



Wilson Stuart School

A Special Academy



BEHAVIOUR POLICY



Date Adopted: September 2024

Wilson Stuart School Behaviour Policy

Rationale

At Wilson Stuart School we hold a basic belief that the way we treat each other is important. We aim to create a happy and secure working and learning environment in which tolerance and mutual respect are paramount.

All departments manage behaviour through our various reward systems and celebration assemblies. When negative behaviour occurs sanctions will be applied.

In order for these strategies to work effectively it is essential that there are agreed standards and that there is consistent practice in the application of the policy. To accomplish this there needs to be clear guidelines for all; staff, pupils and parents as they all have a collective responsibility.

When problems arise, due recognition should be given to the individual needs of the pupil as the problem may be related to the pupil's medical condition.

Our Aims are

- To promote mutual respect and tolerance between members of the school community.
- To promote a caring environment where all staff, pupils and parents share collective responsibility.
- To promote recognition of own and each others' achievements.
- To promote the development of appropriate behaviours to equip pupils for their role in society as a whole.

With the Objectives of

- Establishing a common understanding about the ways we treat other people, other people's possessions and the environment in which we work.
- Establishing agreed standards of acceptable behaviour.
- Establishing a framework that will provide a consistent approach to be adopted by all dealing with pupils.
- Developing a clear set of rewards and sanctions that are consistently applied.
- Establishing a system of communication to ensure consistent standards and treatment.
- Developing clear and non-judgmental systems of support for those encountering challenging behaviour.

How the objectives will be achieved

- 1 Within the school situation positive behaviour is fostered by:
 - staff setting realistic learning goals for pupils
 - planning which allows every child regardless of need the opportunity to succeed
 - the positive recognition of achievement amongst peers and staff by:
verbal praise, use of tangible reward systems, mentions and rewards in assembly, applying individual behaviour programmes if necessary.

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- staff making clear to pupils what is and what is not acceptable behaviour.
2. All staff actively foster the self-esteem of pupils to help them feel good about themselves. Strategies may include:
 - tutor group time/class discussion
 - confidence building games
 - reviewing positive achievements individually/as a group, daily/weekly
 - helping pupils identify their own strengths (and weaknesses.)
 3. All pupils and staff say please and thank you appropriately and role model behaviour appropriately.
 - Pupils are working towards increasing personal independence and are taught to ask for help from staff or peers as appropriate.
 - Pupils are encouraged to take responsibility for their own possessions and their own routines where possible (e.g. bathroom, timetable)
 4. Parents are encouraged to support positive behaviour in school, by:
 - being invited to share positive achievements that happen outside school.
 - being informed of positive behaviour within school through the effective use of WEDUC
 - working with staff, pupils and parents on specified behaviour programmes where required.
 5. Members of the school community are encouraged to take a pride in their environment.
 - there is a high standard of display and pupils are actively involved in co-operatively producing displays where appropriate.
 - Attention is drawn to attractive features of the environment/displays as appropriate (e.g. assembly, class discussion etc.)
 - respect for property is fostered.
 - pupils are involved in maintaining tidy work areas (including less public areas e.g. bathrooms)
 6. In order to achieve consistency amongst staff in the use of rewards and sanctions scales of appropriate rewards and sanctions the following guidance have been drawn up:

Rewards may include:

- Reward Tokens
- verbal praise
- reward stickers/bookmarks/certificates/postcards
- public recognition (within class, between classes)
- privileges (time on computer, individual treat)
- SLT postcard award
- Assembly shoutouts
- Praise WEDUC messages / phonecalls home

Rewards may be given for:

- good behaviour
- good work
- helpfulness
- kindness
- sharing
- politeness
- effort
- etc.

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Negative behaviour will be dealt with by following the rules detailed in the Minor / Major Incident document below.

1. Non-attendance and punctuality is logged and issues are reported back to the family support group at fortnightly meetings.
2. Bullying and racist behaviour is not tolerated under any circumstances. Any such behaviour is to be reported to the appropriate Senior Leader and must be documented using CPOMS. These incidents are to be reported to parents and parents will be involved in the sanctions. The same procedures will be followed for any incidences of Cyber Bullying, where pupils have strayed beyond the guidelines laid out in the social networking safe practice guidance.
3. Any behaviour which is out of character should be reported by the class staff to the relevant Head of School during weekly staff meetings and then strategies can be agreed and implemented through the Family support structure in place.
4. Persistent negative behaviour is initially be dealt with by a behaviour management plan devised for the individual concerned in consultation with Class Teams, Head / Associate Head of School and parents. This document must then be agreed by all parties and signed as an agreement on how to manage challenging behaviours.
5. Parents may be engaged further through the Wilson Stuart Family Engagement Officer and if necessary, other agencies such as Malachi Trust and Social / Family Support Services.

Consultation Process

Following the writing and review process, this document will be shared with staff on the online staff hub as part of a consultation process. Staff reaction will be considered and modifications made where appropriate to the original document.

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Wilson Stuart School - Monitoring Behaviour and Sanctions

Minor Incidents	Major Incidents
Not listening	Sexualisation
Getting up without asking	Aggression
Talking at inappropriate times	Inappropriate physical or verbal behaviour
Other non-major issues	Dangerous behaviour

When a Minor incident occurs:

The Teacher **issues a warning** about the behaviour and explains that the behaviour is unacceptable.

If the same pupil does the same behaviour again during the lesson:

1. The incident must be logged by the teacher **on CPOMS as a record of behaviour incident**.
2. A **Teacher Sanction** is **used when a pupil exhibits behaviour which cannot be attributed to their disability or medical condition**, which can include Telling Off, Teacher Detention (Break or Lunch with teacher or TA), Send out of lesson to work with a TA in another area.

Any incidents occurring at Lunchtime or on the buses should be reported by the LTS / Guide / TA to the Form / Class Teacher who will then log the incident.

If 5 reports of Minor Incidents are logged in a week, the issue then becomes a Major incident and the appropriate Head of School will receive an email to follow up.

When a Major incident occurs:

1. The Teacher explains that the behaviour is unacceptable.
2. Then where possible the appropriate Associate Head of School / Head of School is called
3. SLT Contact Parents and impose **SLT Sanction when a pupil exhibits behaviour which cannot be attributed to their disability or medical condition**, which can include Telling Off, SLT Detention (Break or Lunch with SLT), Send away to work in a SLT Office, Meeting with parents including the Head of School / Executive Headteacher when required.
3. The Teacher logs the incident immediately at the end of the lesson **on CPOMS** and this will send an alert to the Class / Form Teacher and SLT by email and be stored electronically. SLT member will then log on and detail their follow up actions.

Persistent Major incidents

In the unlikely event of our students persistently behaving in a way in which does not meet our standards following all other previous interventions by teachers, parents and SLT staff then a meeting will be held with the Executive Headteacher where upon behaviour incident evidence (CPOM log) will be presented and reviewed.

This meeting will be held with the student, parent and SLT representative from the students phase of learning e.g primary, secondary, sixth form etc.

Possible sanctions include fixed term exclusion and or / change of placement / managed move