



BEHAVIOUR POLICY

2018/2019

Implemented, January 2018
Next Review – January 2019

Ethos

The expectations we have of all students, students and adults at Wathen Grange, with regards to behaviour, are built around our core values of:

respecting oneself
respecting others
respecting the environment.

Our school Mission Statement embraces our belief that if all children behave in a respectful manner then effective learning will take place. Our children will then achieve their academic and social potential allowing them to be successful in their chosen academic and career pathways.

At Wathen Grange, an ethos has been created where success, respectful behaviour and a positive attitude to learning is celebrated and rewarded. Behaviour which is inappropriate, i.e. has a negative impact on safety, wellbeing and/or learning is not tolerated and sanctions and interventions are imposed to deter and modify these behaviours.

All students and adults, including parents/carers, have a responsibility to ensure that all our students are safe, happy, enjoy a positive and stimulating learning environment, and achieve social and academic success.

Wathen Grange Code Of Conduct

In practice this means that:

- all members of the school community will treat each other with respect and dignity.
- nobody has the right to deliberately hurt, either verbally or physically, another person or cause damage to the school, property or equipment that belongs to someone else.
- students and staff will treat the environment with respect and keep the school litter free at all times.
- the highest standards of punctuality and attendance are expected from everyone.
- all students from Year 7 through to Year 11 will wear school uniform as set out in the school's "School Uniform" policy.
- any behaviour which is anti-social, destructive, disruptive, or is in any way contrary to the ethos and culture of the school will be sanctioned to a degree relative to the seriousness of the behaviour.

Positive Behaviour Management

At Wathen Grange, we appreciate the importance of developing effective professional working relationships with our students that identify and reward students' good behaviour and achievements.

All adults in the school are expected to model the highest standards in behaviour and professionalism at all times and will utilise a range of strategies that encourage students to do the same.

Rewarding good behaviour and achievements is a priority at Wathen Grange as we recognise how using positive behaviour management can strengthen relationships and contribute to a positive learning environment.

Highlighted below is a list of ways we can acknowledge and reward students for positive behaviour and good attitude to learning.

'Steps' Model for Rewards

- 1) **Non-verbal praise** (e.g a nod, smile, thumbs up)
- 2) **Verbal/Written praise and end of the day and week reward**- See explanation below.
- 3) **End of day/week Reward** - For each day pupils will be given praise for doing the right thing and can earn an end of the day reward. End of the week reward which will depend on gaining 80% of their points throughout the week and announced at school meeting on the following Monday.
- 4) **Praise phone call** - Teachers and support staff will recognise significant improvement in behaviour or continued excellence in academic progress with a phone call to parents/carers to ensure that communication with home is not only instigated by inappropriate behaviour and inadequate academic progress.
- 5) **Weekly Meeting** – Every Monday during school meeting, the best attendance and other outstanding achievements are given praise.
- 6) **Termly Celebration Assemblies** – At the end of term a celebration of the pupil's achievements will take place. Certificates, Awards and Prizes are awarded for excellent progress, behaviour, attainment and attendance.
- 9) **Rewards and Activities Week** – To minimise disruption to learning but to celebrate and reward the achievements of our students, the school plans all rewards visits, excursions and activities during the last week of term. Where possible, trips that are not planned during school holidays will also take place during that time.

Reward can be awarded for the following

- Excellent Homework
- Good Effort
- Excellent Classwork/Coursework
- Excellent Attitude/Helpful/Courteous
- Progress
- Attendance
- Engagement
- Citizenship
- Extra-Curricular
- Equipment
- Progress
- Reflective Learning
- Team Work

The Protocols of Positive Pedagogy

All staff at Wathen Grange School understand the importance of providing a disciplined learning environment which allows all students to develop academically and socially in preparation for transition to further learning pathways or employment and to become an active and responsible member of the local and wider community.

It is recognised that there will be occasions where students will behave in a manner which will require the member of staff to challenge, offer guidance and support, and issue appropriate sanctions. During these occasions, staff will follow the following protocols:

- Minimise embarrassment for the student
- Avoid arguing with the student
- Maintain calmness and a sense of humour
- Be consistent
- Ensure that there is a 'follow-up' which is appropriate to the situation
- Remember the need to allow the student to have 'time-out time'
- Utilise wide support where necessary
- Record the incident on a pink slip and keep parents/carers informed, where there are significant behavioural concerns

Classroom Protocols

- Classroom procedures are expected to be consistent such as lesson planning and structure, seating plans, listening expectations, answering protocols, etc.
- Teachers are expected to welcome students at the door
- Teachers are expected to differentiate activities where appropriate
- Teachers are expected to keep rules to a minimum and make them explicit
- Have clear rationale about rules
- Build self-esteem of students when the opportunity arises
- Catch students being good and praise them for positive behavior

Latest Guidance – “Behaviour and discipline in schools - Advice for head teachers and school staff - February 2014”

Discipline in schools – teachers’ powers
Key Points

- “ Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- “ The power also applies to all paid staff with responsibility for students, such as Teaching Assistants.
- “ Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- “ Teachers can also discipline students in certain circumstances when a student’s misbehaviour occurs outside of school.
- “ Teachers have a power to impose detention outside school hours.
- “ Teachers can confiscate students’ property.

‘Steps’ Model for the Management of Students’ Behaviour

1. **Non-Verbal** - e.g making eye-contact, body language, facial expression.
2. **Tactically Ignoring** - where the health, safety and learning of others is not at risk, one may choose to ignore a student’s ‘attention seeking behaviour’ or ‘immediate instinctive response mechanism’ at being challenged about their behaviour.
3. **Simple Direction** - directing a student to recognise how they are affecting their own learning and the learning of others, explaining your expectations and getting them back on task.
4. **Rule Reminder** – reminding the student of your expectations with regards to behaviour and progress.
5. **Simple Choice** – explaining to the student that they have a choice to either improve their behaviour and attitude to learning or be given a sanction.
6. **Follow Through** – to follow through with the sanction as described when the student was given a choice to address behaviour concern.
7. **Exit** – the student is requested to leave the classroom/learning area. This must be a managed move where the student goes to a pre-determined LSA or an LSA is called to collect the pupil from the classroom.

Behaviour Management Support Systems

- The school pastoral system provides help and advice both to individuals to regulate behaviour. The Head of Inclusion works with Parents/carers to advise and support on matters in and out of school offering advice and support to individual students and families.
- The LSA room provides support for students to improve behaviour and learning during the school day
- The support provided by the Special Educational Needs Teacher is designed to motivate students in their learning which in turn improves behaviour.
- The school will engage the support and advice of agencies of the Local Authority to address behaviour problems when needed.

LSA Classroom

The LSA Classroom provides curriculum and social/emotional support for students to assist them to overcome personal barriers during the school day . Students are guided towards this provision by the Teacher.

Home School Provision

Where personal barriers to learning seriously affect a student's ability to attend school, the school, in agreement with the student and their parents/carers, will provide work to allow students to complete lessons at home that are delivered by subject specialists at Wathen Grange.

Individual Behaviour Plan & Individual Education Plan– In partnership with the student and their parent/carer, the school will construct a support package which will identify key areas for development, strategies and systems to support the student and their family, and which has clear success criteria and an agreed monitoring and evaluation cycle, to assist the student overcome any barriers to learning.

Core Group Meeting – Where a student's behaviour is affected by both internal and external factors and requires a multi-agency support approach, an area case panel meeting will be held consisting of all stakeholders and supporting agencies that hold a vested interest in the particular student's education. A support package will be agreed for the student and follow-up meetings will be planned to monitor and evaluate the effectiveness of the intervention provided.

Common Assessment Framework (CAF) – As with the area case panel meeting, the completion of a CAF (a report which outlines the area(s) of concern, the support agencies involved and a plan of intervention and evaluation) may be instigated by the school, or any external agency, that identifies a need for a multi-agency approach to support the student overcome barriers to learning.

Behaviour Meetings

Where a student's behaviour is either deteriorating, or not showing any signs of improvement, regardless of several interventions, the school may decide that the student and their parent/carer should attend a Behaviour Meeting. At this meeting, the student's behaviour will be presented to both the student and their parent by the Head of Inclusion.

Interventions and sanctions will be discussed, and any impact of those interventions and sanctions. Expectations for behaviour will be articulated and a plan will be agreed, with clear targets for improvement, appropriate support mechanisms and a time to review the student's progress in meeting their targets. The Behaviour Meetings will escalate in seriousness should improvements not be realised by the student, the most serious being a meeting where our Director of Education will attend.

Staff Duties

To ensure that students are safe, staff are allocated duty positions at break, lunch and the end of a school day. Radios are used to allow fast communication throughout the school.

Student Council

- The Student Voice Council is an important forum for students to have a voice with regards to school systems, environment, learning, teaching, extra-curricular activities, safety, behaviour rewards and sanctions. The Student Voice Council has representation from all year groups and meets formally at least once a term with the Director of Education. The consultation of students is an important recent duty which reflects children's rights under Article 12 of the United Nations Convention on the Rights of the Child. It will also help us to meet the National Healthy School's Standard criteria on allowing children a voice in matters that affect them.
- We aim to seek student opinion from whole year groups from time to time over both pastoral and academic issues.
- It is our policy to consult with our student body over significant issues.

Parents/Carers

We firmly believe that consultation with parents is important. We will seek the views of our parents/ guardians at regular intervals . We aim to ask, by means of questionnaires , the opinions of our parents/guardians on how effective they think we are in a range of critical areas. The Senior Leadership Team will carefully evaluate the responses and if appropriate, steps will be taken to ensure that our standards remain at optimum levels. We will feedback to parents / carers to inform them of developments which are directly related to their comments.

- It is our policy to refer students whenever appropriate to CAMHS and other health agencies, in order to provide specialist help for individual students and their families.

Behaviour Management – Sanctions

On those occasions where student behaviour contradicts the school's core values ;

- **respecting oneself**
- **respecting others**
- **respecting the environment**

Wathen Grange has a range of sanctions that will be enforced to provide the student with an opportunity to reflect on their behaviour and to act as a deterrent for future misdemeanors.

They are:

- A verbal reprimand.
- Apology to member of staff/student - verbal or written.
- Relocate to another classroom – temporary allocation to the LSA room.
- Phone call home.
- Letter home.
- Detention including during lunch-time, after school and at weekends.

Important: The Education Act 2011 removed the requirement for schools to have to provide notice to parents for a detention.

- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for academic progress and/or behaviour monitoring.
- Extra work for repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of break-time and lunch-time with their peers, not being able to participate in a non-uniform day, represent the school in individual or team sport.
- School based community service or imposition of a task e.g. picking up litter, tidying classroom, helping to clear up the dining hall after meal times, removing graffiti etc.
- Student & Parent/Carer Meeting – In addition to contact being made with parents/carers via telephone, e-mail or letter, it may be decided that a face-to-face meeting is needed to articulate behaviour/attendance concerns, strategies already adopted and the relative impact of those strategies, and to agree an action plan to further support the student.

- Fixed-Term External Exclusion -
- Permanent exclusion.

At Wathen Grange School all staff are trained to use physical intervention if required. The method used is **Team Teach** with **Complete Intervention Training** to compliment.

Team Teach is an Accredited system under **BILD** and Complete Intervention Training is delivered by the Head of Inclusion who is an accredited training via **Securicare** who are accredited by **BILD. (BILD British Institute of Learning Difficulties)**
Physical intervention is used rarely and within the context of the Law.

Offences and Sanctions (These provide examples of the sanctions that may be utilised for a range of offences)

- **CLASSROOM DISRUPTION**
 - → Transfer to LSA Room
 - → Detention
 - → On Report
 - → Internal Isolation
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- **LATENESS**
 - → Detention
- **MOBILE PHONE**
 - → Confiscate until the end of the day
 - → Repeat offence will lead to confiscation until the end of the week. A parent or carer will then will be required to collect the phone on Friday at 3.00pm
 - → Refusal by the student to hand-over their phone will result in one day automatic fixed term exclusion .
- **ELECTRONIC EQUIPMENT**
 - → Confiscate for the day or longer as appropriate
 - → Refusal by the student to hand-over the electronic equipment/mobile technology will result in a one day fixed term exclusion.
- **TRAINERS JEWELLERY MAKE UP**
 - → Students will be asked to rectify concern
 - → Confiscate for the day or longer as appropriate
 - → Internal Isolation, LSA room
 - → Detention. Fixed Term Exclusion – for persistent offenders
- **DEFIANCE/DISRESPECT**
 - → Internal Isolation
 - → Referral to LSA room
 - → Fixed Term Exclusion
- **TRUANCY**
 - → Internal Isolation

- → Referral to Head of Inclusion
- → Fixed Term Exclusion

- OBSCENE LANGUAGE
 - → Internal Isolation
 - → Referral to Head of Inclusion
 - → Fixed Term Exclusion
- SMOKING
 - → Letter Home/written sanction
 - →Detention
 - →Internal Isolation
 - →Fixed Term Exclusion

- BEHAVIOUR PHYSICAL
 - → Internal Isolation
 - → Referral to Head of Inclusion
 - → Fixed Term Exclusion

- BULLYING (Including cyber bullying)
 - → Internal Isolation
 - → Referral to Head of Inclusion
 - → Fixed Term Exclusion
 - → Permanent Exclusion

- THEFT
 - → Internal Isolation
 - → Referral to Head of Inclusion
 - → Fixed Term Exclusion

- VANDALISM
 - → Internal Isolation
 - → Referral to Head of Inclusion
 - → Fixed Term Exclusion
 - → Permanent Exclusion

- POSSESSION OF ALCOHOL, DRUGS, OFFENSIVE WEAPON
 - → Fixed-Term Exclusion
 - → Permanent Exclusion

These sanctions are not used in rank order but are adopted to correspond to the seriousness and frequency of the behaviour. Students should note ; -

- *General School Rules that apply to all members of our community.*
- *Be polite and respectful to everyone at all times.*
- *Bullying of any kind is not acceptable.*

- Obscene, racist, homophobic or sexist language is never acceptable.
- When moving in and around the building walk quietly.
- Always be on time.
- School uniform must always be worn by students in years 7-11.
- Truancing or absconding from school is serious misconduct.
- Do not mistreat or vandalise property.
- Disobedience to anyone in authority in school is never acceptable.
- Do not interfere with health and safety equipment or other equipment which might cause harm eg fire alarm, fire hoses, gas and electrical appliances, etc.
- Keep the site tidy. Put litter in bins.
- Mobile phones and mobile technology are not allowed in school.
- High energy drinks are not allowed in school.
- Selling confectionary items / drinks for personal gain is not allowed in school.
- Smoking is banned on school premises.
- Gambling is not allowed in school.
- Drugs are not allowed in school. Any student found in possession, selling, supplying, or under the influence of drugs will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.
- Alcohol is not allowed in school. Any student found in possession, selling, supplying, or under the influence of alcohol will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.
- Solvents are not allowed in school. Any student found in possession, selling, supplying, or under the influence of solvents will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.
- Offensive Weapons - It is illegal to carry knives or other offensive weapons on and around the school site. A 'weapon' is any firearm of any description, including starting pistols, air guns, and any other type of replica or toy gun. Knife, including all variations of bladed object including pocket knives, craft knives, scissors etc. Explosive, including fireworks, aerosol spay, lighter, matches. Laser pen or other object, even if manufactured for non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon. Any student found to be in possession of a weapon will be issued

with a fixed period or permanent exclusion from school and in some circumstances the police might also be contacted.

Bullying

Bullying is a form of intimidation in which a more dominant individual abuses the power he or she has over a less dominant individual. More than one bully and more than one victim may be involved in a bullying incident". "Bullying in Schools" – Cleveland

- 1. *Bullying can be: Emotional abuse can happen to anyone at any time in their lives. Children, teens and adults all experience emotional abuse. And emotional abuse can have devastating consequences on relationships and all those involved. Just because there is no physical mark doesn't mean the abuse isn't real and isn't a problem or even a crime in some countries.***

2. Definition of Emotional Abuse

One definition of emotional abuse is: "any act including confinement, isolation, verbal assault, humiliation, intimidation, infantilization, or any other treatment which may diminish the sense of identity, dignity, and self-worth."¹

Emotional abuse is also known as [*psychological abuse*](#) or as "chronic verbal aggression" by researchers. People who suffer from emotional abuse tend to have very [low self-esteem](#), show personality changes (such as becoming withdrawn) and may even become depressed, anxious or suicidal

- Physical from deliberate pushing and jostling to assault.
- It can also involve theft or damage to the victim's property.

Cyber Bullying

Cyberbullying is [bullying](#) that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Why Cyberbullying is Different

Pupils who are being cyberbullied are often bullied in person as well. Additionally, [pupils](#) who are cyberbullied have a harder time getting away from the behavior.

- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a pupil even when he or she is alone. It can happen any time of the day or night.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.

- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

This often takes the form of contact via by mobile phone calls, texts, e-mails or social networks.

- a one-off incident or a sustained campaign.
- by individuals or by groups. Members of groups can become bullies to be accepted by group members.
- amongst adults also.

Bullying Prevention:

- As bullying is a serious breach of the school's standards of behaviour we will maintain a constant focus and vigilance towards this issue through regular references to it in school meetings.
- Advice and help to parents through parental communications.
- Teachers will take every opportunity to reassure students and staff that the school cares about their welfare, is not tolerant of bullying, is rigorous in dealing with bullying and is committed to eradicating bullying.
- Students are encouraged to report in confidence any instances of bullying that they either are victims of or aware of involving others.

Staff will : -

- a) encourage self-confidence and assertiveness.
- b) encourage a supportive and caring attitude amongst students.
- c) encourage students to talk to someone when bullying occurs.
- d) take all reports of bullying seriously, act as quickly as possible, reassure the victim, give support and advice, ensure the "bully" is aware of disapproval, involve parents as necessary, ensure both the victim and "bully" are supported after the incident to ensure that the victim feels safe and supported, and that the "bully" is sanctioned appropriately and educated to modify behaviour so that it never happens again.

Reference

(School Bullying Policy)

Appendix

Rights, Responsibilities and Roles – Home School Agreement

Wathen Grange School will ensure that;

- expectations regarding behaviour and the core values are consistently and continually re-enforced clearly to all students and staff during assemblies, tutor time, lessons, extra-curricular activities and staff briefings.
- the expectation for good behaviour is promoted within school.
- good behaviour is recognised, celebrated and rewarded Telephone calls Home, Certificates and Letters to parents.
- the good behaviour expected of our students is modelled by staff.
- staff at Wathen Grange will address students, parents and each other in a respectful manner.
- staff at Wathen Grange will challenge behaviour that puts students' safety, happiness, learning and social/academic development at risk.
- sanctions will be applied fairly, consistently, proportionately and reasonably – taking into account any Special Educational Needs, disabilities, barriers to access and vulnerability.
- staff at Wathen Grange will investigate all incidents of a serious nature thoroughly before issuing a sanction. This includes giving the student(s) involved the opportunity to present their view of the event, seeking statements from other witnesses and viewing any cctv footage where appropriate.
- staff at Wathen Grange will endeavor to inform parents/carers of the detail and outcome of incidents where their son/daughter's behaviour has conflicted with the school's core values.
- staff at Wathen Grange will arrange reintegration interviews for parents at the end of a fixed period exclusion.
- alternative provision will be made from day six of a Fixed Period exclusion. This may involve a temporary placement at another school or educational provision. • The Behaviour Policy does not discriminate against any student on, for example, grounds of race, gender disability or sexual orientation, and that it promotes good relations between different communities.
- All reasonable measures are taken to protect the safety and wellbeing of students and staff including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- Fixed-term or permanent exclusions will be imposed where it is proven that a student has intentionally made false malicious allegations against school staff.

- The school will work with other agencies to promote community cohesion and safety.

Wathen Grange students will:

- Ensure they demonstrate, through their behaviour within school, that they understand and model the core values of:
 - respecting oneself
 - respecting others
 - respecting the environment
- Accept personal responsibility for the way they behave in and outside of school.
- Feel proud and not embarrassed when recognised and rewarded for good behaviour.
- Address each other, staff and their parents/carers in a respectful manner.
- Expect to be challenged about behaviour that puts student safety, happiness, learning and social/academic development at risk.
- Not withhold any information, and be willing to explain their understanding of a situation, to assist in an incident being resolved because 'it is the right thing to do' and not because of pressure or fear.
- Inform a member of staff of any issues that may affect their behaviour, attitude to learning or academic/social progress.
- Take responsibility for their behaviour, explaining to their parents what they have done and what they intend to do to modify their behaviour.
- Follow reasonable instructions by school staff, obey school rules and accept sanctions, knowing that they have been investigated thoroughly.
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- Act as positive ambassadors for the school at all times including when off school premises.
- Not bring inappropriate or unlawful items to school.

Parents/Carers of Wathen Grange students will:

- Ensure that their children attend assemblies and personal development curriculum sessions, and should encourage their children to follow the core values of:

respecting oneself
respecting others
respecting the
environment
- Accept responsibility for the way their children behave in and outside of school.
- Recognise, celebrate and reward their child's good behaviour.
- Model behaviour that is expected of their children and staff at Wathen Grange.
- Address their children and staff in an appropriate manner
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- Send their child to school each day punctually, suitably clothed, fed, rested, equipped and ready to learn.
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- Attend meetings with the Head teacher or other school staff, if requested, to discuss their child's behaviour.
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- If their child is excluded from the school, ensure that their child is not found in a public place during school hours in the first five days of exclusion and, if invited, attend a reintegration interview with the school at the end of a fixed period of exclusion.
- Expect that their children will be challenged about behaviour that puts student safety, happiness, learning and social/academic development at risk.
- Encourage their children not to withhold any information, and to be willing to explain their understanding of a situation, to assist in an incident being resolved because 'it is the right thing to do' and not because of pressure or fear.
- Accept an imposed sanction knowing that a thorough investigation has taken place.
- Inform a member of staff of any issues that may affect their child's behaviour, attitude to learning or academic/social progress.
- Encourage their children to take responsibility for their behaviour and support their child, and the school, in providing behaviour modification support.
- Keep the school updated with contact details