

WSAPC Behaviour and Exclusion Policy

WSAPC is committed to the creation of teaching and learning environments where the learning, social and personal needs of young people are adequately addressed. We aim to empower students to achieve in an atmosphere of safety and mutual respect by removing the barriers to learning.

WSAPC will work to support reintegration back to the mainstream school, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

WSAPC Behaviour Principles

- ✦ Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- ✦ All pupils, staff and visitors are free from any form of discrimination
- ✦ Staff and volunteers set an excellent example to pupils at all times
- ✦ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- ✦ The behaviour policy is understood by pupils and staff
- ✦ Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- ✦ Pupils are helped to take responsibility for their actions
- ✦ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/carers which:

- ✦ Recognises behavioural norms
- ✦ Positively reinforces behavioural norms
- ✦ Promotes self-esteem and self-discipline
- ✦ Teaches appropriate behaviour through positive interventions



Student Expectations

At WSAPC we believe that all our students can do well. We encourage success by supporting students to meet the following expectations by:

Being prepared to learn

- ✦ Being on time to lessons
- ✦ Eating and drinking in appropriate places at appropriate times
- ✦ Using appropriate language
- ✦ Listen to others and expect to be listened to
- ✦ Try your very best in lessons
- ✦ Looking after your building, displays and equipment
- ✦ Looking after others in your community
- ✦ Follow the code of conduct displayed in the classroom and respect individual's personal space

And staying safe by,

- ✦ Being at the right place at the right time
- ✦ Following the rules for health and safety in all your lessons and during your break times
- ✦ Thinking before you act by using a strategy that helps you calm down in times of need
- ✦ Asking for help/support when needed

Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning (in lessons, in group settings, and for prior knowledge that students may bring into the centres from outside experiences) that prevents difficulties from arising. WSAPC is dedicated to establishing with all staff and students that acceptable behaviour is positively encouraged and misbehaviour is reduced. Our school ethos emphasises co-operation, responsibility, concern for others and self-respect.

Staff at WSAPC

Our team are dedicated to understanding what a student wants from a teacher and the learning environment at the centres. It is evident that students prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control so that students can progress in their learning.

We believe that students need to feel that they are valued and that they respect adults, accepting that we have responsibility for their safety and their learning.



We also understand the need for young people to develop skills that make positive relationships with adults possible.

Students want staff to:

- 🔹 treat them as a person
- 🔹 help them learn and feel confident
- 🔹 make the day a pleasant one
- 🔹 be just and fair
- 🔹 have a sense of humour
- 🔹 provide a safe learning place

and not to:

- 🔹 get upset or angry in the face of misbehaviour
- 🔹 pre-judge students due to their past

It is critically important that staff working in WSAPC build strong relationships, develop high levels of personal resilience, and have high expectations where the quality of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand the reasons why a student is communicating in this negative way.

WSAPC aims to ensure that all learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear and simple rewards and sanctions ethos that sits alongside a personalised and individualised programme to meet the needs of the student.

An array of strategies will be used to support student's behaviour including; mentoring, coaching, restorative justice, conflict resolution strategies and informal mediation approaches. These are adopted to enable students to repair and maintain relationships that they have damaged.

Parent/Carer expectations

WSAPC expects parents/carers to:

- 🔹 Support the WSAPC policy on attendance and punctuality by notifying the school of any absences or lateness.
- 🔹 Notify the college of any factors which may affect the behaviour of their child
- 🔹 Support their child by attending regular reviews, open days and other meetings
- 🔹 Be aware of and support the WSAPC Behaviour Policy
- 🔹 Be aware of latest news about WSAPC either by parent "inTouch" messages, emails, web site or social media



The use of fixed term exclusions:

Use of fixed term exclusions are at the end of a vast array of behaviour strategies. WSAPC carefully considers each fixed term exclusion, and the final decision is made by the head teacher of WSAPC in terms of the exclusion and the length of exclusion. WSAPC has the right to permanently exclude students but endeavour to find other ways to support students who need more specialised settings to support their behavioural needs. The college is proud of its record of never permanently excluding a young person to date.

Most of the behaviour is managed in school. However, on occasion, a student might be required to leave the school premises. In cases where the student refuses to leave, an appropriate member will contact parents/carers and in extreme circumstances when the health and safety of the child/children and staff are at risk, the police.

There are several more serious behaviours that stop learners doing well and could result in a fixed term exclusion. These include:

- ✦ Persistent verbal or physical abuse of staff
- ✦ Bullying – physical, verbal, emotional
- ✦ Sexual harassment of any kind
- ✦ Prejudice on grounds of race, age, gender, sexuality, disability, and others
- ✦ Carrying an offensive weapon
- ✦ Use or sale of alcohol or other mood-changing drugs
- ✦ Deliberate damage or theft of property
- ✦ Smoking in or around the building
- ✦ Refusing to leave the premises when asked

Staff Guidelines

Timely and clear communication between staff and parents/carers supports the management of good behaviour and promotes good discipline. The centres teams routinely meet at morning/after school briefings for them to make informed decisions on behavioural issues.

Informal conversations between staff during the school day are also critical.

We believe that it is not always possible to respond to negative behaviour in the same way for every student, but it is useful to have a guiding framework of responses to good and poor behaviour.

This ensures that learners at WSAPC can be *certain* that every behaviour, positive or negative, will elicit some form of adult intervention.

Example of responses to positive behaviour and meeting behaviour expectations:

- ✦ Verbal praise
- ✦ Points leading to rewards



- ✦ Extra-curricular activity
- ✦ Parents/carers informed for consistent good behaviour/ excellent work
- ✦ Informing the Local Authority of consistent good behaviour for reintegration/ back to the mainstream
- ✦ Displaying work around school/on website
- ✦ Enrichment experiences

Example of responses to negative behaviour

Failing to observe WSAPC Behaviour Expectations around the school and in the classroom may result in:

- ✦ Merits not earned
- ✦ Note to file
- ✦ Adjusting positive reward opportunities once discussed at staff meeting
- ✦ Adjusting timetable for a temporary period

Persistent failure to observe WSAPC behaviour expectations may result in:

- ✦ Verbal warning from staff
- ✦ Phone call to parents/carers from member of staff
- ✦ Letter home
- ✦ Possible fixed term exclusion (see above for reasons for a fixed term exclusion)
- ✦ Parental meeting

Senior staff and possible police involvement for behaviour issues such as:

- ✦ Refusal to leave a class or a building
- ✦ Physical or verbal abuse of staff
- ✦ Theft
- ✦ Possession of an offensive weapon
- ✦ Selling or using illegal substances
- ✦ Extreme damage to property

We reserve the right to involve the police in any situation where we feel the law has been broken.

(Please note: WSAPC has a "positive handling" policy where learners present a danger to themselves or other members of the community.)



WSAPC preventative work

Inappropriate behaviour is more likely to occur when students lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school.

This statement is relevant to all aspects of our behavioural work, both academic and social.

Measures can and should be employed to prevent potentially damaging situations from arising.

WSAPC expects that all staff maintain a calm and productive atmosphere that is conducive to learning and that:

- ✦ Everybody has the right to learn, to feel safe, to be respected and to be fairly treated
- ✦ Expect your teacher to meet you at the beginning of each lesson, ready with something interesting to do.
- ✦ Expect to be told how to be successful during the lesson
- ✦ Expect your teacher to share with you what level you are currently working at and how to move on from that level.
- ✦ Expect to be regularly assessed and for this to be shared with you so that you and others can see the progress you are making
- ✦ Expect the classroom you work in to have a positive atmosphere for learning, for both staff and learners as we are part of a team
- ✦ Expect your teacher to work with you to help you to achieve your potential
- ✦ Expect your lessons to have a variety of activities, both familiar and more challenging
- ✦ Expect your teacher to guide you in developing skills for independent learning

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