# Student Relationships and Behaviour for Learning Policy

# Wightwick Hall School

Review date:      Summer Term 2021

Next Review:      Summer Term 2022

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 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

- 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 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.
- 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

The School Code of Conduct has been designed by students identifying important messages for everyone to adhere to

- Be Kind
- Show respect to everyone
- Try my best at all times
- Wear the correct uniform

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 Consequences

Rewards

- Rewards should be consistent, fair and tangible

Examples of rewards that are used:

The results of the student questionnaire March 2019 put the first five bullet points as their most popular/effective rewards:

- Special awards.
- Day trip.
- 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.
- School certificates, formally presented for good behaviour, community support or a positive approach.
- 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

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 over-riding 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 card by their tutor. The tutor with the student decides upon targets to be achieved.

Examples of consequences:

The results of the student questionnaire May 2019 put the first five bullet points as their most effective consequences:

- Being put on report.
- Detention – parents to be informed.
- Being given extra work.
- Being sent to the head of department, deputy or headteacher.
- Being excluded.
- Withdrawal of break or lunchtime privileges – this could be increased by 5 minutes, 10 minutes etc.
- Internal suspension.
- 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 headteachers 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, students 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.

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 through assemblies and curriculum work this is explored.

PROACT –SCIPr-UK® (Positive Range of Options to Avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention)

PROACT –SCIPr-UK® Mission Statement: It is the intent of PROACT- SCIPr- UK® to minimise the use of physical interventions and to emphasise sound behavioural support strategies based upon an individual's needs, characteristics and preferences.

PROACT –SCIPr-UK® provides a model for managing challenging behaviour, within which appropriate use of physical support is taught. Wightwick Hall School is a PROACT- SCIPr-Uk® trained school. We follow Staffordshire's policy and guidelines for managing challenging behaviour and use of physical support in Special schools and Units. We endeavour to adhere to the PROACT –SCIPr-UK® gradient approach for 70%+ of our practice to be Proactive where staff address a student's needs before a problem arises; 20% to be Active where staff help students to calm so that needs can be

addressed; only 10% or less to be Reactive when staff deal with challenging behaviours as they occur.

When required 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. The plan is reviewed on regular intervals, amended and, with new skills being taught, over time the Active part of the plan to be phased out. If a physical intervention is used, records are kept and parents/ carers are informed.

<u>Interventions Plans/Records</u>

At the end of each lesson teachers record positive and negative behaviour incidents on SIMS (the behaviour reporting element of the programme). Data can then be analysed for individual students and programmes put in place to address the negative behaviours.

Students who require specific support and interventions have an Individual Behaviour Support Plan. Each individual plan includes a physical intervention reduction proposal detailing strategies in which we aim to decrease the use of PIs for the young person.

<u>Allegations of abuse made against staff by a student</u>

<u>Procedures</u>

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.

# Formula for success

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

A. **Staff provide 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.