

Lift Schools documents

Behaviour Local Arrangements

Domain of application	Wishmore Cross
Review cycle	Annual
Approved by	David Atter, Regional Education Director
Date of last review	September 2024
Date of next review	September 2025

Introduction	2
School culture and values	2
School expectations	3
Responding to poor behaviour	3
Reasonable adjustments and SEND	4
School contacts for behaviour	4

Introduction

As part of Lift Schools, Wishmore Cross follows the trust wide behaviour policy which in turn, follows the DfE guidance on behaviour in schools.

These local arrangements are designed to give more details about how the school will fulfil the trust wide policy and outline the school values, expectations, praise systems, response to poor behaviour and systems to address contributing factors eg. SEND needs.

School culture and values

This school is committed to the very highest standards of behaviour. It is relentless in our pursuit that no student's learning will ever be negatively impacted by the behaviour of others.

We intend all our students, regardless of background, to become brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of an academic curriculum focused on depth of a wide body of knowledge and skills, as well as the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and 'find their remarkable'.

It is every student's right to study in an environment that is calm, purposeful and orderly.

Where students are unable to adhere to these expectations, there will be both sanction and support. The school believes sanctions help students to understand that they have fallen below our expectations and it believes that with our support they will be able to better shape their future choices.

School expectations

We aim to work like a rights-based school, where we expect our pupils to follow three key school rules:

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

We make the positive expectations around each of these big rules clear to the children by displaying them around school, and praising and rewarding them for their use.

We integrate our knowledge of the mind and body to understand that if a pupil doesn't 'feel' right, they are unlikely to be able to make choices that keep them contained within the school rules.

We have a structure within which to label and manage behaviours that depart from Ready, Respectful and Safe. This structure is based around 4Rs and is informed by trauma-centered work. The 4Rs, as they relate to managing emotions, are:

Regulate: If a pupil is not regulated, they cannot be Ready, Respectful or Safe. Adults in school help children to regulate using a variety of tools.

Relate: Adults then work to relate, or re-relate to pupils, so that they can set limits and boundaries.

Reason: Pupils who have been through a difficult event, or made a difficult choice will work with an adult to reason their way through the event.

Repair: When there is a breakdown of relationships within the community, pupils will accept work with adults to repair these.

The school maintains scripts for each of these stages, leading to informed event analysis over time.

At Wishmore Cross we are aware that some of our pupils have long histories of failing to engage with education. Their complex emotional needs, and their inability to focus on formal learning for long periods of time, mean that we need to ensure that they are given the opportunity to flourish in a wide range of learning contexts and environments.

We are also aware that effective teaching depends on the relationship each member of the teaching staff has with each pupil, and on the member of staff's ability to manage behaviour with measured firmness and humour, as well as authority. Furthermore, staff to pupil ratios are higher than mainstream settings, usually one member of staff to four pupils. Teaching staff also employ a variety of flexible interventions within their teaching to support the pupils to be successful in lessons. All these strategies combine to deliver effective behaviour management throughout the day.

Promoting positive behaviour

Pupils are rewarded, and their efforts acknowledged at the academy in a number of specific ways. These are detailed - from daily recording to long-term views, as below.

Rewards programme:

Our pupils receive 1p for every merit earned throughout the school day, and merits can be earned in each of the three categories listed above. Pupils can then cash in their merits to make purchases from the 'Points Shop' through the school term.

Subject certificates and Learning Moments are awarded weekly to pupils who have made the most progress in their learning during the previous week. We also use the 4 AET values - *Push the Limits*, *Be Unusually Brave*, *Discover what's Possible* and *Be Big-Hearted*, to recognise in our pupils the actions and values that matter - so that we can acknowledge and reinforce these behaviours constantly.

Pupils with the most merit points earned through the week are awarded Gold, Silver and Bronze certificates, with these being celebrated in school assemblies. Pupils who work consistently towards the three school rules are also considered for end of term Headteacher's awards, with suitable prizes to compensate.

Pupils also receive certificates and awards to celebrate improved and strong attendance to school.

Merits

Ready



- I arrive on time to my lessons
- I complete my work in each lesson
- I take part in class discussions
- I ask for help if I need it
- I know mistakes help me to learn
- I ask questions to extend my learning
- I actively listen to staff instructions
- I accept and learn from feedback
- I persevere through challenges
- I reflect on the learning of each lesson

Respectful



- I use expected language at all times
- I accept others differences and opinions
- I welcome and support new pupils
- I greet visitors into the school
- I help to keep the school clean and tidy
- I am able to repair the harm
- I respect others property
- I apologise and accept this from others
- I take turns with my peers
- I wear my school uniform

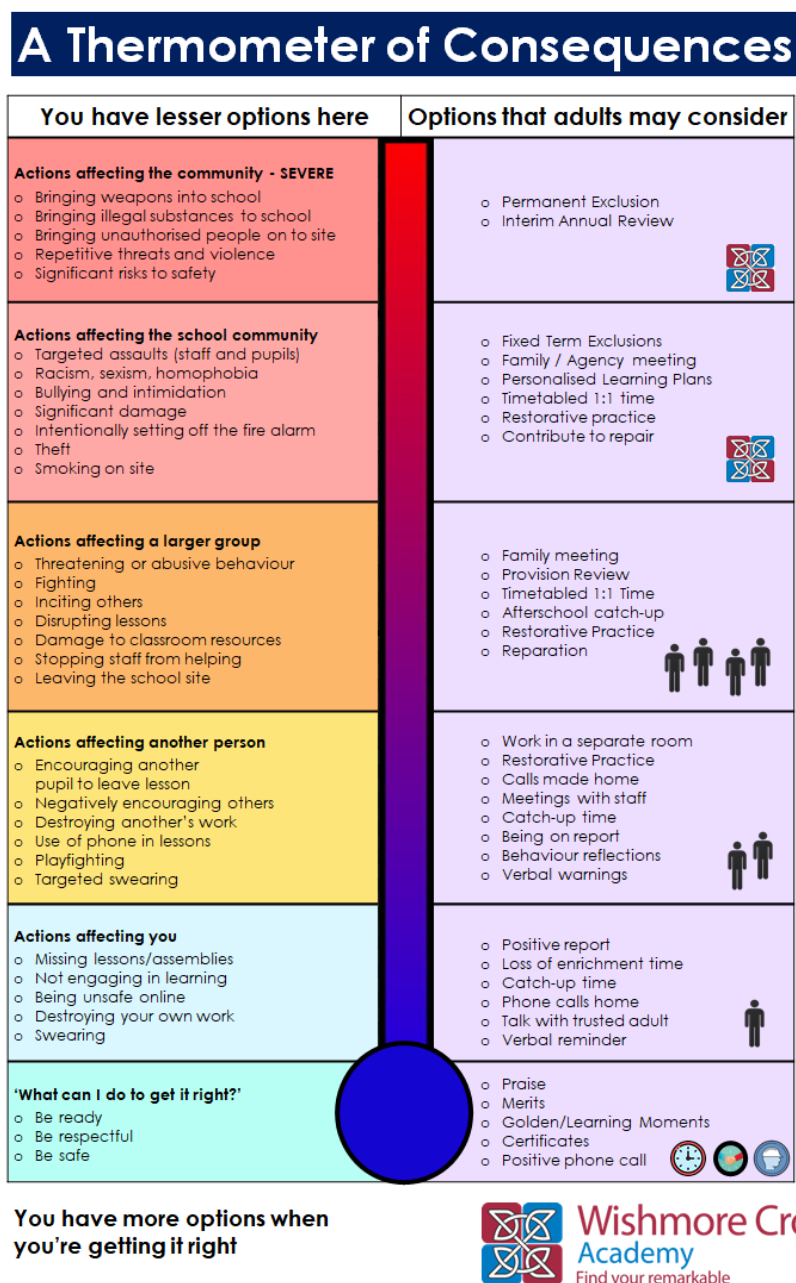
Safe



- I am in the right place at the right time
- I follow instructions from all staff
- I use equipment as expected
- I queue up sensibly for break and lunch
- I always keep myself safe
- I allow adults to deal with situations
- I encourage others to do the right thing
- I tell staff if a pupil is being unsafe
- I stay on site and in bounds at all times
- I leave break and lunch at the right time
- I will tell staff if I see something unsafe

Responding to poor behaviour

We recognise that events during the school day can sometimes cause our pupils distress, and that this may lead them to make unexpected choices that have an impact on themselves, their learning, their peers and the school community.



School staff, aided by SLT, then decide on logical consequences for these actions. The consequence depends on the severity of the action, and is available to all pupils as a visual around the school (see thermometer above).

Supporting pupils to improve behaviour

The school places a huge emphasis on Restorative Practices, with pupils encouraged to reflect on their choices, their impact on others, a focus on empathy where possible, and guided solutions to making different choices in the future. We recognise that for our pupils, cycles of negative choices can be very difficult to break and need mental health interventions in addition to the support provided by the school.

Behaviour for learning reports	A variety of reports which are monitored and reviewed by a member of staff in consultation with teachers and parents. These may be used when an improvement in students' attitude, behaviour, homework or organisational skills is required and where appropriate will focus on positive reinforcement
Attendance & punctuality report	To support students to improve attendance as a result of poor punctuality or unauthorised absence.
Individual behaviour plans	In more serious situations, the principal or another senior member of staff may ask for an individual support plan to be used.
Pastoral support plans	PSPs are for those students who: • have had several suspensions or repeated removals from lessons • are at risk of permanent exclusion
Other strategies	We may also help pupils behave better through: • managed moves • alternative education • positive referrals • working with parents • Counselling • multi agency assessment.

Reasonable adjustments and SEND

All pupils with SEND and additional needs that affect behaviour have special arrangements in place according to the SEND code of practice coordinated by the SENCo and pastoral team to ensure appropriate adjustment for their needs.

School contacts for behaviour

Role	Designated Person	Contact details
Principal	Abedah Karim	akarim@wishmorecrossacademy.org
Senior leader responsible for behaviour	Jaye Moore-Smith	jmooresmith@wishmorecrossacademy.org
Contact for day-to-day behaviour queries	Jaye Moore-Smith	jmooresmith@wishmorecrossacademy.org
Contact for detailed support on behaviour	Jaye Moore-Smith	jmooresmith@wishmorecrossacademy.org
Designated safeguarding lead	Jaye Moore-Smith	jmooresmith@wishmorecrossacademy.org
SENDCo	Natalia Sileno	nsileno@wishmorecrossacademy.org
Designated mental health lead	Jessica Morley	jmorley@wishmorecrossacademy.org

