



Student Relationships and Behaviour for Learning Policy

Wightwick Hall School

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22/11/2023	V1.0	New Policy Drafting
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Behaviour Principles for Endeavour MAT

“Endeavour is an inclusive MAT – Everyone should be free from discrimination, harassment and victimisation of any sort. We deliver equitable systems that ensure all our students can be supported in an individual way.”

This is a statement of principles, not practise: it is the responsibility of the headteacher and governors to draw up the behaviour policies at The Endeavour MAT schools, though they must take account of these principles when formulating this:

- We believe students should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Everyone has the right to feel safe all of the time and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Every student should be educated in an environment where they feel valued, listened to and respected.
- By effectively challenging and tackling bullying and discrimination, we can help to create a safe, focused learning environment where students are able to learn and fulfil their potential.
- Rewards and consequences should enable a student to reflect on and learn from a situation.
- With a focus on positive behaviour, forgiveness and reconciliation, all students will be supported through restorative practise.
- The modelling of good behaviour; a focus on learning and praise and rewards by staff and volunteers, set an excellent example to students at all times.
- Families are included in the resolution of behaviour incidents to foster good relationships between the school and students' home life.
- Joint working between the leaders of safeguarding, behaviour and curriculum is a focus of all schools, ensuring that solution focused avenues of support are considered holistically and not in isolation.
- The decision to use physical intervention and/ or reasonable force will be based on individual circumstances and the professional judgement of trained staff.
- The Positive Behaviour Policy explains that suspension and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.

This written statement and the policies that are influenced by it apply to all students when in school and when engaged in extra-curricular activities.

We believe that each student has the right to learn in an environment that is underpinned by the principles of; British Values and 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

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 varied 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 student 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 students engaging in their learning through:

1. Building relationships

- access to a safe, secure learning environment
- understanding mutual respect between staff and students 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

- To work in close liaison with parents/carers and other stakeholders to provide a team around the child.
- To reward positive achievement and celebrate success to build self-esteem.
- To promote self-control and management encouraging students to take responsibility for their own behaviour.
- For 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.
- To recognise the positives and encourage students to make appropriate choices.
- To invest time, care, support and guidance in young people and use this investment to promote good behaviour and deter bad behaviour.
- To take account of young people's special needs, particularly those of an emotional or behavioural nature.
- To create a relaxed, pleasant atmosphere, in which students 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.
- To ensure students know what is meant by bullying related to race, religion, culture, sexuality, ability, gender identity, sexting and cyber bullying *(All school staff are aware safeguarding issues can manifest*

themselves via peer-on-peer abuse and procedures are followed to report any incidents).

- To deal promptly, fairly and firmly with bullying incidents.
- To create the conditions for an orderly community in which effective learning can take place, where there is mutual respect between all members, and where there are proper concerns for the environment.
- To provide a structure so that inappropriate behaviour can be managed to minimise the effect on the learning environment.
- To 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.

The School Code of Conduct

The School Code was devised to be a simple, yet memorable, set of important messages for everyone to follow.

At Wightwick Hall School, both staff and students are expected to be:

- Ready
- Respectful
- Safe

*For more detailed information, please see **Appendix 1***

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 Support Plans
- School Code displayed and referred to
- Rewards
- Sanctions

- Pleasant greeting / made to feel welcome
- Re-direction or distraction – new task or a 'job'
- Relationships – with staff and peers
- 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 modelling from staff members
- Support with emotional dysregulation – Zones of Regulation cards in school planners

Rewards and Consequences

Rewards

- Rewards should be consistent, fair and tangible.

There are a number of ways students can be rewarded at Wightwick.
Examples of rewards that are used:

- Special awards. E.g. Golden Ticket; Maria Award.
- Day trips.
- Contacting parents. A letter to parents informing them specifically of some action or achievement deserving praise.
- Out of school activities.
- Free choice in some lessons.
- House points awarded – for outperforming set targets, helpful or constructive contributions above and beyond expectations which can be exchanged for prizes from the catalogue (see below).
- School certificates, formally presented for good behaviour, community support or a positive approach.
- A written comment on student'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 engagement and on general attitudes.

The House Point System:

Positive Reward Strategy:

Positive reinforcement: Use of praise and highlighting the behaviours demonstrating the code of conduct in a positive way. Highlighting exactly what students have done well, not just throwing out praise without any context to it.

Sandwich praise: 2 positives to 1 area of improvement (positive feedback).

Token System:

- Rewards positive behaviours.
- Students gain tokens to visually highlight their positive behaviours within the school day.
- Students will then add the tokens they have received that day to their own jar so that they can visually see this grow over the week.
- Students will then count the tokens at the end of the week to then trade in for house points.
- Students have a log for this where they write down how many house points/ tokens they have achieved each week
- House points will then result in prizes when they complete a set amount on their house point card.

Consequences

- Consequences should be proportionate and correctly timed.
- Ultimately the aim of a consequence 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 overriding principle should be that consequences are designed to change behaviour over time.

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

In all disciplinary actions, it is essential that the student 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/tracking sheet by their form tutor. The tutor will decide upon targets to be achieved, ensuring that the student is involved in this process, so that they understand the reasons why specific targets are set.

Interventions Plans/Records

At the end of each lesson teachers record positive and negative behaviour incidents on Arbor (the behaviour reporting element of our management information system. Data can then be analysed for individual students and interventions put in place to address the negative behaviours.

Students who require specific support and/or bespoke interventions will have an Individual Behaviour Support Plan.

Anti – Bullying

Wightwick Hall is opposed to bullying in any of its forms and it will not be tolerated in school. Measures for dealing with bullying may vary, dependent on the children involved and after consultation with parents and staff.

Students are made aware of what is meant by bullying related to race, religion, culture, disability, gender, and cyber bullying.

Friendship is promoted and recognised. Differences are celebrated and are explored through assemblies and curriculum work.

Severe Challenging Behaviour

If a student presents inappropriate behaviour to such a degree that it threatens safety or presents serious danger to themselves, others, property, including the work of other students, and/or inhibits the learning of others, special educational and behavioural support procedures will be implemented.

Our approach to managing severe challenging behaviour is non-confrontational and wherever possible, non-physical strategies will be used, e.g. distraction, diversion, specialised structures, teaching and learning approaches, adapted environments etc. A distinction is drawn by the school between physical management and other forms of physical contact such as manual prompting, physical guidance or other contact that may have an appropriate place within the context of particular teaching approaches and strategies.

Physical interventions will only be used as a last resort as part of a well-defined Individual Behaviour Support Plan (IBSP), that is based on the

particular needs of the student. However, if physical intervention is required this will be implemented within legal requirements set down in the 1996 Education act and DFEE (5) Circulars 10/98 and 10/99. This policy and procedures have also been based on the LA Guidance found in the procedures for physical management of challenging behaviour in 'Positive Range of Options to Avoid Crisis and use Therapy Strategies for Crisis Intervention and Protection' (PROACT SCIPr-UK) and Safeguarding Policy, in order to ensure the welfare and safety of students and staff.

For further information, please refer to the separate Positive Management of Severe Challenging Behaviour policy.

Searching, Screening and Confiscation

The school follows the guidance as outlined in the document: Searching, Screening and Confiscation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe.

Searching

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below, or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the student).
- any article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The headteacher can require a member of the security staff to undertake a search. If a security guard, who is not a member of the school staff, searches a student, this guidance should be followed and the person witnessing the search should be a permanent member of staff. The headteacher may not require any other member of staff to undertake a search if they refuse.

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 and outcomes acted on according to guidance Safeguarding/ Code of Conduct. 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.

Appendix 1



RELATIONSHIP AND BEHAVIOUR MANAGEMENT SYSTEM

Code of Conduct

“Ready, Respectful, Safe”

(this encapsulates the expectations we have for our students)

Ready:

(To learn)

What does this look like?

- Appropriate, smart uniform
- Equipment
- Punctual
- Positive attitude
- Willing to participate
- Willing to do their best
- Ready to engage in learning

Respectful:

(To self, others and environment)

What does this look like?

- Follows instructions (“first time, every time”)
- Listens to others
- Good manners
- Kindness
- Keep school tidy and litter free
- Respect our differences, values and opinions
- Respect the school environment and school property
- Behave in a way that does not prevent others from learning
- Appropriate language and tone (“right voice, right time”)

Safe:

(Physical, emotional, in and around school)

What does this look like?

- Move around school sensibly and safely
- Keep your hands to yourself
- Be mindful of personal space
- Be someone who promotes equality and fairness
- Be mindful of your actions towards others – bullying is not tolerated here
- Report any problems to staff promptly

- Mobile phones are to be out of sight, and handed in at the school office (except for sixth form students)

What does the Code of Conduct mean for staff?

Ready:

- Will be dressed in work-appropriate attire
- Will be at their lessons ahead of time, ready to greet students
- Will deliver high quality, well-planned lessons
- Will provide a settling activity (e.g. Random Recap) to all students on arrival

Respectful:

- Will listen to students
- Will treat students fairly and consistently
- Will have and uphold high standards and expectations
- Will model good manners and use appropriate language
- Will consider the circumstances of the behaviour and needs of all students, individually

Safe:

- Teaching staff will take a register within the first five minutes, taking appropriate action if anyone is unaccounted for
- All staff will ensure all students are lining up, safely and sensibly, before entering classrooms or other school spaces
- TAs will ensure students are escorted between lessons, activities and unstructured times
- Teaching staff will ensure that they are present on corridors during lesson changeovers, ready to welcome students
- No child should leave lessons unsupervised. It is the teacher's responsibility to have eyes on the students in their care. Where a child needs to leave a lesson, an adult will go with them. This includes going to the bathroom, use of regulation spaces, or any other reasonable action
- All staff will "hand over" any behavioural or safeguarding concerns to the next lesson and/or relevant colleagues
- All staff will ensure accurate and sufficiently detailed recording of safeguarding and behavioural incidents

Phrasing around school:

"At Wightwick Hall, we are Ready, Respectful and Safe"

GENERAL INFORMATION ABOUT DISCIPLINE IN A CLASSROOM

It is a process to enable students to come back on task with their learning, allow self-control and give a sense of 'choice' over their own behaviour.

However, discipline technique is not an answer in itself. Technique is only as good as the human relationship in which it occurs.

REASONS WHY STUDENTS CAUSE DISRUPTION

- Boredom
- Fun
- Immaturity
- Inability to complete the task
- Work is too hard or too easy
- Opposing the teacher
- Wrong balance: rewards – sanctions
- Low tolerance to frustration or emotional issues
- Learnt responses

GENERAL STRATEGIES

1. Avoid confrontation, state clearly what's expected and give time to respond. Always follow up to check if this task has been completed.
2. Non-verbal behaviour – powerful factor in our classroom management style. E.g. eye contact, proximity, tone of voice, tactical pauses, body language (big gestures as well as micro body language).
3. Tactical ignoring – ignoring the student's off task behaviour until they stop seeking attention in that way and elects to seek it in socially appropriate ways.
4. Diversions and distractions – preventing potential or likely problems from getting out of hand through giving a job, having work available for early finishers, offering additional activities, allowing for personal regulation activities (fiddle toys, movement breaks etc), change of seat or environment.

RESTORATIVE PRACTICE

The Importance of Relationships

- The single biggest protective factor is around the quality of relationships with the child and family
- Our reactions need to be considered and planned, not reactive as these are usually emotional and not thought through
- We need to consider our behaviours and not just those of the children
- We should know our children and families well, consider their background, their barriers and their strengths
- Consider how we humanise ourselves. We should not be sharing our private information but perhaps it is sometimes appropriate to share our personal and professional information – but at the right time, right place and to the right degree. Knowing our children is important here e.g. not talking about holidays, gifts etc with

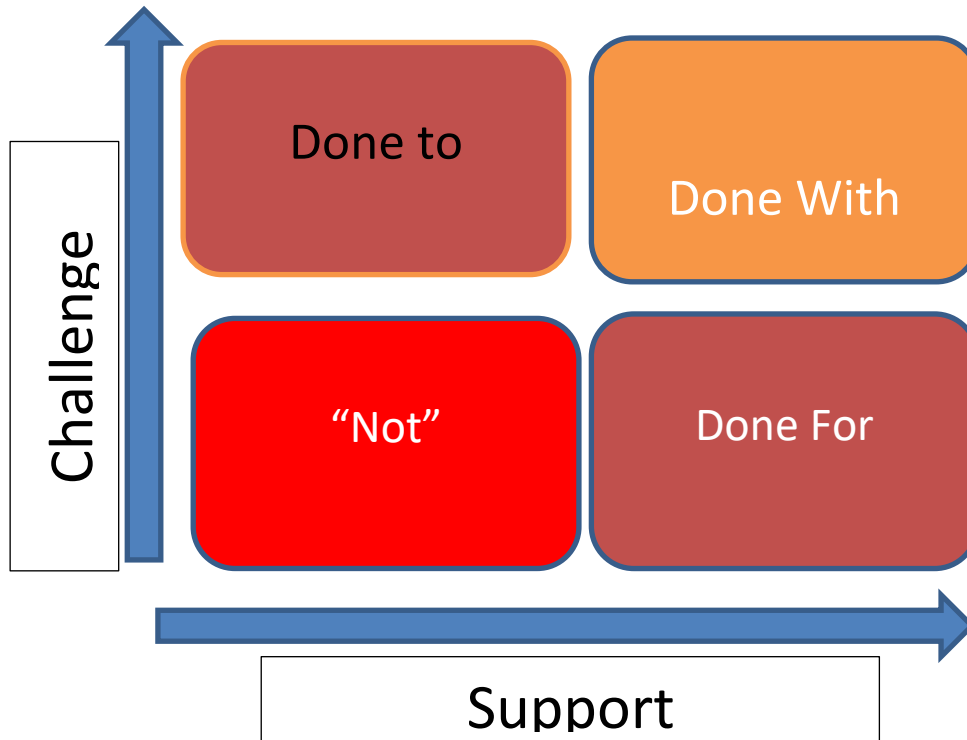
those who can't afford it, or our favourite food during Ramadan - think about the worst time for some of these children

- Relationships aren't built in a day, but are built daily
- What are the 1% marginal gains? The small stuff is the big stuff!
- Connect before content, connect before correct
- The language we use creates the reality we experience
- The language we use to describe the experience often becomes the experience – does the language we use seek to blame, or seek to understand?
- Focus on gifts and strengths not problems and missing skills – do we catch them getting things right more than getting things wrong?
- Do we generalise around 'labels'?
- We should know children and their families well, but, if you continue to solve children and families' problems, they will become dependent on you doing so
- Removal of threat is not the same as the creation of safety
- It is not always impossible to teach, but it is possible to create the environment where it's impossible not to learn
- Every child deserves a champion, and every professional deserves a champion too!
- You can't put the children first if you don't look after yourself
- Is your culture by design or by default – is it implicit or explicit?
- Should we be moving away from a behaviour policy and towards a relationship
- When adults change, everything changes
- RIP and PIP – reprimand in private, praise in public. Right time, right place and right degree

Four ways...

Adapted from: Wachtel & McCold in Strang H & Braithwaite J (eds.) 2001. Restorative Justice and Civil Society. Cambridge University Press

This model is designed to reflect on practice and can be used in a wide range of scenarios including actions in the classroom and the school's leadership model. Basically, anything that involves building relationships.



Consider 3 reflection questions to consider against this model:

- What words would you use to describe these people?
- What words would children and families use to describe these people?
- What would be the outcomes?

There are times where it is appropriate to be in any of these boxes, even the "not" box, but these should be considered and not emotive reactions. The default setting we should all aim for is in the green, which develops intrinsic motivation, gives ownership, independence, is authoritative but not authoritarian, to name a few. It is worth remembering that doing it 'for' a person so you know it will be done properly is just as controlling as being in the 'done to' box.

Tiered Approach to Managing Behaviours

Classroom:

- Routines – staff and students
- High expectations, clearly and consistently articulated
- (Common language needs to feature)
- Reminder – warning – consequence
 - o Reminder - must link to expectations and Code of Conduct
 - o Warning – reinforce Code of Conduct, but try and find out what is happening (be mindful of use of language – not confrontational – “what is happening?” not “why are YOU ...?”)
 - o Consequence for repeated poor choice – remember the 5 types of consequences! (Encourage/discourage/clarify/support/teach)
 - o Antecedents need to have been recorded and considered before consequences are given
- Form tutor/class teacher to be informed through Arbor

Department (Form Tutor):

- When classroom interventions have not been successful
- A proportionate and purposeful consequence for not following the Code of Conduct
 - o 5 types of consequences - Encourage/discourage/clarify/support/teach
- Dialogue around this, and reminder of expectations
- Form tutor/class teacher to contact home. This should be supported by class teacher contact, as appropriate
- From September, extended tutor time will provide tutors with the opportunity to have behavioural conversations with their students
- All staff are equipped with the tools to deal with disruptive behaviour and, as part of our staff Code of Conduct, detailed and accurate documentation of events is required before they can be escalated
- Form tutor/class teacher to monitor recording of behavioural incidents for the individuals in their group, and take appropriate action should concerns arise

Regulation Room/Appropriate Alternative Space

- When an immediate intervention is required and the classroom interventions are not working
- On-call team is contacted to facilitate getting the student back into learning wherever possible
- If reintegration is not possible, student will be taken to an appropriate place to co-regulate and, where possible, discuss the barriers to learning

SLT:

- Support when repeated misbehaviour is recorded and all other interventions have been exhausted
- Or, if there is a safety risk to other students, staff or themselves, where Health & Safety and/or Safeguarding standards are not being met
- SLT can then 'step in' to assist/support
- Staff need to be able to demonstrate that they have implemented appropriate classroom behaviour management strategies

Headteacher:

- Referral from SLT
- Headteacher will consider suspension/exclusion as appropriate, (or where SLT have evidenced what has been done when escalated to them)

CLASSROOM INTERVENTIONS

BEFORE YOU START, A FEW IMPORTANT POINTS:

- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Monitor how successful the interventions are
- If you feel these interventions are not successful after 4 weeks, try to use the other ones

BREAKS

- Break, moving position in class
- NCSE Movement Booklet

CONSEQUENCES

- Avoid power struggles
- Logical consequence
- Dreikurs logical consequence

PRAISE

- The Praise Game
- Praise when good attitude and involvement occur

REWARDS

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home
- Ask the headteacher to speak to the student and write a letter home
- Add the student to the 'Headteacher Celebration' spreadsheet

OTHER

- Assign a Buddy or Partner
- Zones of Regulation
- Structured Routines
- Non-Verbal Cues (external link)
- Affective Statements

RECORDING BEHAVIOUR INCIDENTS

GOOD PRACTICE IN RECORDING BEHAVIOURAL INCIDENTS:

- Be factual, avoid interpretations
- Always put all information about the incident
- Pick information from drop down lists (activity, location, time)
- Use abbreviation for staff's names
- Use initials for other students involved
- Check spelling
- Make sure you record students involved
- Use 'ABS' - and ensure you record an outcome, even if this is recorded later

A ntecedents

What was happening before the incident, what may have caused the behaviour, have there been any arguments beforehand that involved the student.

B ehaviour

What exactly was happening. Please provide factual information. If at all possible please describe the severity.

S trategy

What strategy has been used to deal with the incident, what action was taken initially to deescalate the situation.