



WETHERBY HIGH SCHOOL

Relationships and Inclusion Policy

This policy applies to staff, students, parents

Responsible SLT member	-	G King
Delegated policy updater	-	G King
Responsible governor sub-committee	-	Quality of Education and Inclusion Committee
Specific governor advisor	-	N O'Byrne

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The ethos and values of our school

Wetherby High School is committed to providing an inclusion environment where all members of the school community are valued equally. We believe it is our responsibility to provide a school environment in which all children feel they belong, feel connected to the community and can therefore thrive personally and academically. We do this by adopting a relationship based, restorative whole school approach that is based on knowing our children well.

Our school values underpin all our policies:

- Know our children well – strong relationships where each member of the school community is known well, help us to provide challenge and support when needed.
- Partners in learning – we work in close partnership with parents/carers and external agencies to challenge and support children throughout their time with us.
- Character for achievement – we have a curriculum that is designed to engage the children and promote character development.
- Enjoy and aspire – we aim to provide enjoyable learning experiences in and outside of the classroom, that inspire the children.

This policy outlines the high expectations we have of the students. It is intended to support the aims of the school and promote a culture where students can realise their true potential.

The school's moral code

Our moral code is based on the principle that we value every member of the school community. As a result, we insist on a constructive partnership between staff and students and between students, in which all can expect courtesy and respect. We prioritise the building, maintaining and repairing of relationships through Coaching, the House System, Relentless Routines, Life Learning and the Flexible Learning Programme.

Restorative Practice

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages students to treat others with respect and to understand why relationships are important.

Our restorative approach helps students:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.
- Repair relationships with students and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

Expectations

We have the highest expectations of the children and work 'with' them so that make the right choices because it is the right thing to do for themselves, those around them and the wider school community.

Expectations of students - caring for people

We expect all students to respect the feelings of others and to treat everyone as they would like to be treated. This not only includes other students and teaching staff but **all** staff within the school, visitors, parents and carers.

We expect that students:

- be respectful to one another, speak calmly and courteously; ○ Any form of bullying, to include derogatory remarks or harassment which involves persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable. This includes online activity.
- do the simple things right – all of the time;
 - arrive to school and to lessons on time
 - wear the school uniform with pride
 - bring the correct equipment for learning
- speak to their coach in the first instance if they have any concerns;
- work restoratively to avoid conflict and respect the rights of others to be different;
- listen to the views of others (as long as they are not of a prejudiced nature) and accept their right to hold those views
- follow all school procedures including ○ move around the school in an orderly manner; ○ remain on the school site at break and lunchtime in Years 7 – 11.

Expectations of students - caring for the building and environment

We expect that all students will:

- respect the school building and property
- use the bins provided for litter
- not deliberately damage any school property • not misuse furniture.

Particular care should be taken to avoid damaging glass in windows and doors. Ball games should be played at a safe distance from the school buildings. Students will be expected to contribute to the cost of any deliberate damage which occurs to school buildings or equipment.

Expectation of students - caring for property

We expect students:

- to respect other people's work and property, including school equipment provided on loan to support home or independent learning
- to take pride in displays of work that are put up around the school.

Students are asked to avoid bringing valuables into school. Money should not be left in students' bags. In PE lessons (and sometimes in other lessons) students may be asked to hand in all valuables to a member of staff and to claim them at the end of the lesson.

Expectations of staff:

- to be great role models for students and peers;
- to be responsible for ensuring a prompt start to lessons and be ready to deliver interesting, stimulating lessons designed to engage students' interest
- to support the school policy on Equality and Diversity and encourage students to show respect for members of the community and the environment
- to work to develop positive relationships with students by modelling calm behaviour;
- to speak politely and calmly and respect everyone's personal space
- to treat all members of the community, fairly and consistently, meeting their individual needs.

Expectations of parents and carers:

- to work with the school to help students make wise and informed decisions that impact their attendance, achievement and well-being; including avoiding term-time holidays.
- to work with the school to ensure their child follows school expectations and procedures. see 'caring for people' and 'caring for the building and environment' and 'caring for property'.
- to encourage their child to show respect for members of the community and the environment.
- to support the school in modelling polite, positive relationships.
- to work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- to be good role models for other members of the community.
- to support the school policy on Equality and Diversity and encourage students to show respect for members of the community and the environment.
- to ensure students wear the agreed school uniform and bring correct equipment.
- the governors wish to emphasise that violence, threatening behaviour or abuse by students or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the Headteacher may choose to restrict their access to the school premises.

Recognition and rewards

Timely and specific recognition for demonstrating our school values is given in lessons and outside of lessons. Strong relationships between staff and students and between students' means is recognition is more meaningful.

Students can be recognised and rewarded in a number of ways:

- verbal praise
- 'Shout-outs" by staff and students on WHTV
- student recognition in the chronicle
- issuing House points
- issuing of Accolades
- written praise or comments in their exercise books
- teachers completing praise slips for individuals or for the class – fast passes
- achievements recognised in assemblies
- pop-up reward events
- letters/postcards home to parents
- annual presentation evening

Actions if students are not meeting expectations

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the severity of the incident. There a wide range of consequences available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.

Sanctions include:

- Detention after school.
- Removal of social / break time.
- Removal of privilege – participation in activities.
- Offsite provision/offsite direction
- Suspension - As the re-integration of a suspended student is an important process, it is expected that parents/carers will attend the re-integration meeting to discuss the support strategies which will be put in place with the Year Manager.

In certain circumstances, members of staff, authorised to act on behalf of the Headteacher, have the power to search students or their belongings if there are concerns that they have prohibited or banned items. Examples of prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, cigarettes, e-cigarettes or vapes. Examples of banned items include smartphones, smartwatches, speakers, air-pods. Searches are carried out in line with the DfE guidance for searching, screening and confiscation. Confiscated items may be passed on to the police, destroyed or handed back to parents/carers depending on the nature and value of the item. Where students are searched by police, staff will act as an appropriate adult for the child.

Some of the ways we have maintained good relationships with our local community is due to reinforcement of high expectations outside of school for our students. We may need to discipline students for negative behaviours outside school including issues that arise when witnessed or reported by others:

- taking part in school organised or related activity.
- travelling to or from school.
- that affect members of the school or our local community.
- In some situations, the Safer Schools Police Officer may be involved.

Safeguarding

Wetherby High School recognises that changes in behaviour may be an indicator that a student needs support or protection. We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to the Safeguarding and Child Protection policy for more information.

Harmful Sexual Behaviour

Wetherby High School are pro-active in minimising the risk of harmful sexual behaviour through our RSE and PSHE curriculum, but in order to safeguard children, staff take the approach that 'it could happen here' and prepared to raise appropriate 'causes for concern'. All concerns around peer on peer / child on child abuse will be taken seriously, reported, investigated, recorded on CPOMS and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy, leading to appropriate actions, including consequences as necessary.

Bullying

We use a range of measures to prevent bullying within the school community. All students are placed in diverse coaching groups on joining Wetherby High School. Difference and diversity are celebrated to create a harmonious environment. The coaching system means that all students have a responsible adult to talk to and an opportunity to form positive relationships with students of different ages and social backgrounds. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.

Digital technology and mobile phones

Having given careful consideration to the impact of smartphones on students' health and wellbeing we are a smartphone free school for all students. We believe this is in the best interests of our students and our school community. This means students must not bring a smartphone, smart watches or other internet enabled devices onto site. Students may bring a non-internet enabled phone to school from a list of school approved models. The only exception is where a smartphone is essential for ongoing health monitoring e.g. those linked to essential diabetes monitoring. If students bring a smartphone onto school site this will be confiscated and returned to parents/carers after an appropriate period of time. The school will not take responsibility for smartphones or other devices confiscated from students.

Restrictive interventions and Use of Force

Wetherby High School believes that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this. The school has in place procedures for use of restrictive interventions, including the use of reasonable force.

Alternative/offsite provision

Governors appreciate that in exceptional circumstances the needs of a student may be best met in an alternative or specialist provision. Where this is the case, governors would seek assurances that:

- The school had taken every appropriate action to address the students' needs before considering alternative provision.
- Consideration of moving students to alternative provision is done case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures.

- The school will have a clear plan around the purpose of the provision, how it meets needs, is reviewed and delivers progress.
- The alternative provision is of good quality and is well resourced to meet the needs of the student academically and socially.
- The school reviews each case with a view to seeing if / when the student can be reintegrated into the school.