



Wise Owl Trust

Behaviour in Schools Policy

Version 2

Approved by Wise Owl Trust: Spring 2020

Due for review: Spring 2023

Behaviour Management Policy

Section 89 of the Education and Inspections Act 2006 for maintained schools, and the Independent Schools Standards Regulations 2010 for Academies and Free Schools stipulate that all schools must have a behaviour policy. It is the responsibility of the governing body, in consultation with the Principal, school staff, parents and pupils, to establish the general principles underpinning the behaviour policy.

Introduction

Behaviour is everyone's responsibility and at Wise Owl Trust, children become part of a friendly cooperative environment where there is an atmosphere of mutual respect and trust. Every child is made to feel they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged. Behaviour management is seen as an integral part of the curriculum that teaches social skills to all children. This policy deals with the majority of the children at Wise Owl Trust. A small number of pupils may need an additional Individual Behaviour Plan or Pastoral Support Plan to help them succeed in school.

Principles / Ethos

At Wise Owl Trust we build positive relationships with pupils, parents and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity.

At Wise Owl Trust we:

- Understand that the quality of relationships and school climate area absolutely critical to successful student learning;

- Seek to establish strong meaning and connection for students, families and staff in social and academic contexts;

- Implement principles of mutual respect and encouragement;

- Focus on long term solutions at individual, class and school wide levels; and

- View mistakes as opportunities to learn and mis-behaviour as opportunities to practice critical life skills.



Aims and Objectives:

- To ensure the safety and well-being of every member of the school community;
- To ensure all members of the school community are valued;
- To protect the school environment;
- To teach pupils to have self-control and take responsibility for their actions;
- To teach pupils that actions and choices have consequences;
- To encourage parents to work in partnership with the school;
- To equip every child with the values and skills (social, emotional, physical and academic) they will need to meet the challenge of being a 21st century citizen;
- To work collaboratively as a staff, sharing skills and ideas for managing pupils' behaviour; and
- To maximise the effectiveness of the curriculum and individual learning for every child.

The school therefore provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control;
- Develop strong self-esteem;
- Take ownership and accountability for their behaviour;
- Have the right to learn;
- Be independent;
- Cooperate in learning;
- Be honest;
- Recognise, share and celebrate their own achievements and those of others; and
- Be confident to talk to an adult about any concerns.

The whole school works together to create a positive atmosphere, a sense of community and shared values.

Expectations

Children learn to behave by following positive role models. Children and staff at Wise Owl Trust treat each other with respect, speak to each other politely and respect each other's right to be different. No one should deliberately set out to make another person feel uncomfortable or unhappy.



Wise Owl Trust believe that it is particularly important to involve pupils, parents and staff in developing expectations to ensure that they reflect the views of the entire school community. Expectations are discussed regularly in lessons, staff meetings and during parent behaviour training.

School Rules

Our school rules are developed by exploring the rights and responsibilities of the people who share this learning environment. We understand that everyone has the right to a high quality learning environment where everyone feels safe and valued.

The School Rules are displayed in classrooms, around the school and celebrated during weekly assemblies. Staff should ensure all the children within their class understand the School Rules:

We show RESPECT to everyone.

1. We are kind and helpful;
2. We work hard;
3. We look after property;
4. We listen; and
5. We are honest.

The School Rules are included in the home school agreement which parents are asked sign at the point of admission.

Rewards and Sanctions

Rewards and sanctions at Wise Owl Trust play an important part in teaching children how to control their own behaviour. At Wise Owl Trust we understand that people are driven by extrinsic and intrinsic motivation. We use Star of the week as extrinsic motivation. Star of the week is rewarded to the pupil who the teacher feels has made the most positive contribution to the class and/or made the most effort to promote our school principles and ethos. Each week a certificate is given to the mathematician of the week and



the writer of the week in each class. This is to reward effort above and beyond our normal high expectations. At Wise Owl Trust we believe that intrinsic motivation plays a much greater role in the development of children. Staff at Wise Owl Trust encourage intrinsic motivation by making children feel good about doing the right thing, this might take the form of a thumbs up, a smile or a simple well done. We promote good behaviour, self-discipline and respect by teaching children how to behave rather than using sanctions for control. Negative behaviour is managed through post incident learning where staff teach children how to manage their own behaviour (see appendices). Staff explore the following three areas during post incident learning:

What happened?

How it made the pupil feel?

What the pupil can do the next time they feel that way?

Extrinsic Motivation

Where intrinsic motivation is not embedded, extrinsic motivation may be used in the form of personalised reward charts. The reward chart should be carefully structured where pupils can earn points for making good choices. The points systems used should have a mechanism to wean children off them.

Anti-Bullying

At Wise Owl Trust we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy. If bullying does occur, all pupils should be able to speak out and know that incidents will be dealt with promptly and effectively. More detail is outlined in our schools Anti Bullying Policy.

Rewards

At Wise Owl Trust we encourage good behaviour by:

Consistency and making our expectations clear;

Acknowledge the children when they have behaved well or set an outstanding example to others;

Letting parents know how well their child/ren is/are doing;



Sending home postcards linked to the RESPECT curriculum;
Giving the children responsible and interesting jobs to do around school;
Reminding them of correct behaviour, rights and responsibilities;
Sharing their achievements with the whole school in the celebration assembly;
Star of the Week;
Providing the opportunity for pupils to have lunch with the class teacher; and
In class reward systems (only if required and only in prior agreement with the Principal in line with the school ethos)

Consequences

At Wise Owl Trust we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs. We identify vulnerable children in advance and use proactive strategies to identify/remove barriers that may make it difficult for them to follow and understand particular school rules and procedures. We plan how to overcome these barriers, working with all staff and the parents of the child.

At Wise Owl Trust we understand that negative behaviour management strategies such as punishments for behaviour drive negative feelings that can often drive more negative behaviour and do little to create positive relationships.

Our priority is to teach pupils how to control their own behaviour rather than aim to control individuals through fear of punishment. We teach self-control at Wise Owl Trust via the use of logical consequences (consequences that teach a more appropriate behaviour).

In the event that a child makes the wrong behaviour choices, it is the responsibility of staff to support them in making positive ones. The child will be given a warning as a chance to correct their behaviour before being given a consequence.

e.g. natural consequences.

- Missing playtime / lunchtime to make up lost learning time.
- Rectifying negative behaviour

Behaviour Support Plans and Pastoral Support Plans

Where a pupil's behaviour and choices start to impact on not only their learning, but also the learning of those around them, A Behaviour Support Plan will be implemented. This will be in consultation with the pupil and their parents / carers. The pupil's strengths, their views and what they enjoy will be included, and in addition:

- The pupil's anxiety, defensive and crisis behaviours;
- The pupil's depression stage, recovery and follow up behaviours;
- How the pupil feels they can help themselves and how others can help them at each stage;
- The pupil's triggers;
- De-escalation strategies that the pupil, teacher and family feel will be effective.

SMART targets will be identified in consultation with pupils and parents / carers. The targets will be reviewed every term (as a minimum) alongside pupil voice and a parent's meeting. Targets will be reviewed alongside the effectiveness of interventions and the pupils' progress towards self-regulation and self-awareness.

Where a Behaviour Support Plan is in place, the pupil may also be referred to outside agencies for support. We may also refer them to Educational Psychology. Families may be signposted towards an Early Help Assessment, to provide a multi-agency approach to supporting the family. For cases of continued serious, unacceptable behaviour, consideration will be given to starting the process of permanent exclusion from the school. The decision to exclude a child can only be made by the Principal.

Where a pupil is at risk of permanent exclusion a number of strategies will be implemented:

- A Pastoral Support Plan (PSP) will be put in place. SMART targets will be identified in consultation with pupils and parents / carers. Regular meetings will be held to gauge what is working well from the point of view of school, the pupil and their family, what is not going well and what could be done to improve the situation. Support strategies will be detailed and interventions provided such as individual teaching assistant support, therapeutic interventions, nurture sessions, time spent with

Commando Joes, etc. Regular reviews will be held and the PSP will be updated and shared with all relevant staff.

- A pupil may benefit from a part time table, for a number of reasons: to reduce their anxiety over attending school full time; to reduce the build-up over the whole day of any anger, aggression or volatility; to give them a time frame in school and an 'end point'; to give the pupil the opportunity for focused, individualised learning, building on their areas of need; to give the pupil the opportunity for focused teacher or TA support in a nurturing environment where their emotional literacy and resilience can be rebuilt. A child will only be on a part time timetable for up to 16 weeks and during this time, review meetings with parents / carers will take place every 4 weeks. For any pupil on a part time timetable, a Pastoral Support Plan will be put in place, detailing the support put in place and the areas of need we are focusing on for the child. When the pupil is not in school, work will be sent home for them to complete during school hours.
- Another strategy to support a child at risk of permanent exclusion, is a temporary move to another school within our Trust. This would provide the pupil with a fresh start, changes of staff and peers and the opportunity to experience success and enjoyment in a new learning environment. This also gives the pupil the chance to set themselves new goals without the anxiety of others knowing their background or of how they feel they may be expected to behave. When a pupil attends another of our academies, weekly review meetings will be held with the Principal and parents / carers. The pupil will be supported by a familiar member of staff from their own school and their placement academy and class will be chosen carefully, taking into consideration the level of need already in the class. Transport will be provided by the Trust. A smooth reintegration back into the pupil's original school will be planned carefully when the Principals of each academy, the pupil and parents / carers feel it is the next step and that the pupil has built the necessary skills and emotional literacy to adapt to school life back in their original setting.

Fixed-Term and Permanent Exclusions

At the Wise Owl Trust we believe that children have the right to Learn. If a pupil seriously breaches the school's behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupils or others in the school, the Principal may take the decision to exclude for a fixed period. If this decision is taken, work will be set



for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents must meet the Principal, or one of the Assistant Principals, to discuss the pupil's reintegration into school.

Exclusion statistics for the schools in the UK in 2017 / 2018 reveal that the most common reason for permanent exclusion in primary, secondary and special school is 'persistent disruptive behaviour'. This can be defined as:

***Disruptive behaviour** is when a child is uncooperative and prevents themselves and other children in class from working. A **disruptive** child also manages to grab a teacher's attention and prevent the teacher from giving the other children attention. **Behaviour** that distracts a teacher and other pupils from learning.'*

Physical assault, either against another pupil or physical assault on an adult, is the second most common reason for exclusion.

Use of Physical Restraint

At Wise Owl Trust we are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff. It is not advisable for staff to restrain a child if they are on their own. They should send a child for another member of staff.

Reasonable force may be used to:

- Prevent a child leaving a room if it would risk their safety or that of others;
- Prevent a child attacking a member of staff or another pupil;
- Stop a fight taking place in the school; and
- Restrain a pupil at risk of harming themselves or damaging property.

For further information – see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Where a pupil has begun to show aggressive or violent outbursts, a Positive Handling Plan will also be put in place. This document will include a description of the pupil's behaviours and triggers but also the strategies that the pupil would prefer to be used, in the event of



them feeling overwhelmed, angry, violent or destructive. Those strategies might involve:

- Verbal advice and support
- Reassurance
- Negotiation
- Choices / limits
- Humour
- Success reminders
- Supportive touch (pupil's choice to initiate a hug` or being led out of the room)
- Time out
- Change of adult
- Planned ignoring
- Consequence reminder
- Distraction
- Withdrawal
- Permission to go for a walk
- Calming down area identified

Positive Handling Plans will also be reviewed termly, in consultation with the pupil and parents / carers or more regularly if required. Pupils' and parents' / carers' views are recorded on the form.

Lunchtimes

At Wise Owl Trust we expect the children to behave in a responsible manner in the dining hall and in the playground. We expect the children to enter and leave the dining hall in a sensible manner. Whilst eating their dinner, we expect them to talk quietly to their friends and stay seated until they have finished eating. When they have finished eating, the children should take their tray to the waste trolley and give it to the child on duty that day.

Lunchtime organisers / Kitchen staff must be an excellent role model for the pupils. They must encourage:



Good table manners;

The correct use of cutlery;

Children to take their time to eat their lunch;

Children to play sensibly in the playground; and

Lunchtime clubs will take place as a preventative measure for some children.

Items Banned in School:

By law all school staff can search pupils for any item with their consent; however it is up to the Principal to identify who is authorised to carry out the searches within the school. When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996 and the Schools Regulations 2012 as:

1. Knives or weapons, alcohol, illegal drugs and stolen items;
2. Tobacco and cigarette papers, fireworks and pornographic images;
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and

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Resilience

Passion

Self-Aware

4. Any item banned by the school rules which have been identified in the rules as an item which may be searched for.

Use of Reasonable Force:

The guidance issued by the DfE, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. The principal should consider whether members of staff require any additional training to enable them to carry out their responsibilities as defined within the school behaviour policy.

Malicious allegations against school staff:

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as a referral to the police if there are grounds for believing a criminal offence may have been committed).

Exclusions

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 were released in September 2012. It stated that schools should set out circumstances that may lead to fixed term or permanent exclusion from school which should be laid out in the school's behaviour policy.

At Wise Owl Trust we believe that pupils learn best in school, therefore exclusion would be used at the Principal's discretion after taking into consideration the needs and circumstances of the individual which will be based on a risk assessment.

Monitoring and Review

At Wise Owl Trust we understand that consistency is an important part of behaviour management. Consistency of this policy will be addressed at two levels. The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered. The second level is the monitoring undertaken by the Senior Leadership Team. This will ensure that there is consistency of approach to behaviour throughout the school. Part of the monitoring will be ongoing and relate to observations of children's behaviour during lessons, assemblies, lunchtimes and playtimes.



Team Up

Within Wise Owl Trust we are aware that some children find it difficult to access the curriculum. This can often be displayed through presenting challenging behaviour. Research shows that children who present challenging behaviour often have a low level of emotional intelligence. With this in mind the Wise Owl Trust have set up an extra provision to support children's emotional intelligence and understands the development of a child's Social, Emotional and Mental Health, SEMH, is critical on their journey to become a responsible member of society.

Emotional Intelligence is the measure of an individual's abilities to recognise and manage their emotions, and the emotions of other people, both individually and in groups.

Research has shown that people with higher levels of emotional intelligence enjoy more satisfying and successful careers and relationships. (Goleman *et al* 1995) If we think about ways to enhance our emotional intelligence we are likely to become more interesting people, and increase our self-esteem.

Within Team Up we develop emotional intelligence through teaching:

- Resilience
- Empathy
- Self--Awareness
- Positivity
- Excellence
- Communication
- Team Work

Team Up work with children, parents, governors and colleagues across the trust to develop emotional intelligence, as part of a child's character, through a range of activities and projects. The provision uses a range of evidence based strategies to develop the emotional intelligence of the children who attend, with a goal to support children accessing the main stream learning through improved understanding of their emotions.

Team Up will compliment the existing academic school and character curriculums, which is



based upon RESPECT

Mistakes

'A person who never made a mistake never tried anything new' Albert Einstein.

Team Up believe that we learn more from mistakes than we do from successes. With this in mind mistakes are not stigmatised in Team Up and are viewed as an opportunity to develop children further. Children are not punished when they make mistakes but are encouraged to reflect on their actions and formulate strategies to cope in the future.

How do we achieve to this?

Research shows that experiences drive feelings and feelings drive behaviour. With this in mind Team Up focus on the feelings and experiences of the child that led to their behaviour. By exploring the experiences and feelings Team Up believe that we can teach the child alternative behaviours and give them strategies that they can use for the rest of their life.

Consequences

Consequences should not be confused with punishments, they are to designed to teach alternative behaviours; whereas punishments often lead to a negative feeling. Children with a lower level of emotional intelligence may respond more negatively to a climate that punishes behaviour. The knock on effect to this is that children may not show us how they are feeling for the fear of being punished. This can make it extremely difficult to support children if there are barriers to personal expression. At Team Up consequences are always linked to the behaviour of the individual. Post incident learning is a logical consequence for most behaviour. At Team Up we recognise all actions lead to a consequence. If a child understands the consequences of their action they can become better equipped to positively manage their behaviour. Team Up are empowering children to make informed choices.

Rewards

Rewards and sanctions at Team Up play an important part in teaching children how to control their own behaviour and we understand that people are driven by extrinsic and intrinsic motivation. This means each reward will be decided on an individual basis.

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Post Incident Learning

At Team Up, we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs and targets.

Post Incident Learning (PIL) is an integral part of the Team Up approach and is a consequence of all behaviours. The purpose of PIL is to teach children how to control their own behaviour and consider strategies for the future. PIL is a structured set of questions designed to help children choose more socially acceptable ways of managing their own behaviour. The areas children are encouraged to explore during PIL are the experience, the feeling and alternative behaviours.

PIL is carried out in a non--punitive way and may involve the staff member asking the child the following questions:

- What happened?
- How did it make you feel when that happened?
- What can you do the next time you feel that way?

Joining Team Up

Team Up will work with all children across the Trust.

Through a process of assessment, involving the children and other stakeholders, Team Up will be guided to work with children who will benefit from developing their emotional intelligence. Each child attending Team Up will be appointed a key worker. The key workers role will be to develop a relationship with the individual in order to provide specific support. Following the intervention individuals will be reassessed to measure progress.



Appendix COVID -19

In the current COVID-19 pandemic that we are experiencing, it is essential that all rules regarding social distancing and hygiene are adhered to, in school. These rules have come directly from the government and as a Trust, we will take all necessary steps, to ensure we are doing our best to protect the health and safety of all our children and staff. If a child chooses to continually disregard the rules of hygiene and social distancing - for example by:

- * moving or standing closer than 2 metres from another child or member of staff
- * touching another child or member of staff
- * using another child's classroom equipment
- * refusing to wash their hands with antibacterial soap
- * coughing or sneezing intentionally near others, without covering their nose or mouth
- * refusing to stand in the designated spots in the corridors or playground

then we will have no other choice than to follow these procedures:

1. A first warning will be issued and the child will be reminded of the rules and reasons, if necessary, using pictures and visual resources.
2. On the second occasion of a child purposefully not following the hygiene and social distancing rules, a second warning will be given and the child's parents will be spoken to at the end of the day.
3. If there is a third incident of the child not following these rules and therefore putting the health and safety of other children and staff at risk; it will be a matter for the Principal, and may result in the child's place at school being withdrawn.