

Woolton High School

Behaviour and Attitude Policy 2020/21

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).

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.

In order to achieve this all our decisions, have one goal:

'To keep our school community 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**)

Our School Behaviour and Attitude guidelines are for pupils are:

- Be in a lesson
- Have a positive attitude
- Be committed to learning

Our School Behaviour and Attitude guidelines are for all staff are:

- That at all times we see all behaviour as communication.
- We look beyond the behaviour and recognise dysregulated responses
- We have a high-quality response to challenging behaviour that has a positive learning relationship as a priority.

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. 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.

The Process

1. In each lesson a pupil is given a score for their progress against the pupils' guidelines. These are known as ABC's. (Attending class – Positive attitude – Commitment to learning. A system called Class Dojo also allows us to instantaneously send positive messages or pictures to parents/carers.
2. During the course of a day ABC's are collated and entered on to an MIS. Each Friday we collate and analyse the data from the previous week Fri-Thursday. We then take the highest achievers from each category and have a raffle for each. The winners are given a monetary reward that is immediately paid into their bank accounts. They are also displayed on central notice board. This information is analysed at a strategic and operational level.
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 approach (What -attune – validate – empathise – solve/suggest) that will encourage children to co-regulate their behaviour.

4. To ensure consistency we also follow a 'Challenge Process.' This is 'Choice-Chance-Concern.' They may also direct pupils to the Inclusion Room. (See Inclusion Room guidelines) The sole aim here is to give pupils and staff a rational response to a very emotional situation.
5. If a pupil is unable to respond to the CCC system they are likely to be given a major or a minor concern. At the end of each day pupils will attend a meeting those with concerns will remain and those without concerns will attend organised 'fun' activities 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 a major concern will remain in the room until their taxi arrives.

Extremely challenging behaviour

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.

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. Unsafe behaviour is specified as deliberate attempt to harm themselves, others, damage property or disrupt the good order of the school community.

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 context. Such swearing should be challenged using the challenge process.

However, 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. This will lead to a restorative meeting between the pupil and member of staff/parents.

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'.

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 the Inclusion Room.

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 reengage 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.

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.

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.

Appendix



Our Behaviour and Attitude Rules



We expect pupils to:

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

	<p><u>Positive Outcome</u> ALWAYS</p>
	<p><u>Minor</u> SOMETIMES</p>
	<p><u>Major</u> RARELY</p>



Woolton High School
The Chance
Process



**Unreasonable
behaviour**

**Very
unreasonable
OR
unsafe
behaviour**

Choice



Chance

Chance

Concern

Concern

Behaviour Concern Slip

Name		Staff			
Subject		Period			
Date					
Not in Lesson	Did not have a positive behaviour or attitude.	Not committed to learning.	Directed, repeated and personal.	Minor	Major
Details of the concern					

Personal, Behaviour & Attitude Relationship Development Team

Twice a term. a strategic group made up of SMT and key members of staff meet to discuss how we can support and challenge pupils and staff to work together to improve their outcomes.

We use the A,B,C's data, EHCP targets and 'Concerns' data to inform our discussion. We then allocate pupils into four categories using the 'Social control Window' Wachtel & McCold (2001). This helps us to assess and understand the relationships between pupils and the staff that are trying to help them.

We also consider the Metacognition Triangle to establish 'Behaviour, thoughts and feelings' that are apparent. We then try to establish a personalised/group intervention to address the values and needs of the pupils and staff.

There are occasions when we are unable to develop a mutual, sustainable working relationship that leads to continued improvement in outcomes for some children. For such occasions, we may need to use a range of other interventions to try to facilitate a positive relationship (such as home-school agreements, Restorative Practices, fixed-term exclusion, behaviour contracts, input from multi-agency partners or placement at Alternative Provision).

In some cases, we reserve the right to use Permanent exclusion where a child is – **seriously** and **persistently** breaching our school behaviour policy and/or allowing the child to remain in school would seriously affect the **education, welfare and EHCP needs of other children**.

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 school's 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 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.