This policy has been agreed in consultation with the whole school community's stakeholders, including the Governing Body, to ensure that it remains fit for purpose. It seeks to ensure that all parties involved in the practicalities of school behaviour are aware and informed of behaviour matters in school and to outline the school's commitment to ensuring high levels of behaviour across all pupils. This policy should be read in conjunction with:

- Safeguarding Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Searching Screening and Confiscation Policy
- Suspensions and Exclusions Policy

Introduction

Wolvercote Primary School, as part of the River Learning Trust, recognises that positive behaviour is essential in order to raise standards of pupil attainment and to give every child/young person the best educational experience possible.

This policy is written with the above statement in mind and underpins our Trust's ethos:

- **Commitment to Excellence:** Striving for the best educational experience through continuous improvement.
- **Everyone Learning:** Creating and taking opportunities that enhance lives through evidenced based practice supporting adult and pupil learning.
- **Respectful Relationships:** Acting with care, integrity, and fairness in all we do.

This document aims to support a whole school system that:

- Promotes good behaviour, self-discipline and respect
- Prevents bullying, in all its forms
- Ensures that pupils complete assigned work
- Has a range of options and rewards to reinforce and praise good behaviour
- Has clear sanctions for those who do not comply with the behaviour policy
- Regulates the conduct of pupils.

Vision and Values

At Wolvercote Primary School, we aim to:

- Develop and maintain a whole school culture and consistent approach that promotes the benefits of good behaviour.
- Make behaviour central to our school's vision.
- Recognise the interplay between behaviour and wider improvement.
- Resource behavioural support appropriately.
- Set high expectations for the behaviour of all pupils.
- Visibly demonstrate the benefits of good behaviour throughout school life.
- Continuously work to improve behaviour.

Roles and Responsibilities

All schools have a continuing responsibility to proactively manage and improve behaviour across their school community.

At Wolvercote Primary School, we endeavour to treat all pupils and parents with dignity and staff model respectful relationships in order to build a positive relationship between home and school that can be the foundation of good behaviour. The school recognises the link between behaviour and attainment and wider wellbeing. Successfully treating the root causes of behaviour requires schools and local partners to work collaboratively with, not against families.

All paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants, have the powers to discipline pupils even when they are not at school or in the charge of a member of staff. Staff can discipline pupils whose conduct falls below the

standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction a punishment can be imposed on that pupil.

Staff will identify pupils whose behaviours place them at risk of suspension or exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

School Behaviour and the Law

To be lawful, any punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

At Wolvercote Primary School, we will always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding Policy. We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. As a result, at this point, we would consider whether a multi-agency assessment is necessary.

Staff have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Misbehaviour outside of school may be punished when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school or

misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Pose a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Practice

The Wolvercote Primary School Behaviour Policy is built on the underpinning principle of respect, and that respect should be given to all, at all times. The policy's language reflects

the need to keep the principle of respect at the forefront of everything that we do. Pupils will be familiar with the school values of kindness and respect, responsibility and active learning. At regular intervals the classroom expectations will be revisited with classes and through assemblies.

In order to both maintain a culture of respect, and to support the wellbeing of all stakeholders, it is crucial to establish and support a positive environment, underpinned by positive interactions and relationships with pupils. We believe that to maintain a positive environment which focuses on good relationships we must develop and implement the following:

- Consistent, calm adult behaviour, so that interactions with pupils remain calm
- Immediate attention to best conduct, actively seeking opportunities to appropriately praise and recognise good behaviour
- Relentless routines to ensure consistency and ensure classroom routines are simple, and clear
- Scripting difficult interventions, so that dealing with difficult situations have a consistent and less emotionally charged response
- Restorative/reframing conversations – taking personal responsibility for following up incidents and looking to positively move on from them.

Classroom Management

At Wolvercote Primary School, we believe that the best strategy for effective classroom management is to plan imaginative, engaging lessons which challenge all learners. Expectations with regard to planning, routines and behaviour for learning before using sanctions are shown below:

For planning:

- Plan lessons which are engaging, differentiated, appropriate to the age, course requirements of the pupils and provide appropriate feedback
- Challenge pupils to take pride in their work
- Apply the school's marking and feedback policy within all classes.

For routines:

- Ensure lessons start and finish in an orderly way
- Meet and greet pupils at the beginning and end of the day
- Ensure pupils do not leave lessons unnecessarily
- Be visible in corridors and communal areas in order to manage behaviour and ensure a safe and calm environment
- Challenge and respond to inappropriate behaviour/language in and outside of lessons at all times.

For Behaviour for Learning (BfL):

- Employ a range of techniques, strategies and interventions to anticipate and prepare for behaviour issues and to deal with them in a calm manner that minimises disruption to learning. Staff develop their skills and prepare for behaviours as well as preparing the lesson
- Ensure that, wherever possible, first attention is given to good behaviour
- Ensure pupils are focused on activities and are attentive within, and respectful of, the learning environment and the need to be challenged if they are not.

Rewards

Our rewards system links specifically to our belief that a positive attitude to learning and excellent behaviour in and outside school should be rewarded. However, ultimately, we aim to encourage pupils to be self-motivated and driven by intrinsic rewards. In addition to the celebration of pupils' achievements each week in assemblies, we also reward by:

Staff will reward and celebrate individual achievement by

- Praise
- House Points
- Phone call or postcards home
- Recognition in The Golden Book
- Sharing their work with other members of staff

Sanctions

Central to our practice is the setting of high expectations by all staff in an environment of mutual respect. Any sanctions applied should have a reframing/restorative element and aim to support the pupil back into the classroom. We recognise that the majority of pupils will choose to spend their time operating within the rewards framework and meeting the school's high expectations. It is also recognised that of the pupils whose behaviour is viewed as unsatisfactory, only a small minority will move beyond the initial stages of intervention. The school reserves the right to issue a sanction as it deems necessary.

This section is aimed at supporting individual pupils to demonstrate positive attitudes to learning and to ensure other pupils do not have their rights infringed upon. Any examples of poor behaviour will be discussed in context and appropriate sanctions will then be shared with the pupil and family, if appropriate. It is important the pupil is aware of why a certain level of sanction has been given for their poor behaviour. For example, there may be a different sanction for a first-time occurrence compared to a build-up of poor behaviour or persistent low level disruptions matched against a serious incident. The family will be contacted in all examples of persistent low level or one off more serious incidents, to be part of the process to identify the underlying cause for the behaviour and to work on strategies to improve their child's behaviour. As well as sanctions pupils will be given positive strategies to help them manage themselves with the aim of developing their attitudes to learning and school life in general.

Sanctions are progressive and dependent on the individual pupil, and will be recorded on our whole school system CPOMs and shared with the relevant staff to ensure monitoring ensues. Sanctions such as those listed in this policy may also be applied to cases of poor behaviour, including cyber-bullying, which occur beyond the school gates.

Stage One – Expectation Reminder

If pupils are not responding to behaviour for learning strategies (basic teaching expectations) staff will issue a verbal reminder. This will be used in conjunction with the visual reminders on behaviour within each classroom.

Stage Two – Consequence

If a pupil does not modify their behaviour following an expectation reminder, then they move into stage two. The responsibility for the consequence remains with the class teacher, but it

will be made clear to the pupil that the behaviour is unacceptable. The pupil will miss 5 minutes of their break time to discuss the behaviour with their teacher. The behaviour and sanction will be recorded.

Stage Three – Reflection Outside of Class

After the first sanction has been issued, if a pupil still persists in undermining the learning environment then the teacher will make the decision to remove the pupil from the classroom to a safe learning space for ten minutes where they will be asked to complete a reflection slip. After the consequence had been placed, the pupil will be expected to complete the work they have missed and the classroom teacher will:

- Log the incident
- Undertake a reframing/restorative conversation

Stage Four – Removal from Class by the Senior Leadership Team

Should the pupil continue to be disruptive they will be removed from class to a safe learning space by a member of SLT for a longer period of time. This period of time will be dependent on the attitude and behaviour of the pupil when asked to leave the classroom. During this time they will complete the classwork they are missing and work with a member of SLT to complete a behaviour reflection sheet. Their parents will be informed by the class teacher and the incident will be logged along with a copy of the reflection form on CPOMs.

Stage Five – Internal Suspension

Every pupil has a right to education. However, if their actions infringe on the rights of others, they may be given an alternative timetable. A pupil may be kept apart from the other pupils for a day or longer for continual misbehaviour or for a more serious disciplinary matter. Work will continue to be set and supervision provided by a member of the leadership team. Pupils may be completely removed from contact with other pupils and work in an appropriate place away from others. They may spend their break and lunch time separately. In general, pupils will be placed in Internal Suspension for one of two reasons:

- Failure to improve behaviour even after interventions have been put in place or failure to adhere to the terms of an intervention to monitor behaviour
- As part of a considered response to an incident, or persistent disruption of learning. A return to learning meeting will take place with the relevant staff, pupil and parent as soon as possible.

Stage Six – External Suspension

The power to suspend or exclude from the school may be exercised only by the Head or the Deputy in their absence. This responsibility obliges the Head to use the sanction only in serious cases and careful consideration will always be given to its use. Parents will be informed in writing of the period of suspension and the reasons for it. Our Suspension and Exclusions Policy follows statutory guidance from the Department of Education.

Stage Seven – Pastoral Support Plan (PSP)

Repeated breaches of the Behaviour Policy and/or suspensions may result in an initial meeting with a member of the leadership team or Governing Body (pre-Pastoral Support Plan Meeting (PSP)) or the pupil and family attending a PSP Meeting. The purpose of a PSP meeting is to

discuss the situation in which the pupil finds her/himself. When the meeting has taken place, the pupil and parents/carers will be expected to attend “follow up” meetings at the school every two weeks and attend an assessment of progress meeting, held at a specific time after the initial meeting.

Stage Eight – Permanent Exclusion

The ultimate sanction is for the Headteacher to exclude a pupil from the school. If this decision is made, the case is then presented to a Governors’ Panel to ensure the decision is the appropriate one. It is normally a final step, after all available strategies have been exhausted (possibly including managed moves and outside agency referrals). However, a permanent exclusion decision can be based solely on a one off event that is serious enough to warrant a permanent exclusion. For example, this sanction may be used as a result of:

- Serious actual or threatened violence against another pupil or member of staff;
- Peer on peer abuse;
- Carrying an offensive weapon;
- Possession of and/or supplying an illegal drug;
- Persistent and defiant misbehaviour including bullying, such as but not limited to, racist, homophobic, misogynistic bullying;
- Malicious allegations against a member of staff.

(The police will be involved if a criminal act may have taken place as a result of any of the above). In the event of a permanent exclusion, the school will always follow the most recent Department for Education guidelines regarding due process.

Below is clarification on some of the consequences referred to above:

Confiscation of Inappropriate Items

A member of staff is able to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In some circumstances, staff are able to search a pupil for prohibited items without consent. If this is deemed necessary, all staff involved would follow the legislation set out in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’.

Positive Handling

Wherever possible, the school will use alternative sanctions than positive handling when tackling behavioural issues. However, members of staff do have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. If this was deemed necessary, only trained staff would engage in this.

Internal Suspension

We adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period. Under these circumstances, the pupil would remain supervised and due regard for their health and wellbeing maintained.

Monitoring Behaviour

Behaviour is monitored, recorded and analysed to ensure consistency and to maintain improvement. At Wolvercote Primary School we use CPOMs

This policy is reviewed on an annual basis and any necessary changes made.

Supporting Families to Improve Pupil Behaviour

Successfully treating the root causes of challenging behaviour in school, or more broadly, requires schools and local partners to work collaboratively with, not against families. All partners will work together to:

- Build strong relationships.
- Listen to and understand reasons affecting challenging behaviour and work with families to support improvements.
- Support students and parents/carers to address any in-school barriers affecting behaviour.
- Where appropriate, work with the Local Authority and other local partners to support families with behaviour.
- Intensify support where behaviour does not improve or earlier support is not engaged with.

Training

At Wolvercote Primary School, we ensure school staff receive training on behaviour, and this policy, as part of their induction. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. Training in relation to behaviour and attitudes is coherent, high-quality and supports leaders, teachers and support staff to continually improve provision. It:

- reinforces the clarity provided by school policies and framework
- provides clarity about systems and procedures
- provides opportunities for staff to improve their knowledge and skills in promoting strong behaviour
- provides guidance and support about personal interactions, eg conflict avoidance or management

Behaviour Policy Appendix A: Examples of behaviours and Key phrases

We are Kind and Respectful:
We have kind and respectful conversations.
We are polite.

We look for opportunities to be kind.

Positive Behaviours

Negative Behaviours

Using kind words
 Standing quietly and sensibly in the line
 Listening and answering calmly
 Having gentle hands when you touch someone.
 Asking for permission to touch someone
 Asking other children to join our games
 Making sure everyone feels included
 Using please and thank you

- Saying unkind things
- Pushing in the line
- Arguing with an adult who is trying to speak to you/being rude
- Intimidation - groups/individuals making other children feel scared or threatened

Key Phrases:

- When you _____ (i.e. talk over other people), it's not kind or respectful.
- One person talking, everyone listening.
- First time, every time

We are Responsible:
We take care of our school and our environment.
We take responsibility for our actions.
We take care of each other.

Positive Behaviours

Negative Behaviours

Walking sensibly in the corridors
 Responding quickly and quietly to instructions
 Thinking about the people around you
 Taking care of property
 Looking after smaller/less confident children

Running in corridors/classrooms
 Refusing to follow instructions
 Hurting people due to lack of care (includes rough play)
 Damaging property

Key Phrases:

- It's everyone's class/school/world, it's everyone's responsibility to take care of it
- Everyone plays/participates/everyone tidies
- You are the only person responsible for your choices/words/actions

We are Active Learners:
We rise to a challenge.
We take pride in what we do.
We listen to understand.

Positive Behaviours

Negative Behaviours






Putting your hand up
 Waiting for an appropriate time to speak
 Focusing on our work

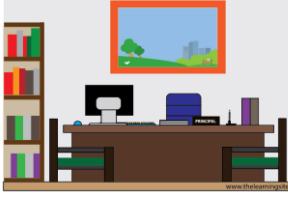
Calling out
 Talking over others including the adult
 Refusing to work
 Disrupting the learning of others

<p>Key Phrases:</p> <ul style="list-style-type: none"> • Our best effort every time • It's ok not to know, it's not ok not to try • It's great to find something hard, it means we are learning something! 	

Behaviour Policy Appendix B - Consequences Chart (Must be displayed in class)

You are responsible for your behaviour. You make a choice to demonstrate our values or not. Sometimes we make mistakes and that's ok, that's why we have reminders. Once you have been reminded it is up to you to change your behaviour. If you choose to continue with the wrong choice then there will be a consequence:

<p>Step 1: We are always given an opportunity to make mistakes so the first time we forget to show the school values we receive a reminder</p>	
<p>Step 2: You have been reminded about why your behaviour does not demonstrate our values and have chosen not to change it so now you will need to miss 5 minutes of your breaktime to talk to your teacher about what you can do to put things right. If this happens during the afternoon the 5 minutes will happen at the end of the day when everyone else has left.</p>	
<p>Step 3: You have been through steps 1 and 2 and have chosen not to change your behaviour. Now you will need to take 10 minutes reflection in/outside the KS leaders classroom and complete a behaviour reflection slip. When you return to your classroom you will apologise to the people/person that your behaviour affected.</p>	
<p>Step 4: You have been through steps 1, 2 and 3 and have chosen not to change your behaviour. Now you will have to spend some time with Mrs Marsden, Mrs Read, or Mrs Hansen and you will be asked to complete the work you are missing in class and a behaviour reflection sheet that they will discuss with you. At this point we will also email your parents to inform them. When you return to your classroom you will apologise to the people/person that your behaviour affected.</p>	<p>SLT &</p> 
<p>Name calling and swearing is not tolerated at Wolvercote Primary School. If you swear you will miss your break or be kept after school. Your teacher will always inform your parents. When you return to your classroom you will have a restorative conversation and apologise to the people/person that your behaviour</p>	

affected.	
<p>Fighting or deliberately hurting someone is not tolerated at Wolvercote Primary School. If you fight or hurt someone you will be sent to see Miss Hook (or Mrs Marsden) and you will receive an internal suspension. You will work in their office for a period of time which may include your break or lunchtime. You will fill in a behaviour reflection sheet and discuss it with them. When you return to your classroom you will have a restorative conversation and apologise to the people/person that your behaviour affected. They will inform your parents.</p>	

Behaviour Policy Appendix C

Scripts for Issuing consequences:

For everything except physically hurting/fighting follow these steps:

1. First Attention to good behaviour
2. Explicitly ask the child to stop
3. Name the rule that is being challenged
4. Explain the effect on others (one short sentence)
5. You need to (consequence).

Some Examples:

<p>First attention is always on good behaviour - If you can find a child/two children who are going over and above and give specific praise:</p>	<p>If the undesired behaviour continues or is potentially unsafe:</p>
<p>Well done XXX for walking slowly and calmly down the corridor.</p>	<p>Stop. You are not being responsible. This behaviour is not safe. Go back and try again. Let me see the responsible person I know you are.</p>
<p>Thank you XXX for putting your hand up and not calling out.</p>	<p>Stop. You are not being respectful. This behaviour is disrupting the learning of others. This is your reminder, if you don't stop there will be a consequence. Let me see the respectful person I know you are.</p> <p>Stop. You are continuing to disrupt learning. You now need to miss 5 minutes of your break to think about how to do it differently.</p> <p>After Consequence: Do you understand why you missed your break/were sent out/had to go to SLT? (Ensure the children understand which of the rules they have not followed) What was the effect on everyone else? What can you do differently next time?</p>
<p>Thank you XXX for putting your hand up and not calling out.</p>	<p>You are not being an active learner. This is your reminder. If you don't complete your work you will have to do it at breaktime.</p> <p>You are still not being an active learner. You will need to finish this off during your break time.</p>

	<p>After Consequence: Do you understand why you missed your break/were sent out/had to go to SLT? (Ensure the children understand which of the values they have not demonstrated) What are the consequences of not completing the task? Did it affect anyone else? How? What can you do differently next time?</p>
Thank you xxx for concentrating so hard on your work.	Stop. You are not being responsible. This behaviour is not safe. Go back and try again. Let me see the responsible person I know you are.

Behaviour Policy Appendix D - Reflection Slips

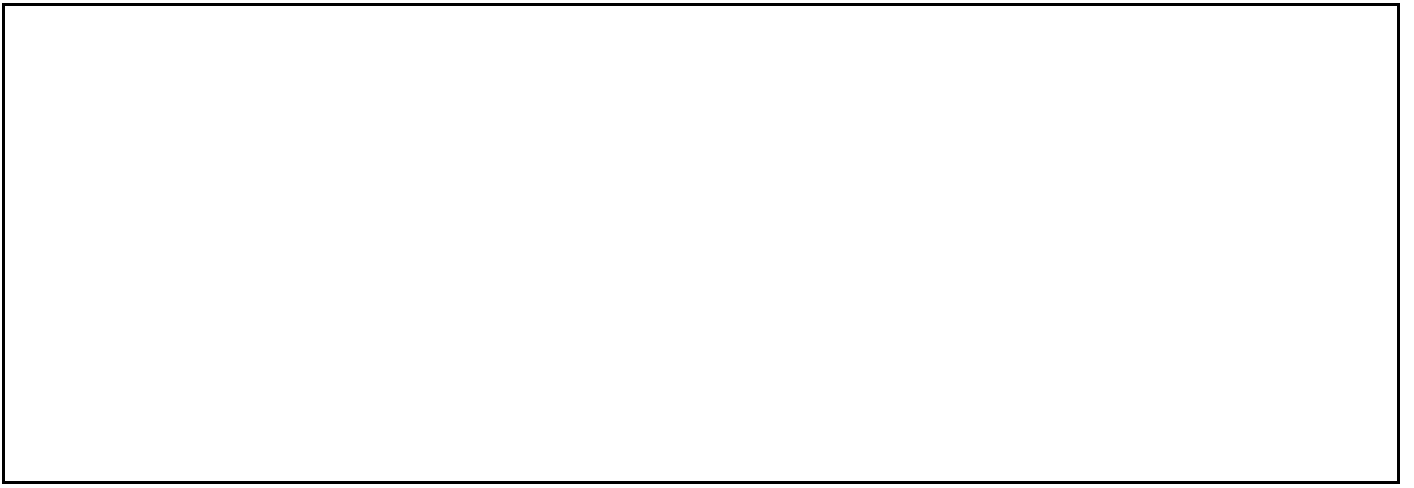
KS2

Name:	Class:	Date and Time:
Which of our school values have you found it difficult to demonstrate today?		
What choices have led to you having to reflect?		
Who was affected by your choices?		
How will you change your choices when you go back to class?		

KS1

Ask children to tick the box that reflects the value they have not demonstrated and then write a sentence or draw a picture to show what happened.

Name:	Class:	Date:						
<table border="1"> <tr> <td>Kind and Respectful?</td> <td></td> </tr> </table>	Kind and Respectful?		<table border="1"> <tr> <td>Responsible?</td> <td></td> </tr> </table>	Responsible?		<table border="1"> <tr> <td>Active Learner?</td> <td></td> </tr> </table>	Active Learner?	
Kind and Respectful?								
Responsible?								
Active Learner?								
What happened:								



All children should be expected to read through their slip to their teacher when they come back so that they can explain their thinking.

Behaviour Policy Appendix E - Optional teacher record sheet

Consequence	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
Swearing/name calling					

Fighting					
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Behaviour Appendix F - Behaviour Reflection Sheet KS1

Reflection


Name: _____

Date: _____ Time: _____


What I did:



My behaviour made people:



What mood was I in:




What is my plan for next time:

Reflection


Name: _____

Date: _____ Time: _____


What I did:



My behaviour made people:

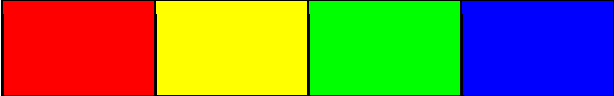


What mood was I in:



What is my plan for next time:

Behaviour Appendix G - KS2 Reflection Sheet

Name:	Class:	Date:		
What Zone were you in when the incident/behaviours happened? Tick it.	Why do you think you were in that zone?	Which of our values were you not following? Circle all that apply.		
		Kind and respectful	Responsible	Active Learner
Describe in your own words what has happened and why you are out of class.		Who has your behaviour had an impact on and how do you think it made them feel?		
		Person	Feeling	
What three actions will you take to ensure that this doesn't happen again? 1.		What can you do to restore your relationship with these people and make them feel better?		

	Person	Feeling
2.		
3.		

