Woolton High School
Behaviour and Attitude Policy 2022/23

Introduction

All pupils at Woolton High School have an Education, Health, and Care Plan relating to Social, Emotional, and Mental Health needs (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 we overall aim is:

'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 focus 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.**

Our School Behaviour and Attitude guidelines are for pupils are:

- **Attend** all lessons
- **Behave** appropriately with a positive attitude
- Be **Committed** to learning
  These are known as our ABC's

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

- That at all times we see all pupil behaviour as communication of needs.
- We see beyond behaviour and recognise individual needs.
- We use informed, professional responses to challenging and supporting behaviour that are underpinned by positive relationships and deep regard for individual needs.

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. 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 sometimes emotional situation. If a pupil is unable to respond to the CCC system they are likely to be given a minor or a major concern. At the end of each day, pupils will attend a Key Stage meeting. Those with concerns will remain and those without concerns will attend organised 'Choices' (fun) activities until their taxi arrives. Any pupils with a minor concern will receive 10 minutes reflection time per minor and 2 minor concerns will be the equivalent of a major. Pupils with a major concern will receive 20 minutes reflection time per major. They will remain in the room until the total reflection time for their concerns are complete. This information is inputted through our Arbor MIS and is given to form teachers daily as a report to help them challenge and support where applicable.
2. In each lesson a pupil is given a score for their progress against the pupils' guidelines. These are known as ABC's. (Attending class – Behave appropriately with a Positive attitude – Commitment to learning. This is tracked and recorded via our Arbor MIS.

3. In our TEC Nurture groups, we also use a system called Class Dojo which allows us to instantaneously send positive messages or pictures to parents/carers.
4. 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 given to the form teams. This is accumulated and the form class make decisions on what reward they would like collectively.
5. The ABC information is displayed to pupils during EHCP time on Fridays in form time by the form teams. This is an opportunity to reflect on their behaviour. 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. There are also opportunities to speak to pupils on a one-2-one basis to see what is behind these behaviours.
6. This has been effective for setting pupils short-term targets to work towards specific rewards or trips. These targets can be linked to their EHCP or correlate with aspects of their school day that they are finding challenging. This is then reinforced by the LSA throughout the day.
7. As a celebration of achievement, Key Stage groups take part in a bi-weekly praise meeting to review the ABC information but also to give a platform for staff to individually praise pupils for something they did well. Pupils also have an opportunity to recognise staff who helped them throughout the week and give a "staff mention".
8. The process is solidified with the Behaviour Ladder. This is broken down from a universal approach, to group and finally to individual. (Please see appendix).

Extreme Challenging Behaviour

For pupils that persistently display extreme challenging and unsafe behaviour, such as assaults on staff / other students, extreme bullying or damage to property, Woolton High School may use internal exclusion or Suspension (Fixed period Exclusion) from school.

We also reserve the right to use Permanent Exclusion for any serious incidents, or for repeated breeches of the school's behaviour policy, or where allowing the pupil to remain in school would seriously harm the education/welfare of the pupil or other pupils in school. (See appendices for more information on use of exclusions).

In cases of placement breakdown, the school will call for an Emergency Review of a child's EHCP on the basis that we no longer feel able to meet that child's needs. This would result in a referral back to SEN Placements panel who would then look for an alternative setting for that child. (See appendices for more information on Placement breakdown and referral to SEN Placements Panel in the 'use of exclusion' section).

Occasionally, if a pupil is behaving in an unsafe manner, staff may need to use the school's procedures for Safe Handling and Physical Intervention, as outlined in the school's 'Safe Handling Policy' to uphold the school's duty of care to prevent foreseeable harm and to ensure that all members of the school community are safe. Unsafe behaviour is specified as a deliberate attempt to harm themselves, or others, damage property or disrupt the good order of the school community.

All incidents of inappropriate language should be challenged by staff in an appropriate manner, in line with the Challenge (Choice, Chance, Concern) process. If a pupil swears because of something that has just upset them, then where this is deemed to be **unacceptable** language, it may be also considered **understandable** given their individual need and the context. Such swearing should also be challenged using the challenge process, but again be underpinned by a deep understanding of individual pupil need.

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' to address any incidents of unacceptable behaviour.

During Options and Break times, pupils must choose an Option to participate in. Once chosen, a pupil should stay within that particular choice. Changing an option is only permitted at the discretion of the staff within that Option. If a pupil is unable to choose an option for these sessions, then a choice will be made by staff. If the pupil still does not engage, then they must spend that session in the Inclusion Room.

Dining Room

At Lunchtime pupils have the choice to dine in the Dining Room or eat their packed lunches in the Assembly 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 behaves in an inappropriate manner, then the same 'Challenge Process' will be followed by staff.

The Inclusion Room

The aim of the Inclusion Room is to provide pupils with a safe and supervised space to go to for a 'Time out / Brain Break' in support of their individual learning needs. This allows pupils the opportunity to address any unacceptable elements of their behaviour and enable them to reengage with learning in a positive manner.

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 for a period not exceeding 5 minutes, with permission from the class teacher.
- 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 in the Inclusion room.
- 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, 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 period of the lesson that they chose to, or were given permission to leave.

<u>Conclusion</u>

At Woolton High School, staff go to great lengths to manage the behaviour of all pupils in school. There is a productive system of Rewards and Consequences in place and pupils clearly understand the positive and negative 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 must address regarding 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 behaviours and celebrating small steps of achievement in relation to positive changes in behaviour that success at school and positive preparation for post-16 transition can be achieved.

Appendices

Our Behaviour and Attendance Rules

We expect pupils to:

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

Positive Outcome
ALWAYS

Minor
SOMETIMES

Major
RARELY

Behaviour Ladder

Universal	
• Personal relationship with staff • EHCP time • ABC's • Following LSA praise calls home • Phone call/Text messages • Praise Meeting • Weekly rewards raffle	• Choice/Chance/Concern • Inclusion • Reflection time (HOPPA) • LSA monitoring calls home • Physical intervention
Group	
• Form rewards/form time • Trips • Meds review Support	• Phone call/Meetings with parents • Target monitoring • Daily report and review • LSA monitoring report
Individual	

• Phone calls home
• Family Support Intervention
• Supporting individual needs
• Consideration of referral to Mainstream
• Represent the school in sports competitions.
	• Suspension / Return to school meetings
	• Daily report
	• Behaviour contract + Reviews
	• Safer school police officer involvement
	• Targeted services involvement
	• Placement breakdown:
	  -Emergency annual review
	  -Refer back to SEN / Permanent Exclusion

Woolton High School
The Challenge Process

Unreasonable behaviour

Very unreasonable OR unsafe behaviour

Choice

Chance

Chance

Concern

Concern

Behaviour Concern Slip

Information is entered here on the name, location and details of the incident.

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.

In some cases, we reserve the right to use Permanent exclusion where are 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 may 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 / or 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 the school might consider the use of permanent exclusion or a referral to the Education Placements Panel for placement breakdown.

Any referral to the Education Placements Panel would require an emergency review of their statement / the EHC Plan to gather information to send to Education Placements Panel. 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.

This will remain the case until an agreed next destination is arranged by Liverpool SEN Department's Education Placements Panel. In the event of any child not attending school for a week or more. We will do weekly welfare visits to ensure the child is safe.

In the event of a pupil's placement breaking down at Woolton High School, the School Family Support Worker will visit the child weekly, providing work packs and having face to face contact with the child for welfare reasons. This will continue until another setting is identified and attended by the child.