



# Wise Owl Trust

## Behaviour in Schools Policy

Version 3

Approved by Wise Owl Trust: 30<sup>th</sup> March 2023

Due for review: Spring 2026

## Document Control

Title	Behaviour in Schools Policy
Date	20 March 2023
Purpose	To show staff approaches to behaviour across the Wise Owl Trust
Supersedes	Behaviour in Schools Policy <b>version 2</b>
Amendments	Inclusion of the Wise Owl Learning Habits, updated guidance around suspensions and exclusions, inclusion of the Manchester Inclusion strategy
Related Policies/Guidance	Child Protection/Safeguarding, Anti-bullying.
Author	John Tomlinson
Approved Level	Trust
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Reviewed	
Adopted	
Next Review	Spring 2026
Signature of Chair	

### Wise Owl Trust

is a Multi Academy Trust

Registered in England and Wales number 8053288

Registered Office: Trust House, c/o Seymour Road Academy, Seymour Road South, Clayton,  
Manchester, M11 4PR

The Wise Owl trust has a number of Trust-wide policies which are adopted by all the academies in the Trust to ensure an equitable and consistent delivery of provision. The Trust Board has responsibility for the operation of all academies and the outcomes of all students; however, responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body/Governors relate to the members of the Local Governing Body representing the Trust Board.
- School includes a reference to school or academy unless otherwise stated.
- Headteacher includes a reference to Headteacher, Principal or Head of School of a school or academy.

## **Behaviour Management Policy**

Section 89 of the Education and Inspections Act 2006 for maintained schools, and the Independent Schools Standards Regulations 2010 for Academies and Free Schools stipulate that all schools must have a behaviour policy. It is the responsibility of the governing body, in consultation with the Principal, school staff, parents and pupils, to establish the general principles underpinning the behaviour policy.

### **Introduction**

At the Wise Owl Trust we have high expectations of all pupils' behaviour. Behaviour is everyone's responsibility. Children become part of a friendly, cooperative environment where there is an atmosphere of mutual respect and trust. Every child is made to feel they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged. Behaviour management is seen as an integral part of the curriculum that teaches social skills to all children. This policy deals with the majority of the children at Wise Owl Trust. A small number of pupils may need an additional Individual Behaviour Plan or Pastoral Support Plan to help them succeed in school.

### **Principles / Ethos**

At Wise Owl Trust we build positive relationships with pupils, parents and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity. We believe that every pupil has the right to learn, free from disruption.

We understand that the quality of relationships and school climate are absolutely critical to successful student learning;

We seek to establish strong meaning and connection for students, families and staff in social and academic contexts;

Implement principles of mutual respect and encouragement;

Focus on long term solutions at individual, class and school wide levels;

View mistakes as opportunities to learn and misbehaviour as opportunities to practice critical life skills.

### **Aims and Objectives:**

- To ensure the safety and well-being of every member of the school community;

- To ensure all members of the school community are valued;

- To protect the school environment;

- To teach pupils to have self-control and take responsibility for their actions;

- To teach pupils that actions and choices have consequences;

- To encourage parents to work in partnership with the school;

- To equip every child with the values and skills (social, emotional, physical and academic) they will need to meet the challenge of being a 21st century citizen;

- To work collaboratively as a staff, sharing skills and ideas for managing pupils' behaviour;

- To maximise the effectiveness of the curriculum and individual learning for every child.

The school therefore provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control;

Develop strong self-esteem;

Take ownership and accountability for their behaviour;

Have the right to learn;

Be independent;

Cooperate in learning;

Be honest;

Recognise, share and celebrate their own achievements and those of others; and Be confident to talk to an adult about any concerns.

The whole school works together to create a positive atmosphere, a sense of community and shared values.

## **Expectations**

Children learn to behave by following positive role models. Children and staff at Wise Owl Trust treat each other with respect, speak to each other politely and respect each other's right to be different. No one should deliberately set out to make another person feel uncomfortable or unhappy.

Wise Owl Trust believe that it is particularly important to involve pupils, parents and staff in developing expectations to ensure that they reflect the views of the entire school community. Expectations are discussed regularly in lessons, staff meetings and during parent behaviour training.

## **School Rules**

We show RESPECT to everyone.

- We are kind and helpful
- We work hard
- We look after property
- We listen
- We are honest

## **RESPECT**

Developing pupils' **emotional intelligence** helps them to recognise and manage their emotions, and the emotions of other people, both individually and in groups. Research has shown that people with higher levels of emotional intelligence enjoy more satisfying and successful careers and relationships. (Goleman *et al* 1995) If we think about ways to enhance our emotional intelligence we are likely to become more interesting people, and increase our self-esteem.

We develop emotional intelligence through teaching:

- **R**esilience
- **E**mpathy
- **S**elf-Awareness
- **P**ositivity
- **E**xcellence
- **C**ommunication

- Team Work

We work with children, parents, governors and colleagues across the trust to develop emotional intelligence, as part of a child's character, through a range of activities and projects. The provision uses a range of evidence based strategies to develop the emotional intelligence of the children who attend, with a goal to support children accessing the main stream learning through improved understanding of their emotions.

### **How do we achieve to this?**

Research shows that experiences drive feelings and feelings drive behaviour. With this in mind, staff focus on the feelings and experiences of the child that led to their behaviour. By exploring the experiences and feelings we believe that we can teach the child alternative behaviours and give them strategies that they can use for the rest of their life.

## **Wise Owl Learning Habits**

Our Wise Owl Learning Habits help ensure pupils are given the guidance, environment and opportunity to meet our high expectations of behaviour. These learning habits help pupils how to succeed in all areas of school life.

### **Wise Owl Learning Habit 1: Punctuality and attendance**

We want to ensure every student has the best start to their day therefore we insist on punctuality to school. Every student must arrive in school by 8:45am.

### **Wise Owl Learning Habit 2: Perfect uniform**

All pupils are provided with a Wise Owl sweatshirt and book bag. We will insist on pupils wearing a uniform. This is because we want children at the Wise Owl Trust to be proud. Evidence suggests that perfect uniform has a positive impact on behaviour and learning.

### **Wise Owl Learning Habit 3: Homework and Deadlines**

Reading every day, times tables with parents/carers and other activities to help their children remember key knowledge where appropriate. The Reading Record should be signed daily by parents. We insist that homework is completed on time, to a high standard, neatly and with pride.

### **Wise Owl Learning Habit 4: Positive response**

Pupils are expected to respond positively to all members of staff and their peers. We all make mistakes and pupils are encouraged and supported to check themselves, make a positive choice and correct their behaviour.

### **Wise Owl Learning Habit 5: Orderly environment**

Pupils have a right to learn. They learn best in an ordered, calm environment that is free from interruption. This enables pupils working memory to remain focused upon their learning.

### **Wise Owl Learning Habit 6: On-task behaviour**

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other pupils are trying hard, it would be unfair for a child to cause a distraction from learning for themselves or others.

## **Rewards and Sanctions**

Rewards and sanctions at Wise Owl Trust play an important part in teaching children how to control their own behaviour. At Wise Owl Trust we understand that people are driven by extrinsic and intrinsic motivation. We use Star of the week as extrinsic motivation. Star of the week is rewarded to the pupil who the teacher feels has made the most positive contribution to the class and/or made the most effort to promote our school principles and ethos. Each week a certificate is given to the mathematician of the week and the writer of the week in each class. This is to reward effort above and beyond our normal high expectations. At Wise Owl Trust we believe that intrinsic motivation plays a much greater role in the development of children. Staff at Wise Owl Trust encourage intrinsic motivation by making children feel good about doing the right thing, this might take the form of a thumbs up, a smile or a simple well done. We promote good behaviour, self-discipline and respect by teaching children how to behave rather than using sanctions for control.

Negative behaviour is managed through post incident learning where staff teach children how to manage their own behaviour. Staff explore the following three areas during post incident learning:

- What happened?
- How it made the pupil feel?
- What the pupil can do the next time they feel that way?

## **Extrinsic Motivation**

Where intrinsic motivation is not embedded, extrinsic motivation may be used in the form of personalised reward charts. The reward chart should be carefully structured where pupils can earn points for making good choices. The points systems used should have a mechanism to wean children off them.

## **Anti-Bullying**

At Wise Owl Trust we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is not tolerated at our Academy. If bullying does occur, all pupils should be able to speak out and know that incidents will be dealt with promptly and effectively. More detail is outlined in our school's Anti Bullying Policy.

The different types of child-on-child abuse, and our approach to investigating and dealing with any incidents, can be found in Section 9 of our Child Protection Policy.

## **Positive consequences**

At Wise Owl Trust we expect positive behaviour to be the norm. We encourage this by;

- Being consistent and making our expectations clear;
- Acknowledging the children when they behave well or set an outstanding example to others;
- Letting parents know how well their child/ren is/are doing;
- Sending home postcards linked to the RESPECT curriculum;
- Giving the children responsible and interesting jobs to do around school;
- Reminding them of correct behaviour, rights and responsibilities;
- Sharing their achievements with the whole school in the celebration assembly;
- Providing the opportunity for pupils to have lunch with the class teacher;

- In class reward systems (only if required and only in prior agreement with the Principal in line with the school ethos)

## **Negative Consequences**

At Wise Owl Trust we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs. We identify vulnerable children in advance and use proactive strategies to identify/remove barriers that may make it difficult for them to follow and understand particular school rules and procedures. We plan how to overcome these barriers, working with all staff and the parents of the child.

We understand that negative behaviour management strategies such as punishments for behaviour drive negative feelings that can often drive more negative behaviour and do little to create positive relationships.

Our priority is to teach pupils how to control their own behaviour rather than aim to control individuals through fear of punishment. We teach self-control at Wise Owl Trust via the use of logical consequences (consequences that teach a more appropriate behaviour). When a pupil disrupts learning or behaves inappropriately at any school in the Wise Owl Trust, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly.

In the event that a child makes the wrong behaviour choices, it is the responsibility of staff to support them in making positive ones. The child will be given a warning as a chance to correct their behaviour before being given a negative consequence. Some examples of negative consequences may include:

- Verbal reminder
- Verbal reprimand
- Missing part of play time / lunchtime to make up for lost learning time

## **Behaviour Support Plans and Pastoral Support Plans**

Where a pupil's behaviour and choices start to impact on not only their learning, but also the learning of those around them, A Behaviour Support Plan will be implemented. This will be in consultation with the pupil and their parents / carers. The pupil's strengths, their views and what they enjoy will be included, and in addition:

- The pupil's anxiety, defensive and crisis behaviours;
- The pupil's depression stage, recovery and follow up behaviours;
- How the pupil feels they can help themselves and how others can help them at each stage;
- The pupil's triggers;
- De-escalation strategies that the pupil, teacher and family feel will be effective.

SMART targets will be identified in consultation with pupils and parents / carers. The targets will be reviewed every term (as a minimum) alongside pupil voice and a parent's meeting. Targets will be reviewed alongside the effectiveness of interventions and the pupils' progress towards self-regulation

and self-awareness.

Where a Behaviour Support Plan is in place, the pupil may also be referred to outside agencies for support. We may also refer them to Educational Psychology. Families may be signposted towards an Early Help Assessment, to provide a multi-agency approach to supporting the family. For cases of continued serious, unacceptable behaviour, consideration will be given to starting the process of permanent exclusion from the school. The decision to exclude a child can only be made by the Principal.

Where a pupil is at risk of permanent exclusion a number of strategies will be implemented. Staff will refer to the **Manchester Inclusion Strategy** that has been developed to help the Local Authority, early years' settings, schools, Post 16 providers and other services work in a more coherent way to support young people to attend well and/or to reduce the risk of exclusion. This strategy provides an outline of approaches, interventions and services, to support all Manchester settings, schools and Post 16 providers to ensure the needs of all young people are understood and addressed in order to support good attendance and prevent the use of exclusion wherever possible.

The offer is made of four identified strands of intervention:

- **Strand 1 – Universal Provision** – The consistent vision and ethos agreed by all staff
- **Strand 2 – Early Identification** of children presenting challenging and school refusing behaviours
- **Strand 3 – Alternative Provision or Specialist Support** fully embracing the individual needs of any young person who requires a different kind of support and / or setting
- **Strand 4 - Ensuring Best Practice in the Use of Exclusion** - reducing the use of fixed term suspensions and permanent exclusion for incidents of persistent disruptive behaviour by ensuring that the root causes of such emerging behaviours are understood and appropriately addressed as early as possible through early intervention and innovative multi-agency planning.

The document itself can be found at:

**[https://secure.manchester.gov.uk/directory\\_record/376574/manchester\\_inclusion\\_strategy/category/1479/childrens\\_services](https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy/category/1479/childrens_services)**.

- A Pastoral Support Plan (PSP) may also be put in place. SMART targets will be identified in consultation with pupils and parents / carers. Regular meetings will be held to gauge what is working well from the point of view of school, the pupil and their family, what is not going well and what could be done to improve the situation. Support strategies will be detailed and interventions provided such as individual teaching assistant support, therapeutic interventions and nurture sessions. Regular reviews will be held and the PSP will be updated and shared with all relevant staff.
- As detailed in paragraph 31 of the [Department for Education guidance document \(September 2022\)](#), to prevent a school exclusion, Principals can consider an 'off-site direction,' where a pupil can attend another education setting to improve their behaviour under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision or another mainstream school, within the Trust.



## **Fixed-Term Suspensions and Permanent Exclusions**

At the Wise Owl Trust we believe that children have the right to learn. If a pupil seriously breaches the school's behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupils or others in the school, the Principal may take the decision to suspend\* the pupil for a fixed period. In all cases of suspension and exclusion, we follow the [Department for Education guidance document \(September 2022\)](#) In line with the changes to the most recent guidance, if the decision is taken to suspend or permanently exclude a pupil, regardless of the length of the suspension, the Principal will notify the local authority without delay. In cases where the pupil is looked-after or has a social worker, the Principal will notify the Virtual School Headteacher or social worker without delay. Principals may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. Again, the parents will be notified of this without delay.

Work will always be set for a pupil to complete at home. Following a fixed period of suspension, the pupil and parents must meet the Principal, or in their absence, one of the Assistant Principals, SENCo and any other relevant staff to discuss the pupil's reintegration into school.

\* Use of the term suspend in this guidance is a reference to what is described in the legislation as an exclusion for a fixed period.

## **Use of Physical Restraint**

At Wise Owl Trust we are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff. It is not advisable for staff to restrain a child if they are on their own. They should send a child for another member of staff.

Reasonable force may be used to:

- Prevent a child leaving a room if it would risk their safety or that of others;
- Prevent a child attacking a member of staff or another pupil;
- Stop a fight taking place in the school; and
- Restrain a pupil at risk of harming themselves or damaging property.

For further information – see:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Where a pupil has begun to show aggressive or violent outbursts, a Positive Handling Plan will also be put in place. This document will include a description of the pupil's behaviours and triggers, but also the strategies that the pupil would prefer to be used, in the event of them feeling overwhelmed, angry, violent or destructive. Positive Handling Plans will be reviewed termly, in consultation with the pupil and parents / carers or more regularly if required. Pupils' and parents' views are recorded on the form.

## **Lunchtimes**

At Wise Owl Trust we expect the children to behave in a responsible manner in the dining hall and in the playground. We expect the children to enter and leave the dining hall in a sensible manner. Whilst eating their dinner, we expect them to talk quietly to their friends and stay seated until they

have finished eating. When they have finished eating, the children should take their tray to the waste trolley and give it to the child on duty that day.

Lunchtime organisers / Kitchen staff must be an excellent role model for the pupils and encourage:

- Good table manners
- The correct use of cutlery
- Children to take their time to eat their lunch
- Children to play sensibly in the playground

Lunchtime clubs will take place as a preventative measure for some children.

### **Items Banned in School:**

By law all school staff can search pupils for any item with their consent; however, it is up to the Principal to identify who is authorised to carry out the searches within the school. When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities. Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996 and the Schools Regulations 2012 as:

1. Knives or weapons, alcohol, illegal drugs and stolen items;
2. Tobacco and cigarette papers, fireworks and pornographic images;
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
4. Any item banned by the school rules which have been identified in the rules as an item which may be searched for.

### **Use of Reasonable Force:**

The guidance issued by the DfE, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. The principal should consider whether members of staff require any additional training to enable them to carry out their responsibilities as defined within the school behaviour policy.

### **Malicious allegations against school staff:**

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as a referral to the police if there are grounds for believing a criminal offence may have been committed).

### **Monitoring and Review**

At Wise Owl Trust we understand that consistency is an important part of behaviour management. Consistency of this policy will be addressed at two levels. The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered. The second level is the monitoring undertaken by the Senior Leadership Team. This will ensure that there is consistency of approach to behaviour throughout the school. Part of the monitoring will be ongoing and relate to observations of children's behaviour during lessons, assemblies, lunchtimes

and playtimes. Senior leaders will also gather the views of pupils, staff, parents and carers, and act on information gained.