



Wightwick Hall School

Relationships and Behaviour for Learning Policy

Signature:.....
Chair of Governors

Name:.....

Date:.....

Signature:.....
Executive Headteacher

Name:.....

Date:.....

February 2015

Reviewed and amended February 2016

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We believe that each student has the right to learn in an environment that is underpinned by the principles of British values, Inclusion and that good behaviour is essential for good teaching and learning to take place. Learning should be stimulating. The teacher, when planning lessons must take into consideration the learner's learning style and any other additional needs or requirements they may have or need to maximise their learning experience.

The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

This policy aims to give students an understanding and knowledge within the following:

- How citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens
- An understanding of the problems of identifying and combating discrimination

Students will be supported to develop effective learning skills through the School 'Learning to Learn' De Bono's Thinking Hats programme.

Good behaviour is a necessary condition for effective teaching and learning to take place, and is an important outcome of education which society rightly expects.

- Wightwick Hall School approaches behaviour in a positive and eclectic manner, which facilitates mutual respect and places emphasis on praise and positive incentives as a way of encouraging good behaviour. The rules by which the school operates are designed to ensure a safe and orderly environment, respect for people and property, identifying and combating discrimination, promoting positive behaviour as means of improving teaching and learning.

Staff at Wightwick Hall School recognise that Challenging Behaviours happen for a reason, they are a form of communication. It is also recognised that when a child has difficulties at school for whatever reason then they may display a range of Challenging Behaviours. Often these behaviours are the same even though their reasons are very different. We know that it is our role to work together to understand why these behaviours happen. If it is because of, for example, ASD or Dyslexia, then appropriate strategies are used.

What we expect to see:

We want to see pupils engaging in their learning through:

1. Building relationships
 - access to a safe, secure learning environment
 - understanding mutual respect between staff and pupils and a respect for the school environment
 - following school rules and being accepting of differences
 - developing reciprocal trust
2. Celebrating success
 - management of own behaviours and accepting responsibility for actions
 - promotion of movement from dependence to independence
 - improving their approach to and skills for learning
3. Promoting change
 - making appropriate choices
 - development of self-awareness and confidence
 - development of appropriate social skills enabling positive contributions to relevant communities

Aims

- Work in close liaison with parents/carers and other stakeholders to provide a team around the child.
- Reward positive achievement and celebrate success to build self-esteem
- Promote self-control and management encouraging students to take responsibility for their own behaviour
- Students to be treated fairly and consistently within a known structure of rewards and sanctions that are designed to improve the quality of teaching and learning

- Recognise the positives and encourage students to make appropriate choices
- Invest time, care, support and guidance in young people and use this investment to promote good behaviour and deter bad behaviour
- Take account of young people's special needs, particularly those of an emotional or behavioural nature
- Create a relaxed, pleasant atmosphere, in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential
- Ensure pupils know what is meant by bullying related to race, religion and cultural, homophobic bullying, bullying of pupils with a disability, sexist or sexual bullying, sexting and cyber bullying (*All school staff are aware safeguarding issues can manifest themselves via peer on peer abuse and guidelines are followed to report any incidents*)
- Deal promptly, fairly and firmly with bullying incidents
- Create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concerns for the environment
- To provide a structure so that inappropriate behaviour can be managed to minimise the effect on the learning environment
- Investigate the reasons for inappropriate behaviour so that provision of the right support can be achieved

We believe that:

- Students who feel valued, safe and able to achieve are less likely to express their feelings through inappropriate behaviour
- Students who are given opportunities to succeed and have their achievements recognised and rewarded tend to behave appropriately
- If the ethos of the school is positive and there is a culture of mutual respect, this will lead to students behaving appropriately and achieving higher standards of learning
- Students who are treated consistently with clear and realistic expectations are more likely to behave in a positive manner

Code of Conduct

The code of conduct has been designed by student identifying important messages for everyone to adhere to.

- We treat all people with respect
- We understand that everybody is different and will celebrate those differences
- We always try our best and work as a team
- We will not bully
- We respect other people's views and feelings
- We treat the environment and local community with respect

In - Class Strategies

There are a very wide variety of strategies used by different staff and their impact is also going to vary according to the student. The list given is not prescriptive, but rather descriptive of the methods used to manage behaviour:

- Engagement
- Individual Behaviour Plans
- Class rules (displayed)
- Rewards
- Sanctions
- Pleasant greeting / made to feel welcome
- Re-direction or distraction - new task or a 'job'
- Relationships
- 1:1 support (in and out of class)
- Verbal praise
- Certificates of achievement
- Tactical ignoring
- Consistent handling by staff
- Accurate differentiation
- Good quality marking and feedback
- Challenging work tasks within students' ability
- Positive behaviour models from staff members

Rewards and Sanctions

Rewards

- Rewards should be consistent, fair and tangible

Examples of rewards that could be used:

The results of the student questionnaire January 2015 put the first five bullet points as their most popular/effective rewards:

- Day trip
- Special awards
- Free choice
- Contacting parents. A letter to parents informing them specifically of some action or achievement deserving praise
- School certificates, formally presented for good behaviour, community support or a positive approach
- House points awarded - for outperforming set targets, helpful or constructive contributions above and beyond expectations which can be exchanged for prizes from the catalogue
- A written comment on pupil's work, either in general terms 'well done', or in a more detailed way, picking out specific points or ideas for positive comment
- A public word of praise in front of a group, a class, a year or the whole school
- Public acknowledgement by presentation at an assembly or by giving some special responsibility
- Prizes which reflect endeavour, not least by way of service to the community
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes
- Affording the pupil the opportunity to undertake specific areas of responsibility

Sanctions

- Sanctions should not be used punitively and as a 'pound of flesh' . Stimulus - response is to be avoided. They should be administered logically and methodically.
- Sanctions should be proportionate and correctly timed
- Ultimately the aim of a sanction is for the child to see that despite warnings their behaviour has led to this consequence and some loss of privilege. Notice 'privilege', we cannot sanction things the students have every right to.
- The over-riding principle should be that sanctions are designed to change behaviour over time.

Sanctions

It is important to have an extensive list of alternative sanctions, on the grounds that it is not sensible to reach the ultimate sanction too soon. An over-used sanction is likely to be less effective. Staff should be discouraged from bypassing earlier sanctions as this may leave less room for manoeuvre later. If a pupil is certain that the ultimate sanction is to be applied, then he/she will lack the motivation to improve his/her behaviour, which should be the object of any sanction.

In all disciplinary actions, it is essential that the pupil understands fully that it is the behaviour which is not acceptable rather than it being the student as a person.

A student can be put on a report card by their tutor. The tutor with the student decides upon targets to be achieved.

Examples of sanctions:

The results of the student questionnaire January 2015 put the first four bullet points as their most effective sanctions:

- Withdrawal of break or lunchtime privileges - this could be increased by 5 minutes, 10 minutes etc.
- Detention - parents to be informed
- Internal suspension
- Put on report; personalised reporting system with reward points.
- Removal from the group and supervised on a 1 to 1 basis
- Withholding participation in any school trips or sports events that are not an essential part of the curriculum.
- Letter home to parents
- Visit by Home School Liaison staff.
- Exclusion - Fixed term
- Exclusion - Permanent (this is only if all other avenues have been explored)
- Detention - Since 1 September 1998 legislation has given to head teachers the authority to detain pupils on disciplinary grounds after the end of the school session without consent of the parent. The headteacher must make all parents, pupils and staff aware that detention can be used as a sanction, as outlined in the school's behaviour policy. Detention must be reasonable and in proportion to the nature of the offence. The headteacher should take into account individual circumstances such as a child's age, special needs and whether or not suitable arrangements can be made to collect the child from school after detention. The school must give 24 hours written

notice to the parent before the detention can take place. Written notice must give reasons for the detention, when and where it will take place and how long the child will be detained in school.

- PROACT SCIPr ((Positive Range of Options to Avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention)
- ProactSCIPr provides a model for managing challenging behaviour, within which appropriate use of physical support is taught. Wightwick Hall School is a Proact SCIPr trained school. We follow Staffordshire's policy and guidelines for managing challenging behaviour and use of physical support in Special schools and Units.
- When necessary a Behaviour Reactive Management Plan (BRMP) is written with input and approval by parents. A BRMP is an agreed approach to a specific pupil when a repeated crisis occurs. It is part of a broad positive programme and focuses on the emergency action. It is employed on each occasion the crisis occurs. It is discussed, agreed and adopted by all staff. It is reviewed on regular intervals, amended and hopefully phased out. If physical intervention is used, records are kept and parents/ carers are informed.

Interventions plans/records

At the end of each lesson teachers record positive and negative behaviour incidents on SLEUTH (a behaviour reporting programme). Positive and negative behaviours in and outside the classroom can be recorded using sleuth. Data can then be analysed for individual students.

Students who require specific support and interventions have an individual behaviour plan.

Anti-bullying

Wightwick Hall is opposed to bullying in any of its forms and it will not be tolerated in school.

Bullying is **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

- Bullying behaviour can be:
 - **verbal** e.g name calling, teasing, abuse, putdowns, sarcasm, insults, threats
 - **physical** e.g hitting, punching, kicking, scratching, tripping, spitting
 - **social** e.g ignoring, excluding, ostracising, alienating, making

inappropriate gestures

- **psychological** e.g spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

- **cyber** e.g via Internet, mobile phone or other hand held devices.

- **Peer-to-peer** e.g. bullying (including cyber bullying), gender based violence/sexual assaults and sexting

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation

School Actions:

- Maintain a climate of zero tolerance.
- Develop an understanding that combating bullying is the responsibility of all staff and students
- Ensure that the victims believe that their problems will receive careful and sympathetic consideration
- Counsel perpetrators about their behaviour and the consequences
- Apply appropriate sanctions and consequences
- Involve Parents/Carers when appropriate
- Reduce the opportunities for bullying through staff supervision, especially at break and lunchtimes by Staff being in the correct zones
- Seek professional advice or counselling if needed
- Record any incidents on Sleuth

Allegations of abuse made against staff by a student

Procedures

Any allegation of abuse made against a member of staff will result in a full, documented investigation. Allegations found to be false will result in the following actions:

First allegation made against a staff member:

- Parents/Carers will be telephoned and informed of the outcome. An informal note will be placed on the student's file.

Second allegation against a staff member:

- Parents/Carers will be asked to attend a meeting. A formal report will be placed on the student's file.

Third allegation against a staff member:

- Parents/Carers will be asked to attend a meeting. The student will be excluded for a fixed period and a formal report will be placed on the student's file.

Further false allegations will result in permanent exclusion for the student. Where a false allegation is considered to be of a very serious nature then permanent exclusion may be the outcome taken.

Formula for success

To encourage positive behaviour certain factors and principles should be integral to our approach.

A. Staff should be positive role models, especially to young people who have often been let down by adults in the past. This permeates all aspects of the school community.

DO: be welcoming, warm, polite and non-judgemental.

DO NOT: bear grudges, be sarcastic, verbally humiliate pupils.

B. Have high expectations of pupils, but do not turn this into a pressure they cannot cope with.

DO: praise good behaviour, including academic success.

DO NOT: make excuses for poor standards.

C. Be organised and prepared.

DO: be punctual, be 'one step ahead'.

DO NOT: create situations of conflict which could be avoided with appropriate planning.

D. Act calmly and confidently in your speech and demeanour, even when in a crisis.

DO: remember the student is looking to you to control the situation.

DO NOT: Shout or lose your temper, it diminishes your control.

E. Don't place yourself in a no win situation.

DO: think before speaking.

DO NOT: promise or threaten something you cannot/should not deliver.

F. Avoid confrontations in the presence of a group. Individuals draw strength from an audience.

DO: separate the offender from peers if possible.

DO NOT: take on conflict you cannot win (sometimes 'winning' is not the most important thing - have humility to let things go).

G. Offer pupils escape routes.

DO: Give pupils more than one choice.

DO NOT: back students into a corner.

H. Be vigilant. Know what pupils are doing and where they are. Look out for unhealthy combinations of students.

DO: diffuse situations before they develop - anticipate!

DO NOT: abdicate responsibility for dealing with such situations.

I. Pay attention to detail in the application of agreed rules, routines and management strategies (e.g School and class rules, IBPs, intervention plans, etc).

DO: be consistent and fair in the application of rules.

DO NOT: ignore basic established practices i.e running in corridors up to following behaviour plans.

J. Invest time in students - like a bank it gives you something to draw upon when you need it. It enhances relationships.

DO: engage in activities, go the extra mile, show personal interest in students (remember how many times many have been let down by adults before).

DO NOT: promise something you cannot deliver.

K. Catch students being good.

DO: tell them they have done something well and how they did it.

DO NOT: assume they 'know' what the right thing is. Also do not drag up past misdemeanours.

L. Give support to (and do not be afraid to ask for advice or help from) colleagues.

DO: share good practice and agreed strategies - work as a team.

DO NOT: Be in denial of problems.

M. Retain a balanced view, keep things in perspective.

DO: have a sense of humour.

DO NOT: take yourself too seriously.

