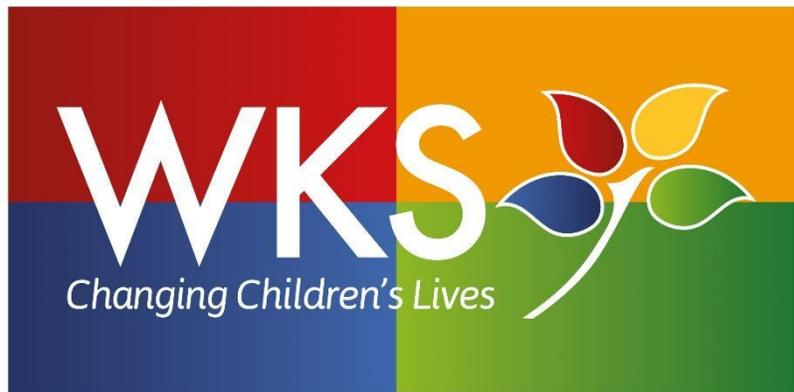


West Kirby School and College



WEST KIRBY SCHOOL AND COLLEGE

Behaviour Policy

Date Written: September 2020

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‘It is the responsibility of each member of the community to
protect and respect the rights of all’

Behaviour Policy

Rationale

WKS seeks to create and maintain an environment in the school, which encourages and reinforces good behaviour. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place. It is acknowledged that society expects good behaviour as an important outcome of the educational process.

The purpose of this policy is to clarify the expectations the school has for pupils’ individual behaviour and conduct, and the roles and responsibilities of pupils, staff, parents and governors throughout the day and within the residential care setting. The Behaviour Procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way.

Purpose

- To create and maintain an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, self-control and positive relationships.
- To ensure that the school’s expectations and strategies are widely known and understood by all staff across day and residential care settings.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

At WKS we understand and believe that behaviour is a form of communication. Different people communicate different messages through various behaviours. The messages communicate a number of underlying needs. This Policy is to be read in conjunction with other relevant WKS policies and procedures;

- School Code of Conduct
- Pupil consent/permission booklet which notes expectations of staff, parents and pupils

- Guidelines for 'Modifying Pupil Behaviour'
- Anti-Bullying Policy
- Rewards and Consequences
- RPI Policy
- Safeguarding Children and Child Protection Policy

It is our aim to listen closely to the messages communicated and to meet the various and complex special needs of our pupils. We aim to provide an atmosphere of mutual trust in which the aims are accepted and needs are met for all people.

We all have specific roles and responsibilities that should ensure trust is encouraged throughout the school day and within the care setting. When trust is built up and embedded, respect will follow.

Well planned curriculum and engaging lessons and activities on the residential setting are important in motivating students and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

Behaviour Expectations

Students are expected to behave well in and out of lessons, and travelling to and from school. The fundamental expectations for all members of the school are:

1. Show respect
2. Show consideration for others
3. Show respect for property
4. To be fair
5. To be trustworthy
6. Respect yourself
7. Show self control and discipline
8. Honour commitments and keep promises
9. Take personal responsibility for your own behaviour
10. Help others less fortunate than yourself
11. Solve problems in an appropriate manner
12. Strive to be compassionate

Students behave appropriately where they can actively and successfully engage in their learning. All staff whether in day or residential settings should set high expectations of

students in lessons and activities both in their learning and in their behaviour for learning and ensure these are clearly explained and consistently applied. Primarily, good behaviour and discipline is the responsibility of the classroom teacher, care staff other member of staff responsible. These staff are respected most when they respond quickly, fairly and consistently with unacceptable and challenging behaviour in lessons/sessions.

Behaviour out of school

Schools now have the power to exercise discipline beyond the school gates. The behaviour expectations of WKS students is the same whether they are in school, travelling to and from school, on school trips, on the care setting, completing courses at other centres or involved in activities out of school which may affect other students (for example cyber bullying) and the same system of consequences will be applied.

Rules and Procedures

We are all accountable for our behaviour and must always consider the effect our actions may have on others. West Kirby School and College (WKS) is a community and as such, we all have to accept that some things are fundamentally right about the way we treat each other, both within and outside of the classroom.

As a community we must be aware of the effect our behaviour has on others, as *it is the responsibility of each member of the community to protect and respect the rights of all*. In order for this to happen, WKS has to have rules and procedures in place as a safe guard, protecting the rights of all.

WKS will ensure that the rules and procedures* in place concerning pupils will:

- be kept to a necessary minimum
- be positively stated
- actively encourage all involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

*See desirable behaviours at WKS

School uniform:

School uniform is expected to be worn by all pupils in school up until Post 16 when pupils can choose what they wear (within reason) as preparation for college life.

The uniform is:

- All black footwear
- Black trousers or black skirt (not jeans or tracksuit bottoms*)
- White polo shirt or white cotton shirt and School jumper or cardigan if required*
- Coats and hats are not to be worn in lessons but can be accessed for any outdoor activities if required*

*Note: reasonable adjustments will be made based on pupils' individual needs; sensory, etc.

Jewellery:

Pupils are able to wear stud earrings in ear piercings, however, no other piercings are allowed including, nose, eyebrow, lips, etc.

A watch may be worn however, the use of smart watches (unless in Post 16) is not allowed. (See mobile technology)

Rings on fingers, bracelets and necklaces are not allowed to be worn in school

Drinks in school

Pupils will require hydration throughout the day and it is recommended they have a bottle of water, fruit juice, smoothie, and sugar/caffeine free carbonated drink. We have water machines around school which can be accessed with permission throughout the day. Energy drinks and full sugar/caffeinated carbonated drinks are not allowed in school.

Snacks in school

Fruit is available all day in school and offered at break times and lunch. Milk is also available and fruit juices.

The school offers a breakfast club in which pupils can access cereal, toast, decaffeinated coffee and tea together with hot toasties on Friday.

Due to the above we feel that it is unnecessary for pupils to bring in excessive amounts of sweets, crisps and/or chocolates. We would like to think a sensible amount could be consumed at break time if at all.

Chewing gum

Chewing gum is not allowed in school mainly due to the mess created when disposed of. It also poses a choking threat when playing sports or active games.

Mobile Technology (smart-phones and Tablets)

Technology can be a valuable source of information, when used appropriately. However, in the media and from recent reports by the government we have seen evidence of the negative effects associated with modern technologies. These have included; distraction or 'Safeguarding' issues such as Cyber-bullying and grooming, with the particular

problem occurring via the use of mobile phones and tablets. Therefore, the decision here at West Kirby School is to clarify the following rules:

- All phones handed in at registration in the morning to form tutor or teaching assistant
- All phones handed back to pupils at the end of the day at registration
- Pupils in KS4 can work towards having the phone for use in the activity part of lunchtimes (Targets set over two weeks to work towards based on individualised targets). The aim of this is also to help the transition to post 16/college

A recent study by the London School of Economics: “Where schools banned smartphones from the premises, or required them to be handed in at the start of the day, pupils’ chances of getting five good GCSEs increased by an average of two per cent. “The improvement was even more marked for lower-achieving pupils. Results among pupils in the bottom quarter of achievement improved twice as much as the average.”

Searching

- School staff can search a pupil for any item if the pupil agrees.
 - The Principal and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or other weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers*
 - e-cigarettes and vapes*
 - lighters
 - fireworks
 - pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupils)
 - The Principal and authorised staff can also search for any item banned by the school rules

* There should be no smoking by students, staff or visitors in the buildings or on any part of the site at any time. The use or charging of electronic cigarettes on site is not permitted as they represent a fire hazard.

Pupils found in possession of smoking or electronic cigarette paraphernalia will have it confiscated, and stored safely. Parents/Carers may collect the items within 7 days, after which time they will be disposed of.

Students found to be smoking, or associating with others who are smoking, will be given a consequence as soon as practicable from the time of the transgression

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Screening- What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If pupils fail to comply and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

Searching without consent- what the law says:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury, 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.
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Rewards

At WKS emphasis is placed on rewards as reinforcement of good behaviour rather than on sanctions as a deterrent for poor behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, for individuals and groups. It is earned by the maintenance of good standards as well as by particular noteworthy achievements. This is as true for adults as it is for pupils. Rates of praise for behaviour should be as high as for work. There are various methods through which praise can be given in class, on day and residential groups, as well as through our regular whole school celebration assembly.

Consequences

Discipline – from the Latin disciplina (“instruction”) and discipulus (“pupil”) from discere (“to learn”)

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence. However, here at WKS we have developed a positive approach to consequences and introduced Resolution time. Research suggests that it is not the length but the certainty and not the severity but the content, to resolve problems, not simply to sanction.

The use of consequences should be characterised by certain features:

- It must be clear to all, especially the pupil, why the consequence is being applied
- It must be made clear to all, especially the pupil, what changes in behaviour are required in order to avoid future consequences
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that the consequence/resolution is aimed at

For our pupils to succeed both within the school community and in society as a whole, depends greatly upon their ability to make responsible choices. WKS has adopted a whole school approach to discipline in which pupils are treated, by all staff, in a fair and consistent manner, thus allowing pupils to know exactly where they stand. This system is centred upon rewards and praise for pupils making the right choices

Our system and approach to discipline helps pupils learn that good behaviour brings with it desirable consequences and poor behaviour brings with it undesirable

consequences, however, it is important to note that all consequences are aimed at resolution and positive outcomes for all.

Strategies for Pupils with Autism

Our aim is to provide an education that meets the specific needs of a child with an Autism Spectrum Condition (ASC) and modify their behaviour by using autism specific strategies e.g. visual support, social stories and comic strip conversations. We aim to support all children to reach their full potential and prepare them for independence and to participate in society. To achieve this, we will work consistently, with flexibility of thought and have an awareness of the sensory issues which impact upon our pupils.

Objectives

- To prevent and reduce inappropriate behaviours
- To help pupils develop strategies to manage their own behaviour
- To teach functionally appropriate skills to replace inappropriate behaviours
- Every child has different needs that are met in different ways. We must endeavour to see the world through their eyes to enable them to achieve their full potential

Recording behaviour incidents

All significant behaviour incidents are recorded within an online database, 'Behaviourwatch' by individual staff across the school and residential care setting. Staff can build a better picture of an individual pupil's behaviour and this also enables the Senior Leadership Team and Pastoral Care Team (PCT) to identify any more general triggers, patterns and thus develop strategies to support the young people who are finding difficulties managing their behaviours. This is achieved via bespoke and individualised interventions.

Responsibilities

The Governors are responsible, in consultation with Senior Leadership Team, for establishing the policy for the promotion of good behaviour and for reviewing it at the appointed review date.

The Deputy Head is responsible for leading and ensuring the development of Behaviour and Attitudes in partnership with the Pastoral Care Manager. **The Senior Leadership Team** is responsible for the implementation and day-to-day management of the policy and procedures. They will support staff in dealing with behaviour concerns and encourage staff to use strategies to avoid such behaviour. They will monitor behaviour

in the whole school, including residential care setting and offer support and training to deal with any behaviour issues.

Form Tutors are responsible for dealing with matters within their class, supporting pupils in their use of rewards and consequences and offering support for those students whose behaviour is deteriorating. A referral to Clinical Services (CS) or The Pastoral Care Team (PCT) may be required to further support the young person.

The Pastoral Care Team (PCT) is responsible for contributing towards the development of Behaviour Policy. Primarily, the role of PCT is to reduce barriers to learning and recognise the early signs of disengagement. A referral to PCT is made through the SENDCo. Individual Action Plans and Clinical Profiles are formulated or updated to address the issues of concern and modify pupil behaviour. PCT will liaise with outside agencies as necessary and offer support within school for students where social and emotional issues may be affecting their behaviour.

All staff are responsible for applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all students and recognising the special needs. As role models to students, staff model high standards: being punctual, preparing lessons, activities and resources thoroughly and remaining professional in their dealings with students, colleagues, parents and members of the community. They will dress appropriately and demonstrate a positive attitude to all other members of the community.

Students are responsible for their own behaviour and for adhering to the Classroom/ Residential Group expectations. They will be expected to be polite and respectful to all staff and students, to allow learning and activities to take place, to wear their school uniform correctly when appropriate, to be punctual and well equipped, and to treat all property and surroundings with respect.

Parents are responsible for supporting the good behaviour and high expectations of the school. They are encouraged to work in partnership with the school and to support the Home School Agreement.

Evaluation and development of policy

The policy will be developed through consultation with staff, students and governors. The policy should be considered in conjunction with other relevant policies such as the anti-bullying policy, the Safeguarding Children and Child Protection policy and the exclusions policy. Students will be consulted about, and informed of, any changes to the policy.

Review cycle of policy

This policy will be reviewed by the Governors every year in accordance with the school's review cycle.

Responses to Behaviour on Residential Care

Please see Residential Care documents:

- Permissible Consequences WKS
- Residential Consequences Form
- Rewarding Positive Engagement & Behaviour
- Residential Pupils– Going for Gold

BEHAVIOUR POLICY

To be reviewed: September 2021