

WAKEFIELD INDEPENDENT SCHOOL



Behaviour Policy 2023 - 2024

This policy has been approved and adopted by the Governing Body in September 2023 and will be reviewed in September 2024.

The Staff and Governors of Wakefield Independent School (WIS) believe that low self-esteem affects behaviour, learning and relationships. Self-esteem is the personal picture we have of ourselves, our strengths, weaknesses, abilities and limitations. Our image is built up by the positive and negative responses of the people we come into contact with.

It is our duty to give children boundaries, to give them security in making choices and expectations in line with the rationale of the school; a rights respecting school.

- WIS is an environment where exemplary behaviour is at the heart of productive learning.
- Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.
- Our behaviour policy guides staff to teach self-discipline not blind compliance.
- It echoes our core values with its emphasis on respectful behaviour, a partnership approach to managing poor conduct, and dynamic interventions that support staff and learners.
- Every person in our school is valued and expected to make a contribution towards a calm and equitable environment whilst striving to do the best they can.
- Everyone has the right to be treated with respect; the teachers in their role as professionals; pupils as enthusiastic and motivated learners, and parents as a support preparing their children for school life and supporting their learning at home and social development.

This can only be achieved through mutual trust and support, through this policy, associated policies and home school agreement; acceptance of sanctions and rewards. Everyone in our school needs praise, success, recognition and knowledge that they are valued as individuals, which is at the centre of everything we do.

Therefore, the purpose of this policy is to manage the behaviour in the school to provide an education that all can access. To do this successfully, good order has to exist. It is given high priority and lies at the very centre of our school. Values of truth, justice and equity, service and celebration underpin this School and are central to the children achieving success.

This policy covers the behaviour of our children during school hours, including whilst on school trips and at all times on residential. It also covers their behaviour whilst on-line and at any time when they are wearing the WIS uniform.

We aim to:

- Create a culture of exceptionally good behaviour: for learning, for the community, for life; where children know the standard of behaviour expected and where safeguarding and the welfare of children is taken into account at all times.
- Help learners take control over their behaviour and be responsible for the consequences of it;
- Build a community which values kindness, care, good humour, good temper, obedience and empathy, ENCOURAGE increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- Respect people's culture, faith, and the ethos and values of the School;
- Promote community cohesion through improved relationships;
- To prevent all forms of bullying, including cyber bullying, prejudice-based or discriminatory bullying (such as homophobia).
- Ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms;
- Positively reinforce behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive interventions;
- Enable pupils to be healthy and safe and to behave appropriately in order to enjoy and achieve their full potential in their learning.

Expectations of Adults:

At WIS, we expect every adult to:

1. Meet and greet at the door;
2. Be a visible presence around the school, both inside and out, to encourage appropriate conduct;
3. Ensure boundaries and 'out of bounds' areas are not crossed.
4. Model positive behaviours and build relationships;
5. Ensure pupils' attendance is high and that pupils are punctual to their lessons and that they are always well prepared, with the required equipment and homework tasks are completed on time;
6. Make provision for the pupils 'spiritual, moral, social and cultural development';
7. Encourage the children to raise money for charities, local, national and international, to promote personal development and the care of fellow human beings;
8. Make sure the School is vigilant in ensuring balanced views are expressed;
9. Plan lessons that engage, challenge and meet the needs of all learners;
10. Use a visible recognition mechanism throughout every lesson;
11. Be calm and give 'take up time' when going through the steps – Prevent before Sanction;
12. Follow up every time, retain ownership and engage in reflective dialogue with learners;
13. Never ignore or walk past learners who are making poor behaviour choices;
14. Be firm and consistent.

No adult is expected to deal with behaviour in isolation. Rather, they are to stand alongside colleagues to support, guide, and model and show a unified consistency to learners.

Senior Leaders will:

1. Take time to welcome learners at the start of the day;
2. Be a visible presence around the school and especially at transition times;
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations;
4. Regularly share good practice;
5. Support staff in managing learners with more complex or entrenched negative behaviours;
6. Use behaviour data to target and assess the School's wide behaviour policy and practice;

7. Regularly review provision for learners who fall beyond the range of written policies.

Recognition and Rewards for Effort

We recognise and reward learners who **meet and exceed** our expectations. Our staff understand that at WIS we recognise that the use of praise, in developing a positive atmosphere in the classroom, cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a positive note home, a phone call, email or a face to face chat. Children who demonstrate the three core rules will be acknowledged with achieving a Merits for their House. We have three Houses: Talbot, Price and Holgate.

Rewards and recognition of achievement include:

- Merits;
- Stars,
- Certificates of Commendation,
- Exceptional Work Certificates,
- Reward Stickers and Stamps,
- Headmistress' Awards,
- Progress Certificates,
- The Bladen Cup for Outstanding Performance,
WISPTA Cup for Perseverance.

Managing Behaviour

Engagement with learning is always our primary aim at WIS. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

- Praise the behaviour you want to see.
- All learners must be given 'take up time' in between steps.
- It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

- Learners are supported to recognise their responsibility for their behaviour.

- Staff will deal with behaviour without delegating.
- Staff will use the steps in behaviour for dealing with poor conduct.
- It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Aspects of behaviour that do meet our WIS ethos '**Be Ready, Respectful, Safe**' have a clear and consistent consequence. The stages below outline the rewards on offer for positive behaviour, which enforces to children that "your behaviour is your choice" and so too are the related rewards or consequences.

The 5 stages are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe.'

If incorrect behaviour choices are made, the next stage is used with clear scripts guiding each transition.

Each child begins each lesson on **stage 1**, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of lessons and days.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. Such adjustments will be discussed with the Senior Leadership Team/SENDCO and the child's parents or guardian, but will not distract away from the ultimate purpose of this policy.

The five stages are described below, followed by the script used by an adult at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules.

Stage 1 – The WIS Way!

We expect everyone to be on "Stage 1".

While on Stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values.

We are all human and therefore everyone might need a reminder from time to time.

Redirection/ Reminder – A positive encouragement to follow our school rules

Script: **Name, I am giving you a rule reminder.**

Stage 2 – Warning

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

“Your behaviour.... your choice”

Learners will be reminded of their previous good conduct to prove that they can make good choices.

This should be a discussion about the next stage, TIME OUT to get themselves back on to Stage 1. Once this has happened the pupil goes back on Stage 1

Script: **NAME, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to be on Stage 2. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see.**

Stage 3 – Time Out

If the behaviour continues the adult may decide that ‘Time Out’ away from the distraction is necessary. This may be in ‘The Nest’, or in another room supervised by an adult. During ‘Time Out’ the child will be expected to continue their learning and once this is complete, to show that they are ready to go back to stage 1. Time Out is always adult supervised.

Script (as used by adults): **NAME, you are now choosing to be on Stage 3 because you are not following our rule of (name rule here). We will discuss this later. You need to take some time out to help you focus and ensure you get back to Stage 1.**

At this point, the child may receive a demerit, which will be recorded in the pupil’s diary for the parent to see.

A restorative conversation will be had with any child reaching Stage 3. Children will be expected to have a reflective dialogue during their time out.

Restorative Conversation

Questions:

(KS3/4)/5 questions, (KS2)/3 questions, (KS1)/1 is usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been directly affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Imposition given if needed

An imposition is additional work that must be completed within two evenings, countersigned by parent and returned to school. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher. Or, this work could be completed in school at a break-time/lunchtime with an adult supervising and thus meaning the child misses free time with their friends.

Stage 4 – Reflection time/Loss of privileges

In the circumstance that the rule or rules continue to not be followed within a given lesson, or for serious breaches of behaviour the child will be removed from the classroom to ensure that effective learning is able to continue.

Depending on the circumstance, the child will be sent to one of the SLT team. The Senior Leader involved will complete a Head's Report, and will decide on a necessary period of time for the child's behaviour to be monitored.

This is a time when children will be monitored in their class/at playtime and breaks and staff will comment about their behaviour choice during the period of the report.

This Head's Report will be appropriate to their age (Y7 – Y11) and understanding and is led by the form tutor. The aim is to offer a restorative and reflective approach to their behaviour choices and re-emphasises their capacity to make excellent behaviour choices.

There will be a consequence for their choices in the form of loss of privilege (longer periods of break/lunchtime lost, exclusions from activities) plus any missed/unfinished work will need to be completed at home.

Parents/Guardians will be informed by phone call or letter.

Loss of privilege will be with a member of staff.

Script: **NAME, you are now choosing to be on Stage 4 because you are not following our rule of (name rule here). I will now ask an adult (the Inclusion Lead) to take you to another room so that we can continue to enjoy our learning in class.**

Parents will be invited in to discuss the child's behaviour.
The Report /Card will be kept in the pupil's file.

A restorative conversation will be had with any child reaching stage 4 by the person who has issued it and the SLT member together.

Questions:
(KS3/4)/5 questions, (KS2)/3 questions, (KS1)/1 is usually enough from the following:

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- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been directly affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Stage 5 – Behaviour Management Support Plan

These are designed for those children who struggle to stay on Stage 1 and need more guidance on a daily basis.

They also form a picture of behaviours over a week so that any problem times can be pin pointed and support can be given.

Behaviour Management Crisis Plan

Further support involving clear targets set in conjunction with parents and daily communication between home and school.

Stage 5 Behaviour Management:

When there is concern that a child's behaviour is impacting on their own and other's capacity to learn, a process of either behaviour management support, or a behaviour management crisis plan will begin.

Behaviour Management Support:

Where a child's behaviour becomes a concern, behaviour management support commences. Behaviour becoming a concern is defined at WIS as:

Aspects of a child's behaviour regularly impacting negatively on their learning, well-being of themselves and potential to flourish to the best of their ability and may be shown by:

A child reaching **Stage 3** two to three times a week for a period of time or **Stage 4** more than twice in a half term.

Structure of Behaviour Management Support:

The following routine will be adopted in this scenario:

- The child and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact.
- A Behaviour Support Chart will be established which sets achievable behaviour targets for the child.
- A meeting will be held with the child's parents to discuss the above.
- There are two levels of support: BMS1 supported by class teacher, BMS2 by member of SLT team
- This will be shown to the class teacher/Senior Leader at the end of each day and also taken home and signed.
- This will be reviewed after a week. Where improvements are seen, the child will be rewarded and the behaviour support stopped. Where improvements are not seen, additional interventions will be considered.
- A time frame will be given for this plan

Behaviour Management Crisis:

Where a child's behaviour becomes a significant concern, behaviour management crisis plan commences.

Behaviour which is reaching a crisis is defined at WIS as:

Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them and may be shown by:

- A child reaching Stage 5 more than twice in a half term
- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion.

As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's SEND profiles or in the form of an adapted behaviour support plan which will record all the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern still applies.

Structure of Behaviour Management Crisis Plan:

The following structure will be adopted in the establishment of a behaviour management crisis plan with supplementary information pertinent to the given child detailed under each section.

- Parents fully involved with this management plan. Daily communication.
- Description of Patterns of Behaviour and Evidence / Examples which give cause to a crisis plan being completed
- Main areas for concern (Maximum of three)
- Purpose of Crisis Plan
- Information that is pertinent to Day to Day Management
- Advised Mode of Positive Handling / Management in a Violent, Aggressive or Potentially Violent, Aggressive Situation
- Medical Needs
- Additional Information
- Behaviour Consequences
- Associated Documents

The Behaviour Consequences section will remain in accordance whilst on a behaviour crisis plan.

Any escalation of behaviour within Stage 3 will have been within the parameters set in the behaviour management crisis plan i.e. all reasonable adjustments will have been made.

It is important that as behaviours are repeated and escalate, so do the consequences given. A restorative approach will be utilised in all of the stages below, alongside an acknowledgement that the education, safety and well-being of all children and teachers is paramount.

Crisis Phase 1: The Crisis Plan is established between Home and School. Daily communication between the class teacher and parents. It will be reviewed with a member of SLT at the end of the week.

Crisis Phase 2: If the child reaches Stage 4 more than once whilst on their crisis plan they will be educated outside the classroom for half a day with a member of the Senior Leadership Team

Crisis Phase 3: If Crisis Stage 2 is reached more than once, they will be formally internally suspended for a day with the Headmistress. This suspension is placed on their educational record.

Crisis Phase 4: If this behaviour continues the child will receive a fixed-term external suspension for a given period. This suspension is placed on their educational record.

Crisis Phase 5: If Crisis Phase 4 is reached repeatedly they will be at risk of permanent exclusion. It is likely in this scenario that outside agencies who are yet to have been involved will be called upon for advice and support e.g. Behaviour Educational Psychologist Assessment.

The Headmistress reserves the right to adapt the stages of the Crisis Plan at any point with the interests of staff and children's wellbeing and education as paramount.

Suspensions and Exclusions

Fixed Term Suspension

WIS believes that, in general, suspensions are not an effective means of moving behaviour forward.

However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the School's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headmistress may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headmistress to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

Permanent exclusion should be seen as a last resort and a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The Governors of WIS agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

WIS uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

- The School Code of Conduct is displayed in every child's personal diary (WIS Behaviour Blueprint).
- Any form of humiliation or sarcasm is not acceptable.
- Every effort will be made to maintain safety and retain all children's access to learning.
- Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable.
- However, issues must be addressed appropriately and promptly.
- Decisions regarding consequences must be considered, reasonable and not made on impulse.
- Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Pupils' conduct outside the School and on the School Buses

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Reasonable Force

At WIS key members of staff are trained to calm children and de-escalate difficult situations. Staff know how to hold children safely, if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others.

Should this occasion arise; children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions

that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Confiscation of Inappropriate Items

There are two sets of legal provisions, which enable School Staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If the behaviour of a child over the age of 10 is considered to be criminal or to pose a serious threat to a member of the public, the police will be notified. Parents will be informed that the school is doing so.

We will always consider whether an incidence or pattern of negative behaviour is linked to the child suffering, or being likely to suffer, significant harm. If this is the case, School Staff will follow our child protection policy.

KCaryl
Headmistress

2024

September 2023-September