



BEHAVIOUR FOR LEARNING POLICY

September 2023





'Achieving excellence together'

a) Introduction

Oak Trees Multi Academy Trust expects a high standard of behaviour at all times from pupils, parents and staff. The Board of Oak Trees Multi Academy Trust has the duty to lay down the broad strategy for maintaining a high standard of student behaviour and discipline in Oak Tree Academies. The Board has delegated to each Academy/school the responsibility for a localised detailed approach to meeting the Trust's expectations.

The Board of Oak Trees Multi Academy Trust expects:

- all students to show respect and courtesy towards teachers and other staff and towards each other;
- Headteachers to prevent and deal with all forms of bullying, including cyberbullying in a timely and efficient manner;
- parents to encourage their children to show that respect and support the school's authority to discipline its students;
- Headteachers to help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school;
- local governing bodies and Headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;
- that every teacher will be good at managing and improving pupil's behaviour, and will be well supported by the senior leadership team at the school to help them achieve this. The advice below summarises the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, students and parents.

b) Local Protocol

Each school will publish on its' website their individual protocol for dealing with behaviour issues in the school.

c). The Board of Oak Trees Multi Academy Trust's statement and policy

Oak Trees Multi Academy Trust has charged each Local Governing Body with the duty to set the framework of the school's policy by providing a written statement of general principles relating to discipline, taking into account the needs of all students. Oak Trees Multi Academy Trust expects each school to establish and maintain a behaviour protocol that promotes self-discipline, respect for others and proper regard for authority. It will be reviewed annually or more frequently if necessary.

d) Academy Trust ethos

The ethos of Oak Trees Multi Academy Trust is echoed through the Oak Trees CARE Values and British Values of:

Tolerance
Unity
Democracy
Opportunity
Respect

e) Rules of conduct

The Headteacher of each school will draw up and review periodically a positive and constructive set of school rules that will:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and prevent all forms of bullying among students;
- ensure standard of behaviour is acceptable; and
- regulate students' conduct.

f) Rewards and sanctions

None of the school's punishments must be degrading or humiliating. The Trust expects all rewards and disciplinary penalties to be applied fairly and consistently. High standards of student behaviour and discipline provide a positive environment in which teachers can teach and students can learn. We should expect these high standards at all times but the list below represents the most common sanctions against less than acceptable behaviour:

- rebukes to individual, group or class;
- movement to another seat;
- report to teacher at break time/lunchtime;
- written punishment e.g. additional or reattempt work;
- referral to more senior teacher/Headteacher;
- placement "On Report" - parents informed;
- parents asked to visit school, joint monitoring by parents, tutor as appropriate;
- fixed term exclusion;
- permanent exclusion.

g) Use of Reasonable Force

Further information on the use of reasonable force can be found in the Trust Positive Handling Policy.

h) Disability

Where the misbehaviour of students is related to a mental or physical disability, the Trust expects that the Headteacher will make reasonable adjustments to enable those students to be included within the school community. These will include:

- ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities;
 - ensuring that staff are aware of any students with such disabilities;
 - ensuring that appropriate help is sought to enable the school to make reasonable adjustments;
 - ensuring that school resources are committed to assist in making reasonable adjustments;
- and

- making reasonable adjustments to school organisation to the timetable of particular students.

i) Responsibilities of the Headteacher

The Headteacher's role is to establish and maintain a behaviour protocol that promotes self-discipline, respect for others and proper regard for authority. The Headteacher, when determining the behaviour protocol, must do so with a view to ensuring that students complete any tasks reasonably assigned to them in connection with their education. The Headteacher will determine measures (including the making of rules and provision of disciplinary penalties) to be taken, with a view to:

- promoting self-discipline and proper regard for authority among students;
- encouraging good behaviour and respect for others, and preventing all forms of bullying among students;
- ensuring that the standard of behaviour is acceptable; and
- otherwise regulating the conduct of students.

The Headteacher is required to set out the behaviour and discipline protocol in a written document and to consult the local governing body before publishing it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.



Introduction

Great Meols Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that learners and staff have the right to learn and teach in an environment which is safe, friendly, calm and fair.

Our school mission, 'Achieving Excellence Together', sets our belief that all our learners aspire to be the best they can be, to set high goals for themselves and to work hard to achieve these. Our vision is underpinned by our set of core values: resilience, creativity, diversity, compassion, teamwork and community.

Aims

Our approach to behaviour is both positive and restorative. At Great Meols Primary School, we encourage individual responsibility for one's own behaviour and value the importance of nurturing in each learner a growing sense of self-worth and a positive self-esteem. Our aim is to encourage our learners to exercise choice in their actions and raise awareness that their choices will have resulting consequences. We promote good behaviour and self-esteem by actively fostering a positive ethos and by continually aiming to develop positive relationships and provide effective learning and teaching throughout the school.

Our School Rules

At Great Meols Primary School, all members of our school community have three rules underpinned by our mission, vision and values: -

- Be Safe
- Be Respectful
- Be Ready

These are displayed in all learning spaces and referred to as and when necessary during the school day.

Growth Mindset

With growth mindset being the cornerstone of our learning ethos, our school community will be fully aware that success, however defined, is achieved through hard work, perseverance and focused practice based on seeking and responding to feedback. Great Meols Primary School pupils learn to be resilient, welcome challenge and understand that failure is a necessary part of the journey to success. We believe that there are no upper limits to what our pupils can achieve if they have the right attitude to learning and display the behaviours necessary for success. Each classroom will display phrases and images that reflect our growth mindset culture.

Promoting high standards of behaviour – visible adult consistencies

All staff will:

- Greet learners as they enter school/ classroom or when we pass them in the corridor.
- Refer to the school values – resilience, creativity, diversity, compassion, teamwork and community.
- Use the language of Growth Mindset (see appendix 1)
- Model positive behaviours.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use visible recognition throughout every lesson.
- Be calm and give ‘take up time’ when going through the steps to support a child in managing their behaviour appropriately.
- Follow up every time, engage in restorative conversations with learners.
- Never ignore learners who are not making good behaviour choices.
- Consistently use the language (introduced in ‘My Happy Mind’) relating to emotional regulation.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

Senior leaders will:

- Take time to greet learners throughout the school day.
- Be a visible presence around the school and especially during transition times.
- Celebrate learners and staff whose efforts go above and beyond expectations.
- Regularly share good practice.
- Support colleagues in managing learners with more complex behaviours.
- Ensure that the relevant regular training and support is provided for all staff.
- Use behaviour data to assess school wide behaviour policy and practice.
- Regularly review provisions for learners with complex behaviours.

Recognising and rewarding positive behaviour

At Great Meols Primary School we ensure attention to best conduct through recognition, praising in public, motivation and engagement.

'Reward over and above – don't reward minimum standards because that is what you will get, rather reward those who go over and above the required standards.' Paul Dix, 2017

The ways we recognise 'over and above' behaviour:

1. Verbal Praise
2. Positive Notes Home for recognising consistent fantastic behaviour.
3. Phone Calls/Face to face chats to parents/carers in order to share something fantastic their child has done.
4. Recognition Boards– Each class has a recognition board. When placing a child's name/photo on the board an explanation is given to why this is happening. The explanation makes clear link to our school values and growth mindset culture. A copy of a child's work can be added to the board to recognise their achievements. A child's name is never removed from the board for a negative behaviour. The board will be reset every Monday.
5. Ready Counters – To reinforce our school rules, all staff will be able to issue coloured 'counters' to children who are demonstrating readiness, being safe or respectfulness. The children will earn counters for their school team – Egrets, Knots, Curlews and Sandpipers. Ready counters can be given to children by all staff at all times of the school day. At the end of each week, the teams' progress will be announced during celebration assembly. At the end of each half term, the team with the most 'points' will have first choice of activity for our community event.
6. Celebration Assemblies – Each Friday a celebration assembly is held within school. Each class teacher will choose two children to receive a certificate each week. The certificates will be awarded for 'Star of the Week' and 'Growth Mindset'. Parents/carers for the certificate winning children will be invited to attend the assembly. Invites will be sent home to parent/carers on the previous Friday.
7. End of Year 6 awards – At the end of each academic year, awards are handed out to selected Year 6 children.
8. Roles of responsibility – Children are given various role and responsibilities around school. These roles are given to children who consistently follow the school rules and embody our school values.

Emotional Regulation

Staff understand that when children are in a highly emotional state, their brain does not respond as it would normally and children may not be able to listen, comprehend, follow instructions or cope. Across the school, we will use the 'My Happy Mind' language and regulation techniques

taught to the children and staff. The school follows a pastoral and wellbeing plan (published on the [school website](#)) to ensure all children are supported in school.

Consistent Strategies for dealing with inappropriate behaviour

Engagement with learning is always the primary aim. For the majority of learners a gentle reminder or nudge in the right direction is all that is needed. There are occasions when learners make poor behaviour choices. We believe it is important to explicitly teach them positive behaviours and support them in making positive choices. When supporting learners to change their poor behaviour choices, all staff will:

- Keep calm and, where possible, match the child's eye-level.
- Give choices and thinking time.
- Remind the child of examples of their good behaviours and achievements.

At Great Meols Primary School we do this via a system of stepped consequences. Consequences have a learning focus, build relationships and show learners how to take responsibility.

Stepped Consequences:

1. A private verbal warning. 'Turn it around' conversation, making learner aware of their behaviour, consequences if they continue and how to change it.
2. Reflection time. If a child has already had a 'turn it around' conversation and continues to display unacceptable behaviour, they will be asked to work outside the classroom for a fixed period of time (made visible by using a sand timer). Once completed, the child would be welcomed back to class.
3. If a child continues to be disruptive, a member of the SLT team will support them to settle back in class.
4. 'Reflection time' with their class teacher during playtime can be used when appropriate. The amount of playtime missed is at the class teacher's discretion. During this time period, the child should reflect on their behaviour and refocus themselves ready for the next lesson. During this time, the child might be asked to complete missed learning.
5. If a child continues to make inappropriate behaviour choices, reflection time will be spent with a member of the Senior Leadership Team. This period of time can include up to 15 minutes of playtime/lunchtime. This will be followed up with a restorative justice conversation (see appendix 2) between the child and class teacher. This will take place at the earliest opportunity when it will not impede on learning such as during break or lunch time. During the conversation there will be the opportunity to teach a child the lines of appropriate behaviour, to model appropriate behaviour, to highlight the boundaries both in terms of expected behaviour and in the teacher/pupil relationship and to reinforce the rules and routine. A child's previous positive behaviour will be referred to and the aim of the conversation is to raise a child's self-esteem and belief that they can choose to follow the school rules and be noticed and praised positively for it. Parents/carers will be informed by the class teacher at the earliest possible opportunity.

6. If appropriate, as a short term intervention, a child may be given a behaviour chart to focus on specific targets at given times of the day. An example can be found in Appendix 3.
7. Support Plan. Any child found to be consistently refusing to follow this policy will be provided with a Support Plan. This plan will be developed during a meeting with the child, Class Teacher, Special Educational needs Co-ordinator and Parents/Carers. At this step, the child would be added to the SEN register.
8. Suspensions and Exclusion. The headteacher will follow the MAT exclusions policy (<https://www.oaktreesmat.co.uk/policies>) when dealing with both fixed term suspensions and permanent exclusions.

Recording incidents of inappropriate behaviour

Staff will report and record any incidents of inappropriate behaviour that have been dealt with at step 3 and beyond using CPOMS. If the child is on a support plan, these incidents will be recorded under the following headings:

- Antecedents – what happened immediately before.
- Behaviour – what happened during the incident
- Consequences – what happened after.

These recordings will then be used to review the provision and make any adjustments to help the child.

Serious breaches of the behaviour policy

If a child behaves in a way that seriously endangers themselves or others and does not respond to repeated adult instructions then the behaviour will be deemed as a serious breach of the policy. The behaviour incident will be thoroughly investigated by a member of the Senior Leadership Team and sanctions applied. Parents/carers will be informed and all details will be recorded.

Use of reasonable force and power to search pupils

It is possible, though extremely rare, that a pupil behaves in a way which is judged to be unsafe, either to him/herself or others. In such instances, as a last resort, Great Meols Primary School supports the use of reasonable, proportionate and necessary force, always with the aim of keeping the school community safe. Reasonable force can also be used to prevent pupils from damaging property or from causing significant disorder. Where it is necessary, DfE guidance Section 93 of 2006 Education and Inspections Act and LA guidance should be followed. Where such action is necessary, parents will be kept fully informed and the incident will be recorded securely in school.

Further details can be found in the Positive Handling Policy.

School staff can search a pupil (or desk) for any item if the pupil gives consent. This does not need to be formal written consent. If a pupil refuses to co-operate with a search and turn out his or her pockets or bag, the teacher should follow the school's behaviour policy, as with any other breach of discipline. In these cases, DfE guidance and LA guidance should be followed.

In addition to the general power to use reasonable force described above, the headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for prohibited items.

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately.

Dealing with Incidents of bullying

There are some incidents which may be considered to be bullying. The school's anti-bullying policy should be read in conjunction with this document.

Child on child abuse

Please refer to the Oak Trees MAT policy.

Equal opportunities

The staff ensure that high standards of behaviour are expected from all children. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. Reasonable adaptations will be made to this policy for children with SEND.

Appendix 1

Model and Empower a Growth Mindset		
Feedback	Questions	Self-Talk
You are not successful YET, but you and I both know you will do it.	What strategy will you try next?	Mistakes are feedback that help me learn.
I appreciate your effort.	What questions should be asked or considered in this situation?	I persevere as a problem solver when I am frustrated or challenged.
Great job taking a calculated risk.	What will you do to challenge yourself or improve?	Confusion and productive struggle are part of the learning process.
Your improvement and progress is amazing!	What growth goals can you set and monitor?	I need to courageously move out of my comfort zone.
Great curiosity, creativity, empathy, or resourcefulness!	What advice can you share to help or inspire others?	I want to challenge myself and grow.
This will be challenging to learn, but I know you can do it.	What should you do when you make a mistake?	My effort, actions, and attitude impact my success.
Reflect about the feedback to plan your next steps.	What can you learn from others?	I will make progress and succeed if I focus and work hard.
Awesome job embracing change, challenges, and uncertainty.	How could you enhance efficiency, flexibility, performance, or growth?	I am going to make this even better.
		<i>Dr. Erik Youngman</i>

Appendix 2

Restorative Practice Staff implement a restorative approach, when appropriate, throughout the stepped consequences to support learners with challenges. Restorative practices involve learners and adults resolving issues in a supportive way to restore relationships. Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour.

Restorative Questions

All staff are expected to use Restorative Questions when dealing with behaviour incidents. This further builds consistency across the school in the way behaviour is managed and ensures that children are encouraged to reflect on their behaviour and to take responsibility for their actions.



Appendix 3

Positive Behaviour Chart for

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING PLAY					
LUNCHTIME					
AFTERNOON PLAY					



At lunchtimes and playtimes, I will play safely, be respectful to staff and be ready to come back into school at the end of break. I will choose games that keep myself and my friends safe.

I will show my chart at the end of each day to Mr Parker, Mr Brown or Mrs Ainslie.

Research Underpinning this Policy

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