



Oldbury Wells School
Behaviour for Learning Policy
September 2023

FREQUENCY OF REVIEW:	Annually
RATIFICATION DATE:	Autumn Term 2023
RATIFIED BY:	OWS Local Governing Body
DATE OF NEXT REVIEW:	Autumn Term 2024 <i>(unless there is a material change)</i>
AUTHOR:	Asst. Headteacher for Behaviour & Learning, Pastoral Development and Cultural Ethos

Introduction

The aim of this policy is to outline our school's approach to promoting positive behaviour and attitudes.

Rationale

The starting point for learning is a positive ethos and culture of mutual respect and trust built upon shared values.

Oldbury Wells School aims to allow students to Aspire, Enjoy, Achieve by:

- Providing challenging and enjoyable learning experiences
- Meeting the needs of all students and to include all students regardless of background
- Having high expectations of everyone
- Developing confident, ambitious and determined learners who take pride in everything they do
- Maintaining a school environment where everyone feels valued, safe, secure and happy to be at school
- Promoting the acquisition of life skills and a desire to learn
- Helping guide and support individuals to reach their full potential
- Valuing, promoting and celebrating each individual's progress and effort
- Encouraging positive relationships between all partners in the school community.

Legislation and Statutory Requirements

This policy has been written on advice from the Department for Education (DFE) on:

- Behaviour and Discipline in Schools July 2022
- The Equality Act 2010
- Keeping Children Safe in Education September 2023
- SEND code of practice
- Sexual Violence and sexual harassment between children in schools and colleges (2018)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2022)
- Use of reasonable force in schools (2013)
- Mental Health and Behaviour in Schools (2018)
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010

Values and Beliefs Statement

Intent

At Oldbury Wells, our intent is to **INSPIRE EDUCATION** and **INSPIRE LIVES**

School motto

Our school motto is “**Aspire, Enjoy, Achieve**”. Our Ethos is built around these three core principles; we aim for all those within our community to always promote these.

We aspire by:

- Putting in excellent effort
- Taking on new challenges
- Being self-reflective

We enjoy our time at school by:

- Showing respect
- Being a community
- Being safe

We achieve our best at school by:

- Having good attendance
- Being punctual
- Being our best

Character Virtues

At the heart of this work is the promotion of our Character Virtues:

- **Resilience** – Being independent and overcoming difficulties faced.
- **Courage** – Being brave and doing things that may seem scary and outside of your comfort zone.
- **Honesty** – Being truthful to yourself and others.
- **Confidence** – Believing in yourself and others, knowing your strengths and weaknesses, so you feel sure of yourself when trying new things.
- **Independence** – The ability to have your own thoughts and feelings, to influence and resolve things for yourself.
- **Empathy** – Understanding and caring for the feelings of others.
- **Tolerance and respect for others** – To understand that everyone is different, accepting this and learning from each other.

Ready, Respectful, Safe

The Oldbury Wells Way – is that students will be Ready, Respectful and Safe. These are our three school rules. Staff will reinforce these expectations with the language they use to Students should be taught how this will be achieved.

This is how that can be achieved:

Ready

- Be on time and prepared to learn every day
- Have the right equipment for the lesson
- Enter the lesson in a positive way
- Dress appropriately in correct uniform
- Listen carefully
- Keep mobiles off and away

Respectful

- Speak respectfully to staff – use polite and respectful language
- Speak respectfully to others – we will not tolerate verbal abuse, which includes name calling
- Behave respectfully to staff- follow instructions at once and without fuss
- Listen respectfully to the teacher and to the contributions of others
- Respect your learning and the learning of others
- Respect your school for being an ambassador in the community
- Present yourself smartly
- Sit where you are asked to in class
- Show that you want to learn
- Have excellent attendance
- Put rubbish in the bin
- Keep the school clean, tidy and free of graffiti

Safe

- Tell staff if there is a problem with another student
- Move around the school in a calm, sensible way, carrying bags carefully
- Queue properly whilst waiting for lesson or in the lunch queue
- Avoid physical contact with other students
- Show consideration in the corridors
- Abide by the one-way systems
- Adhere to the seating plan on the bus.

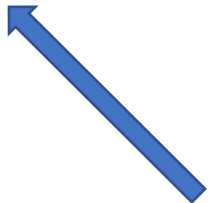
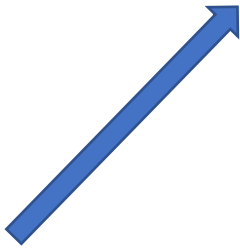
Inspire Education
Inspire Lives

Vision



Aspire
Enjoy
Achieve

You WILL



Ready
Respectful
Safe

Rules: You **ARE** these

Resilience
Courage
Honesty
Confidence
Independence
Empathy
Tolerance and respect

Virtues: You **SHOW** these



Classroom Routines

Oldbury Wells believes that students work best when there is a clear and established routine and consistency of practice across the school. Teachers should make sure the routine remains consistent throughout the year. All teaching staff are to create organised seating plans for the groups they teach.

Start of the lesson

- Pupils to line up outside the classroom. Do not wait for latecomers, get the majority into the room promptly.
- All staff to be in the doorway to greet students with a smile. Welcome them to your classroom (unless crossing from the other side, arrange for department to support if possible)
- Students enter the room quietly and sensibly – they should go straight to their place in the seating plan, they should not be permitted to wander around
- Students take out equipment they need for the lesson
- Students should wait quietly for instruction and should start bell work or silent reading immediately

During lesson

- Expect silence during the register; to get whole class attention, raise hand and count 5, 4, 3, 2, 1.
- Students to copy down the title, date and learning goals identified by staff member. These should be underlined neatly in books
- At any time during the lesson, when the teacher speaks, the students listen carefully and in silence
- Teachers should frequently use praise directed to students who are behaving as you would like
- Students should look towards the person that is speaking during the lesson
- Students should put hands up to speak or answer a question in class
- Drink only water in class
- No chewing or eating
- No mobile phones to be used and no headphones (unless used in music lessons)
- Students should not be permitted to fill up water bottles during the lesson
- Students should not go to the toilet during the lesson (unless they have a toilet pass)
- Teachers are to move around the classroom rather than standing at the front of the room.

End of the lesson

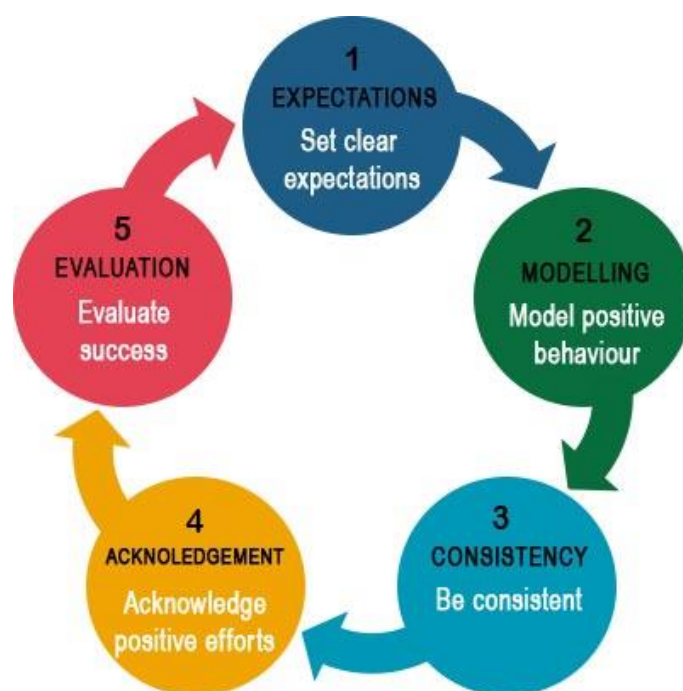
- Start packing away, only when told to do so.
- Leave their workplace tidy. Chairs should be tucked under the table and equipment should be put away as instructed.
- Stand behind their chair, they must not wander to another place in the room, wait quietly until their teacher tells them to leave
- Students to be dismissed one row at a time
- Teachers to be by the door, if possible, to monitor exit down the corridor as they leave to ensure quiet and calm exit

Positive Relationships

Positive staff-student relationships are key to how Oldbury Wells School works. Where students feel treated as valued individuals, they respect adults and accept their authority.

Staff should use several strategies to establish relationships with their students. These may include:

- All staff to meet and greet students at the door – welcoming students by name and with a smile as they enter the classroom.
- Calm, consistent adult behaviour – role model the behaviour that we expect our students to exhibit.
- Creating a safe a positive environment where every student feels comfortable and respected.
- Show an interest in student’s interest, talents, goals, likes and dislikes and their family.
- Engaging with students at break time and lunch time
- Use praise – catch students who are getting things right. Aim to use praise to outweigh consequence
- Acknowledge and praise when a student uses good manners
- Focus on positive language when interacting with students to guide them to positive outcomes, identifying mistakes and giving support to move forward from these.
- Take the time to send positive notes home or to make a call to acknowledge the students who are getting it right.
- Intentionally take time to repair harm after a negative interaction – reconnect, repair and restore relationships. To use restorative questions in this interaction.



Praise

Frequent praise and recognition is central to what Oldbury Wells is about.

Teachers are to look for when students exhibit our key character virtues and praise students where these are demonstrated.

In the classroom

When giving praise in the classroom, teachers should ensure:

- They define the behaviour that is being praised
- The praise should be given immediately for those following desired behaviour.

We have a positive note system, these should be given to students who have excelled.

Negative behaviour should not be publicly recorded (e.g. names on the board). We endeavour to privately discipline and publicly praise.

Give a measured response to negative behaviour. Do not dwell on the undesirable behaviour, focus on the desired behaviour so that the student is fully aware of what needs to happen and is able to exhibit this.

In departments

Every month, all clusters will nominate a student who has repeatedly gone above and beyond in each year group.

These students will receive a certificate from the Head of Cluster and Headteacher.

Heads of Year

Every month, all Heads of Year will nominate a student who has been exceptional, who has gone above and beyond.

These students will receive a certificate from the Head of Year and the Headteacher.

Rewards

The school also has a formal rewards system, with positive behaviour acknowledged by House Points recorded on Go4Schools.

The Rewards System for years 7-11 is shown in the Appendix.

Positive Referrals and Commendations

There are a range of opportunities to recognise consistent positive contributions from our students:

- House point badges (Bronze, Silver, Gold)
- Praise texts
- Early Lunch Pass

- Afternoon tea
- Food/money vouchers
- Commendation Award
- Praise postcard
- Rewards trips
- Weekly 100% attendance and no behaviour points
- Half termly form prizes
- Celebration assemblies – during Year Group assemblies every half term
- Awards afternoons
- Presentation evening

Pupil transition and induction

At the start of each academic year, all pupils will be taught explicitly through tutor time and assemblies The Oldbury Wells Way. It will be picked up periodically throughout the year for further reinforcement.

Our ethos centres around pupils being **Ready, Respectful and Safe**. All staff will regularly and consistently use this language to highlight positive and negative behaviour.

Teaching good behaviour in class

The vast majority of students at Oldbury Wells School will make the right choices and demonstrate good or excellent behaviour and effort in their lessons. This is recognised by staff and communicated to parents.

Positive behaviour will be taught to students, so that they understand what behaviour is expected and what is prohibited. Teachers in class will positively reinforce when expectations are being met but will sanction when expectations are not met. The certainty of teacher action is important in creating a positive learning culture.

	Description	Immediate Action	Follow up
Outstanding effort and behaviour	Is when students complete all classwork and homework to the best of their ability ; they help others with their learning and do not misbehave.	Publicly praise student explaining clearly reasons for praise. Use Oldbury Wells 'Enjoy, Aspire, Achieve' or character traits in praise given. "Well done, you've shown great resilience in completing that task, even though you found it hard"	Log on G4S as a '+1' House Point – outstanding effort/behaviour in class
Good effort and behaviour	Is when students complete all the classwork to the required standard and do not misbehave. This is the minimum expectation at OWS.	Recognise the students displaying the behaviour you want. Say this out loud and frequently.	No follow up required

Reminder of the behaviour that we expect in the classroom.	Pupil lacks effort or focus at times. May make small slips in behaviour by calling out or not following instructions straight away.	Remind students of the behaviour expectations of the school. Can be a general unnamed reminder . "I am waiting for everyone to be ready. 100% attention. Thanks" " Remember , we need all ready and listening, thank you" Or a specific named reminder : " <i>David, wrong behaviour choice. We need you ready and paying attention. Thank you</i> " <i>Go over to the student and check they know how to complete the work. "Do you need some help with this task David?"</i>	No follow up required
Below expectation - warning	Student makes the wrong choices and their behaviour has deteriorated . They have received a reminder, but this has not worked.	Warning given quietly and discretely if possible. "You are still calling across the room. This is not respecting the learning of others. This is your warning ". Act if needed, for example move student to a different seat.	Keep student behind at the end of the lesson. Speak to them about being 'Ready, Respectful, Safe'. 2 mins max.
Below expectation – time out	Student continues to make the wrong choices and their behaviour has continued to	Brief time outside the classroom. A few minutes for the student to calm down, breathe, look at the situation from a different perspective.	Keep student behind at the end of the lesson. Speak to them about being 'Ready, Respectful, Safe'. 2 mins max.

	deteriorate to the extent that they need some time outside of the room.	This should never be for more than a few minutes, then attempt to bring the students back into class to continue.	Use as opportunity to repair/restore relationship. Restorative conversation to be held. Log on Go4School -1 10-minute breaktime/lunchtime detention will be issued.
Cause for concern – support room used	Despite time out, the student does not show sign of wanting to improve their behaviour and as a result, are moved to a different classroom in the vicinity to work. Walkabout called to support the movement of the pupil to other classroom.	The pupil is given appropriate work to be able to go and complete the lesson in the back on a different teacher's room. This must be done in silence. Student is clearly told, privately if possible “ <i>Your conduct is not what we expect. We expect you to be respectful of the learning of others. I have called walkabout to take you to work with XXXXX. You will have a lunch time 20-minute lunchtime detention tomorrow.</i> ”	Student should go back to member of staff at the end of the lesson to hand in work and apologise a few minutes before the end. Restorative conversation. 2 mins max. 20-minute lunchtime detention issued
Serious cause for concern – walkabout called	Pupil has refused to go to work in the cluster support room, or is disruptive whilst in there, so walkabout it called.	WALKABOUT is called. Staff can either phone reception or send a trustworthy pupil to reception. This would be for one-off extreme behaviour or once the warning system had been exhausted and cluster/buddy support system has been used but has not worked. SLG remove student from lesson. Student must be provided with work to be completed by the classroom teacher.	Teacher to email HOY and Subject lead to make sure they know student was removed. 60-minute SLG after school detention may be issued by walkabout. Pupil taken to Consequence Room (CR); pupil to stay in CR until after their next break - either break or lunch.

Students with Additional Needs

HOY to monitor reports of the students with additional needs. If a student with an additional need is removed to another class or walkabout called on more than one occasion, the HOY should notify the SENDCo. The SENDCo /TA will liaise with teaching staff to make sure that a student's needs are being met. A restorative talk with a SEND student may also include the child's link TA.

Consequences for Poor Behaviour

Strategies and Sanctions

All staff in charge of students at Oldbury Wells School are authorised by the Headteacher to discipline students in line with the school's behaviour and attitudes policy. There are a range of ways in which the school manages negative behaviour, including, but not limited to:

- Warning system, use of Behaviour Recovery Room/**Consequence Room** and resolution meetings/apologies made
- Communication with home
- Behaviour logging via Go4Schools
- Report cards
- Verbal reprimands, advice, support and guidance including the setting of behaviour targets
- Conditional letters for rewards trips (Prom for year 11) for ATL concerns
- Issuing sanctions, including loss of privileges (e.g. social time), detentions (break time, lunchtime and after school), behaviour recovery room, consequence room, suspension from school and permanent exclusion.
- Students responsible for the damage to the fabric of the school will be expected to pay part or the whole cost of the repair or replacement.

Detentions

Detentions will increase incrementally in the event of a student not attending:

- Stage 1- teacher detention - 10 minutes break/lunchtime
- Stage 2 – middle leader detention – 20 minutes
- Stage 3 - SLG detention Tuesdays, Wednesdays and Fridays - 60 minutes

Teaching staff will be asked to escort a student to their detention room – please make sure you check emails before P4 and P5. Teachers also to look for red clock on registers on Go4Schools.

Report

We operate a reporting system. Pupils will be placed on report for 2 full weeks, at the end of which, a decision will be made by the member of staff who is being reported to as to whether the report was successful and can end, or whether the pupil needs to enter a 2-week period of reporting on the subsequent level. All reports will have 3 individual targets, which will be tick or cross only. These 3 targets can be made by the member of staff in discussion with the pupil and/or parent:

- Stage 1: Form tutor
- Stage 2: Pastoral Manager or HOY
- Stage 3: SLG

Behaviour report cards are to be taken seriously by pupils as this is a way of showing that the pupil is serious about 'fixing' their behaviour and improving it. As a result, there are sanctions for pupils not taking their behaviour reports seriously as follows:

- Pupil not having the report completed for all lessons every day and signed by home – 10-minute detention to whichever member of staff is being reported to
- Pupil loses the card once – stage 2 detention lunchtime
- Pupil loses the card twice – stage 3 detention after school
- No improvement from SLG report – time in the Behaviour recovery room

Consequence Room

Students who engage in an action deemed to be a serious incident by Senior Staff or whose behaviour is repeatedly below expectation, despite intervention, will be educated in the consequence room for a specified period of time. The decision to place a student in consequence room will only be made by SLG.

As part of their time in the consequence room, students will complete work for their subjects. Students will have an 'exit meeting' at the end of each day. As part of this meeting, it is expected for pupils to show the work that they have completed in P1-5, then have a discussion with a designated member of staff to review whether they have recognised that their behaviour was unacceptable. This discussion, along with the work completed will determine whether the student can return to lessons, or whether they need more time in the consequence room or whether a suspension is required.

Behaviour Expectations in the consequence room

They must do the following:

1. Mobile phones are switched off and put in the collection box on entry
2. Coats are removed and hung up
3. Bags and belongings are placed in designated area
4. Complete all the work set in expected silence.

Behaviour Recovery

Oldbury Wells School runs a programme of behaviour recovery for those students who are in most need. Our Pastoral Manager for Behaviour Recovery will plan an individual programme for each student who they work with to help identify why they have behavioural issues and how best to help them take ownership over their behaviour and how to recover from it, so that they allow themselves and others to enjoy their time at school and make progress.

Referral onto the behaviour recovery programme will be decided by a member of the SLG, after discussions and reviewing pupil's behaviour with Heads of Year and Pastoral Managers. Each period of behaviour recovery will be a minimum of a week (5 school days).

When a student has been identified as requiring behaviour recovery support, they will work with the Behaviour Recovery Lead for a period of 5 full days. In this time, they will undertake a variety of exercises, which involve completing work from the lessons that they should be in, some time discussing their issues which cause their behaviour with the pastoral manager, completing helpful workshops, work on Character Education and Behaviour reflection and time in lessons accompanied by the pastoral manager to observe their behaviour. Each student's programme will be bespoke to their individual needs and will be designed by the Behaviour Recovery Lead.

If a student is undertaking a week of behaviour recovery, they must go to their tutor group in the morning, then straight up to the behaviour recovery room (BRR) at the end of form time.

At the end of the week, students will have an 'exit meeting'. As part of this meeting, it is expected for pupils to have a discussion with the pastoral manager (behaviour recovery) who will review whether they have accepted that their behaviour was unacceptable and whether they feel they can 'recover' from it. This discussion, along with the work completed will determine whether the student can return to lessons the following week, or whether they need another week of the behaviour recovery programme.

The pupil will then be placed on a report to the Pastoral Manager (Behaviour Recovery) for a period of **1-2 weeks**.

If pupils do not show that they are prepared to recover from the support given, it will be considered whether a period suspension is required.

Suspension

Suspension is a last resort before permanent exclusion at OWS. It is our hope that pupils will learn from their time in the consequence room, however, suspension will be used for very serious or persistent behavioural issues.

Managing behaviour

We believe that it is important that the authority of every member of staff (e.g., Teacher, TA, Lunchtime supervisor) is supported. The **ownership for the behaviour must be with the member of staff with whom the student has misbehaved** – other staff are there to support/facilitate.

The purpose of managing negative behaviour is to seek and encourage change in behaviour. Whilst a student is always responsible for their past behaviour, we always encourage them to make a 'fresh start'.

Generally, the school will use a graded response. However, the school reserves the right to decide what they consider the most appropriate level of sanction, considering the severity of misbehaviour (including the impact on others) and the previous track record of the student. We endeavour to privately reprimand. For example, we will speak quietly to an individual or may ask them to step outside for a private conversation in the corridor. We will not place names on the board or in behaviour ranking lists in view of the whole class.

We condemn the behaviour, not the child. For example: "Wrong behaviour choice" - "You are not allowing me to talk to the class".

De-escalation Strategies

Where negative behaviour is present, staff members will endeavour to implement de-escalation strategies to diffuse the situation, this includes the following:

- Appear calm and use a modulated low tone of voice
- Use simple and direct language
- Being firm, but not seeking to 'win' an interaction
- Offer the student a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequence will be lessened
- Try not to allow instances of challenging behaviour to affect you personally. A child's behaviour is not about you
- Show open, accepting body language. e.g. Not standing with arms crossed
- Avoid making indiscriminate threats of sanctions
- Avoid generalisations e.g. "the whole class is being....." Or "you are all....."
- Rephrase negative words in positive phrases e.g. "if you don't return to your seat....." becomes "Back to your seat, I'll help you".

Resolution

Intentionally repairing harm to the relationship after a negative interaction. This has 3 stages:

1. **Reconnect** - Communicate your concern for the student behaviour and your care for having them in your lesson
2. **Repair** – Student to take responsibility for negative interaction and apologise. **Restore** - Engage in mutual problem solving

Following up after unacceptable behaviour – Restorative conversations

1. Why do you think I want to talk to you?
2. What happened?
3. Who else has been affected by your actions? What do you think they might have been feeling?
4. What would be a better choice next time?
5. How can the damage be repaired? What could you do to put things right?

Further support Systems

Pastoral help will be offered in a bid to support positive behaviour. We use a multi-agency approach which may include some of the following:

- Form Tutor, Pastoral Manager and SLG Mentoring
- 1:1 and small group sessions with the Pastoral Support Workers and behaviour recovery lead
- OWS Pastoral Support Workers – short courses on elements of social, emotional and behavioural skills
- Social services

- School Nurse
- Oldbury Wells School Counsellor
- Independent careers advisor
- Woodlands Outreach
- SENDCo
- Early Help -Strengthening Families/Family Support Worker
- Divert
- Educational Psychology Service
- Children's Services
- Education and Welfare Officer
- Mentors
- Local policing team
- ECINS/Liquid Logic
- Student Planning Meetings with the Local Authority Inclusion Team
- Education Access Services

The school acknowledges that negative behaviour can sometimes be the result of educational, mental health or other needs or vulnerabilities, and we will address these needs using an individualised response.

Vulnerable Students

Vulnerable students may be on the SEN register, Looked After Children, migrant or refugee students, travellers, students of separated or divorced parents, bereaved students, abused students.

The school recognises that emotional trauma has an impact on behaviour. The school will work to support vulnerable students in the following ways:

- Liaison with outside agencies
- Liaison with parents and carers
- Monitoring through student centred plans
- Staff training on Child Protection issues
- Offer of support and counselling in school
- If a student is supported by the Virtual School, their advice will be sought in relation to suspensions and permanent exclusion on an individual basis.

Child-on-Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Verbal abuse – which includes name calling and sexist comments.
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)

- Upskirting
- Initiation/hazing type violence and rituals.

Incidents of child-on-child abuse are taken very seriously and will be dealt with in line with our levelled consequences.

All involved will be supported in school by our pastoral team. Referral to external agencies may be made if necessary.

Oldbury Wells School takes measures to help prevent child-on-child abuse. Pupils are educated through assemblies and PSHE lessons.

Roles and Responsibilities

The Governing Body

The governing body is responsible for approving and monitoring this behaviour policy's effectiveness. Governors support the school in maintaining high standards of behaviour.

The Headteacher

The Headteacher, with the assistance of the Senior Leadership team, is responsible for the form and content of this policy, and for its implementation in ways that maintain the school ethos and encourages positive behaviour.

Teaching Staff

Should:

- Implement the behaviour policy consistently
- Model positive behaviour
- Be aware of the signs of SEN/SEMH/LAC related behaviour issues
- Set high expectations for every student
- Intervene, to address inappropriate conduct/behaviour both inside and outside of the classroom.
- Recognise and reward positive behaviour
- Create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure
- Plan and deliver high quality lessons that engage all students. Anticipate areas of difficulty to ensure that there are no barriers to every student achieving their full potential.
- Implement sanctions fairly and consistently, informing parents where appropriate

Parents/Carers

Should:

- Abide by the Home/School Agreement, including supporting the use of various sanctions
- Work in partnership with the school to ensure good behaviour and regular attendance.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behaviour concerns with the class teacher or Head of Year promptly.

- Ensure students come to school punctually, correctly equipped in appropriate uniform and prepared to learn.

Students

Should:

- **Abide by the Home/School Agreement**
- Take responsibility for their own behaviour
- Be made aware of our expectations so that they can meet them
- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Take care of property and the school environment
- Co-operate with other students and adults
- Wear uniform correctly during the school day.
- Attend school and arrive on time
- Ensure that any incidents of disruption, violence, bullying and any form of harassment are reported.

Staff Induction, Development and Support

All teaching staff are reminded of Oldbury Wells School expectations in September. New staff who join the school have an induction day. Staff will undertake CPD sessions afterschool regularly, with a focus on behaviour. Monday staff briefings are used to regularly update staff.

APPENDIX ITEMS

OWS Consequences for Wrong Choices		
Teacher/Form Tutor/Staff – No need to record on ‘Go for Schools’ but staff action required		
	Type of incident	Possible follow up action
0	<ul style="list-style-type: none"> • Minor misbehaviour, first warning • Failure to complete home learning first time • Quantity/quality of work, including homework • Chewing gum or eating in class • Incorrect uniform 	Verbal reprimand – including what we expect. Change of seating plan Additional work set Contact with parent/carers
Logged on Go for Schools Teacher actions		
	Type of Incident	Possible follow up action/s
-1	<ul style="list-style-type: none"> • Missing subject equipment • Use of mobile device in class • Lack of PE kit twice in a half term • Eating or drinking in class • Not following instructions • Lack of respect to staff • Silliness/rudeness • Lack of effort/work – including homework • Calling out • Unpleasantness/name calling • Out of seat • Unsafe behaviour • Malpractice in an assessment • Dropping litter • Poor bus behaviour • Unpleasantness/name calling • Failure to attend stage 1 detention • Hoodie • Mobile phone used in school day • Electrical device used in school day • Poor corridor behaviour • Poor language used • Poor social time behaviour • Out of bounds 	<ul style="list-style-type: none"> • Clear verbal warning given – reminder ‘Ready, Respectful and Safe’ • Contact with parent/carers • Pupil directed to pick up litter • Keep student behind at break or lunch • Stage 1 detention • Incorrect uniform item confiscated and taken to reception • Mobile and earbuds confiscated and taken to reception • Informal restorative conversation

Cluster Leads/Pastoral Managers/Pastoral Staff/HOY These incidents will be followed up middle leaders and pastoral staff Teaching staff notify Pastoral Manager for behaviour or HOY for work related issues		
	Type of Incident	Possible follow up actions
-2	<ul style="list-style-type: none"> • Repeated disruptive behaviour • Repeated refusal to follow instructions • Walkabout call and pupil returned to lesson • Repeated homework issues • Lack of PE kit three times in a half term • Unsafe behaviour • Misbehaviour across a range of subjects • Failed to attend stage 2 detention • ICT misuse • Poor behaviour in the community • Incident referred to Pastoral Manager • Poor bus behaviour - letter issued 	<ul style="list-style-type: none"> • Pupil sent to work in another room/area of department • Email/phone contact with home • Teacher detention • Stage two detention • Walkabout call – if verbal warnings and reminders are having not impact • Restorative meeting • Stage one report to form tutor • Stage two report to pastoral manager • Bus warning letter issued
Pastoral Managers/HOY/Walkabout Lead Teaching staff to notify Pastoral Managers		
	Type of Incident	Possible follow up actions
-3	<ul style="list-style-type: none"> • Truancy • Bullying - first offence • Refusal to attend lessons • Use of mobile device in school to record • Disobedience or insolent behaviour • Poor bus behaviour - temporary suspension • Minor damage to property • Refusal to hand over phone or electrical items • Very serious incident - referred to HOY • Failed to attend stage 3 detention • Walkabout called to lesson and pupil removed. 	<ul style="list-style-type: none"> • Walkabout lead to record when pupil removed • Stage two report to pastoral manager – recorded by Pastoral Manager • Stage three report to member of SLG -recorded by Pastoral Manager • Confiscation of mobile phone or electrical devices • Stage three detention after school for one hour • Temporary suspension from bus transport • Change of class • Contact with parents or carers
Very serious concerns to be recorded as L4 by pastoral team SLG involvement		
	Type of Incident	Possible follow up actions
-4	<ul style="list-style-type: none"> • Damage • Theft • Continuation of persistent disruptive behaviour • Persistent rudeness to staff 	<ul style="list-style-type: none"> • Referral to SLG – Suspension from school • Referral to the consequence room or behaviour recovery

	<ul style="list-style-type: none"> • Persistent poor behaviour at lunchtime • Persistent defiance • Intentional setting off of the fire alarm • Smoking or vaping on the school site • Referral to BRR - no change • Verbal abuse / threatening behaviour against an adult • Sexual misconduct* • Physical assault against a pupil* • Verbal abuse / threatening behaviour against a pupil* • Unprovoked/pre-meditated violence* • Bullying* • Inappropriate use of social media or online technology* • Racist abuse* • Abuse against sexual orientation and gender identity* • Persistent or general disruptive behaviour • Abuse relating to disability 	<p>for an extended period of time.</p> <ul style="list-style-type: none"> • Involvement of external agencies (e.g. Police, social services, Local Authority Inclusion team) • Theft - suspension from school • Pupil planning meeting with the Local Authority • Confiscation of item
Headteacher – Likely to lead to permanent exclusion		
-5	Type of Incident	
	<p>As above for level 4 or for a very serious one-off incident</p> <ul style="list-style-type: none"> • Failure to respond to school support and sanctions • Bringing alcohol or drugs onto the school site • Bringing a weapon onto the school site • Assaulting a member of staff. 	<p>NB – Bringing drugs or weapons onto the school site – will lead to a permanent exclusion.</p>



Oldbury Wells

The **Oldbury Wells Way** around the school site

Routines for students:

- Take the fastest route
- Use the one-way system on the West side
- Move sensibly around the site.

	Staff Action
Staff on corridors before/between lessons	Please be on your door and remind students of the rules above. Use 'Ready, Respectful, Safe'
Uniform	Uniform rules apply around the school site and in lessons. Speak to students whose uniform is not as expected. Blazers should be on, shirts tucked in.
Incidents of poor behaviour at break/lesson changeover	Tell student to stop. Explain behaviour is against the school rules. Use 'Ready, Respectful, Safe'. Inform Pastoral Manager to place into detention.
Incident of poor behaviour at lunchtime – including multiple pupils in cubicles.	Tell student to stop. Explain behaviour is against the school rules. Use Ready, Respectful, Safe. Inform Pastoral Manager to place into detention.
Serious incidents around the school site	For a serious incident, such as a fight, help other staff members, make radio holders aware of the incident and assist to calm the situation down. Separate pupils. Pastoral staff will then deal with the incident.
Mobile phones	Mobile phones are not allowed to be used on the school site. If a student is using a mobile phone confiscate the phone and hand it into reception. Make sure you take the pupil's name and year group so that the phone can be put into a named envelope. If a student refuses to hand over the phone, call for pastoral manager who will follow up. Do not get into an argument or disrupt your lesson.

THINGS THAT STAFF SHOULD CHALLENGE AND FOLLOW UP

Being in an out of bounds area without a good reason – including multiple students in toilets.	Unnecessary physical contact/potentially dangerous behaviour including “play fighting”
Dropping litter	Swearing or verbal aggression to another student
Deliberately throwing water onto another person	Vandalism/graffiti

Intervention Strategies

Classroom

- Verbal warning
- Final verbal warning (Privately outside the classroom)
- Managed move within department/cluster– stage one teacher detention issued.
- Walkabout lead called to support. May lead to pupil removal to consequence room.
- Continued concerns in subject area – Sanctions imposed stage two detention or after school detention as appropriate. Cluster lead to contact parents/carers.

Concerns in two or more subjects or 10 behaviour points – monitored by pastoral manager and/or HOY to inform FT.

- Stage 1 report for two weeks parents/carers informed.
- Pupil and form tutor to look at concerns and set 3 targets. Form tutor to email targets.
- Form tutor to discuss reasons for problems. Are there issues at home? Are there unmet learning needs? Do you need to refer to SENCo or Pastoral Support Worker?
- Form tutor to meet with pupil regularly to discuss progress.
- No improvement in 2 weeks - Pastoral Manager informed and parent meeting held with tutor.

Pastoral Manager involvement – continuation of poor behaviour

- Stage 2 report issued – parents/carers and Assistant Head of relevant key stage informed.
- Pastoral Manager and pupil to set 3 targets. Pastoral Manager to share targets via email to all teachers.
- Pastoral Manager to see pupil daily. Student support worker to complete behaviour reflection with student.
- No improvement after two weeks – parent meeting with Pastoral Manager.

Head of Year involvement – continuation of poor effort or progress concerns

- Stage 2 report issued – parents/carers and Assistant Head of relevant key stage informed.
- HOY and pupil to set 3 targets. HOY to share targets via email to all teachers.
- HOY to see pupil daily. Student support worker to complete behaviour reflection with student. Pastoral Support workers to support pupil with behaviour strategies.
- No improvement after two weeks – parent meeting with HOY.

SLG involvement

- Stage 3 report issued – parent/carer meeting with Assistant Headteacher of relevant key stage. Pupil to show report to member of SLG daily.
- No improvement – may lead to referral to consequence room or behaviour recovery for a fixed period of a week initially.
- Behaviour recovery lead may work with pupil to support behaviour in school.
- Reintegration meeting to be held and pupil reintegrated into main school.
- Further continued poor behaviour – extended time in the consequence room or behaviour recovery.

- Suspension may be considered.
- A Pupil Planning Meeting may be held with the Local Authority.

Rewards System – September 2023

Badges – Year 7

- Bronze badge – 100 positive points
- Silver badge – 150 positive points
- Gold badge – 200 positive points

Afternoon Teas – Year 7 and 8

- End of Autumn and Spring Terms
- Top 50 students (based on positive points) in each half of the year group

Weekly Prizes – Year 7 to 11

- Random prize draw for students with 100% attendance/no negative points

Half Termly Prizes – Year 7 to 11

- Random prize draw for students with 100% attendance
- Prize for Tutor Group with best attendance/highest positive points/lowest negative points

Termly Prizes – Year 7 to 13

- Top 25 students in Year 7 to 11 (based on positive points) received £5 voucher
- Top 10 students in Sixth Form (based on positive points) received £5 voucher

Awards Afternoons – Year 7 to 10

- Prizes will be awarded for attainment and progress in each subject

The Commendation Award

The commendation certificate is to be awarded when an extra special piece of work is produced or when a student exhibits our key character virtues. A certificate will be sent home.

The award will also be recorded on Go4Schools. Any student receiving a commendation award should also be given five house points by the subject teacher initiating the award. Similarly, any student receiving a praise text award should be given three rewards points.

Policy on Detentions

The school has the right to detain students after a school session, with parental notice, for disciplinary purposes, under section 5 of the Education Act 1977.

The school, in accordance with the law, will operate a detention system as part of its sanctions against poor behaviour.

We are a school that issues after school detentions. All parents and carers who send their children to us accept and support the use of this sanction.

- The school does not have to, but will endeavour to, give at least 24 hours' notice to the parent or carer for an afterschool detention by text message. The school will assume the parent has received this notice and is not required by law to receive acknowledgement or response for the detention to go ahead.
- Text notification will go to the parent with whom the child lives. In the case of joint custody by parents/carers who do not live together, notice does not need to be sent to both.
- While the school should be mindful of a child's travel arrangements, it is the responsibility of the parent/carer to ensure that they are able to get home safely after the detention.
- Parents or carers who object to a detention should contact the Head of Year via email. Reasonable objections could be made for: the detention clashing with a religious observance or medical appointment; the parent is unable to make safe alternative arrangements for travel home with a child who normally gets the school bus. On these occasions, the detention will be arranged for another date.
- If the school decides to go ahead with the detention following an objection from a parent, the parent can make representation to the Headteacher under the normal complaints' procedure
- Failure to serve a detention may result in a more severe sanction being imposed according to individual circumstances.

Statement Relating to Suspension or Permanent Exclusion from school

We operate under DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England July 2022. The suspension of students from a school is a decision for the Headteacher or his nominated deputy.

At Oldbury Wells School Fixed Term suspension is used to help maintain the good behaviour within the school. They are used for serious one-off incidents or cumulative less serious offences or where other strategies are not working.

When suspension is being considered all incidents will be carefully investigated and where possible the students' account will be heard. Contributing factors will be considered carefully.

A decision to permanent exclude is a serious one. It will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. Any decision to permanently exclude will only be taken:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In exceptional circumstances it is appropriate to permanently exclude for a one-off-offence.

Students who are violent to staff or are found in possession of, or being involved with; knives, blades, other weapons, alcohol, classified drugs or other dangerous substances are considered to be very serious transgressions and likely to result in permanent exclusion. On such occasions, advice will be sought from the police.

Permanent exclusion is also possible for persistent and defiant misbehaviour and persistent bullying.

In the above, the standard of proof to be applied is the 'balance of probabilities', i.e., if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher can exclude.

In the above, the Headteacher will take any other factors into account. These include SEN guidance, students with a disability, race relations and students who are looked after.

If a student receives a suspension, then the following will happen:

1. The parent/carers are called to inform them of the suspension.
2. The parent receives a letter home informing the parent/carer of the suspension and re-entry date.
3. The parent/carer is required to attend a reintegration meeting or to confirm a date and time.
4. The incident will be discussed at the meeting, which will be held by the HOY and a member of SLG.
5. An action plan is agreed to avoid this happening again in the future.

Statement Relating to Searching: Use of reasonable force, conduct of students outside of lessons and bullying

Items which are banned in school (e.g. mobile phones) can be confiscated and may be handed back to a student at the end of the day. If the student fails to cooperate or repeats the offence, parents may be asked to collect the confiscated item. Items such as vapes, cigarettes, lighters etc, will be confiscated and disposed of.

At Oldbury Wells, Governors and Senior Leadership Group believe searching students or their possessions should only be undertaken by senior staff. These members of staff will follow clear guidelines and will not be able to undertake 'body-searches'.

The school can search without consent for weapons, knives, alcohol, illegal drugs and stolen items, tobacco, fireworks and pornography). The school can confiscate 'banned' items as **listed in the home school agreement** but cannot search unless student permission is given.

Power to use Reasonable Force

Government guidance says teachers have the right to use reasonable force. At Oldbury Wells, Governors and Senior Leadership Group believe we should use restraint and reasonable force rarely and only in exceptional circumstances. The occasions when reasonable force is used are likely to include situations where a student is committing an offence or putting themselves or others in danger. If members of staff do use restraint or reasonable force, they are expected to immediately notify the Headteacher.

Conduct Outside School

Oldbury Wells will be responsible for students' conduct when they are taking part in a school organised trip or school related activity. The school may choose to become involved in out of school behaviour when students are clearly linked to the school (e.g. wearing school uniform) or where their behaviour may impact upon the smooth running of the school.

To clarify this further, the school can apply the Behaviour Policy where behaviour out of school:

- could have repercussions in school
- poses a threat to someone in the school community or
- could adversely affect the reputation of the school.

On-line Bullying (See Anti-bullying Policy)

This is a growing area of concern for most schools. The school cannot monitor the use of social networking sites by its students; this remains the responsibility of parents and carers. Social networking sites may not be used in school. The school may choose to become involved and apply the Behaviour Policy, where on-line activity is likely to have an impact on the smooth running of the school or poses a direct threat to a student in school. It is likely that the school will involve the police in such bullying issues.

OLDBURY WELLS SCHOOL CODE OF CONDUCT ON SCHOOL TRANSPORT

At The Coach Pick-Up/Drop off Point

- Always arrive in good time and make sure you have your pass with you. You must show the pass to the driver ¹ each time you get on the coach. If you can't produce a pass, you may not be allowed to travel. **Remember: NO PASS may mean NO TRAVEL!**
- You should wait on the pavement, in a safe position away from the road. You must behave sensibly without upsetting local residents or endangering other pedestrians and traffic.
- Don't go near the coach until it has stopped.
- Do not push to get on the coach.
- Make sure that you are getting on the coach to which you are allocated.

On The Coach

- Find a seat quickly without pushing.
- Fasten your safety belt - you must wear it.
- You must listen to the driver and do as he or she says. The driver's job is to drive the coach safely, not to supervise young people.
- Do not move about the coach until it has stopped.
- You must not misbehave when you are on the coach. This is dangerous and could distract the driver. If you need to say something important wait until it is safe to do so.
- Report any incident or accident to the driver when safe to do so, preferably when the coach has stopped.
- You must not eat or drink on the coach. Take any litter off the coach with you.
- Do not damage or leave graffiti, or interfere with emergency doors, safety belt fastenings or window fittings. Your parents will be charged for any damage which you cause.
- Do not use bad language.
- Keep the gangway and emergency doors clear so that other people can leave the coach safely.
- If there is an accident or breakdown, stay calm and quiet and follow the driver's instructions.

At Your Destination

- You must not try to get off the coach until it has come to a complete stop.
- You must make sure that you have all your belongings, such as bags, coats and litter, as you leave the coach. If you have forgotten something you should contact the School office.
- You must not try to get back on the coach after you have got off; this is in case it moves off suddenly.
- Older students should help to see that younger students are well clear of the coach after they have got off.
- You must not cross the road close to the front or rear of a coach or any other vehicle. You must be able to see clearly both ways. Where possible, use a pedestrian crossing.

¹ Driver means the person driving the coach and other coach staff.

Remember – Be polite and courteous at all times. You are representing yourself, your family and your school. Don't let them down!

- Unacceptable behaviour will not be tolerated and action will be taken if you do not follow these guidelines. The School reserves the right to suspend or disallow the right of an individual to use the coach service. Your parent or guardian will then be responsible for transporting you to School.

Parents and Guardians

- Please ensure that your child is accompanied to the bus stop or they follow a safe route to the bus stop and that they know the safest crossing places.
- You are responsible for ensuring that your child has a pass each time they board their coach. Drivers are required to check passes. If your child fails to produce one, he or she may be refused transport. You will then have to make alternative arrangements, at your expense, to get your child to school until a pass can be produced.
- Your child has been placed on a particular coach. It is important that they travel on this and not another coach. It is important that the School and bus operator knows who is on the coach in case of accident or emergency.
- If your child loses or damages their pass, please contact the School office to purchase a new one.
- Please make your child aware of the dangers of behaving in a disorderly way. Please ask them to act sensibly whilst on the coach and at the bus stop, for their own and others' safety.
- Make sure your child knows what to do if their coach is late or does not arrive.
- Please ask your child to show the driver respect and follow any instructions he or she may give. Please encourage them also, to remain seated at all times and wear a seat belt where fitted. The drivers' primary function is to transport children from home to school. They may not be able to do this if children are misbehaving.

Please Note – you will be held responsible for any vandalism by your child. It will be treated as criminal damage.

- Please notify the staff in the school office immediately of any changes to your circumstances. If your child no longer needs the bus pass, please return it to the School transport office.
- If you have any concerns about school transport please contact the School office.

Disciplinary Procedures Following Breach of the Code of Conduct

Following report of an incident of unacceptable behaviour or such behaviour that contravenes the School Transport Code Of Conduct, the incident will be investigated. If we find one or a group of students is at fault, we will contact their parents or guardians to inform them what has happened and the action we are taking. Depending on the seriousness of the incident, and the history of any previous incidents the student has been involved in, the course of action may be:

1. Warning letter
2. Final warning letter
3. Suspension or ban from school transport.

In the event of a suspension or ban it will be the parent or guardian's responsibility to take their child to and from school. The contractor and School will be informed of the action taken so that they can ensure that any suspension or ban is upheld. In cases of criminal behaviour the police will be informed.

The School's Commitment

We will:

- Deal with your queries and requests promptly.
- We will try to issue passes within five working days.
- Provide contractors with up-to-date information on students authorised to travel on their buses.
- Plan journeys to minimise journey times whilst providing a cost-effective and efficient service.
- Investigate thoroughly and impartially all incidents reported and complaints made. We will respond to the complainant as soon as the investigation is complete under the school Complaints Procedure.
- Regularly monitor the safety and quality of school transport: safety of school transport is our primary concern.
- Treat everyone equally and fairly, according to the conditions of our policies and contracts.

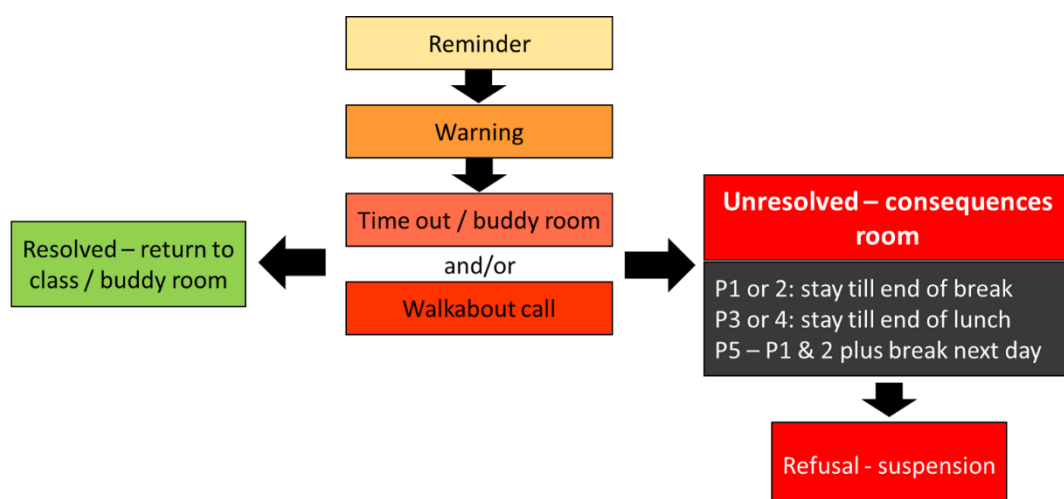
ROUTINES AND PROCEDURES

AT THE START OF LESSONS

- Be in your doorway 1-2 minutes before the bell – if you have a class immediately beforehand, ensure that you allow for this in your exit routine.
- Ensure that pupils to line up outside the classroom in silence. Do not wait for latecomers, get the majority into the room promptly.
- Greet students with a smile. Welcome them to your classroom (unless crossing from the other side, arrange for department to support if possible)
- Check uniform as students enter and ensure they go straight to their allocated place. Remind them calmly but firmly if they do not initially meet expectations,
- Ensure students take out the equipment they need for the lesson
- Ensure students are clear what they should be doing when they sit down – e.g. bell work, silent reading.
- Display the rules in class – and ensure that the students and other staff in the room know what they are.
- Set time aside to explicitly teach and practise your classroom routines, entry, exit, peer discussion etc.

DURING LESSONS

- Use signal – pause – insist to ask for quiet. Raise your hand and wait for students to stop speaking, look at you and raise their hands. Use 5-4-3-2-1 if you wish.
- Wait for 100% attention before speaking
- Use the behaviour system as set out below



AT THE END OF LESSONS

- Allow time for end-of-lesson routines (e.g. book & equipment collection)
- Dismiss students in an orderly fashion, one row at a time.
- Ensure you are in the classroom doorway to meet and greet the next group if necessary.

STRATEGIES

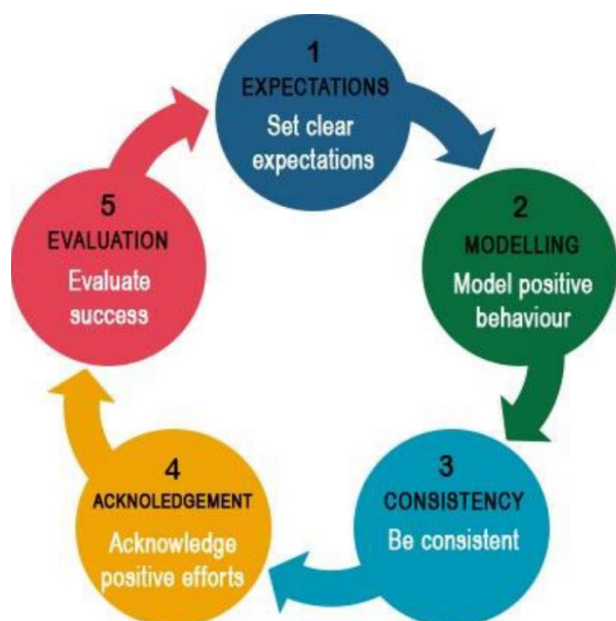
RELATIONSHIPS

- Know the (preferred) name of each child you teach
- Know key information about each child that you teach (SEN, PP, etc)
- Use the SEND Register to ensure students' needs.
- Have strategies in place for children who may misbehave
- Ensure that other adults in the class/your team are aware of any information / strategies / plans above.
- (For form tutors especially) have some background knowledge about each child in the group.

TEACHING

- Ensure all resources are prepared in advance and differentiated if necessary to meet the needs of students.
- Praise positive engagement
- Use pre-announced 'cold-calling' to ensure focus

CLASSROOM MANAGEMENT



- Ensure you have a clear, up-to-date seating plan
- Use PIP and RIP (praise in public / reprimand in private) as required.
- Use the 5 to 1 ratio of praise to negative.
- Stay calm. Do not shout. Model the behaviour you want pupils to exhibit.
- Give warnings discreetly, using non-verbal signals (a glance; a hand signal) as appropriate.
- Use the rewards system. Aim to allocate 5 rewards per lesson
- Follow up any behaviour concerns later using the script as outlined in the behaviour policy. The Oldbury Wells Way – Following up after unacceptable behaviour – Restorative conversation