

WEATHERFIELD ACADEMY

To become the best person you can be.



Self-Management & Conduct Policy *Understanding and Supporting behaviours that challenge*

Senior Management Team
February 2022

To be reviewed: March 2025

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Mission Statement and academy ethos

"At Weatherfield Academy we put the child at the centre of everything we do. Our aim is to make sure that we create a safe and secure learning environment where young people can thrive and develop into confident young adults."

J. Selmes - Headteacher

Our motto is 'to become the best person you can be' and this ethos runs through the academy, meaning that we as staff and the students are constantly striving to improve. Behaviour has been graded Outstanding at our academy (Ofsted, October 2017). However, we recognise that the ever changing nature of the young people that we have in our care predominates that we have a policy that is flexible and yet offers structure for our young people, teachers and parents or carers.

Introduction

The DfE Guidance, ' (2021), has been taken into consideration when producing our this policy. In this policy we will discuss how to implement the strategies that we have in place, and how we, as educational practitioners, should help young people to make the correct positive choices both in and out of school. At Weatherfield Academy we focus on the positive aspect of our young people's choices and help them to make 'Smart' choices in order to help them progress as a responsible young adult.

At Weatherfield Academy we appreciate that different strategies can be employed to suit the situation and the needs of any particular young person at any time. Changing and evolving our strategies is therefore the key to meeting the needs of all our pupils. We consider what may lie behind the negative choices our learners make; this approach gives us the opportunity to work with individuals to develop their ability to self-manage emotions and respond appropriately in varying situations.

- Young person centred planning
- Effective teaching and learning approaches which are inclusive, motivate and challenge learners at their own level of ability.
- Consistency of approach throughout the school
- A clear and transparent system

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- Rewards and target setting

Using these key principles we aim to give all our young people every chance to succeed.

We aim that our young people will:

- Listen to adults, following instructions
- Be polite to all - call everyone by their given name.
- Work together and walk away from trouble - tell an adult about any concerns.
- Walk quietly - only be where they are supposed to be.
- Look after all property.

How we work - our traffic light card system

Our traffic light card system starts with an adult asking a young person to complete a task. If the young person makes the correct choice then no further action is needed. If the young person fails to make the correct choice, they will be reminded that as a young person within school they have to complete a task set by an adult. If the young person continues to not make the correct choice then the adult needs to make a dispassionate judgement on the next course of action. 'Do I need to issue another warning or do I need to ask if they want five minutes in The Base and complete their task there?' When a student is sent to The Base, it is to give that young person a chance to calm themselves down so they can then make the right choice and go back to the lesson and engage fully. This option will be made available to our young people at every stage of the card system, helping our young people to make the right choice and participate fully and enjoy the well planned and differentiated lessons.

The card system that is outlined within this policy is just one tool for achieving the behavioural outcomes that we expect in Weatherfield Academy. The needs of our pupils dictate that additional behavioural strategies may have to be implemented in conjunction with the card system. A daily target card may be used to give focus to that young person and give specific goals to achieve. Some students may respond well to reporting to a member of the Senior Leadership team, whilst others respond best if they are on a praise card, whereby adults within the school write things that the student has done well on a praise card that they will take home each day. These strategies, as well as many others, will be employed within the Academy and will evolve with the ever progressing nature of our young people.

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Recording Behaviour incidents

All negative and positive behaviours are to be recorded using Class Charts, this system allows analysis of our behaviours and further action to be taken where necessary.

In our tutor time Class Charts will be shared with our learners so they have an opportunity to reflect on their behaviour through the day/week.

Ensuring consistency:

This policy is to be distributed and implemented throughout the academy. Any supply staff that come into the school will receive a copy of the card system along with summary information on each young person's specific needs. This will assist them to plan lessons and manage classroom behaviour. Electronic copies of this policy will also be placed on the learning platform and on the school website.

Governors and Trustees will be sent a copy of this policy so they can evaluate any changes or updates that have been made to it a week before the next review date. Teachers and staff will be consulted on how they feel it is working and those considerations will be taken into account during the next review. This is to ensure a whole school co-operation on this policy and how it should be taken forward.

This policy is to be openly shared with parents and carers so that they can use this structure within their own homes if they wish. The continuity of home and school behaviour management will hopefully give our young people more consistency throughout their lives and aid them becoming more rounded individuals.

Roles and responsibilities

GOVERNORS

- The Governors will monitor, review and amend the policy, annually.
- The Governors will monitor incident forms (linked to red cards)

SENIOR MANAGEMENT

- They will liaise with outside agencies with regard to general behaviour policy procedures.
- They will monitor patterns of behaviour from the Base report, lunchtime report and Integris behaviour log.
- They monitor and evaluate the effectiveness of the behaviour policy.

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- They will support staff in dealing with behaviour issues escalating to the key stage leader then the respective SLT member and then to the headteacher as required.
- Coordinate training for staff.
- Ensure a copy of this policy is made available to every member of staff upon their induction and ensure they sign to confirm that they have read and understand it.

CLASS TEACHERS/TEACHING ASSISTANTS

- Must report all incidents within 24 hours of the event.
- Must share and celebrate positive behaviours recorded in Class Charts.
- Must record and evaluate incidents of inappropriate behaviour.
- Must complete incident forms when necessary.
- Will refer serious concerns to the Key Stage leaders, Safeguarding officer (KO/JS) or member of the Senior Leadership team.
- Ensure that they receive, read and sign to say they have read a copy of this policy.

PARENTS/CARERS

- Can support Weatherfield Academy in its commitment to Team Teach, and agree that positive handling strategies can be used with their child if it becomes necessary.
- Should agree with the expectations of pupils' behaviour in the school policy; encourage their child to accept the standards wherever possible.
- Can support the school and contribute towards achieving these standards, by reporting on progress and achievements of their children
- Should report any concerns they have to the school.

Behaviour at break and lunchtimes

The lunchtime supervisors have the same authority as all other school staff with regards to discipline; each supervisor must report any incidents of unacceptable behaviour at lunchtime to the class teacher responsible for that child at the end of the lunchtime period. All lunchtime incidents will be dealt with in line with the card system; this will dictate how the consequences are organised.

A behaviour log is maintained for each lunchtime which is then produced for SMT to discuss any patterns of behaviour/concerns.

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Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays, all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Constructive feedback should be a tool used in every lesson to help the students understand how they can improve.

Post incident support

Many strategies are put in place but sometimes undesirable behaviours still will occur. These behaviours may well have an unrelated cause. At Weatherfield, we aim not just to stop these negative behaviours through well planned, and engaging lessons, but also to develop strategies that can help to prevent incidents occurring in the future. After an incident has occurred, students will be encouraged to talk about why this has happened, and if appropriate, have a reconciliation meeting that is ideally attended by a **Key stage leader**.

The Base

The Base is a proactive, short term behavioural intervention. It can be utilised for either counselling, family support work and for individual students to calm down and make the correct choice. For more information about The Base please see '**The Base policy**'.

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Appendix 1

Card system:

Warning one: Given if students make the wrong choice.

Offer the base as an aid to make the correct choice.

Warning two given if students still refuse to make the correct choice.

Offer the base as an aid to make the correct choice.

Yellow card: student has made the incorrect choice for the third time this is their final warning, **sanction given - break time.**

Offer the base as an aid to make the correct choice.

Orange card: They will be given the opportunity to make the correct choice again if they refuse they will be given a **sanction - break and some of lunch time.**

Offer the base as an aid to make the correct choice.

Red card: Student has continually made the incorrect choice they now have lost their break and lunch t_he next school day. SMT/ SLT Head of key stage should be involved at this point. **Sanction given - lunch or after school time.**

Weatherfield Academy policy for positive handling
Care and Control (incorporating Physical Restraint)

The use of Positive Handling to manage physically challenging behaviour

Responsible Governor: Trevor Rix

This section of the policy has been developed in response to DCSF Guidance (11/07) on "The use of force to control or restrain pupils", and in conjunction with section 93 of The Education and Inspections Act 2006.

It also follows the BILD code of practice for the use and reduction of restrictive physical interventions (2010)

The part of the policy has been prepared for the support of all teaching and support staff who come into contact with pupils to explain the school's arrangements for care and control.

Section 93 of the Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:-

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself) or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate "Duty of care". They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

- We will be striving to work together using the team teach strategies that have been delivered in whole staff training.
- We are operating a positive touch system.
- Any student that requires more than a guide or help hug to deescalate a situation will need to be written up on a positive handling form.

All positive handling must be reasonable, proportionate and necessary

Weatherfield Academy

The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.

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- A committed team approach is vital to the promotion of a positive ethos.
- Staff provide a positive role model for pupils and this is reflected in their professionalism.
- Pupils will be respected as individuals.
- Work will be appropriate to the abilities and emotional, religious and cultural needs of each pupil where possible.
- The pace of the school day, and delivery of lessons, will be appropriate to the needs of the individual pupil.
- Pupils are encouraged and expected to respect each other, staff, visitors, the school environment and those they meet when out of school.

Team teach at Weatherfield Academy

Team Teach is a structured, non-violent staff development programme that promotes Techniques (that are) Effective with Anger, aggression Management (utilising) Therapeutic Educational Awareness Communications Handling (strategies).

The approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a pupil, and it teaches safe, effective ways to do this. Weatherfield Academy is ensures that the majority of teaching staff have been trained in its use. Any risk associated with physical intervention is covered in great detail during initial and refresher training for all members of staff. Team Teach techniques seek to avoid injury to the pupils but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the students remain safe. Parents of children highlighted as likely to be involved in the technique will be informed of Team Teach by a member of SLT or SENCO during review meetings and when writing positive handling plans.

POSITIVE HANDLING PLANS

Positive Handling plans should be written for any students that may be or could be a danger to themselves, others or school property. These should

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be completed by Heads of Key stage in co-operation with as many other professionals as possible giving 'whole view' of that student. Drawing up the plan can also be done in consultation with parents/carers and other members of staff and outside agencies if necessary.

Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist service, social workers and Medical Professionals etc. The plan will indicate which undesirable behaviours are being exhibited and possible triggers for them. It will provide guidelines for managing the environment in order to prevent incidents of inappropriate behaviour and clear instructions on how to intervene when behaviours have occurred. Any Team Teach techniques that should not be used will also be mentioned when appropriate. There will also be a section on communication needs. Arrangements for reporting to parents and a date for review are also included. The class teacher, the parent, the SENCO and a member of the SLT will sign the plan. It will be reviewed constantly as it is a working document. It can be accessed by any member of staff on google drive.

It will highlight key actions; will be displayed in the pupil's classroom if necessary. Unfamiliar staff will be given the opportunity to read individual plans for consistency of behaviour management.

Incidents of positive handling

When incidents of Restrictive Physical Intervention occur that are detailed in an individual's positive handling plan, these will be recorded on monitoring sheets, kept in the Head teacher's office. This will be sent to team teach for their records.

Reinforcing positive behaviour

Using the Rewards systems that are inbuilt within the school students should be thoroughly encouraged to show and display behaviour that are conducive to a positive learning environment. The systems that are in place are designed to add rewards to incentivise positive behaviours.

Definitions of positive handling

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it in Weatherfield Academy:-

- Positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

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- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause. (para 3.4 page 10 DFES guidance Ref LEA/0242/2002 - contact DFES SEN schools team)

Physical Contact

There are situations in which proper physical contact occurs between staff and pupils. Examples of these would be in the personal care of pupils with complex medical needs, in games/PE.

Physical intervention

This may be used to divert a pupil from a disruptive or destructive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

Physical control/restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property, it is important to note that the use of reasonable force should be seen as a last resort. All incidents must be recorded and stored in the Team Teacch folder kept in the Head teacher's office.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Important Definitions

- Seclusion
 - o Forced to spend time alone against will
 - o Require statutory powers other than in an emergency.
- Time out
 - o Restricting positive reinforcement as part of a planned behavioural programme
 - o Require written agreed plan
- Withdrawal
 - o Removed from the situation but observed and supported until they are ready to resume.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the school's Complaints Policy. If necessary, the complaint will be dealt with by the

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Staff Disciplinary Procedures and/or Child Protection Procedures.
Governors will be informed at the schools digression.

Exclusions Procedure (Permanent Exclusion)

The decision to exclude a student permanently is a serious one and will never be taken lightly. In doing so, school and the governing board recognises that a permanent exclusion may have a serious impact upon a student's life chances. In addition, Permanent Exclusion will not be sought unless there is an immediate threat to the safety of others in the school or the student concerned.

There are two main types of situation in which permanent exclusion may be considered.

1. A final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies (including 'Managed Move'). It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and high risk behaviour choices including bullying, physical/verbal assault, damage to property, significant risk to the health, well-being and safeguarding of other students and staff, or repeated possession and/or use of an illegal drug on School premises.
2. Where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

Serious actual or threatened violence against another student or a member of staff.

- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson School will consider police involvement for any of the above offences.
- Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with them for such use by them."

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These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline, good order and well-being of the School. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will ensure that:

- Appropriate investigations have been carried out.
- All evidence available to support the allegations have been collated, taking into account the school's Behaviour Policies.
- The student has been allowed to give her/his version of events.
- There is no evidence which may indicate that the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that, on the balance of probabilities, the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision on fixed term or permanent exclusion, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Behaviour Policy.
- The effect that the student remaining in the school would have on the education, safeguarding and welfare of other students and staff.

Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion and possibly involve the Police. In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors Exclusion Panel when it meets to consider the Headteacher's decision to permanently exclude.

This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's

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school record, witness statements and the strategies used by the school to support the student prior to permanent exclusion.

- The school will inform parents immediately by phone call when the decision has been taken to seek 'Permanent Exclusion' for a student. This will be followed, subsequently by a letter in which the terms of the Exclusion are set out.
- Parents/Carers are also informed of their rights regarding an appeal of the terms of the exclusion (see below).

Appealing a Permanent Exclusion

Where parents dispute the decision of a governing board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing board to reinstate an excluded pupil. However, where a panel decides that a governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review it can direct a governing board to reconsider its decision.

Where parents request access to their child's school file, this request must be confirmed in writing to the chair of governors as a 'subject access request'. School will provide an anonymised file where reference to other students is removed within 40 calendar days. There will be a flat rate fee for meeting this request that reflects the administration time and school resources used.

Alternatives to Permanent Exclusion

As described earlier in this document, alternative strategies to permanent exclusion are always used if possible and the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school