

Wellbrook School: Behaviour Policy



WELLBROOK
SCHOOL

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Introduction

At Wellbrook School, we strive to provide every child with the opportunity to unlock their potential. We honour and celebrate their individuality and tailor our instruction to their personal needs. Our goal is to nurture self-confidence and provide students with the support necessary to help them reach heights they didn't think were possible. We want parents to imagine the possibilities when they walk through our doors and be filled with hope as they see their children achieve beyond their expectations. We strive to be a place where children feel they belong and can thrive. We believe that positive behaviour and attitudes, will give our pupils the greatest possible opportunity to get the most from their time at the school. For this reason, we have drawn up this policy which outlines how we will create a safe environment in which all pupils can learn and reach their full potential. It follows DfE guidance "Behaviour in schools: advice for headteachers and school staff 2022" and outlines how we will:

- Encourage good behaviour and respect for others.
- secure an acceptable standard of behaviour of pupils.
- promote, among pupils, self-discipline, and respectful regard towards staff.
- prevent and tackle all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- regulate the conduct of pupils.

This policy outlines details of how we will promote good behaviour and positive attitudes, and it covers the following:

- School systems and social norms
- Leadership and management
- Classroom management
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff induction, development, and support
- Pupil support systems
- Child -on- child abuse
- Liaison with parents and other agencies
- Managing pupil transition.

School systems and social norms

Successful behaviour management hinges on the simplicity of the approach and consistency in implementation. We want our pupils to be very clear about what constitutes positive behaviour, what is expected of them and what they can expect in terms of rewards and sanctions. We want them to know that this will be consistent throughout the school, in every activity and with any staff member. To achieve a consistent approach to behaviour management we will:

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that the behaviour policy is clearly understood by all staff, parents, and pupils.
- Display school rules clearly in classes.
- Display the positive rewards card system in the hall.
- Have a system in place for ensuring that pupils never miss out on rewards and that sanctions are applied consistently.
- Have a clear understanding that consequences are applied consistently and are bespoke to each learner's needs.

Expected standards of pupil behaviour at school

- Always be on time.
- Maintain a good attendance. Regular attendance is expected by law and the school takes attendance very seriously. A register is taken at the start of each lesson and disciplinary action will be taken against any pupil who is discovered to be truanting. More information can be found in our school Attendance Policy. Unauthorised absences will be managed in line with the school Attendance Policy.
- Complete all your work assignments to the best of your ability.
- Keep your schoolbooks presentable on the outside and inside.
- Be proud of your work and learning journey.
- Keep your appearance smart and tidy.
- Be polite and respectful at all times.
- Keep yourself and others safe by following Health & Safety procedures.
- Do your best at all times.
- Be considerate of others within your environment.

- Take care of your environment; keep it tidy and place litter in the bin.
- Do not tamper with Health & Safety equipment – it is only for use in emergency situations.
- The following items are not allowed in school.
 - alcohol
 - drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
 - items that can be smoked, such as cigarettes, cigars, e-cigarettes, vapes.
 - matches, lighters.
 - chewing gum
 - weapons
 - material that is inappropriate or illegal for children to have, e.g., that is racist or pornographic.
- Pupils are forbidden from:
 - any possession, use or supply of drugs and substances.
 - bringing alcohol or tobacco onto school premises or being in unsupervised possession of alcohol/tobacco or obtaining or supplying alcohol/tobacco to another or being impaired by alcohol/tobacco while on school premises or in the care of the school.
 - bringing the school into disrepute for any reason associated with alcohol, tobacco or drugs and substances, whether the pupil is in the care of the school at the time.
- At Wellbrook school, we are committed to establishing and maintaining high standards of behaviour, minimising disruption to learning and ensuring that the school is a calm and safe environment for all pupils and staff. To that end, we do not permit pupils to use mobile phones and similar devices throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. For this reason:
 - pupils will be asked to hand in their mobile phones to staff upon arrival at school
 - mobile phones will be kept in a secure location until the end of the school day
- Details about how this will be implemented can be found in the school's Mobile Phone Policy.

Expected standard of behaviour outside school

- Off-Site Visits - The expectations provided above apply whilst pupils, staff, volunteers, and helpers are involved in any off-site school visit. Pupils are also expected to follow the rules and procedures of the sites they visit and follow staff instructions about how to stay safe.
- Travel to and from school - The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.
- In the Community- The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school or when it is seen by members of staff. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers. As in-line with legal requirements, staff will. Take necessary action within school, or any place where the pupil is under lawful charge of the staff.

Ensuring that this policy is clearly understood by all staff, parents, and pupils

- The policy will be made available on the school website, in the school prospectus, on the school site electronically and in hard copy.
- During staff induction, all staff will be required to read the policy, ask any questions, and confirm their understanding through Schoolbus. Staff will also be given training in behaviour management procedures.
- During pupils' induction, staff members will discuss the policy with parents and pupils to ensure that they understand expectations and how behaviour will be managed at the school. The parent and pupil will be asked to sign our home/school agreement.

Ensuring that pupils never miss out on rewards or sanctions.

- We will track pupils' behaviour in class and around the school, through BromCom.
- We will have a dedicated time each week, and at the end of each term to check these records and identify pupils who have earned rewards. We will give out all rewards earned in a timely manner, during celebration assemblies.
- Information about sanctions and when they will be applied will be made very clear in this policy.

- Staff will be trained to “always follow through” with sanctions.
- Records of sanctions will be kept on our critical incident logs.

Leadership and management

The Headteacher and Senior Leadership Team will model the behaviour that is expected from staff. They will also:

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to implement the behaviour policy.
- Monitor the amount of praise, rewards and sanctions given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand the special needs of pupils and specific strategies for managing their behaviour by sharing relevant information from their EHC plans.

To manage good behaviour around the school, they will take turns walking around the buildings and:

- Visiting the indoor dining area; the playground and being around at the beginning and the end of the school day.
- Maintaining a visible presence around the school.
- Checking that pupils come in from the playground and move around the school in an orderly manner.
- Checking up on behaviour outside the school.
- Checking the building is clean and well-maintained.

To promote positive behaviour and attitudes of individual pupils, the Headteacher and Senior Leadership Team will:

- Praise good behaviour.
- Celebrate successes.
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support plans for pupils with behavioral difficulties.
- Build positive relationships with the parents of pupils with behaviour difficulties.

Classroom management

To promote positive behaviour and attitudes within the classroom, teachers will:

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Follow the school behaviour policy.
- Know the names of pupils.
- Read pupils behaviour support plans and have a plan for pupils who are likely to misbehave. Ensure other adults in the class know the plan.
- Complete training which helps them understand pupils' special needs and follow guidance from the SENCo and other professionals like Speech and Language Therapists.
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise pupils doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Scaffold and differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach pupils the class routines and maintain high standards around the school.
- Include the reflective practice of the Wellbrook 5R's at the end of each lesson.

Teachers will also give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Restrictive Physical Interventions (RPI's) are to be reported on the day of occurrence.

Weekly overviews, known as 'Wellbrook Weekly's' are to be completed in readiness to be sent home each Friday.

Rewards and sanctions

Below are the rewards and sanctions that will be used to promote positive behaviour and attitudes. These will be discussed with pupils and their parents at the point of referral; displayed in every classroom; applied consistently with the help of the behaviour tracking system, critical incident records and records of pupils' achievement of the behaviour targets from their Personal Learning Plan.

Rewards

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils, and building mutual respect between staff and pupils, and between pupils themselves.

Individual Rewards

The following rewards are available for use by all staff:

- Verbal praise
- Inviting pupils to the head teacher or SLT member to be praised
- Certificates for good/improved behaviour, and academic effort rewarded weekly.
- End of term reward trips for students who qualify through the 5R's
- Above and beyond cards require 10 moments of pupils exceeding expectations to earn a bespoke, pre-determined reward.
- Praise Postcards can be sent home to inform parents of significant achievements of any sort.

The 5 R's

To promote engagement, respect and resilience, Wellbrook School have come up with the 5R's. Students receive the mark for each of the 5R's at the end of each lesson as part of the plenary and reflection process;

- R **Right place, right time:** Students are present in the lesson, are able to leave with permission for the toilet or for planned time out. Students attend the lesson promptly, demonstrating good time management, and are in the right place during their lessons.
- R **Resilience for learning:** Staff can see that the student has demonstrated sustainability within a lesson, resilience in all areas, not just the academic but, able to show they are

able to take the help from staff and be supported with success within a lesson.

- R **Respect for others:** students are taught and encouraged to be inclusive of all others within school. Respect space when it is required, respect each others opinions within a lesson and to respect that students are all at different parts of a learning journey. The expectation is to value and understand protected characteristics alongside respecting each other day to day in a classroom.
- R **Respect for property:** students are taught to respect all property around them and have pride in their surroundings. Respecting resources within school, playtimes and lessons alongside the property of others. To achieve this mark, students are to maintain this level of respect throughout the lesson.
- R **Right speech:** the expectation is to have respectful language towards each other, this is not just the idea of using polite language, but to consider how engagement and interaction is positive within school. Students are required to remain polite and respectful towards staff throughout the school day.

Staff are aware and consideration is made when students face barriers to their day. Staff know the students in school and are aware of individual needs and requirements. There is not a 'best fits all' approach at Wellbrook however, every effort is made to support the holistic development of all students.

Lunchtime Rewards

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. These are reinforced through rewards such as

- Verbal praise
- Responsibilities

Sanctions

In all disciplinary actions, it is essential for the pupil to understand that it is their behaviour that is unacceptable, and not them as a person. The school does not issue whole class sanctions.

A paid member of staff, or a member of staff who has authorisation from the Headteacher (for instance, parent volunteers on a school trip), has the authority to issue sanctions. The sanction, by law, must be issued whilst the pupil is under charge of a member of staff and in proportion and be reasonable, taking into account the pupil's age, any SEN or disability they may have, safeguarding issue and any religious requirements affecting them.

All sanctions must involve reflective and restorative practice, ensuring that pupils learn from their mistakes and staff are able to identify antecedents to inform planning.

STAGE	BEHAVIOUR	INTERVENTIONS AND CONSEQUENCES
1	<p>Low level inappropriate behaviours</p> <p>e.g.</p> <ul style="list-style-type: none"> ● calling out ● interrupting when the others are talking. ● ignoring minor instructions ● making inappropriate noises 	<p>Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos</p> <p>e.g.</p> <ul style="list-style-type: none"> ● catch them being good then praise – happy face ● reminder of school expectations ● talking quietly to pupils ● restorative conversations ● pre-empting the situation by following recommended strategies for engaging specific pupils for example give an object to fiddle with
2	<p>Medium level inappropriate behaviours</p> <p>e.g.</p> <ul style="list-style-type: none"> ● persistent disruptive behaviour ● deliberately creating a disturbance ● general refusal to follow requests. ● offensive language 	<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos, apply the behaviour script</p> <p>e.g.</p> <ul style="list-style-type: none"> ● give choice/expectation with timescale - use visual timer. ● record incidents/log ● class teacher to talk to pupil. ● challenge inappropriate language ● lose time at break time
3	<p>Higher level inappropriate behaviours</p> <p>e.g.</p> <ul style="list-style-type: none"> ● serious challenge to authority ● repeated refusal to do tasks. ● harmful, offensive name calling. ● continuing to leave the class without permission. ● fighting and intentional physical harm to others ● malicious allegations against staff 	<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos</p> <p>e.g.</p> <ul style="list-style-type: none"> ● follow relevant interventions from Individual Behaviour Plans ● record the incident on CPOMS, this will automatically inform SLT ● involve parents ● +Pro-Active de-escalation procedures. ● +Pro-Active holds where necessary to safeguard the pupil and others, ensuring that any RPI is recorded,

		<p>the same day.</p> <ul style="list-style-type: none"> ● Suspension – follow the exclusions policy. ● Follow safeguarding procedure about allegations against staff. ● Inform parents.
4	<p>Serious inappropriate behaviours</p> <p>e.g.</p> <ul style="list-style-type: none"> ● bullying – physical and emotional ● deliberately throwing objects with the intention of harming someone ● repeated challenge to authority ● property damage ● extreme danger of violence ● bringing banned substances or items into school ● leaving school boundaries 	<p>Follow the antibullying policy</p> <ul style="list-style-type: none"> ● +Pro-Active holds where necessary to safeguard the pupil and others. ● Parents invoiced for an agreed amount towards replacement of damaged property ● Suspension – follow the exclusions policy. ● Confiscation of banned substances ● Involvement of outside agencies such as the police

Behaviour strategies and the teaching of good behaviour

Preventative and De-escalation Measures

At Wellbrook School we believe that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. To provide this, the school manages behaviour through positivity. To do this, we will

- work to ensure positive, professional, and mutually respectful relationships are developed between staff parent/carers and each pupil.
- acknowledge and celebrate the talents, gifts, and differences between individual pupils.
- ask every pupil to do the best they can. Staff members will teach and facilitate this behaviour.
- praise and reward appropriate behaviour

- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice.
- restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Teaching of good behaviour

- We will use our PSHE, SMSC and British Values curriculum to teach pupils respect, positive attitudes, and good behaviour.
- We will promote British Values, following the PSHE association, following the learning journeys for key stages 2 – 4.
- We will promote positive behaviour through our rewards and sanctions system.
- Teachers and leaders will model the positive behaviour and attitudes that is expected of pupils.
- The PSHE Association's Curriculum will be taught.
- Staff use a script to support the reinforcement of positive behaviours

- **No thank you, not appropriate.**
- **Just to remind you, [insert child's name] this is not ok at Wellbrook School.**
- **[insert child's name], This is now your first warning, [insert concern/behaviour] is not appropriate, please stop.**
- **[insert child's name] this is now your second warning [insert concern/behaviour] is not appropriate, please stop.**
- **This behaviour is now going through report and support [inset child's name]**

Use of Reasonable Force/Physical Intervention

Under Section 93 of the Education Act 2006, all persons have the right to use reasonable force to protect against significant harm, prevent significant harm of others, or death. Staff trained in ProActive have the right to use ProActive approved restraint within school, to prevent significant harm, death or damage to property – where that damage could pose a risk to safety.

Use of force should only be used as a last resort.

School does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. DfE guidance provides some examples of when physical intervention can be used. To:

- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- restrain a pupil at risk of harming themselves through physical outbursts.

The degree of force used will be the minimum needed and proportional to the situation. All staff will receive training about the use of force and physical interventions including details about the various holds and manoeuvres so they can use the minimum force and keep the pupils and themselves safe.

At Wellbrook School we **do not** use force as a punishment – it is always unlawful to use force as a punishment.

All incidents involving the use of force will be recorded on CPoms by staff involved as soon as possible after the incident and copies will be given to the Headteacher. Parents will be informed of the incident although, lawfully, the school has the right to not inform a parent if they decide it is inappropriate to do so. Our staff will +ProActive Approaches for which they will be fully trained. All incidents that involve RPI will be reviewed at a debrief.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to

look for any item that is illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Staff induction, development, and support

- During induction, all staff will read this policy and receive training about implementing it effectively.
- Staff will also receive +Pro-Active Approaches training.
- Staff will receive training in supporting pupils with social, emotional, and mental health needs and special educational needs, specifically autism.
- Staff will be given the time required to read and understand the needs and strategies for supporting the behaviour of all the pupils at the school including EHC plans, behaviour support plans, individual risk assessments.
- SLT will provide support for all staff members in matters of behaviour as the first point of contact is recommended procedures are not working.
- Staff will have half termly supervisions during which they will be invited to ask for any additional support they might need to manage behaviour effectively and to let leaders know if pupil behaviour or managing it is causing them stress.
- Wellbrook School will ensure the well-being of staff.

Pupil support systems

Wellbrook School will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist, Educational Psychology Service where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

Child-on child abuse

Wellbrook School will seek to minimise the risk of child-on-child abuse by

- providing a safe environment
- promoting a culture of positive standards of behaviour

- taking steps to address inappropriate behaviour.
- ensuring that children can confidently raise concerns knowing they will be taken seriously.
- providing safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and other curriculum opportunities.

We will also work with children identified as vulnerable or being at risk. We will also develop risk assessments and work with those identified as being a potential risk to others.

We will ensure that all our staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off as banter. Staff will maintain an attitude of '*it could happen here*' and all inappropriate behaviour will be addressed. There is a zero-tolerance approach to child-on-child abuse at this school and we will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. More information about our approach to child-on-child abuse can be found in our safeguarding policy.

Liaison with parents and other agencies

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

We work with parents/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parents/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- School expectations will be placed in prominent places around the school and also in the Home/School Agreement information which parents/carers and pupils are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.

- The policy will be reviewed at the beginning of each school year, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Policy, parent/carers, volunteers, and pupils are asked to discuss this with a member of staff.

Managing pupil transition

- We carefully manage the transition of pupils as they join the school; and as they prepare to leave the school.
- During the referral process, pupils and their parents visit the school, tour the premises, talk to staff, attend some sessions, and talk to other pupils.
- Pupils in Year 6 will receive transition support as they move to Key Stage 3.
- During Key Stages 4 pupils receive transition support as they prepare to leave school or college. The school will use the services of a charity called Talk the Talk to deliver a transition programme which develops the competencies needed to take their next step with confidence and a positive mindset.
- We have good communicative relationships with local Further Education Colleges and Independent Training Providers. Pupils are encouraged to attend taster days and visit prospective new colleges.
- Bespoke Transition Plans are created in collaboration with previous education establishments, parents and pupils and are flexible to the changing needs of our learners.

Review

This policy will be reviewed annually to assess its effectiveness and update it as necessary.

Complaints

We hope that parents and pupils will not have any complaints about the operation of our behaviour management policy; nevertheless, copies of the school's complaints procedure can be sent to parents on request and can be found on our website.