

# Behaviour for Learning Policy

## September 2021

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Adopted by the Oldbury Wells School Local Governing Body

Signed \_\_\_\_\_  
Chair of Local Governing Body

Dated \_\_\_\_\_

Signed \_\_\_\_\_  
Headteacher

Dated \_\_\_\_\_

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## Rationale

The Behaviour for Learning Policy describes Oldbury Wells School's approach to promoting positive behaviour. It is a statement of good practice that covers all aspects of life at Oldbury Wells School, contributing to positive behaviour and a positive ethos. All staff, students, parents/carers and visitors are expected to help maintain an atmosphere that is conducive to learning.

The school has two key values that underpin this commitment:

- Meeting the needs of all pupils; and
- Including all pupils, regardless of their ability or background.

## Policy Objectives

- To encourage positive behaviour with all pupils and adults working to agreed standards.
- To set expectations that all pupils will be encouraged to learn the social, emotional and behavioural skills required for citizenship.
- To maintain a school environment where pupils are encouraged to behave appropriately because they feel that they are valued members of the school community, and they are safe, secure and at ease.

## Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and Discipline in Schools
- The Equality Act
- Keeping Children Safe in Education

It is also based on the special education needs and disability (SEND) code of practice.

## The School Code of Behaviour

At Oldbury Wells School, the staff, governors, parents/carers and community have high expectations of our students. We believe that all the young people that attend Oldbury Wells School have the potential to achieve greatness. For this reason, we have the highest expectations of student behaviour, presentation and attitude to learning. To succeed as a student in our school we need you to conform to the following expectations, they are to make sure that everyone:

- **Aspire** – Leaves school ready for the world of work and adult life
- **Enjoys** school
- Stays healthy
- Feels safe and secure
- **Achieves** their potential
- Makes a positive contribution to the school community.

## **OWS Behaviour Expectations**

1. Be on-time, on-task and prepared to learn every day.
2. To keep all electronics away and off. Phones will be confiscated by staff if they are seen or heard.
3. To present yourselves smartly. Shirts tucked in, coats off, no hoodies or trainers. Staff will confiscate incorrect items.
4. To speak **respectfully to staff**.
  - Speaking quietly in a polite tone of voice.
  - Think before you speak.
  - Speaking when it appropriate to do so.
  - Using polite and respectful language.
5. To behave **respectfully to staff** – do at once politely without fuss.
  - Doing as you are told without argument.
  - Entering and leaving classrooms quietly and sensibly.
  - Accepting that members of staff have authority over students because they are responsible for your welfare.
  - Treating staff as professionals and co-operating with them.
  - Showing that you want to learn.
6. To behave **respectfully to other students**.
  - Showing consideration on the corridors.
  - Moving around the school in a calm, sensible way. Carrying bags carefully.
  - To speak respectfully to others – we will not tolerate verbal abuse, which includes name calling and sexist comments.
  - Queuing properly.
  - Avoiding physical contact with other students.
  - Respecting other students' space.
  - Sitting where you are asked to in class.
  - Telling a member of staff if there is a problem with another student.
7. To have **respect for your learning** – to complete tasks to the best of your ability.
  - Wanting to succeed and valuing success.
  - Being on time.
  - Having excellent attendance.
  - Having the correct equipment.
  - Recording your homework in your planner.
  - Doing your homework and handing it in on time.
8. To **respect** the learning of others – do no talk when the teacher or other students are talking.
  - Working hard in lessons without disturbing others.
  - Celebrating other students' successes as well as your own.
9. To **respect** the school environment.
  - Rubbish is to be put in the bin – in and out of classrooms.
  - Looking after and having pride in your tutor room.
  - Keeping the school tidy, clean and free from graffiti.

- Sticking to the standards regarding specialist equipment – e.g. science labs, DT, sports and ICT equipment.
- Making sure that you are in the right place at the right time, including lunchtimes.
- Eating and drinking only in designated areas. Not chewing gum anywhere in school.

10. To be a positive ambassador for school. To behave **respectfully** in the community and on the bus.

### **Behaviour expectations around the school and in the community**

- Enter and leave school sensibly.
- Walk on the left in corridors and stairways. Follow the one-way systems.
- Leave toilet areas clean and tidy.
- No congregating in the corridors or sitting on the floor.
- No food in the corridors – eat only in the areas instructed by staff, after washing hands.
- Do not drop litter; use the bins provided.
- Smoking or vaping is forbidden in or around the school site.
- Be respectful and polite to other students, staff, visitors and members of the local community.
- No swearing.
- No coats to be worn in the school building.

### **Staff Conduct**

- Where students feel treated as valued individuals, they respect adults and accept their authority - teachers who know their students well have positive relationships with students.
- A good way to build positive relationships with students is the EMR method.
- We aim for consistent, calm adult behaviour where praise outweighs consequence by a ratio of 5:1 in all classrooms.
- Rather than focusing on poor or secondary behaviours the focus should be on re-directing students back to the task and praising positive behaviours.
- We aim to avoid the removal of a student from the classroom allowing the opportunity for them to refocus on their learning at any stage. Enabling engagement with learning is our core purpose.

<b>Establish</b>	<b>Maintain</b>	<b>Restore</b>
Intentional practices to cultivate positive relationships with each student (build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (ie. reconnecting with the student)
<ul style="list-style-type: none"> <li>• Set aside a window of time to spend with student</li> <li>• Inquire about a student's interests</li> <li>• Communicate positively</li> <li>• Open ended questions</li> <li>• Affirmations</li> <li>• Reflexive listening</li> <li>• Validation</li> <li>• Reference to student information</li> <li>• Deliver constructive feedback wisely</li> </ul>	<ul style="list-style-type: none"> <li>• 5-1 ratio of positive to negative interactions</li> <li>• Positive notes/calls/emails home</li> <li>• Greet students at the door</li> <li>• Relationship check in</li> <li>• Random special activities</li> </ul>	<p>R3 = Reconnect, Repair, Restore</p> <ul style="list-style-type: none"> <li>• Take responsibility for negative interaction</li> <li>• Deliver empathy statement</li> <li>• Let go of previous incident, start fresh</li> <li>• Communicate your care for having the student</li> <li>• Engage in mutual problem solving</li> </ul>

## **Teachers' Responsibilities**

### **Respect**

- Be a positive role model and take every opportunity to praise good behaviour and reinforce expectations.
- Praise in public, reprimand in private.
- Build positive relationships with young people and be relentlessly optimistic.
- Take time to know individual needs. Read one-page profiles and implement the recommendations in your lesson. Note down information from HOY.
- Practice and encourage mutual respect, fairness and friendliness.
- Insist on courtesy and politeness and model this to all members of the school community.
- Always take opportunities to challenge prejudice.
- Discuss the behaviour not the child, be calm and give 'take up time'.

### **Responsibility**

- To know and be able to recall our expectations.
- Be on time for your duty.
- Meet and Greet individuals on time and be ready to take them to your room.
- Welcome you class as they enter the room.
- Take a register at the start of every lesson – inform the admin team if there is someone absent who was marked present earlier in the day.
- Check uniform, chewing gum and jewellery. Gum must be disposed of in lidded bins.
- Prepare an engaging starter activity and ensure an organised end of the session- expect that they wait in silence behind their chairs. Dismiss students carefully in an organised manner.
- Plan lessons that engage, challenge, and meet the needs of all students.
- Know your children; every group has a seating plan and ensure this is rigidly enforced.
- Use the School Reward System and celebrate success during lesson time.
- Contact home and award points on Satchel One/SIMS, use praise texts and commendation awards to communicate praise.
- Contact parents/ carers if you have a concern about persistently poor behaviour.
- Work as a team to challenge poor behaviour around the school site. Carefully consider the language that you use.
- Reinforce clear expectations of behaviour through Oldbury Wells' Expectations.
- Deal with incidents of inappropriate behaviour by following the school's procedures fairly and consistently. Take direct and prompt action on inappropriate behaviours in line with the behaviour for learning policy.
- When children escalate take them back to the original behaviour before you deal with the secondary behaviours.
- Respond to minor indiscretions in a fair and proportional manner.
- Do not give up on a child, arrange a restorative meeting after an incident and always start the next lesson with a fresh start.
- Follow up every time and log all incidents on Satchel One/SIMS.
- Never ignore or walk past students who are behaving inappropriately.

## **Rewards**

Frequent praise and reward are features of teaching and learning at Oldbury Wells School. It is important that achievement and good behaviour is recognised and rewarded.

The school will use both informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards (such as awarding achievement points – recorded on SIMS, awards afternoons and trips).

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

### **Positive Referrals and Commendations**

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

- House point badges (Bronze, Silver, Gold, Super Gold, Headteachers Badge, Governors Badge)
- Praise texts
- Early Lunch Pass
- Afternoon tea
- Food/money vouchers
- Commendation Award – see Appendix
- Subject postcard
- Rewards trips
- Weekly 100% attendance and no behaviour points
- Half termly form prizes
- Celebration assemblies – during Year Group assemblies every half term
- Awards afternoons
- Presentation evening

## **Classroom Support System**

### **First warning**

Give a clear reminder of the fact that Oldbury Wells School expects respect to redirect the behaviour. Avoid escalation and avoid acknowledgement of secondary behaviours.

### **Second warning**

Use the language of choice with a student. Either amend behaviour or a -1 will be issued. Give the student 'take up time.'

-1 issued - Teacher fix it - this may include a break time detention and/or a phone call email home. It could be holding the student back for 2 minutes to discuss behaviour.

### **Third warning**

Privately repeat instructions, explain to student how they are still not meeting expectation.

-2 issued – Cluster fix it – 30 min detention – Text message is sent home to explain student has been placed in cluster detention for failing to meet expectation. Student expected to complete unfinished work from lesson. A discussion must be held with the student, in private, by the classroom teacher to explain why they have been issued this detention.

### Walkabout Call

Senior staff called to the lesson. Senior staff will decide whether to remove a student from the lesson. If walkabout is called to the lesson a HOY detention will be issued. If the student is removed from the lesson, then an SLG detention will be given. Students will be expected to complete a written assignment in this detention that asks them to reflect on their behaviour. (The Respect Agenda – see Appendix)

-3 Issued

### **Behaviour Reflection – The Respect Agenda**

Restorative conversations at Oldbury Wells School are a core part of building trust and relationships between staff and students. Our restorative conversations are centred around our expectations. These focus on respect. These meetings are organised by the Head of Year.

A restorative conversation must take place before the student can be re-introduced to lessons if they have been removed by SLG on walkabout or after an internal/external exclusion:

1. What is respect?
2. Why is it so important?
3. How is it earned?
4. Which of the expectations did you fail to meet?
5. How were others affected by your actions?
6. How do you think this may have made them feel?
7. Do you feel you may lose respect from others if you continue to behave in this manner?
8. How will you avoid similar behaviour(s) in the future?
9. Anything else you wish to add?



## **Reports and Parental Involvement**

Oldbury Wells school places high value on home/school links and seeks to promote active and supportive involvement of parents/carers in their child's education. Subject teacher, Form Tutors, Student Support Workers, Assistant Headteachers and Headteacher may all contact parents/carers as appropriate.

Alongside our sanctions runs a system of reports. A sanction may be applied along with a student being placed on report. Reports are a positive measure: intended to ensure that students, school and parents work together to bring about improvement, and so that progress towards given targets may be monitored. Reports may instigated by staff, student or requested by parents/carers for consideration.

Prior to the formal report system, curriculum staff in discussion with SLT or Cluster lead, may decide to issue a report that monitors: Homework, attitude to learning, punctuality.

### **Cluster/Department Report**

- Following referral from subject teacher Curriculum Leader to issue during a restorative conversation and inform parents of the report and the targets that have been set.
- Report outcome to be communicated with home.
- Failure to show improvement is a referral to the HOY.

### **Tutor Report**

- Tutor issues and monitors report for two-week rotation. Parents must be contacted. (Can be issued for an increase in the number of -1 and -2
- Report outcome to be communicated with home.  
Failure to improve or failure to complete report successfully referral to the HOY.

### **Head of Year Report**

- HOY issues and monitors report for two-week rotation. Parents contacted.
- Report outcome to be communicated with parents
- Failure to improve student will be place on a Learning Contract (6 weeks)

### **SLT Report**

- Head of Year and SLT Pastoral Lead – invite parents in to discuss our concerns
- Report completed in a two-week rotation. First week results communicated with parents. Report completed for a second week.
- Failure to show improvement referral to learning contract

### **Behaviour for Learning Contract**

- Headteacher, Deputy and or Governors – parents invited for a meeting to discuss concerns
- Contract outcomes communicated home at the end of a two-week rotation
- Failure to show improvement may result in removal from some/all lessons to work with the pastoral team, or to a fixed term or permanent exclusion.

## Further Support Systems for Pupils

The school monitors pupils whose behaviour causes concern and organises appropriate support to meet their needs.

This identification and support include:

- Conditional letters for rewards trips (prom for Y11) for ATL concerns
- Regular pastoral reviews to identify those pupils most at risk, included as part of regular academic progress reviews.
- Restorative conversations
- Short courses on elements of social, emotional, and behavioural skills delivered through the Student Counsellor, the Learning Support department, or the Pastoral Support systems
- Contact with parents/carers at the early stages of a problem
- Support from the school's student support workers and school counsellors
- If the pupil's problems are identified as having a SEN aspect, referral to the school's SENCO may lead to an additional in-class support form a teaching assistant.
- Referral for specialist advice, either for individual pupils, or more generally, for whole school issues concerning behaviour problems
- LA and external liaison via Pupil Planning Meetings and 'outside' agency teams
- One-to-one counselling with a trained specialist
- Student support worker mentoring
- Form Tutor Mentoring
- Head of Year Mentoring
- SLT mentoring

## Sanctions

Oldbury Wells school have a range of sanctions that are used to help pupils make appropriate choices about their behaviour. When they do choose to breach the school's behaviour code and expectations, pupils have a right to expect fair sanctions.

Consequences and sanctions are to ensure greater consistency across the school. There are occasions when circumstances, individual to a case, mean that the 'usual sanctions' and 'usual actions are varied. We recognise behaviours occur in a context and we may adapt our Consequences of Poor Behaviour where we feel it is necessary.

Sanctions will be applied consistently and fairly and without prejudice (Equality Act 2010):

- 1 Short conversation/ detention with teacher following the lesson – this would be 20 mins during social time
- 2 Department/Cluster detention – 30 mins at lunchtime
- 3 HOY after school detention – 1 hour after school
- 4 SLT detention after school

- Members of Senior Leadership Team are available on 'walkabout' throughout the day to remove students from lessons where there is serious disruption
- Internal exclusion
- Fixed Term Exclusion

### **Statement Relating to Exclusions**

We operate under DfE guidance: Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017. The exclusion of pupils from a school is a decision for the Headteacher or his nominated deputy.

At Oldbury Wells School Fixed Term Exclusions are 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. The Headteacher may exclude a student for up to 45 days in a school year. Where a student is excluded for a fixed period, the exclusion should be for the minimum time to ensure that the student and others in the school understand that the behaviour has been unacceptable.

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

When a student is excluded for a fixed period of more than two days the Headteacher should arrange for the student to receive schoolwork to do at home. The school recognises the need to provide alternate education away from the school site for any pupil that excluded beyond five days.

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 pupil to remain in school would seriously harm the education or welfare of the pupil 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 having involvement with; knives, blades, other weapons, alcohol, classified drugs or other dangerous substances are considered to be very serious transgressions and likely to result in permanent exclusion. On such occasions, advice will be sought from the police.

Permanent exclusion is also possible for persistent and defiant misbehaviour including bullying. (including for example, racist, sexist or homophobic bullying).

In all of 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 pupil 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, pupils with a disability, race relations and pupils who are looked after.

Letters are sent to parents/guardians, which conform to the Government regulations, including an explanation of the reason for and the length of the exclusion, the date of the pupil's return to school and the details of any reintegration meeting with the pupil and/or parents. The letter informs parents of their responsibility to ensure that their child is not present in a public place during school hours for the first five days of an FTE during the hours of 8.45am-3.05pm.

## **Behaviour and Safeguarding**

**All** staff should be aware that safeguarding issues can manifest themselves via peer-on-peer 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.

**All** staff should be clear as to the school's policy and procedures with regards to peer-on-peer abuse. In addition, **all** staff should be aware that students can be at risk of child exploitation, if there is evidence to suggest that a child's behaviour is as a result of exploitation, this will be taken into account when any decisions need to be made.

**All** staff and pupils should call out and/or report sexist comments in school.

## **Roles and Responsibilities**

### **The Governing Body**

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

### **The Headteacher**

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

### **Teaching Staff**

Should:

- Implement the behaviour policy consistently
- Model positive behaviour
- All staff are expected to intervene, to address inappropriate conduct and uphold Oldbury Wells Schools behaviour expectations, both inside and outside of the classroom.
- All staff members should recognise and reward positive behaviour

### **Parents/Carers**

Should:

- 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:

- Take responsibility for their own behaviour
- Be made aware of our expectations so that they can meet them
- Ensure that any incidents of disruption, violence, bullying and any form of harassment are reported.

## APPENDIX A

### Rewards System

#### Year 7

Rewards Points	Rewards
25	Bronze Badge / Early Lunch Pass
50	Silver Badge / Early Lunch Pass / Afternoon Tea
100	Gold Badge / Early Lunch Pass / Afternoon Tea / £5 voucher
150	Super Gold Badge / Early Lunch Pass / Afternoon Tea / £10 voucher
200	Headteacher's Badge / Early Lunch Pass / Afternoon Tea / £15 voucher
300	Governor's Badge / Early Lunch Pass / Afternoon Tea / £20 voucher

#### Year 8

Rewards Points	Rewards
25	Early Lunch Pass
50	Early Lunch Pass / Afternoon Tea
100	Early Lunch Pass / Afternoon Tea / £5 voucher
150	Early Lunch Pass / Afternoon Tea / £10 voucher
200	Early Lunch Pass / Afternoon Tea / £15 voucher
300	Early Lunch Pass / Afternoon Tea / £20 voucher

#### Year 9

Rewards Points	Rewards
25	Early Lunch Pass
50	Early Lunch Pass / Food Voucher
75	Early Lunch Pass / Food Voucher / £5 voucher
100	Early Lunch Pass / Food Voucher / £10 voucher
150	Early Lunch Pass / Food Voucher / £15 voucher
200	Early Lunch Pass / Food Voucher / £20 voucher

#### Year 10

Rewards Points	Rewards
15	Early Lunch Pass
25	Early Lunch Pass / Food Voucher
50	Early Lunch Pass / Food Voucher / £5 voucher
75	Early Lunch Pass / Food Voucher / £10 voucher
100	Early Lunch Pass / Food Voucher / £15 voucher
150	Early Lunch Pass / Food Voucher / £20 voucher

#### Year 11

Rewards Points	Rewards
15	Early Lunch Pass / Food Voucher
25	Early Lunch Pass / Food Voucher / £5 voucher (Prom / Hoodie / Year Book)
50	Early Lunch Pass / Food Voucher / £10 voucher (Prom / Hoodie / Year Book)
75	Early Lunch Pass / Food Voucher / £15 voucher (Prom / Hoodie / Year Book)
100	Early Lunch Pass / Food Voucher / £20 voucher (Prom / Hoodie / Year Book)

## **APPENDIX B**

### **Behaviour for Learning - Developing Skills and Establishing Routines**

Effective classroom management skills are developed through experience and appropriate support from colleagues. Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective lessons:

- give the big picture
- use positive language
- have high expectations
- address different learning styles
- review learning
- move pupils' learning on
- acknowledge and praise effort and progress.

To achieve this staff should:

- set behaviour for learning objectives as well as other learning objectives for the lesson
- arrive before the class and start the lesson on time
- ensure that pupils enter and leave the room quietly and sensibly
- display lesson objectives clearly
- refer regularly to the Code of Conduct
- ensure that all pupils are able to participate fully in the lesson
- emphasise the positive in learning and behaviour
- use praise and rewards fairly and consistently
- motivate, encourage and engage the pupils
- model and teach positive behaviour, including respect, empathy and social skills
- make sparing, effective and fair use of reprimands
- avoid sarcasm, shouting and threats
- avoid humiliating pupils
- avoid punishing a class for the behaviour of individuals
- keep to time in the lesson and finish on time
- share good practice with colleagues.

Accepted and agreed routines allow lessons to run efficiently. Staff are given some flexibility in setting their classroom routines, but the school does have an agreed minimum standard. If all staff work to these, it is easier for pupils and the less assertive members of staff.

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## Lessons, including Registration Periods

### At the start of the lesson

- **Arrive on time**
- Enter the classroom quietly and sensibly and sit according to the teacher's seating plan
- Remove outdoor clothing wearing your uniform correctly – mobile phones or headphones should not be seen or heard within school.
- Bring all the necessary equipment
- Put books, planner and equipment on your desk. Settle quickly ready for the register or starter activity.
- **Be ready to work**

### During the lesson

- **Follow instructions first time, every time**
- Do politely at once what is asked of you
- Always work to the best of your ability
- Listen carefully to the teacher or those who have been invited to speak  
Never distract others
- Record and complete home-learning to the best of your ability (Use TED)
- Do not eat or chew – ask the teacher if you wish to drink

### At the end of the lesson

- **Wait for the instruction to clear away**
- Tidy up your desk and floor space
- Stand quietly behind your seat, check your uniform is smart and wait quietly to be dismissed
- Leave the classroom as you would want to find it. Move quickly to next lesson in an orderly way
- Remember – if using the crossing – take care



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Move sensibly, calmly and in an orderly way  
around school

This includes:

- Being prompt to all lessons
- Waiting sensibly outside classrooms or as your teacher expects
- Walking to lessons, keeping to the right along crowded corridors and stairs
- Not eating in corridors or classrooms
- No sitting on floors in corridors
- Being polite, respectful and considerate to others and the school community
- Keeping mobile phones and headphones/earphones out of sight – they should never be seen or heard at school
- Wearing the correct school uniform
- Not dropping litter
- Staying away from “out-of-bounds” areas.
- Being extra careful if using the crossing

## APPENDIX E

### The Commendation Award

The commendation certificate is to be awarded when an extra special piece of work is produced. The commendation slips are completed by the subject teacher and passed onto the appropriate administration assistant who will arrange for a congratulatory letter/certificate to be sent home. The award will also be recorded on the pupil's computer file. Any student receiving a commendation award should also be given five rewards points by the subject teacher initiating the award. Similarly, any student receiving a praise text award should be given three rewards points.

Opportunities for praise:

What can you praise?	How can you praise?
Entering the room quickly and quietly	"Well done" when meeting and greeting
Listening to instructions, paying attention	Use of names and verbal praise
All aspects of good work	Rewards Point and written feedback
Being well organised	Verbal or Rewards Point
Working well in groups etc	Plan for a repeat activity and tell the group how impressed you are
Polite or considerate behaviour	Rewards Point and thanks
Standard of uniform	Notify Form Tutor
Effort	Rewards Points or commendation – especially for KS4 pupils
Homework, coursework, tests etc	Rewards Points or commendation, written feedback on work
Presentation of work	Rewards Points if maintained
Consistency	Rewards Points, especially if a "quiet plodder"
The work or behaviour of a class	Verbal feedback in plenary or use of the 'walkabout' praise sheets found in the staffrooms

## **APPENDIX F**

### **Statement Relating to Searching: Use of reasonable force, conduct of pupils outside of lessons and bullying**

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

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

The school can search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government may widen this to include tobacco, fireworks and pornography). The school can confiscate 'banned' items as listed in the home school agreement but cannot search unless pupil permission is given.

#### **Power to use Reasonable Force**

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

#### **Conduct Outside School**

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

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

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

#### **On-line Bullying (See Anti-bullying Policy)**

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



Oldbury Wells

### 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 the gangway and emergency doors clear so that other people can leave the coach safely.
- If there is an accident or breakdown, stay calm and quiet and follow the driver's instructions.

#### At Your Destination

- You must not try to get off the coach until it has come to a complete stop.
- You must make sure that you have all your belongings, such as bags, coats and litter, as you leave the coach. If you have forgotten something you should contact the School office.

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

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- You must not try to get back on the coach after you have got off; this is in case it moves off suddenly.
- Older pupils should help to see that younger pupils 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.

### 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 pupils 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 pupil has been involved in, the course of action may be:

1. Warning letter
2. Final warning letter

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### 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 pupils 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 H

### DfE Changes to Reasons for Exclusion Academic Year 2020/2021

The DfE expects schools from the beginning of academic year 2020/21 to **cease** the use of “**Other**” as a reason for an exclusion. September 2020 also sees the introduction of 5 new exclusion reasons. The expansion of exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as outlined below.

<b>New Exclusion Codes</b>	<b>New Pupil Exclusion Reason</b>
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

<b>Exclusion Code</b>	<b>Pupil Exclusion Reason</b>	<b>Includes</b>
<b>OW</b>	<b>Use or threat of use of an offensive weapon or prohibited item</b>	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon
<b>LG</b>	<b>Abuse against sexual orientation and gender identity</b>	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
<b>DS</b>	<b>Abuse relating to disability</b>	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
<b>MT</b>	<b>Inappropriate use of social media or online technology</b>	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online

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		Organising or facilitating criminal behaviour using social media
<b>PH</b>	<b>Wilful and repeated transgression of protective measures in place to protect public health</b>	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
<b>PP</b>	<b>Physical assault against pupil</b>	Fighting Violent behaviour Wounding Obstruction and jostling
<b>PA</b>	<b>Physical assault against adult</b>	Violent behaviour Wounding Obstruction and jostling
<b>VP</b>	<b>Verbal abuse / threatening behaviour against pupil</b>	Threatened violence Aggressive behaviour Swearing Verbal intimidation
<b>VA</b>	<b>Verbal abuse / threatening behaviour against adult</b>	Threatened violence Aggressive behaviour Swearing Verbal intimidation
<b>BU</b>	<b>Bullying</b>	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
<b>RA</b>	<b>Racist abuse</b>	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
<b>SM</b>	<b>Sexual misconduct</b>	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
<b>DA</b>	<b>Drug and alcohol related</b>	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking



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		Alcohol abuse Substance abuse
<b>DM</b>	<b>Damage to property</b>	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
<b>TH</b>	<b>Theft</b>	Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
<b>DB</b>	<b>Persistent or general disruptive behaviour</b>	Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely

From September 2020 the DfE gives schools the opportunity to utilise up to three reasons for any exclusion. Schools will be able to record a main reason and, if required, a second and third. Schools may wish to contact direct their specific management information system provider to ensure that changes have also been incorporated into school systems.