



Love Care Respect

To aspire to being outstanding in everything we do, by always aiming higher.

"Let your light shine in all you say and do."

Matthew 5:16

Wylve Valley Behaviour and Exclusions Policy

Wylve Valley Primary school is committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion from schools
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our children are safe and protected from harm.
- All our children experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Prosocial behaviour as that which demonstrates;

- A good level of self-awareness

- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- Staff Behaviour Policy
- Health and Safety
- SEND policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on roll at our school.

At Wylve Valley...

We want to support pupils to achieve their potential. We understand that good educational planning and provision, with high-quality activities, minimise poor behaviour. Equally important, is the recognition of any causes for poor behaviour. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Every child has the right to learn but no child has the right to disrupt the learning of others.

Every child has the right to expect adult support to resolve conflict.

Purpose

Our school's primary aim is that every member of the school community feels valued and respected and that each person is treated fairly and in line with our school Christian values of love, care and respect.

Our policy, in line with DFE guidance from September 2024 onwards, aims to ensure that: Student behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated and the appropriate action is taken to restore acceptable standards of behaviour;

All school community members create a positive, safe environment, in which bullying, physical threats, abuse and intimidation are not tolerated; students are safe and feel safe and everyone is treated respectfully.

Any incidents of bullying, discrimination, aggression or derogatory language (including name-calling) are dealt with quickly and effectively.

Guiding Principles

The purpose of managing behaviour in school is straightforward: ensuring a safe, purposeful and calm learning environment with clear and consistent routines, rewards and consequences. It is essential to any behaviour management approach that systems and processes are:

Fair

Consistent

Proportionate

Understood by all.

Extensive research has been undertaken over the year, concluding that there is no 'one size fits all' method. However, several common principles can be found:

The greatest drivers of good behaviour are high expectations, clear guidance, quality-first teaching, consistency and perceived fairness, and professionals modelling the behaviour expected by all in the school community.

Sanctions are most effective when they are timely and proportionate, the pupils feel listened to and there is a restorative process concluding the event.

Wylde Valley School observes its duties under the DfE guidance 'Behaviour and Discipline in Schools' (September 2024) and the Equality Act 2010, including issues relating to students with special educational needs or disabilities and how reasonable adjustments are made for these students.

The consistent approach to behaviour management:

All staff understand the positive impact of certainty as much as consistency on children at Wylde Valley. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and anti-social behaviour.

Staff ensure:

- their interactions with children about behaviour focus always on:
 - behaviours that are helpful for the child more than those that are not
 - what is happening now and expected in the future more than about the past
 - signs of change more than indicators of stuckness
- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly..

Each class, at the beginning of each academic year, will recap the school's behaviour expectations. These vary slightly from class to class but are basically:

- ◆ *We are truthful and honest*
- ◆ *We look after all property*
- ◆ *We do as we are asked the first time of asking*
- ◆ *We take responsibility for our actions*
- ◆ *We do not disturb others in any way*
- ◆ *We move around the school carefully and safely.*
- ◆ *We talk to each other calmly and use kind words.*
- ◆ *We care for all the people in our school and consider their feelings*

Children joining the school during the course of the year will be made aware of these rules. Children will thus understand from an early age that all staff have the same attitudes and expectations towards behaviour and because they are fully involved in the negotiation of these rules, they are more likely to take ownership of them and subsequently to obey them.

How we encourage positive choices

We believe that most students want to get it right. We want them to take responsibility for their choices. To help them with this, we recognise that we need to provide them with engaging lessons and consistent expectations and approaches. Our staff are taught that excellent behaviour is achieved when:

The staff know their children well and meet their individual needs

Lessons are engaging and challenging, success is modelled and feedback is appropriate

Conversations between staff and students are positive and calm.

We place great emphasis on recognising when students 'get it right' and celebrate this through the awarding of Chance Cards for our Christian core values of Love, Care and Respect. At Wyllye Valley, we know that the best way to secure excellent behaviour is to recognise those who choose it.

Rewards

Positive and proactive behaviour management is deemed to be more effective than sanctioning children. Therefore, we have systems in place to recognise and reward good behaviour choices. These include:

LCR Cards (Love Care Respect) for exemplary behavior

10 LCRs- children will receive a prize from the LCR box

25 LCRs – the children will receive a treat from Mrs Denham

50 LCRs- the children will receive a prize from Mr Barnes

Verbal and written praise

Whole class praises e.g a 'whoosh'

Pupil of the week and Class Pupil of the week

Special Moment certificates

House points for excellent learning and/or learning achievements outcomes

Head Teacher's Gold Sticker

Head teacher's awards

Postcards

Visits to another member of staff for recognition and celebration of good learning behaviour or learning outcomes.

Head's Gold Sticker/ Stickers from other adults.

Sanctions

When children get it wrong or make poor choices, we put in place sanctions that are proportionate and consistent across the school. Staff addressing poor behaviour choices will always refer to the specific behaviour and never the child in general.

Our Christian core values of Love, Care and Respect underpin everything we do. This also links to our behaviour expectations. For example, if a child is not listening to the teacher the child is not showing respect.

In class

For any disruptive behaviour shown in class, all adults will give one verbal warning to the child.

If the disruptive behaviour continues, the child will be given their second warning and will lose 5 minutes of their next play or lunchtime.

If the child continues to make poor behaviour choices, they will lose the whole of either playtime or lunchtime. They will do this in Curie with a member of staff. The name of the child will be recorded by staff. The child will also have 'time out' in another classroom to further avoid disrupting the learning of others.

Break and lunchtimes

For any disruptive behaviour shown on the playground or in the lunch rooms, all adults will give one verbal warning to the child.

If the disruptive behaviour continues, the child will be given their second warning and will lose 5 minutes of that play or lunchtime either standing with an adult or at the side of the playground.

If the child continues to make poor behaviour choices they will be sent to Curie and SLT will be contacted.

Serious infringements

All staff will use their professional judgement to decide when infringements are serious and will report such incidents immediately to a member of SLT who will investigate and decide upon the next steps for managing the behaviour.

Serious infringements may include:

- willful injury to another person,
 - open defiance
 - deliberate damage to property or theft
 - serious disruption in class,
 - deliberate use of bad or abusive language,
 - bullying,
 - racist and homophobic incidents
- Persistent disruptive or challenging behaviour.

If poor behaviour choices continue, the head teacher will use the Behaviour Management Chart .

Adjustment for students with additional needs

We believe that schools with a good behaviour culture will create calm environments which will benefit pupils with SEND, enabling them to learn. We recognise that under the Equalities Act of 2010, we have to take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices and to meet with 'best endeavours' the provision set out in their EHCPs.

Through knowing the needs of our students, we make adjustments to routines for students with additional needs, where appropriate and reasonable, to ensure all pupils can meet behaviour expectations. Examples include:

Short, planned movement breaks

Adjusting seating plans

Additional verbal or non-verbal prompts

Sensory (fidget) aids being used

Any other reasonable adjustments in line with the student's My Support Plan/ SEND passport.

Guidance when dealing with issues during unstructured time such as playtimes

A child's behaviour is dealt with according to her/his age and level of understanding.

When disputes arise, on the playground for example, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all the facts have been determined.

Where appropriate, each child should be asked to apologise. Time needs to be put aside to repair and rebuild.

All staff should maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example of calm, polite and friendly relationships.

One of the most powerful determinants of behaviour management is the example adults and older pupils set, particularly when managing conflict.

Within the Christian ethos of the school, forgiveness is fostered and the acceptance that none of us are perfect, therefore each day is a fresh start, though consequences for the misbehaviour may still need to be followed.

Bubble Time

All children can access 'Bubble Time' to talk to a member of staff/ trusted adult about any issue. This could include anything about behaviour of other children. Any matters arising from these discussions do get feedback to the child's teacher and/or the Head Teacher or Deputy Head.

Behaviour expectation during after school clubs and outside of school hours.

We expect every child to be well behaved at our after school clubs/ enrichment activities.

If a child does not behave, they will be given a warning. If the child's behaviour does not improve the school will inform the parent.

Following this, if the child's behaviour does not improve, they will not be able to attend that club/ activity any more. Parents will lose any money that has been paid.

If a report of inappropriate behaviour has been reported about a child attending Wylde Valley school, outside of school hours, the Head Teacher will investigate and take appropriate action.

The role of Parents / Carers

Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. The school rules are on our website and sent home once a year on our newsletter and we expect parents/carers to read these and support them. We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Physical intervention

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child. Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor, John Langston, for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to safeguard the child and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

Staying safe

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs
- alcohol
- pornography
- fireworks or flares
- lighters

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the child. However, the headteacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/

unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard

other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that children's expectation of privacy increases as they get older.

Exclusions

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the Head Teacher considering the child's age and stage of development. The Head Teacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

Fixed Term Exclusion

For between 1 and 15 days depending on the seriousness of the offence.

1. The parents of the pupil will be informed that the pupil has been excluded and why. This will be done immediately by telephone if possible and then confirmed in writing. Parents will be informed of the period of exclusion and the reason for it. A proforma will be sent to the Chair of Governors and the LA.
2. The parents will be informed in the letter, that they may make representations about the exclusion to the Governing Body. Parents have the right to attend an exclusion meeting with Governors and the letter will invite them to write asking for a meeting.
3. If parents reply saying they wish to meet with the Governors, a meeting will be set up preferably on the day the pupil returns to school. They may bring a 'friend' to the meeting to support them. The purpose of this meeting is to explore the support that the school and the parents need to give the child to help improve behaviour and for the parents to raise any concerns with the Governors.

Returning to School

When the excluded pupil returns to school, there will be a 're-entry' interview with the pupil and parents, class teacher, Head Teacher and probably a Governor.

Both the school and the parents will agree the support the child needs to help improve his/her behaviour, and if necessary a My Support Plan will be drawn up between the school, the family and the pupil.

Permanent Exclusion

Permanent exclusion will result for very serious breaches of the behaviour code, which would seriously harm the education or welfare of the pupil or others in the school if s/he were allowed to remain.

1. The school will inform the parents by telephone that that the pupil has been excluded and why, and will be asked to collect the pupil from the school. The exclusion will be confirmed in writing. Proformas will be sent to the Chair of Governors and the LA.
2. The parents may make representations about the permanent exclusion to the Governing Body who will set up a meeting of their Disciplinary Committee (consisting of 3 governors) to review the case. An LA representative will attend this meeting. All paperwork, including witness statements, will be sent to all involved in the case prior to the meeting.

The Disciplinary Committee will decide to either uphold the Head Teacher's decision or rescind it. If it is upheld the parents have the right to appeal to the LA.