

Behaviour for Learning Policy



BISHOP WILSON

Our School Vision

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

1 Peter 4:10

The school’s vision is one of Christian service: each of us using our skills and talents to support and serve one another. We extend this service to all, whatever their backgrounds or beliefs; both within the school itself, and the wider community. All are welcomed wholeheartedly into our school family and are nurtured and supported by our harmonious school community. Friendship is a blessing extended to each and every one, as we develop as a community where God’s love, compassion and forgiveness inform our daily lives. We believe that God will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

The school’s vision of service (1 Peter 4v10) is complemented by the focus on the Fruits of the Spirit as given in Galatians 5v22-23. As we serve, these characteristics – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control – teach us how we should present ourselves. Focussing on the Fruits of the Spirit has given Collective Worship a cohesive feel and purpose as it teaches pupils how they should deal with one another and with the wider community.

Purpose of the Policy

- To ensure a strong, positive and supportive relationship between all children and staff is developed
- To ensure school is a calm, safe, and supportive environment where children can learn and reach their full potential with minimal disruption
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and to make appropriate behaviour choices;
- To have a consistent approach in promoting positive behaviour throughout the school, with shared responsibility and communication with all.

At Bishop Wilson, responsibility for promoting positive behaviour is shared by all. Behaviour can be a way of communicating need. We realise that instilling positive behaviour for learning is reliant upon clear lines of communication and responsibility between all members of the school community including all staff, pupils, parents and governors. The relationship between staff members and pupils plays a critical role in the development and maintenance of positive behaviour. Staff/pupil relationships should be based on respect and unconditional positive regard with all staff taking the lead in this.

Positive Behaviour for Learning within our School

Staff responsibilities are:

- To treat all children fairly and with respect;
- To use their gifts to help and serve others;
- To raise children’s self esteem and develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment, physically and emotionally;

- To use rules and sanctions clearly and consistently;
- To be a good role model;
- To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim;
- To recognise that each is an individual with their own individual needs;
- To offer a framework for social education, promoting good manners and appropriate behaviour in the community;
- After a behaviour incident, staff strive to repair relationships between children and their peers as well as staff;
- To take a shared responsibility for all children within the school;
- Feedback incidents to parents and relevant staff
- Record behaviour incidents and sanctions on CPOMS and tag relevant staff members as well as linked children

Children's responsibilities are:

- To be kind and try their best;
- To use their gifts to help and serve others;
- To learn to the best of their abilities and allow others to do the same;
- To treat others with respect;
- To follow the instructions of the school staff;
- To take care of property and the environment in and out of school;
- To co-operate with other children and adults;
- To take a pride in themselves, their class and their school;
- To move around school and work in a quiet, orderly manner;
- To take responsibility for their actions and make amends for any inappropriate choices they may make; to repair relationships with staff and peers.

The Parent's responsibilities are:

- To use their gifts to help and serve others;
- To make children aware of appropriate behaviour in all situations, e.g. good manners, pride in their work and politeness;
- To encourage independence and self-discipline;
- To show an interest in all that their child does in school;
- To foster good relationships with the school;
- To support the school in the implementation of this policy;
- To be aware of the school rules and expectations.

The Governors' responsibilities are:

- Governors can make a positive contribution to the development and monitoring of school policy.
- Parent Governors in particular have an important role in clarifying the school's policy position and in providing a channel of communication for the parents. (Please contact the school office for detail of the named Governor for behaviour.)

The Pastoral Lead's responsibilities are:

- Monitor and evaluate behaviour incidents across the school
- Investigate and deal with significant behaviour incidents

- Feedback significant incidents to parents and relevant staff
- Record significant behaviour incidents and sanctions on CPOMS and tag relevant staff members as well as linked children
- At least once a term, analyse the number of behaviour incidents
- At least once a half term, review the Pastoral Team Interventions being put into place
- Liaise with external agencies to gain the most appropriate support for children with more complex behaviour needs
- Support staff in making appropriate adjustments for children with complex behaviour needs
- Work with children with complex behaviour needs and their families to ensure inappropriate behaviours are addressed and appropriate support provided

The Head Teachers' responsibilities are:

- To encourage good behaviour and respect for others;
- To secure an acceptable standard of behaviour of pupils;
- To promote, among pupils, self-discipline and proper regard for authority;
- To ensure all staff are aware of the school's child protection policy, the staff code of conduct, the safeguarding response to children who go missing from education and the role and identity of the designated safeguarding lead and any deputies.
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- To ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of pupils.
- To act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school.

Responsibility for Dealing with Pupil Behaviour

- During lesson time the class teacher is responsible for pupils' behaviour;
- There is corporate responsibility for corridors, assemblies etc.;
- At break times the staff on duty are responsible for the children in their care with the support of the school's Pastoral Lead;
- At lunchtimes, supervisors are responsible for the overall care of the children with the support of the school's Pastoral Lead. Issues are to be resolved by lunchtime staff on duty and, where necessary in consultation with the school's Pastoral Lead in order to ensure playground behaviour does not impact on teaching and learning;
- Children should not be sent to the SLT or anyone else unless an incident is serious.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

As a school, we consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We strive to create calm environments which benefit all pupils, especially those with SEND, enabling them to learn.

We seek to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

If a pupil has an Education, Health and Care plan, the school co-operates with the provisions set out in the plan.

All school staff seek to understand their children well and as far as possible, anticipate likely triggers of misbehaviour. Staff endeavour to put in place support to prevent these. Examples of preventative measures used at Bishop Wilson School include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

All preventative measures/ adjustments are individual to the pupil and take into account the specific circumstances and requirements of the pupil concerned.

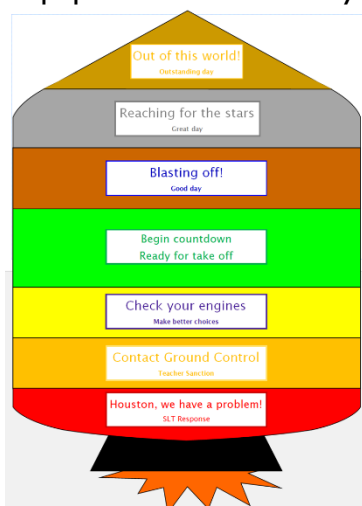
Whole School Behaviour Management Strategies and Systems

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

(Behaviour in schools, Advice for Head Teachers and school staff July 2022)

The Behaviour Rocket

Each class, from Nursery to Year 6, has a positive behaviour Rocket Zone Board consisting of 7 zones. All pupils will start each day on the green zone.



These are our expectations for all pupils at all times within the 'Green Zone';

- Be positive, kind and help others
- Be polite
- Listen and do as you are asked straight away
- Be in the right place at the right time
- Work or play sensibly
- Show respect for all

Rewards

As the day progresses, if a pupil exhibits very good learning behaviour then their names will move up the zone board onto first the bronze, then the silver and gold.

OUT OF THIS WORLD! Outstanding Day	If a child is in silver or gold at the end of the day, then their name is entered into the prize raffle which is drawn at the following week's celebration assembly (EYFS and KS1 are separate to KS2). This applies every day. Teachers and other adults should actively seek out positive learning behaviours in <u>all</u> children in order to move them up the rocket.
REACHING FOR THE STARS... Great Day	

BLASTING OFF! Good Day	Teachers and other adults should actively seek out positive learning behaviours in <u>all</u> children in order to move them up the rocket.
BEGIN COUNTDOWN... Ready for take-off	Every child starts in green at the beginning of every day. Children move up – or down – the zones, depending on their behaviour. Teachers and other adults should actively seek out positive learning behaviours in <u>all</u> children in order to move them up the rocket.

At the end of each day, any child whose name is on gold or silver is recorded and their name put into a raffle for their year group which will take place at the following Celebration Assembly. In that assembly, children's names will be drawn from year group raffle boxes and they get to choose from a range of prizes which will include items such as footballs, basketballs, colouring sets, skipping ropes, playdoh, books, construction kits etc.

Sanctions

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. **(Behaviour in schools, Advice for Head Teachers and school staff July 2022)**

If a pupil persistently displays poor behavioural choices, then their name can be moved down the Rocket. This may lead them to end up in the yellow, orange or red zones – even if, at one point, they were in gold, silver, bronze or green. Movement should be a zone at a time, with warnings given between each potential move. The only exception to this is - in exceptional circumstances - a child's name is moved directly to the red zone. When pupils make poor choices or they display behaviour that is below our expectations, the following will apply:

CHECK YOUR ENGINES. Make better choices	If an adult has warned a child about their behaviour and the child has not responded, then the teacher should warn the child again and move the child's name into the yellow zone for a brief period of time (no more than 5 minutes). Teachers and other adults should actively seek out positive learning behaviours in <u>all</u> children in order to move them up the rocket.
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CONTACT GROUND CONTROL. Teacher sanction	If an adult has warned a child who is in the yellow zone about their behaviour and the child has not responded, then the teacher should warn the child again and move the child's name into the orange zone. If a child has been moved to the orange zone, then the teacher should implement a sanction. This sanction must not involve the removal of the child from the classroom, nor should it impact negatively on the pupil's learning. <u>Sanctions might include:</u> Quiet table, time out in class, counted minutes to miss playtime, missed playtime, sand timer, mindfulness- calming for EYFS After the sanction has been completed, the child's name should be returned to the green zone. The teacher should make a judgement as to whether they discuss the child's behaviour with parents. If they make the decision to do so, the teacher must record the incident and meeting/discussion/call on Cpoms.
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<u>HOUSTON, WE HAVE A PROBLEM...</u> <u>SLT response</u>	In some extreme cases, a child may move directly to the red zone. This will mean that intervention from SLT will be required. In the first instance the Pastoral Lead will be responsible for addressing the behaviour and contacting parents about the incident. The Pastoral Lead will make a decision as to whether or not a child should be removed from the classroom and the nature of any sanctions. They may seek to consult with the Head Teacher. If the child is removed, then it is the responsibility of the class teacher to provide appropriate work for the child. If possible, the child should then be returned to the classroom as soon as is practicable. In all cases of a child being moved to the red zone the teacher must record the incident on Cpoms. The Pastoral Lead must also record any actions on Cpoms.
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Prohibited behaviours which constitute a child's name being moved straight to red.

- Swearing or shouting directly and overtly at a member of staff or another pupil;
- Wilful damage to property;
- Violence intended to cause physical harm to others;
- Confirmed bullying;
- Intentional, persistent behaviour which makes it impossible to proceed with lessons;
- Deliberate refusal of a reasonable request made by an adult;
- Any other significant, persistent poor behaviour choices.

As a school, alternative arrangements for sanctions are considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective for that particular pupil, based on our knowledge of that pupil's personal circumstances. We have regard to the impact on consistency and perceived fairness overall when considering any of our alternative arrangements.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

As a school we consistently and fairly promote high standards of behaviour for all pupils and provide intervention where needed to ensure pupils can achieve and learn as well as possible.

We carefully consider whether a pupil's SEND has contributed to the poor behaviour choices and if so, whether it is appropriate and lawful to sanction the pupil. We consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We seek to understand and address the underlying causes of behaviour.

Some children will present with dis-regulated or distressed behaviours, these may be in isolation or a reaction to a situation. These behaviours may not be choice and may be a result of the child's perspective of what has taken place or through them becoming overwhelmed with anxiety. These will be responded to professionally with an understanding of the individual needs of the child.

Pupil Support

The Pastoral Team and SEND teams seek to provide appropriate support for all pupils to ensure they are able to meet the expected standards for behaviour. Children receiving support are reviewed at least once a half term. The interventions are fluid and are dependent on current need. Where possible interventions aim to be supportive and preventative, where necessary, interventions take place as a response to an incident which has occurred. Below are examples of interventions taking place at Bishop Wilson School:

- Play Therapy with Helen Salt, Accredited Play Therapist
- EYFS Extended Nurture (Mrs Nixon and Mrs Yates)
- Key Stage 2 Nurture (Mrs Jackson)
- Thrive Intervention (Mrs Renshaw)
- The SEMH Team comes into school weekly to work with children and their families.
- Forest School intervention groups (Mr Harrison)
- 1:1 meet and greet (Mr Harrison, Mrs Renshaw, Miss Smith or Mrs Kelley)
- Mental Health Support Team in Schools

Severe Behaviour Incidents – Suspension / Permanent Exclusions

This is a last resort after we have tried all avenues to improve a child's behaviour. The Head Teacher decides whether to suspend a pupil, for a fixed-term or permanently exclude them, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Initially, the Head Teacher may enforce an 'internal' suspension, during which the suspended child will be taught in school away from their class. Fixed-term suspensions will result in the child being suspended from the school site for a fixed number of days with work being provided. During 'internal' or fixed-term suspensions, the Head Teacher will seek to put measures in place that will seek to address the suspended child's poor behavioural choices so as to avoid if at all possible a further suspension. When the child returns to school, there will be a reintegration meeting and reintegration plan created. Permanent exclusions will only be considered in the most extreme cases. Where a suspension or permanent exclusion is deemed necessary, the parents/carers of the child will be contacted immediately and requested to remove their child from the school premises.

Depending on the type of suspension/ exclusion, in most cases parents of the excluded child have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Schools and academies are under a duty to provide suitable full-time education for the suspended/excluded pupil from the sixth school day of any fixed period suspension of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents are expected to attend a reintegration interview following any suspension from primary school.

In cases of bullying we will follow the procedures as laid down in our Anti Bullying Policy.

The school will record racist behaviour and the Governors will be informed of any racist incidents and interventions will also be reported to the governors.

Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Head Teacher and staff authorised by the Head Teacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed:

- knives and weapons;
- alcohol;
- illegal drugs;
- prescribed drugs and medicines;
- stolen items;
- 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 of; any person (including the pupil).
- tobacco, cigarette papers and vapes;
- fireworks;
- pornographic images;

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. (***Searching, Screening and Confiscation, Advice for schools, July 2022***)

There should be two members of staff present during the search, one of will be a member of the Senior Leadership Team - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child. The search witness must also be the same sex as your child if possible.

The designated safeguarding lead (or deputy) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they will make a referral to Solihull children's services immediately (as set out in part I of Keeping children safe in education).

Any knives or sharp weapons will be confiscated and reported to West Midlands Police.

Responding to concerns of child-on-child- abuse

All staff working with children are advised to maintain an attitude of '**it could happen here**', and this is especially important when considering child-on-child abuse. Sexual violence and sexual harassment can

occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. (KCSIE 2022)

As a school, we operate a **zero-tolerance approach** to sexual violence and sexual harassment, it is never acceptable, and it will not be tolerated. It is never passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”.

As part of our annual Safeguarding training, all staff are trained in child-on child abuse. We recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

All staff are trained to challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. We do not dismiss or tolerate such behaviours.

Whilst any report of sexual violence or sexual harassment is taken seriously, through training, staff are made aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Through school assemblies and class PSHE lessons, children are taught about how to respect each other, the NSPCC PANTS rule is taught throughout the school and is used to help reinforce our zero-tolerance approach.

All children are advised of staff members in school they can speak to if they are concerned about their own and each other’s safety. Staff are also trained to report any concerns immediately to a Designated Safeguarding Lead.

Pupil transition

Each year, the school rules and expectations of behaviour are revisited when the children start their new classes this is to ensure all children understand the expectations, rewards and sanctions in place. Clear rules and routines are set up at the start of the year and revisited when needed during the school year to ensure high standards are maintained.

For those children who start part way through a year, these behaviour expectations are explained clearly to them and modelled by the class teacher and children.

To ensure staff know and understand the children in their class, transition meetings take place between staff to explain any adjustments which have taken place for individual children, this helps to ensure consistency. Where children have complex behaviour needs, additional transition time is planned to ensure transition from one class to the next is successful.

Staff induction, development and support

For each new member of staff at Bishop Wilson, Behaviour training and support is part of the induction process. The policy is shared with the new staff members and revisited with existing staff when needed. The policy has recently been reviewed with children and staff in school and necessary amendments made. Behaviour training is provided for staff on whole school, key stage on individual basis. Where staff are working with children with complex behaviour needs additional training and support is provided both internally and from external agencies.

Monitor and Review of Behaviour for Learning Policy

The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the school.

The policy is publicised in writing to parents, staff, and pupils at least once a year. It is also published on our school website.