Woolton High School Behaviour Policy 2019/20

Introduction

At Woolton High School, we care.

All pupils at Woolton High School have an Education, Health and Care Plan relating to Social, Emotional and Mental Health Difficulties (SEMH). Woolton High is an environment where every individual is treated with respect and dignity; an environment where all pupils are motivated to achieve their full potential through a stimulating, practical and challenging curriculum.

We aim to ensure:

- That at all times we see all behaviour as communication.
- We look beyond the behaviour and recognise dysregulated responses
- A high-quality response to challenging behaviour that has a positive learning relationship as a priority. As a result we expect pupils to BE IN ALL LESSONS, HAVE A POSTIVE ATTITUDE and BE COMMITTED TO LEARNING.

We translate our belief into every day action through our school maxim and we endeavour to ensure that all children, are and feel: **'Safe, happy, healthy and learning'**

Our Values

Our Values are strengthened by our Personal Developmental Curriculum. We use the C.A.R.E.S acronym to help us act through our values each day.

C- Commitment – so that you can push yourself*, not give up* and improve* through the ups and down of life and learning.

A - Achievement so that you can learn how to concentrate* and work hard*.

R - Respect – so that you can understand yourself and others*.

E - Enrichment – so that you can try new things* and use your imagination*.

S- Safety so that you can learn how to keep yourself and others safe.

(*Threshold Concepts in our Personal Development Curriculum)

<u>**Overview**</u>

In accordance with Section 89 (1a-e) of the Education and Inspections Act 2006 and subsequent updates in *Behaviour and discipline in schools Advice for headteachers and school staff January 2016*; 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. Maybe have something from New Framework re behaviour here instead

The aim of this policy therefore is to develop a consistent approach to managing behaviour through effective tracking and intervention. 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 (**concerns**) 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

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 understood by staff and pupils to be 'positives.' These rewards are given throughout the week and celebrated in our Friday Praise meeting. The pupils can read the reasons why on request.

2. '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 for recognition of positive behaviours.

3. 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. We try advocate that staff use a W.A.V.E.S (**W**hat is happening , **A**ttune, **V**alidate, **E**very other view, **S**olve)approach. This utilises the VRF approach advocated in the Thrive approach, that will encourage children to co-regulate their behaviour. To ensure consistency we also 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. See Appendix for what is displayed around the school.

4. 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.

5. 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*).

6. This data is analysed and is used to inform Intervention Team 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.

7. 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 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 unsafe and therefore must stay in a place where they can be calm. 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 and WAVES (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. If a student has reached the concern stage in their behaviour, then that concern will be either a major or minor concern.

9. Any students that have received a major concern during the school day will remain in the house base until their taxi arrives. Pupils with a minor concern will receive 10 minutes per minor and 3 minor concerns will be the equivalent to a major. Pupils with no concern will take part in extended learning activities until their taxi arrives.

10. We utilise a Thrive Curriculum and classroom. This is a nurturing environment that allows pupils to gain the Social and Emotional ability to learn.

11. 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.

12. When a pupil swears this should be challenged using the Challenge process (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 also 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.

14. 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 Fixed-Term Exclusion from school, in accordance with Liverpool City Council's guidance on the use of exclusion.

15. In extreme circumstances, when school feel unable to meet the needs of a pupil in school on a daily basis, an Alternative Educational Provision may be sought to provide that pupil with some access to learning. Further alternatives may also be explored through Emergency review of EHCP and referral to Education Panel through the school's Education Officer at Liverpool Special Educational Needs Department.

Break and Lunchtime and Options

During 'Unstructured' times, pupils can choose which part of the school they would like to 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 'to ensure that unstructured times are well managed.

During Options and Break times, pupils have to choose an Option activity to participate in. The expectation is that once an activity is chosen, a pupil must stay within that particular choice; changing an activity 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 be 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. This is at the discretion of the staff member on Duty.
- 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.

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. This is also used in Form challenges and at lunchtimes.

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).

A Head Teacher could lawfully exclude a child for:

Repeated failure to follow academic instruction; Failure to complete a behavioural sanction, 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.

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 preferred as 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 / criminal act 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 Liverpool 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, concern times and reasons on a regular basis and will have access to one to one discussion and behaviour target setting through the school's Intervention system. On occasion the school will utilise electronic approaches to rewarding behaviour.

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 in Sept 2019   This policy will be reviewed in Sept 2020

Appendix – displayed in each classroom

Our Behaviour and Attitude Rules

We expect pupils to:

- Be In lesson.
- Have a positive attitude.
- Be committed to learning

	Positive Outcome **ALWAYS**
	Minor **SOMETIMES**
	Major **RARELY**

Woolton High School
The Chance
Process

Unreasonable behaviour	Very Unreasonable Or Unsafe Behaviour
Choice	
Chance	Chance
Concern	Concern