Introduction

All pupils at Woolton High School have an Education, Health and Care Plan or Statement of Special Educational Needs, relating to Social, Emotional and Mental Health Difficulties (SEMH).

Our mission is to ensure that we keep pupils in our care 'safe, happy, healthy and learning.'

Our Values are underpinned by the premise that "Woolton High **C.A.R.E.S.**"

Commitment – Achievement – Respect – Enrichment - Safety

Our rules are:

Be safe and listen to instructions

Be happy and respectful

Be healthy and part of a team

Be committed to learning

Overview

In accordance with Section 89 (1a-e) of the Education and Inspections Act 2006, the Headteacher is required to set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; regulate the conduct of pupils.

The aim of this policy therefore is to develop a consistent approach to managing behaviour through effective tracking and intervention. To ensure consistency we follow a 'Challenge Process.' This is 'Choice-Chance-Concern.' The sole aim here is to give pupils and staff a rational response to a very emotional situation.

Furthermore the rewards, sanctions and behaviour strategies at Woolton High School encourage pupils to learn new ways to address less desirable elements of their behaviour. The overall purpose of the schools use of rewards and consequences is to enable pupils to develop autonomy, accountability and resilience; essential life skills which can then be built upon as they move into adulthood.

Rationale for Personal Development, Welfare and behaviour.

1.   The promotion of positive behaviour in school is an essential element of the development of resilience for each of our pupils. Each Friday we collate and analyse the data from the previous week Fri-Thursday. Our positive behaviour data is 'positives.' These are rewards are given throughout the week and the pupils can read the reasons why on request or very here weeks. 'Smilies' – these are totalled up throughout the week and displayed each Friday. 'Mentions' – these are given each day in each of the praise meetings; but on a Friday staff pick one pupil that they would like to extra praise to.

2.   If a pupil is not managing their behaviour well, staff will challenge that behaviour using the challenge process in a way that is lawful, rational, reasonable, fair and proportionate.

3.   Pupils are encouraged to find appropriate ways to deal with situations that they experience by making the right behaviour choices in order to achieve positive outcomes and learn how to better resolve conflict.

4.   Behaviour is rewarded on a daily and weekly basis through a 'Smilies system' (see appendix) and a monetary reward, which is placed into each pupils' personal bank accounts. This behaviour reward data is stored using an Information Management System (Behaviour Watch) that uses information from the 'following TA's' (*a Teaching Assistant that stays with class year group in every lesson*) and is inputted on a daily basis. This information is sent home daily via Text to Parents.

5.   This data is analysed by AHT's and house teams and is used to inform mentor conversations that allow pupils to make progress, as well as providing a baseline for deciding which pupils receive rewards in relation to attendance on trips or taking part in activities to represent the school.

6.   When a pupil is in class and is not learning or not listening and every attempt has been made to encourage them to learn, they may ask or be asked to leave the classroom to reflect on their behaviour and be calm. They will then go to the inclusion room or the Pupil support centre (see below), for a brief period and they are then expected to return to class; as long as they have demonstrated that they can listen and learn. If they are unable to do this then they are deemed to be un-safe and therefore must stay in a place where they can be calm until they are able to demonstrate that they can listen and learn.

7.   A pupil is judged to be unsafe if they are not following the school rules or they are being persistently anti-social in their conduct. If a pupil is unsafe, every effort will be made to use the 3D de-escalation system (see appendix).

8.   We use reflection sessions in response to behaviour at the end of every day, which is managed through the 'House Options' System. Any students that has received a major concern during the school day will remain at school later than their peers to receive additional reflective support from staff. Students with minor concerns will only not wait as long and pupils with no concerns will leave to go home.

9.   We utilise a faculty within school called The Engagement Centre. This is a nurturing environment that allows pupils to gain the Social and Emotional ability to learn. We also use AEP's as a means of engaging pupils so that they can make progress and have a specific provision for them to be in school for one afternoon a week.

10.   Occasionally, when a pupil is behaving in an unsafe manner, staff may need to use the schools' procedures for Safe Handling and Physical Intervention, as outlined in the school's 'safe handling policy' to ensure that all members of the school community are safe.

11.   For pupils that persistently display extremely challenging and unsafe behaviour, such as assaults on staff, extreme bullying or damage to property, Woolton High School may use internal exclusion or Fixed Term Exclusion from school.

12.   When a pupil swears this should be challenged using the Challenge process (Choice-Chance-Concern) If a pupil is swearing because of something that has just upset them, then where this is deemed to be unacceptable, it may be considered understandable given their individual need and the circumstances of the incident. Such swearing should be challenged using the challenge process. When a pupil uses derogatory language **directly, repeatedly and personally** towards a member of staff, then such behaviour is considered unacceptable and the staff must fill in a record of events form and pass it on to a member of the SMT.

13.   Woolton High School will notify Merseyside Police if we feel that there has been a **deliberate attempt to harm** another person, damage property or commit an offence. We also use restorative justice practices and Youth Offending Team referral practices to ensure that pupils understand how to be safe and understand the consequences of their actions, such as how what they did made someone else feel.

Rules for Break time, Lunchtime and Options

During 'Unstructured' times pupils can choose which part of the school they shall go to and who they interact with. Although there is no timetabled structure to this, as with lessons, staff should still follow the 'Challenge Process'. In every 'Option' a list of rules for that Option is displayed for pupils and staff. If a pupil fails to choose to follow these rules then

they shall be challenged. If they continue to fail to follow the rules then a concern form will be completed. When a 'Concern' form has been completed about a pupil, then that pupil will need to reflect on that behaviour with a member of staff during 'House Options' Time.

Consequences during the activity may include;

- Loss of a turn or points deducted (E.g. Losing a point in Table Tennis for persistent swearing)
- Sitting out from the activity
- A ban from the Option (Length dependent upon circumstances)
- Loss of break time/Options with the pupil being placed into Inclusion for the duration.

During Options and Break times pupils have to choose an Option to participate in. The rule is that once chosen a pupil must stay within that particular choice; changing is down to the discretion of the staff within that Option. If a pupil is repeatedly struggling to choose then a choice will be made by staff. If they still cannot decide then the pupil has to spend break time in Inclusion.

Dining Room

At Lunchtime pupils have the choice to dine in the Dining Room, Inclusion room or the Meeting Room, depending upon their preference (as we do recognise that some pupils cannot sit in certain areas due to sensory issues). If a pupil begins to behave in an inappropriate manner then the same 'Challenge Process' will be followed by staff. Possible consequences that may follow would be a reasonable and proportionate action that ensures the good order of the school.

The Inclusion Room

The aim of the Inclusion Room is to provide pupils with the opportunity to address unacceptable elements of their behaviour to enable them to re-engage with learning.

Pupils may use the inclusion room for the following:

- If any pupil feels the need to re-focus their attention before returning to class they may do so. However any pupil that does this of their own volition should only do so for a period of time not exceeding 5 minutes.
- Should a pupil be sent to the inclusion room by a teacher, they may need additional time to re-focus.
- The Inclusion room may also be used for periods of intensive reintegration following a period of absence or absconding.
- On any occasion when a pupil is in the inclusion room for a longer period of time, work should be provided by the class teacher for the lesson being missed. However, every effort should be made to reintegrate the pupils back into class within the time frame of the lesson that they chose to, or were given permission to leave.

Special Educational Needs and Difficulties (SEND) Provision

Under the SEND Code of Practice 2014 pupils identified as having a special educational need will be considered within one or more of the following categories of need:

- Communication and interaction

- Cognition and learning

- Social, emotional and mental health difficulties

- Sensory and/or physical needs

We recognise that young people learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that some young people, at different times in their school career, may experience difficulties which affect their learning and behaviour. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background. On Friday in reading time we review the EHCP targets with the pupils during our assertive mentor sessions.

School Behaviour Management Techniques

The following sanctions will be utilised to address inappropriate behaviour at an individual (pupil level) organisational (school and staff level) and Universal (involving Multi agency and parents)

Individual	Organisational	Universal
Pupil may need to stay with a class teacher to complete learning.	Classroom rules (inc. verbal reprimand and school praise points system. Any pupil who is out of class reports to the Inclusion room).	Parent to accompany child into school the following day when requested
Spend time in school after the school day (reflection).	Loss of break/lunchtime break.	Fixed term exclusion considered for serious incidents.
Suspension from sports events / trips out of school.	Loss of privileges (including Options Time on).	Police involvement and possible prosecution for any incidents of behaviour deemed to be unlawful.
Pupil to be placed on school daily report sheet.	4 or Major Concerns in a week = Telephone call/letter home to	Behaviour Contracts to be drawn up by school and signed by pupil and parent/carer.

	parents/carers. 6 Major Concerns in a week = Meeting with parents/carers.	
In cases where a pupil absconds from school, they should spend aa appropriate amount of reflection time in the Inclusion room upon return to school.	School staff will follow the School's Policy in the event of a Pupil Absconding	Acceptable Behaviour Contracts drawn up in partnership with Merseyside Police to discourage anti-social behaviour.
Occasionally, when a pupil who is behaving in such a way as to cause danger to themselves, other people or property, or is challenging the good order of the school, staff members may have no alternative than to use 'Safe Handling Techniques' to deal with the threat being presented. (Refer to Safe Handling of pupil's policy.)	Concern slip to be completed by member of staff involved. Behaviour Watch Physical Intervention form to be completed by staff member involved (where required).	Referral to Youth Offending Service
		Parents and pupil to be called before Governors' Disciplinary Committee
		Consideration of referral to The Engagement Centre (TEC) for reduced timetable / Intensive interventions.
		Emergency review of Statement of Educational Needs / EHCP / referral to Alternative / Permanent exclusion by Governing body

Rewards and House system

At Woolton High, we operate a House system to promote a Team Work approach to collective responsibility, whereby every pupil can achieve House Points and collaboratively work towards shared goals and shared aspirations. This approach promotes the notion of the school operating as a community.

The Houses have a weekly 'house focus' which vary from best behaviour in our collective 'meeting' assemblies to the most smiley's collected as a team.

Our smiley system gives our pupils a focus in each and every lesson and builds in opportunities for the pupil to make the right choice in lessons. This gives pupils a visual display in lesson and moves throughout the lesson dependant on the pupil's progress. This is also linked to extrinsic rewards on a daily basis. For example; a text message to a parent for achieving 6/8 smileys in a day.

This system ensures that behaviour is challenged and rewarded the same way in each classroom.

in our weekly rewarded many smiley's which has the future. to school trips used for To ensure our staff follow used to create where

This is also displayed to pupils praise meeting where pupils are further. Pupils can see how they (and their House) have motivated them to improve in These smiley's are also linked (give pupils a target) and are Assertive Mentoring. school rules are maintained all our challenge process. This is a consistency of apporach applicable.

Pupils are given the opportunity to make the right choice, and then pupils are given a chance and finally a 'Concern' if required. There will be an unspecified amount of time in between each process for pupils to process this information. This will be at the discretion of the staff member but must take into account each pupil's individual need.

3D System (Down, Down, Down)

This is a system that we use at Woolton High to ensure that staff to systematically reflect on how their voice, body language and considerations of solutions for individual situations can be measured to de-escalate various forms of challenging behaviour. Essentially, Voice **Down** refers to language and tone. Body **Down** refers to body language and proximity. Anything **Down** refers to individual de-escalation techniques that are known to work for any particular individual child.

Use of Exclusion

In what circumstances can a child be excluded from school?

A pupil must only be excluded on disciplinary grounds. The decision to exclude must be:
Lawful
Rational
Reasonable
Fair; and
Proportionate

The behaviour of pupils outside of school can be considered as grounds for exclusion. The school's behaviour policy will set out when a pupil's behaviour outside of school premises may lead to disciplinary sanctions.

A decision to exclude a pupil permanently should only be taken:

"in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school".

When reaching the decision to exclude a child, the Head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' which means it is more likely than not that a fact is true.

Any use of Exclusion must ensure that consideration is given to the welfare of the child concerned in relation to the potential for exposure to any form of exploitation (e.g. Criminal Exploitation or CSE).

Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- because of a pregnancy / maternity; or
- because of a gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

It is unlawful to exclude or to increase the severity of exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet. It would also be unlawful to exclude for a reason such as academic attainment / ability, the action of a pupil's parents, the failure of a pupil to meet specific conditions before they are reinstated such as attend a reintegration meeting.

However a Head Teacher could lawfully exclude a child for:
Repeated failure to follow academic instruction; Failure to complete a behavioural sanction, e.g. a detention, a decision to change the sanction to exclusion would not automatically be unlawful; repeated and persistent breaches of the schools behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own a child can still be excluded if it is part of wider pattern of behaviour.

These duties need to be taken into account when deciding whether to exclude a pupil.

Formally arranged part-time timetables may be necessary as a temporary measure in exceptional circumstances to meet a pupil's needs but must not be used as a disciplinary sanction and is not a long term solution.

Following a fixed term period of exclusion, a meeting must take place between a senior member of school staff and the pupil, with his/her parent /carer/ significant adult to enable closure to be achieved on the matter that resulted in the exclusion. The nature of such closure will be decided by the Headteacher and should directly reflect the nature of the incident that resulted in the exclusion.

Where exclusion has been used in relation to an incident that required involvement from Merseyside Police, the school will look to expedite a Restorative Justice meeting in a timely fashion, where this is deemed appropriate to the circumstances of the incident.

If Restorative Justice is not considered to be an option, then school will work closely with Merseyside Police and Targeted Services for Young People (Youth Offending Service) to try to facilitate an appropriate return to school for that pupil. In all cases, the safety of all parties involved in any incident and the overall good order of the school must be the determining factors that the Headteacher should consider when deciding on any reparation to be carried out in order to facilitate a positive and productive return to school.

Risk assessments may be employed by the school to determine the suitability of a pupil's return to school following a period of exclusion / any serious situation in school.

Discussion of a pupil might also take place at a multi-agency level utilising support from our 'Team Around the School', or a Team Around the Child meeting might be held to address more complex matters which school feel will best be addressed through a multi-agency approach to meeting the needs of any pupil and addressing any identified risks.

In the case of extreme behaviours, where all of the above named interventions have been exhausted, then school might consider the use of permanent exclusion, placement at Alternative Educational Provision or a referral to the Education Placements Panel for placement breakdown.

Any referral to the Education Placements Panel would require an Emergency review of statement / EHC Plan to gather information to send to Education Placements Panel. Whilst awaiting placement at another Educational Establishment, school may choose to try to engage the pupil in an Alternative setting, for which days that child would receive an attendance code B on days/sessions attended. If a child is not permitted to attend education on any given day following a serious incident that requires police involvement, but is longer than the maximum 5 day exclusion term, then that child will be recorded as C, as there are circumstances preventing their return to school.

If a child is subsequently placed at AEP, but only a part-time placement has been achieved, then again that child will be recorded as a C for circumstances for the days where provision is not arranged, as there remains circumstances that are preventing that child from accessing full time education. This will remain the case until an agreed next destination is arranged by Liverpool SEN Department's Education Placements Panel.

Conclusion

At Woolton High School, we pride ourselves on how we manage the behaviour of pupils. There is a robust system of Rewards and Consequences in place and pupils understand the ramifications of their actions. Pupils are continuously encouraged to make positive choices in their daily lives in school and are treated fairly and firmly when the choices they make are less desirable.

Our behaviour management approach is successful because we constantly strive to bring the best out of our pupils and foster a sense of understanding of the difference between right and wrong, as well as enabling pupils to develop essential life skills.

So that we can successfully track each pupil and give them feedback that will help them to modify their behaviour, points, mentions and detentions will be tracked. In some cases individual action plans will be initiated and in all cases be evaluated for impact. Each pupil will be given the opportunity to see their points and mentions, detention times and reasons on a regular basis and will have access to one to one discussion and behaviour target setting through the school's Assertive Mentoring programme and House system.

Finally, experience has shown that the most successful approach that Woolton High School has to addressing the behaviour of any pupil at school is an approach where a **strong home-school partnership** exists. In this approach, staff at school and parents/carers work together to address all issues of unacceptable behaviour to enable each pupil to adopt life skills that will suitably prepare them for the challenges of adulthood. It is only with this united approach to challenging unacceptable behaviour that positive changes in behaviour can be achieved.

This policy was agreed on 8th September 2017
This policy will be reviewed in July 2018