



PROMOTING GOOD BEHAVIOUR & DISCIPLINE POLICY

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1. Introduction

At The Wenlock School we aim to promote positive social, emotional and behavioural development and change in our young people through a supportive and consistent approach, across education, based on the needs of our pupils. Our Positive Behaviour Management Strategy is based on a holistic, person centered approach to the development of our young people based on current theories and effective, evidence based, methods of teaching.

The Wenlock School admits vulnerable children and young people who experience significant barriers to learning due to severe and complex learning difficulties and disabilities, autistic spectrum condition, severe anxiety and attachment difficulties, associated medical and health needs and social, emotional and mental health needs.

Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment where children and young people feel safe and secure and reach their potential through positive relationships.

Implementation: This policy has been designed to promote positive behaviour in pupils. The approaches that are used at The Wenlock School, to promote positive behaviour in our pupils and, to ensure that children and young people are safe and that their welfare is promoted, differs in many respects to those routinely used in mainstream schools.

Compliance: This policy complies with all relevant regulations and other legislation as detailed below:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 32 of The Education (Independent School Standards 2018).
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2016) Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff (DfE Website – www.education.gov.uk) including Getting The Simple Things Right, Charlie Taylor’s Behaviour Checklist (DfE 2011) and non-statutory advice ‘Behaviour and Discipline in schools’ (2016)
- Use of Reasonable Force. Advice for Head Teachers, Staff and Governing Bodies (DfE 2013) which incorporates previous directives. Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)
- Keeping Children Safe in Education statutory guidance for schools and colleges (September 2021)

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school’s commitment to promoting the entitlement of young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of principles that are seen to be important within the school and wider community, they are as follows:

- Behaviour cannot be considered in isolation. Behaviour exhibited by children with SEN and an autistic spectrum condition is often governed by the level of anxiety and arousal that they experience. If a child is feeling frustrated and confused they are more likely to behave in a challenging manner. The school environment, the relationships staff have with pupils and with each other, the teaching methods, communication support and the behaviour management methods used, all influence student’s ability and motivation to behave in a positive manner.

- It is important to recognise all pupils as individuals and ensure that the behaviour plan is closely matched to their needs and understanding of the situation. Each aspect of their behaviour will be closely monitored in order for their behaviour plan to grow with them.
- Teaching, promoting and supporting appropriate behaviour needs to be an integral part of routine practice in everyday school life, strategies are employed consistently to achieve this ethos.
- Behaviour that challenges is often an indicator of poor physical or emotional wellbeing, the starting point for promoting positive behaviour needs to be identifying and addressing the root causes of behaviour. This will take into account the individuals past experiences, diagnosis and prior learning to form a clearer picture of the reason behind the behaviour they may be displaying.
- Consistency of support throughout the school day is a key factor in promoting positive behaviour for our pupils, passing on any important information between staff and parents/carers.
- Staff work closely with parents and carers to establish a common understanding of children and young people's behaviour, and to agree appropriate approaches to promoting positive behaviour. Good communication between staff and parents/carers is essential for this to take place, this is done before the individual arrives on site and is ongoing throughout their time here.

Our key values include:

- To value each other and our community;
- To listen to each other and ask for help when we need it;
- The promotion of mutual respect, acceptance, trust and honesty;
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence;
- To proactively manage and de-escalate challenging and unacceptable behaviours;
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential;
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being;
- To work in partnership with all stakeholders, to promote positive behavior;
- To apply rules reasonably and fairly, to use reflections effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them;
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs;
- Corporal punishment is illegal in all circumstances.

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions;
- To provide clear guidance and support to all staff;
- For staff to provide leadership and positive role models to children and young people;
- To promote good behaviour and make positive change for our children and young people, setting them clear and achievable goals;
- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct;

- Children and young people should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong;
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities;
- To develop and implement, coordinated and cohesive practices and procedures between home and school;
- To regulate the behaviour and conduct of children and young people;
- To reduce the risk/likelihood of bullying;
- To comply with the standards.

This statement should be read alongside key policies;

- Curriculum
- Safeguarding & Child Protection
- Anti-bullying
- Equality and diversity
- Health and Safety, e.g. risk assessments, first aid and educational visits

3.1 Review

This policy is subject to annual review.

4. Headteacher Responsibilities and the Legislative Framework

The Headteacher of The Wenlock School will set out measures in the Promoting Positive Behaviour Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Headteacher must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any reflections. The Headteacher will also consider measures and strategies to manage the following;

- All education staff have the power to reflection children and young people, which occurs in school and in some circumstances out of school. e.g. transport and educational visits;
- The screening and searching of children and young people;
- The power to reflection, use reasonable force and other physical contact;
- When to work with other local agencies to assess the needs of children and young people who display continuous disruptive behavior;
- To have in place an effective Safeguarding Policy and Procedure;
- To have in place an effective Anti-Bullying Policy;
- To publish annually the Promoting Positive Behaviour Policy to Parents and Staff;
- Support pastoral care and for staff accused of misconduct;
- Clear guidance to all staff with regards their responsibilities to manage young people positively and have the power to discipline where children and young people display unwanted or negative behaviour either in or outside school.

The legislative framework, the Headteacher are required to consider;

- The Children’s Act (1989)
- Education Act (2011)
- Education and Inspection Act (2006) Section 90 and 91
- The Education Act (2002), Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations (2014)
- EU Convention on the Rights of the Child (1989)
- Equality Act (2010)
- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (July 2002)
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Pupils (2007)
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice for Headteachers and School Staff; Behaviour & Discipline in Schools (2016)
- Independent School Standards (2014)
- DfE ‘Working together to safeguard children’ (2018) and ‘Keeping Children Safe in Education’ (2021)

5. Principles into Practice: Creating a Positive and Structured Environment

The principle function of The Wenlock School is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children and young people feel safe and secure and in which there is an ethos of achievement through endeavour, it is essential that there is nurture, care and support balanced with good order and discipline. Young people, through the School Council, should play an active part in the review of the Promoting Positive Behaviour Policy.

We aim to promote politeness, courtesy and respect between all members of The Wenlock School community, adults and children.

Prior to enrolment into the school, the staff work as a multi-disciplinary team in consultation with parents, carers and the local authority to learn about the child’s history, patterns of behaviours, triggers and also any special interests that they may have that can be built into positive reward programmes. This is essential in creating a personalised supporting environment for the child and a coherent plan going forward.

Each child is allocated a personal tutor. They will meet the tutor along with peers on a daily basis at the beginning and at the end of every day to plan and review learning or experiences. The tutor will also provide pastoral care and support. During the child's transition, the tutor will spend additional time with the child to get to know them and understand their likes and dislikes. They will also complete an induction pack in order to identify special interests, how they like to be supported and share this key information with the staff team to ensure a consistent approach to working with the child.

Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each pupil at The Wenlock School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, reflection and reflections as appropriate to the unique individual needs of each pupil. This reflects the whole ethos of the school in treating children and young people as individuals and tailoring our work to meet individual needs through Individual Education Plans (IEPs) and Positive Support Plans.

The main emphasis at The Wenlock School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and young people; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of supportive strategies, use of consequences or reflections in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and young people and adults; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where children and young people learn to trust adults. In order to provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community.

Children and young people need support and alternative communication strategies to understand the implications for breaching these rules. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people's self-esteem and self-confidence.

The consistent implementation of this policy is the responsibility of all staff.

6. Relationships

The principle reward and encouragement for any pupil is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives. The Wenlock School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and young people, and between staff and children and young people.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/pupil relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the pupil, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the pupil is functioning at to communicate, rationalise and provide guidance through the relationship to move the pupil on in developing social responsibility.

7. Expectations and Positive Practice

At The Wenlock School, we hold high expectations for the behaviour of every member of our community. These expectations support and are underpinned by our values and ethos. Our code of conduct is:

1. Please listen to others.
2. Show courtesy and consideration towards others.
3. Non-negotiable behaviours will not be accepted in any form. These include:
 - Use of targeted, threatening or inappropriate language to others;
 - Bullying and any form of peer-on-peer abuse that takes place in or outside of school;
 - Physical harm to others;
 - Damage to property.
4. Help create an atmosphere in which everyone can live and learn peacefully and effectively.
5. Move around school sensibly and with regard to the wishes and needs of other people.
6. Keep the building and grounds clean, tidy and welcoming.
7. Respect other people's property.
8. Consider our reputation when you are out of school.
9. We are a no smoking / vaping school.

10. School is a no-phone-zone.

The Code of Conduct has been designed so that everyone has the opportunity to live and learn in peace. It covers the behaviour we expect from all pupils in all areas of the school.

Children and young people with SEND are statistically more likely to exhibit behaviours, which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices. The Wenlock School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that at least is consistently good;
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people;
- Communication schedules and alternative communication strategies;
- The opportunity to make meaningful choices;
- Careful attention to physical and emotional needs;
- Experiences and activities which are appropriately stimulating;
- Careful management of the environment, including the setting conditions and triggers for behaviours;
- Warm and caring relationships with adults and their influence and impact;
- Structure, predictability and consistency in daily routines;
- Clear and explicit boundaries and rules within the learning environment;
- Regular explanation of the rules and expectations;
- Rewards and reflections consistently and fairly applied in line with the policy.

The promotion of positive behaviour as outlined in our expectations is an essential part of fulfilling our school vision and aims. All pupils are taught about personal and social relationships through their interactions with staff and their peers, during discreet learning and direct teaching in subjects such as PSHE & Citizenship, and across the whole curriculum. Assemblies, form time and reflection can promote and address issues relating to behaviour, relationships and Wellbeing. Extended social, leisure and recreational activities provided through the wider curriculum and enrichment also offer the opportunity for learning positive behaviours and for these to be positively reinforced by all.

All adults in the school are expected to model the highest standards of appropriate behaviour in their own conduct around the school. Similarly, any unwanted or non-negotiable behaviour should be appropriately challenged and addressed by all with a child-centred approach.

8. Pastoral Support

The School endeavours to provide support for all pupils that enables them to achieve academically, socially and personally. Systems of support include the Form Tutor, Support Staff, Teachers and members of the Pastoral and Therapy team.

Pastoral support can also take the shape of home/school agreements or an individual may be placed on a Pastoral Intervention Plan, with a clear focus on improving particular aspects of young people's behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions. Team around the pupil meetings will consider and incorporate all

professional views from within the school, involve the pupil and their parents/carers and review all data and reports, before revising targets and actions.

When the school considers whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, the school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

9. The Use of Restrictive Physical Intervention (RPI) at The Wenlock School

It is the duty of staff to promote the best interests of children at all times. When facing behaviour that is potentially dangerous staff must act in a measured way, bearing in mind their duty to try to keep children, staff members and themselves safe. The Wenlock School does not expect staff to put themselves at risk of significant harm. Staff must use their judgement at times, even children exhibiting quite high-level behaviour can respond well to low-level responses. It is most usually appropriate to start with lower level responses such as positive ignoring, redirection, distraction and move to using higher level responses such as changing staff member, moving to a different location if the pupil is not responding and as a last resort or if there is immediate danger use physical intervention.

Physical intervention is the positive application of force with the intention of overpowering the other person. This is only used as a last resort to support a child if it is required to protect the child from causing physical harm to themselves/others or to prevent the child causing significant damage with potential harm to self. The amount of force used is to always be reasonable in the circumstances. Staff have been trained to use MAPA (Management of Actual or Potential Aggression) approaches and work within the framework provided by MAPA.

A number of core physical intervention techniques are taught to all members of staff. The list of core techniques is reviewed annually to ensure the techniques that are being taught remain appropriate for the behaviours displayed. Extra training is provided in specific circumstances to allow staff to further meet the needs of individual students that may need extra support when keeping themselves safe. Other techniques are taught as needed to members of staff working with a pupil that presents particular behaviours. These techniques are listed as part of the pupil's Positive Support Plan and risk assessments.

Justifications to the use of Restrictive Physical Intervention

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at The Wenlock School act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practise.

The staff will work within the following parameters:

- *They should be clear about why the action they took was NECESSARY.*
- *They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.*

RPI can be used for a number of positive outcomes:

- *To prevent injury to self or other children;*
- *To prevent injury to staff members or any other person;*
- *To prevent serious damage to property or to prevent a criminal offence from occurring.*

The above justifications are applied both in care and education settings, however in education intervention can also be applied in the following instance:

- *Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.*

It is important to note that behavioural strategies such as 'withdrawal', 'seclusion' and 'time out' can be viewed as forms of physical intervention. These are defined as followed;

- **Withdrawal** - involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities
- **Time out** - involves restricting access to reinforcement as part of a planned behavioural programme, in consultation with the organisations psychology service
- **Seclusion** - involves a child or young person being forced to spend time alone against their will.
(The Wenlock School does not make use of seclusion as a planned response to behaviour management at any time)

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

- 1 – **Assess:** Identify hazards and people likely to come into contact with them
- 2 – **Reduce:** Control the environment, issue clear guidance, provide training with a gradual and graded approach and change working practices to reduce exposure
- 3 – **Communicate:** Positive Support Plan

9.1. Safe Space

As part of other de-escalation strategies, we have a number of breakout/safe space/sensory rooms in school in order to support young people in regulating their anxiety, emotions and feelings. Additionally, we have our wellness hub – Nightingale – where pupils can access a larger breakout space and the pastoral team. These are spaces specifically designed in order to create an environment where young people can go to in a time of heightened anxiety or distress. The emphasis of these rooms or spaces is to provide a safe place with low distraction/low stimulus in order to aid the recovery process. When a young person is using a chill out room or space they are always monitored and supported by a member of the staffing team. If a young person wishes to have time alone in order to help them recover or self-reflect the staff will keep a discreet distance so that supervision can be maintained at all times. The young people are never left completely alone at times of anxiety.

9.2. Positive Support Plans

At The Wenlock School, we acknowledge that children and young people may display a variety of challenging behaviours including physical aggression or self-injurious behaviour, however we aim to be as proactive as we can in managing this and attempt to anticipate these possibilities and take action to reduce the likelihood that they will occur. Behaviour management planning for each young person

at The Wenlock School is an integral part of our personalised approach and we encourage multi-disciplinary working in order to achieve the best outcomes for all children and young people. Input is provided from care and education, as well as our Therapy Team comprising our Occupational therapist, Psychotherapist and Speech and Language therapist. Plans outline behaviours which may be exhibited by young people, triggers/settings for behaviours, de-escalation strategies and planned responses, RPI techniques most effective/appropriate to the individual as well as specific techniques which would not be appropriate to use (whether this may be due to historical disclosure or a medical condition). The Wenlock School ensures, where possible, that children and young people are actively involved in the process of creating an individualised plan which encourages opportunity for them to own their behaviour and to develop their own strategies to improve behaviour.

The Wenlock School has a protocol for the reporting of incidents of any physical intervention that all staff are involved in. The school incident reporting system allows senior managers to monitor and evaluate incidents regularly with a consistent approach. All of the staff are supported in incident recording and reporting throughout day to day practise and also via training provided by MAPA Certified Instructors. Through consistently monitoring the use of RPI we can inform practise throughout the organisation and use information to assist in planning for change and achieving the desired outcome of reduced levels of physical intervention. The process of monitoring involves capturing key data electronically which can be assessed to form patterns and trends to inform evaluations. This in turn can form a basis for rationalising Positive Support Plans.

9.3 Post Incident Support (staff/pupil)

Any challenging behaviour that may occur within The Wenlock School can often be a result of a breakdown in communication. All staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support.

Staff and young people are offered the opportunity to discuss and review instances of RPI through a de-brief process, designed to restore relationships, rapport and routines. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people.

The pupil de-brief will be a restorative conversation and will follow restorative themes. This will encourage the acceptance of responsibility, empathy for others and problem solving. Staff may use the **PIL** (Post Incident Learning) App with pupils to enable them to reflect on the any incidents and their behaviour choices. This is to support pupils that may not want to engage in a spoken conversation post incident.

Ultimately, de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded on the SLEUTH report as appropriate and, if required, will be followed up by a senior member of staff. Onsite support is aided by staff trained in counselling skills that can have further input should young people/staff feel they need further assistance.

9.4 Complaints

Following an RPI incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with. The Wenlock School has a complaints policy that young people are informed of when they first arrive and can be directed to in order to aid them with staff support to view their feelings. All young people

will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

10. Rewards and Reflection Statement

The pupils at The Wenlock School have difficulties with flexibility of thinking. This is taken into consideration in deciding what rewards it is appropriate to use to reinforce positive behaviour, and how these rewards will be given.

Rewarding activities are often used as part of a regular routine that the pupil will have the opportunity to engage in, when he or she has worked through the preceding activities in the routine. Social rewards such as smiles, positive touch, and staff communicating their pleasure at the pupils' positive behaviour are used frequently as appropriate, if the student experiences these positively and is positively motivated by them.




At The Wenlock school we use Sleuth which is a programme that has been shown to be effective at rewarding positive behaviour. This is a visual tool which can track positive and negative incidents and the collection of our Wenlock Praise Points. It is regularly discussed with each young person. Success is celebrated in weekly assemblies where pupils will be rewarded for both academic achievements, attendance, demonstration of a Wenlock Value, positive behaviour and other areas recognised by tutors i.e. making friends, welcoming a new pupil etc.

Throughout the year we will be celebrating the work of all students by displaying WOW (work of the week) pieces and apply incentive based outcomes for extra praise points and rewards handed out by the Head Teacher. Praise postcards will be sent home for pupils that have made exceptional progress. This can be personally, academically or holistically. For some pupils, who have a clearer understanding of cause and effect, have a reasonable concept of the passage of time, and are able to delay gratification, we use a more formalised reward system. In some cases, these systems may also contribute to structuring the environment for the pupil. Behaviour contracts may be put in place if felt necessary, these will be agreed by both School and parents/carers.









Rewards and reflection form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Reflections should be consistently applied (unique to the pupil and their needs) and explained to deter unacceptable behaviour.

Rewarding our pupils is important to the Wenlock School community. Not only do we wish to encourage engagement in learning and positive behaviour, we also recognise the importance of developing character and promoting our Wenlock Values:








-  Courage
-  Engagement
-  Communication
-  Determination
-  Resilience
-  Respect
-  Collaboration

-  Creativity
-  Perseverance
-  Reflectiveness

Our values have breadth and underpin our pastoral care, well-being, personal development, character and preparation for individual next steps. Pupils who meet our expectations throughout the school day will be rewarded with **praise points**. They are awarded through daily learning sessions and can be awarded for the following, although this list is not exhaustive:

-  Meeting lesson expectations
-  Excellent attendance
-  A consistent good attitude to learning
-  Positive contribution in lessons
-  Demonstration of Wenlock Values
-  Being a positive role model
-  Achieving and progress towards individual targets
-  Contributing to The Wenlock School community

When pupils achieve certain thresholds with their **praise points** they are eligible for particular rewards, which include:

-  Postcards and certificates sent home from
-  Early lunch passes
-  Headteacher's Breakfast
-  Recognition in rewards assemblies and entries into prize draws
-  Options to trade in points at the pastoral shop
-  Termly reward trip
-  Award Ceremonies at the end of the year

Issuing Points

Lesson

Pupils can earn a maximum of 3 points in one lesson

2 extra points can be awarded for accepting challenge, extended learning, independent learning and attending lunchtime clubs / revision sessions.

Form Group

Tutors will award 1 point each day for pupils who attend with correct uniform and complete their accelerated reader session.

At their discretion, tutors can award 2 extra points for pupils that make an excellent contribution to assembly and tutor time.

Attendance Points

Any pupils with 100% attendance per half term will automatically be credited with 50 points.

Any pupils with 95% attendance per half term will automatically be credited with 25 points.

Community Conduct Points

Any pupil following school expectations and displaying our values around school can be awarded up to 5 points.

Leadership rewards and referral to the Headteacher

Senior staff provide a high presence across the school and they can award **praise points** at their discretion. Teaching staff can refer pupils to the Headteacher if they are working exceptionally well.

It is important to note that there are arrangements in place for pupils who attend school on a part-time/transition basis or when there are authorised absences.

11. Reflections

Sometimes things don't go well and people do things they shouldn't. It needs to be very clear what will happen if this occurs and all the adults have a consistent approach, so if these things happen there will be the reflections. Reflections need to be carefully monitored to determine their effectiveness.

The age, needs, capacity and abilities of the young person should be considered when applying reflections. Staff must act reasonably, fairly, consistently and proportionately when administering a reflection. Staff should also evaluate the risks or special circumstances when administering a reflection. The following reflections can be applied by all teaching staff within the school;

- Verbal reprimand/correction
- Apology/reparation
- Daily monitoring of behaviour
- Catch-up with missed or incomplete work
- Loss of privileges
- Reflection time with key members of staff

For the more serious reflections, an accurate record should be kept in the reflections log. The staff are required to consult with a member of the senior leadership team before recommending and administering reflections.

For example;

- After school reflection, catch up extending longer than 15 minutes past the end of school time (*during this time, young people have the right to use the toilet and access to food and water*)
- Fines relating to damage
- In school inclusion time/space
- In more extreme circumstances the school may use temporary or permanent exclusions.