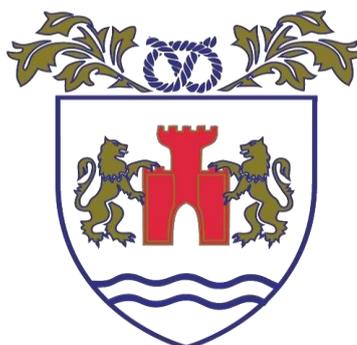


Wolstanton High School

A Shaw Education Trust Academy



Behaviour Policy

Status	Statutory
Responsible: Academy Council Committee	Curriculum & Standards
Date last approved by Academy council	January 2019
Responsible Person	D Moore
Date of next review	January 2021
Last amended date	January 2020

Our Aims are:

To make quality teaching and learning our first priority.

To ensure all pupils are safe and able to learn.

To ensure that everyone is challenged and supported to be the best that they can be.

Our behaviour policy is designed to support these aims. The basis of our policy is positive: we wish to “catch pupils being good” and reward them for it. However, on occasions, pupils may behave inappropriately and will be dealt with accordingly.

It is the responsibility of every member of the school community to maintain a positive, purposeful and calm environment around the school. Our behaviour policy aims to support and promote good behaviour for learning by developing a sense of community amongst staff and pupils, based on shared values. The goal is to maintain a disciplined climate for learning that underpins every aspect of school life, enabling teachers to teach, pupils to learn and drive forward our vision.

Pupils are responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions.

Pupils, parents/carers and school staff share the responsibility to ensure that learning is not disrupted due to bad behaviour.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely with the pupil and parents/carers to develop strategies which can be adopted by both home and school to help the pupil overcome their problems within a consistent and secure environment.

“Consistent, Insistent, persistent”

Developing excellent behaviour for learning at Wolstanton is based on the following five principles:

- All staff acting as role models for the behaviours and attitudes we seek to develop in pupils.
- Explicitly teaching the behaviours and attitudes we seek to develop in our pupils, recognising those pupils who consistently behave in a positive way together with those who demonstrate improvements.
- Creating an emotionally intelligent environment, where positive staff – pupil relationships are based on mutual respect and a calm, compassionate and resilient approach.
- Encouraging a consistency of response to both positive and negative behaviour.
- Restorative approaches to managing behaviour used by staff when a problem arises, which both rely on and encourage the strength of staff-pupil relationships.

Developing excellent Attitudes to Learning in the classroom

At the core of our work is our ‘Attitude to Learning’ criteria, which provides clarity over the behaviour and attitude we are expecting of our pupils. It is important that this is part of the language used in every lesson, being displayed and explicitly referred to by staff. This will ensure pupils are clear on what makes an outstanding ‘Attitude to Learning’ for that lesson, as well as the opportunity

to reflect and to be able to target areas for improvement. We will monitor closely 'Attitudes to Learning' in lessons.

This will involve: how well equipped pupils are; their punctuality to lessons; how quickly they start their work and how they continue to work throughout lessons. Additional rewards will be given to pupils who show consistently good 'Attitudes to Learning'. Appropriate support and sanctions will be used where a pupil's attitude to learning is preventing them from making good progress. (For ATL descriptors see Appendix 1.

Rewarding consistently positive attitudes to learning

At Wolstanton we consider it to be important for praise and rewards to have a considerable emphasis within the school; therefore, pupils should expect to achieve recognition for their positive contribution to school life. However, the use of our school rewards systems should not be limited to those whose academic work is outstanding but should also be used as acknowledgement of hard work, determination, good citizenship, acts of kindness and other actions worthy of reward and nurture.

It is expected that good standards of behaviour are encouraged through the adherence to the Attitude to Learning criteria and supported by a balanced combination of rewards and sanctions. It is important to develop and maintain consistency in the application of the reward system. Staff will add merit points onto the system via the PARS drop down menu ranging from R1 to R4. Examples of rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort other than the merit system include but are not limited to:

General praise and encouragement in lessons, praise through events such as the Headteachers Postcard,

Presentation Evenings, Hot Chocolate Friday, Positive Phone Calls, letter / postcard home to parents. (R1 – R6 system of rewards can be found in Appendix 2)

Consequences of poor behaviour

All actions bring consequences and there are times when pupils do not get it right and again there are specific consequences for those times. The system of sanctions outlines specific responses to various behaviours and shows a clear line of escalation if necessary. (Appendix 3 outlines the system.)

If a pupil's behaviour becomes an ongoing concern across a number of lessons in a subject, it is important that there is an increase in the response to aim to quickly and effectively resolve the issue, with the class teacher and Subject Leader maintaining ownership and responsibility. This will be of benefit to the pupil themselves in developing a better attitude to learning, the member of staff being able to focus on high quality teaching and of the other pupils in the class being able to learn.

Exclusions

No Headteacher likes to exclude a pupil from school, but there may be times when this is considered necessary. If your child has been excluded it means that he or she will not be allowed to attend school for a fixed period of time due to the serious nature of their behaviour. The evidence required to exclude will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that the pupil was responsible for the breach of school discipline.

There are a number of reasons that a child can be excluded from school but they can be summarised thus:

- 1 - If they seriously broken school rules
- 2 - Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

Work will be set for your child if excluded for longer than one school day. It will be your responsibility to collect this work.

Your child cannot be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year.

If your child receives 15+ days exclusion in one term then a meeting of the Academy Council will be called to discuss whether or not your child should be re-admitted.

We will contact you on the day an exclusion is given and follow up with a letter including information on:

- the period and reason for exclusion;
- your duty during the first five days of any exclusion to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carer or not
- readmission arrangements including a re-integration meeting with yourself and your child.

Permanent exclusions

Permanent exclusion is typically a last resort, after trying to improve the pupil's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a pupil for a 'one-off' offence, these include but are not limited to serious physical assault, being in possession of an illegal substance or weapons on site.

If your child has been permanently excluded, be aware that:

- the school's academy council is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- if the academy council approves the exclusion, you can appeal to an independent appeal panel
- we must explain in a letter how to lodge an appeal
- we will work in partnership with other Shaw Education Trust and local Schools to provide full time education for any pupil from the sixth day onwards until the exclusion ends
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Incidents that typically will lead to fixed term or permanent exclusion include:

- Physical assault against a pupil including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a pupil
- Verbal abuse and threatening behaviour against an adult

- Instigating violence even if not directly being violent
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damage to property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Deliberate misuse of the fire alarm
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Possession of /or dealing with drugs at school
- Possession of a weapon, including replica weapons
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- Recording/filming any of the above incidents

Internal Exclusion (InEx) is a sanction which is to be considered one step from an exclusion. InEx can be used to defuse situations or deal with issues that occur in schools that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion is a designated area within the school, with appropriate support and supervision.

Uniform

All pupils will attend in full school uniform:

Wearing correct school uniform, correctly at all times is key to a pupils learning and to that end we will ensure this happens through both praise and sanctions. If a child arrives at school in incorrect uniform then parents will be contacted in order to attempt to solve the problem with their support. In extreme cases a uniform pass may be provided for the pupil but this will always be a temporary measure. If a pupil attends school in incorrect footwear then they will be expected to wear school provided pumps until appropriate footwear is obtained. If a pupil refuses to wear correct uniform or uniform correctly then sanctions will be employed in order to help correct this. It is expected that pupils will wear their uniform correctly on the entire journey to and from school. A special emphasis will be made, before and after school in the local community, in order to ensure that the school uniform is worn in the correct manner.

Smoking

The school operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform. This includes the use of e-cigarettes and vapes etc.

Sanctions

- In the first instance, pupils found smoking will be searched and have all smoking paraphernalia confiscated. This will be kept in school until parents collect or we are asked to dispose of the item/s.

- The pupil will receive a Restore session for one hour on a Wednesday afterschool where there will be discussion with them around the issue. (Parents are welcome to attend.)
- If pupils are caught smoking a second time this will result in an Internal Exclusion.
- Further offences will result in Fixed Term Exclusions.

Confiscation of pupil's property

As alluded to above there may be occasions where the need arises for staff to confiscate a pupils' property, for example, mobile phones, I-watches or equivalent. If pupils are seen with any of these items in school or on any part of the school grounds, the item/s will be confiscated. All confiscated property will not be returned to the pupil and will be returned only to parent/carer except in exceptional circumstances as agreed by a member of SLT. Staff are not responsible for the loss or damage of confiscated items.

Searching Pupils

The power to search pupils without consent

In addition to the general power to use reasonable force staff may conduct a search for the following prohibited items: (though this list is not exhaustive)

Knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and vapes, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Payment toward damages

If a pupil causes damage to anything in school then they may well be asked for a contribution towards the cost of any repair. This may apply even if the damage is accidental.

Reasonable Adjustments to Sanctions

All sanctions will be reasonably adjusted with regard to identified diagnosed disabilities in consultation with the SENCO and the school's educational psychologist.

Additional Information

This policy applies to all school related activities including visits, residential and extracurricular events. This also includes the journey to and from school. Other out of school incidents may be considered if the Headteacher believes that they will have a serious impact within school. This would include behaviour which brings the school into disrepute or tarnishes the reputation of the school.

This document should be read in conjunction with:

1. Anti-Bullying Policy
2. Attendance Policy
3. Learning and Teaching Policy
4. Single Equality Scheme
5. ICT policy
6. Safeguarding policy
7. Acceptable Use Policy

Monitoring and Evaluation

We will be monitoring this policy through analysis of data, quality assurance procedures and through reports to the Academy Council.

Appendix 1
Attitude to learning

Highly Motivated	Engaged	Passive	Disengaged
<ul style="list-style-type: none"> • Excellent focus • Seeks challenge • Perseveres • Asks questions to extend thinking • Approaches learning with an active interest • Invites feedback • Responds positively to praise and critique • Learns from setbacks and mistakes • Reviews own progress, acting on the outcomes • Starts learning readily • Seeks own solutions to problems • Asks questions • Organises time effectively • Sets an example • Takes responsibility • Always completes home learning to an excellent standard 	<ul style="list-style-type: none"> • Good focus • Responds positively to challenging activities • Completes all work set to good standard • Answers questions • Connects ideas • Shows a desire to improve • Takes action based in feedback • Shows good application • Can find solutions to problems • Seeks help when needed • Organises time well • Follows all instructions • Shows kindness, consideration and respect • Listens carefully • Always completes home learning to a good standard 	<ul style="list-style-type: none"> • Not always focused • Avoids challenging tasks • Not always working hard • Sometimes attempts to act on feedback • Requires close supervision to ensure tasks are attempted and instructions followed • Misses some deadlines • May distract others • May be off-task • May be unprepared for lessons • Relies on others to do the work • Shows a lack of effort at times • Sometimes completes home learning 	<ul style="list-style-type: none"> • Shows little focus • Work often incomplete or inadequate • Does not attempt to act on feedback • Responds negatively to praise or critique • Normally needs pressure to attempt learning tasks • Does not engage unless closely monitored • May refuse support • Misses most deadlines • Does not listen • Distracts others • Disrupts the classroom or school environment • Rarely prepared for lessons • Does not attempt home learning

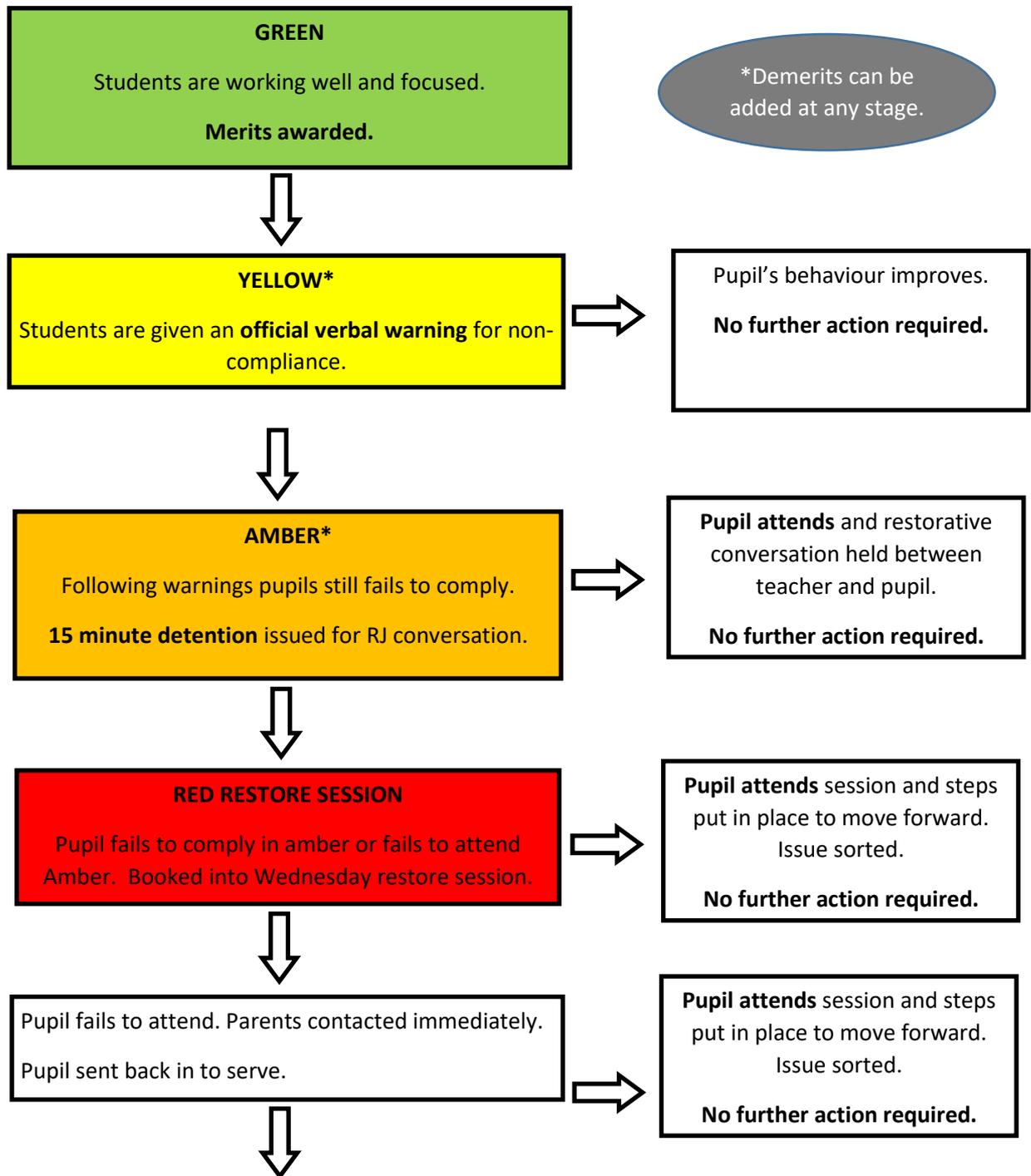
Appendix 2

Rewards for good behaviour

R1 <i>Recorded on sims = + 1pt</i>	<ul style="list-style-type: none"> • Arrive on time wearing correct uniform correctly • Bring Top 5 equipment • Respectful to all in the room • Follow instructions from the teacher • Complete all work to the best of my ability • Make good progress in lessons • Work to target grade in lesson • Being helpful • Excellent contribution in Tutor Time 	Class Teacher Form Tutor
R2 <i>Recorded on sims = + 2pt</i>	<ul style="list-style-type: none"> • Consistent with all R1 expectations • Make accelerated progress in learning • Work above target grade • Complete all tasks to a high standard • Positively engaged with other class members • Confident in answering questions • An outstanding piece of classwork • An outstanding piece of homework • Able to support others with their learning • Persistent with learning and never give up • (Letter/postcard home) 	Class Teacher
R3 <i>Recorded on sims = + 3pt</i>	<ul style="list-style-type: none"> • Winning an event in school • Outstanding project/ assignment over a period of lessons • Excellent achievement in a one-off activity e.g. World Maths Day/off timetable day • Excellent contribution in a lesson • Being a good citizen in the school community e.g. Involvement in a charity event • On target following a data drop • Form of the week – attendance • Form of the week - Points 	All staff
R4 <i>Recorded on sims = + 5pt</i>	<ul style="list-style-type: none"> • 100% attendance over a term (Bronze star badge) • Awards Evening (winning award) • Graduation evening • School Council attendance for the year • Running a competition/club • Organising an event for charity or school • Above target following a data drop • Student of the week 	HoY
R5 and R6 are examples of rewards that pupils may receive. This is by no means an exhaustive list and pupil voice is regularly sought in this area		
R5 For students achieving X points over a term	<ul style="list-style-type: none"> • Early lunch pass • Free non-uniform day • Celebration breakfast • Games afternoon • In house cinema afternoon • Prom • Big Bounce • Silver star Badge 	HoY
R6 For students achieving X points over a year	<ul style="list-style-type: none"> • Trip out • Roller blading (On site) • Lazer quest (On site) • Reward meal (Off site) • Gold star badge 	HoY

Appendix 3

Behaviour pathway



Pupil fails to attend.

1st occasion- Tutor calls home. Pupil on Green report + 1 week social isolation

2nd occasion - HOY calls home. Pupil on Amber report + 1 week social isolation

3rd occasion - HOY calls home. Pupil on Red report + 1 week social isolation

4th occasion – 1 day InEx + parents in for meeting

5th occasion - Exclusion and parents in for a meeting with HOY, DM & EP. Discuss managed move, alt provision etc.