



**Oldbury Wells School**  
**Behaviour for Learning Policy**  
**September 2024**

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| <b>FREQUENCY OF REVIEW:</b> | Annually   |
| <b>RATIFICATION DATE:</b>   | Autumn Term 2024   |
| <b>RATIFIED BY:</b>         | OWS Local Governing Body                                       |
| <b>DATE OF NEXT REVIEW:</b> | Autumn Term 2025<br><i>(unless there is a material change)</i> |
| <b>AUTHOR:</b>              | Asst. Headteacher for Behaviour & Standards                    |

Adopted by the Oldbury Wells School Local Governing Body

Signed ..... Chair of Local Governing Body      Dated .....

Signed ..... Headteacher      Dated .....

## **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 for students to Aspire, Enjoy, Achieve by:

### **ASPIRE**

- ✓ Be Ready to Learn – Work hard, be on time, have everything you need and engage fully in your work and make the right choices.
- ✓ Have a Positive attitude – Believe in yourself at all times, look for new opportunities to shine and show courage in all you do.
- ✓ Be a Critical Thinker – Use your knowledge and understanding to think critically about issues and use reasoning to make informed decisions.
- ✓ Be Self Reflective – Be confident to talk about your learning in school, knowing your successes and what you need to do to improve.

### **ENJOY**

- ✓ Show Respect – Engage positively with those around you, treating others fairly and except who they are.
- ✓ Show Kindness – Show care and consideration towards others and respect our school community, always look out for others, and give support which makes a positive difference.
- ✓ Celebrate Success – Be a good role model and be proud of your own success and that of others.
- ✓ Support your community – Make a positive difference in school and the wider community.

### **ACHIEVE**

- ✓ Be Resilient – Stay focused at all times and never give in, don't be afraid to step out of your comfort zone and learn from the challenges you face.
- ✓ Show Independence – Develop the ability to have your own thoughts and feelings, to positively influence and resolve things for yourself.
- ✓ Work with Others - Support others and be involved, actively engage with opportunities which help shape your future.
- ✓ Join in – Look out for new opportunities and to try new things and find opportunities to work as a team.

## **Legislation and Statutory Requirements**

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

- Behaviour and Discipline in Schools Feb 2024
- The Equality Act 2010
- Keeping Children Safe in Education September 2024
- 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: advice for schools 2022
- The Equality Act 2010

## **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:**

- Create and maintain an ordered and calm atmosphere in which all members of the school community can feel valued, safe, secure, and happy.
- Encouraging positive relationships between all partners in the school community.
- Having high expectations of everyone to help developing confident, ambitious, and determined learners who take pride in everything they do.
- Model positive behaviour and implement the behaviour policy consistently being aware of the signs of related behaviour issues.
- Recognise and reward positive behaviour.
- Intervene, to address inappropriate conduct/behaviour both inside and outside of the classroom and implement sanctions fairly and consistently, informing parents where appropriate.
- Plan, provide, and deliver challenging and enjoyable learning experiences that engage all students.
- Meet the needs of all students (including PP/SEN/SEMH/LAC) by identifying where adaptations may be required to ensure that there are no barriers to students achieving their full potential.
- Helping guide and support individuals to reach their full potential promoting the acquisition of life skills and a desire to learn.
- Valuing, promoting and celebrating each individual's progress and effort

### **Parents/Carers should:**

- Support 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.

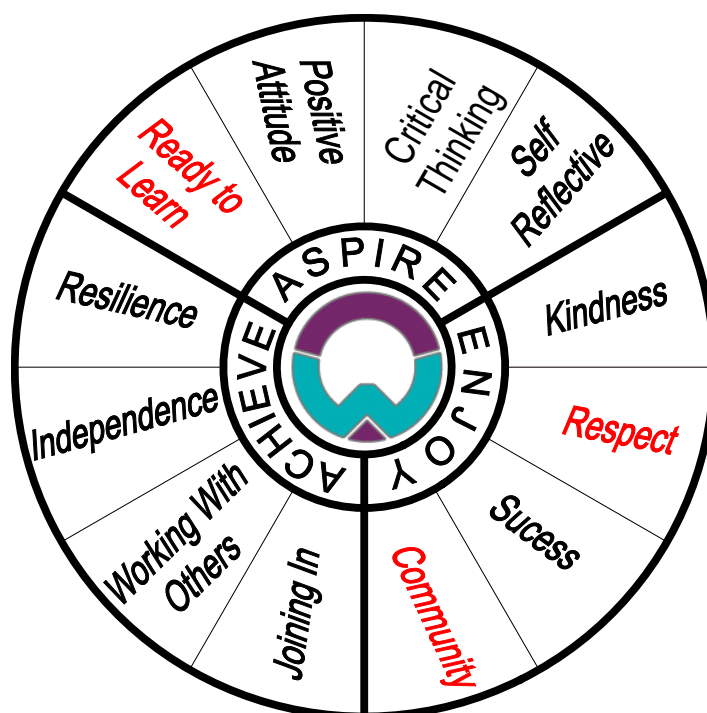
### **Students should:**

- Work in line with the Home/School Agreement and align their approach to school through our ASPIRE/ENJOY/ACHIEVE approach.
- Work to the best of their ability and allow others to do the same.
- Attend school and arrive on time.
- Be made aware of our expectations so that they can meet them.

- Take responsibility for their own behaviour and co-operate with other students and adults.
- Treat others with respect
- Take care of property and the school environment
- Wear uniform correctly during the school day.
- Ensure that any incidents of disruption, violence, bullying and any form of harassment are reported.

### Oldbury Wells School Rules

At Oldbury Wells students are supported to Aspire, Enjoy and Achieve in all aspects of school life; key areas of focus outlined below shape the 'Oldbury Wells Way'.



To support an effective learning environment, staff promote key areas identified above and positively promote appropriate behaviour by emphasising the importance of students being Ready, Respectful and Safe within their community. These three key areas shape our school rules and expectations which staff are expected to reinforce with the language and actions they take to support everyone across our school community.

Students are taught the importance of all these key areas within PSHE and across their wider school experience. Examples of how these areas are seen include:

| <b>Ready</b>   | <b>Respectful</b>  | <b>Safe in the Community</b>   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Be on time and prepared to learn every day</li> <li>• Have the right equipment for the lesson</li> <li>• Enter the lesson in a positive way</li> <li>• Dress appropriately in correct uniform</li> <li>• Listen carefully</li> <li>• Keep mobiles off and away</li> </ul> | <ul style="list-style-type: none"> <li>• Speak respectfully to staff – use polite and respectful language</li> <li>• Speak respectfully to others – we will not tolerate verbal abuse, which includes name calling</li> <li>• Behave respectfully to staff- follow instructions at once and without fuss</li> <li>• Listen respectfully to the teacher and to the contributions of others</li> </ul> | <ul style="list-style-type: none"> <li>• Tell staff if there is a problem with another student</li> <li>• Move around the school in a calm, sensible way, carrying bags carefully</li> <li>• Queue properly whilst waiting for lesson or in the lunch queue</li> <li>• Avoid physical contact with other students</li> </ul> |

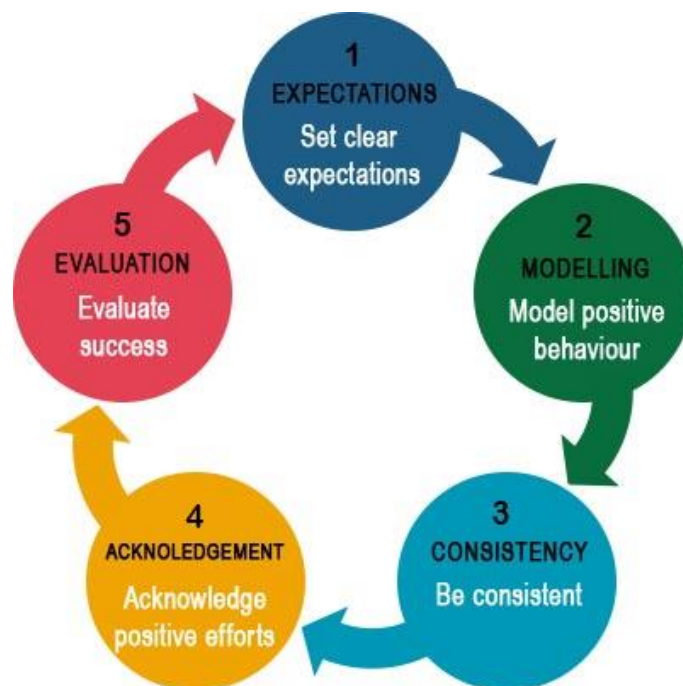
|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Respect your learning and the learning of others</li> <li>• Respect your school for being an ambassador in the community</li> <li>• Present yourself smartly</li> <li>• Sit where you are asked to in class</li> <li>• Show that you want to learn</li> <li>• Have excellent attendance</li> <li>• Put rubbish in the bin</li> <li>• Keep the school clean, tidy and free of graffiti</li> </ul> | <ul style="list-style-type: none"> <li>• Show consideration in the corridors</li> <li>• Abide by the one-way systems</li> </ul> |
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### **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 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 our schools ethos. 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.

Negative behaviour should not be publicly recorded (e.g. names on the board). We endeavour to privately discipline and publicly praise. Staff will give a measured response to negative behaviour and not dwell on the undesirable behaviour, focus will be 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 curriculum areas 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 Curriculum and Headteacher.

## **Rewards**

The school 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 for year 7 (Bronze, Silver, Gold)
- Praise texts
- Early Lunch Pass
- Afternoon tea
- Food/money vouchers
- Commendation Award
- Praise postcard
- Rewards trips
- Weekly outstanding attendance and no behaviour points
- Half termly form prizes
- Celebration assemblies – during Year Group assemblies every half term
- Awards afternoons

## Consequences for Poor Behaviour

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

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



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

### **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 Consequence Room and resolution/restorative meetings
- 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, lunch and after school), consequence room, suspension 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**

The school, in accordance with the law, will operate a detention system as part of its sanctions against poor behaviour. 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 after school - 60 minutes

Teaching staff are asked to monitor detentions during Periods 4&5 (as identified by the red clock on registers on Go4Schools) and to remind students of their detention, staff are required to escort a student to their detention room.

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 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 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.
- 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 according to individual circumstances. For example, a day in our consequence room.

## **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. There may be a sanction for failing to complete the report or losing it.

## **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. In most cases, this will be for one day, however, for a more serious incident or persistent breaches of the school's behaviour policy, this may be longer, for example one or two weeks. As part of our intervention or support work with students, they may be out of the classroom for an extended period of time completing work away from the classroom.

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**

Students are required to:

1. Mobile phones are not allowed in the consequence room.
2. Remove coats are hang in the identified space.
3. Place bags and belongings in designated area.
4. Complete all work set in silence.

## **Suspension**

Suspension is used following a significant issue in school or as a result of repeated behaviour which is a cause for concern. It is our hope that pupils will learn from earlier intervention, including any time within our consequence room; however, suspension will be used for very serious or persistent behavioural issues.

## **Permanent Exclusion**

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.

## **Mobile Phones, Headphones and Electronic Devices**

Oldbury Wells School is a mobile free site. Students are not permitted to use their phones, headphones or electronic devices when on the school site from 8.30am until the end of the school day at 3.15pm. Phones should be switched off and away in student's bags. If a student is found to be using their mobile phone, headphones or electronic devices during this time, staff will confiscate them and they will go to reception to be collected at the end of the day. If a student has an item confiscated on more that three occasions, a parent will be required to come in to school and collect the item(s).

## **The Power to Search**

If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes and bags is deemed appropriate, a search may be carried out. Staff will follow the latest DFE guidance on searching, screening and confiscation when conducting a search.

Searching of students or their possessions should only be undertaken by SLT and pastoral 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 items such as:

- Weapons or knives
- Alcohol, Illegal drugs and "legal highs"
- Stolen items
- Tobacco, vapes, e-cigarettes and cigarette papers.
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm.

The school may require students to undergo screening by a handheld metal detector/wand if there are concerns regarding potential concealed items, parental consent is not required for this. If the student does not consent to the screening the school will isolate the student and consider further action to be taken.

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 and parents/carers will not be permitted to collect these items. Parent/Carers will be notified of all searches, which will be recorded on CPOMS.

## **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 and log the event into CPOMS.

## **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/ 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.

### **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
- Social prescribing MHST
- 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.

### **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

- OWS Pastoral Support Workers – short courses on elements of social, emotional and behavioural skills
- Social services
- School Nurse
- Social prescribing
- MHST (Mental Health Support Team)
- Oldbury Wells School Counsellor
- Independent careers advisor
- Woodlands Outreach
- SENDCo
- Early Help -Strengthening Families/Family Support Worker
- 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
- Referral to outside agencies

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.

## **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 three 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 three targets. Pastoral Manager to share targets via email to all teachers.
- Pastoral Manager to see pupil daily. Pastoral 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 three 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 for a fixed period of a week initially.
- Reintegration meeting with parents, pupil reintegrated into main school.
- Further continued poor behaviour – extended time in the consequence room
- Suspension may be considered.
- A Pupil Planning Meeting may be held with the Local Authority.

## **Appendix A Rewards System – September 2024**

### **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 outstanding attendance
- Prize for Tutor Group with best attendance/highest positive points/lowest negative points.

### **Termly Prizes – Year 7 to 11**

- Top 25 students in Year 7 to 11 (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.

### **Rewards Trips**

Each year group has an autumn term and summer term rewards trip.



## **Appendix B: 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. Bringing knives or weapons or drugs onto the school site will lead to a 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/carers of the suspension and re-entry date.
3. The parent/carers are 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.

## Appendix C: Staff Induction, Development and Support

All teaching staff are reminded of Oldbury Wells School expectations in September and undertake CPD sessions with a focus on behaviour supported in staff briefings and Spotlight sessions. New staff who join the school have an induction day to further support this and work to the following guiding principles.

|   | Description   | Immediate Action   | Follow up  |
|---|---|--|--|
| <b>Outstanding</b> effort and behaviour                           | Is when students complete all classwork and homework <b>to the best of their ability</b> ; they help others with their learning and do not misbehave. | Publicly praise student clearly explaining reasons for praise.<br>Use Oldbury Wells 'Enjoy, Aspire, Achieve'   | Log on G4S as a '+1' House Point – <b>outstanding effort/behaviour in class</b>                                |
| <b>Good</b> effort and behaviour                                  | Is when students complete all the classwork <b>to the required standard</b> 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  |
| <b>Reminder</b> of the behaviour that we expect in the classroom. | Pupil lacks effort or focus at times. May make <b>small slips in behaviour</b> by calling out or not following instructions straight away.            | Remind students of the behaviour expectations of the school.<br><br>Can be a general unnamed <b>reminder</b> . "I am waiting for everyone to be ready. 100% attention. Thanks" " <b>Remember</b> , we need all ready and listening, thank you"<br><br>Or a specific named <b>reminder</b> : " <i>David, wrong behaviour choice. We need you ready and paying attention. Thank you</i> "<br><br><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  |
| <b>Below expectation</b> - warning                                | Student makes the wrong choices and their <b>behaviour has deteriorated</b> . They have received a reminder, but this has not worked.                 | <b>Warning</b> given quietly and discretely if possible. "You are still calling across the room. This is not respecting the learning of others. <b>This is your warning</b> ". 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. |

|  |   |  |   |
|--|---|--|---|
| <p><b>Below expectation – time out</b></p>                 | <p>Student continues to make the wrong choices and their <b>behaviour has continued to deteriorate</b> to the extent that they need some <b>time outside</b> of the room.</p>   | <p><b>Brief time outside</b> the classroom. A few minutes for the student to calm down, breathe, look at the situation from a different perspective.</p> <p>This should never be for more than a few minutes, then attempt to bring the students back into class to continue.</p>  | <p>Keep student behind at the end of the lesson. Speak to them about being 'Ready, Respectful, Safe'. 2 mins max.</p> <p>Use as opportunity to repair/restore relationship. Restorative conversation to be held.</p> <p>Log on Go4School -1</p> <p>Breaktime/lunchtime detention will be issued by the classroom teacher.</p> |
| <p><b>Cause for concern – support room used</b></p>        | <p>Despite time out, the student does not show sign of wanting to improve their behaviour and as a result, are <b>moved to a different classroom</b> in the vicinity to work if possible. Walkabout called to support the movement of the pupil to other classroom if needed.</p> | <p>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.</p> <p>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 lunchtime detention tomorrow.</i>”</p>  | <p>If possible, student should go back to member of staff at the end of the lesson to hand in work and apologise. Restorative conversation. 2 mins max.</p> <p>Lunchtime detention issued.</p>  |
| <p><b>Serious cause for concern – walkabout called</b></p> | <p>Pupil has <b>refused</b> to go to work in the cluster support room, or is <b>disruptive</b> whilst in there, so <b>walkabout</b> it called.</p>  | <p>WALKABOUT is called. Staff can either phone reception or email <a href="mailto:reception@aldburywells.com">reception@aldburywells.com</a> or send a trustworthy pupil to reception.</p> <p>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 or buddy system is not a possibility.</p> <p>If appropriate – the student will return to the classroom. Our main objective is to keep students in class. However, it may be necessary for SLG to remove student from lesson.</p> <p>Student must be provided with work to be completed by the classroom teacher.</p> | <p>Teacher to email HOY and Subject lead to make sure they know student was removed.</p> <p>If student returned to class, a stage 2 cluster detention should be held.</p> <p>Pupil taken to Consequence Room (CR); pupil to say in CR until after their next break - either break or lunch.</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.

|  | <b>Staff Action</b>   |
|--|---|
| 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.<br>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'.<br>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.<br>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.<br>Pastoral staff will then deal with the incident.   |
| Mobile phones  | Mobile phones are not allowed to be used on the school site.<br>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.<br>If a student refuses to hand over the phone, call for walkabout 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   |

## **Appendix E: 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 <sup>1</sup> 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 gangway and emergency doors clear so other people can leave the coach safely.
- If there is an accident/ 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.

**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.

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<sup>1</sup> Driver means the person driving the coach and other coach staff.

## **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.

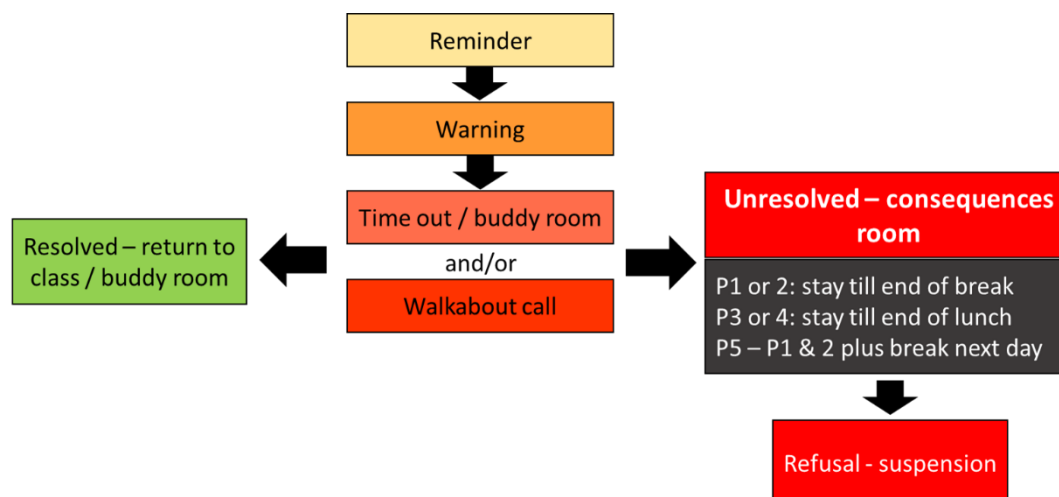
## Appendix F : Routines and Procedures

### 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 are met.
- 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 after unacceptable behaviour – Restorative conversation