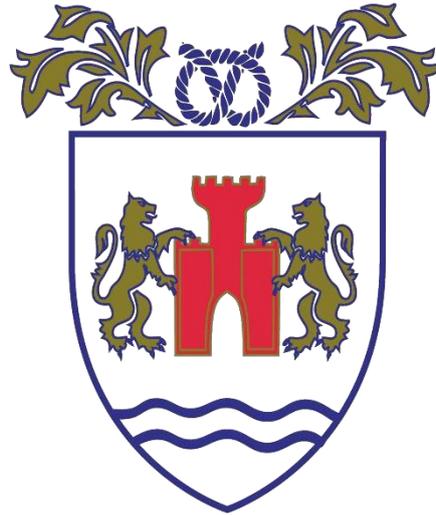


# Wolstanton High School

A Shaw Education Trust Academy



## Behaviour Policy

Status	<b>Statutory</b>
Responsible: Academy Council Committee	<b>Curriculum &amp; Standards</b>
Date last approved by Academy council	
Responsible Person	<b>D Moore</b>
Date of next review	<b>January 2019</b>
Last amended date	<b>January 2018</b>

## **Our Aims are:**

- 1. To make learning our first priority.**
- 2. To ensure all pupils are safe and able to learn.**
- 3. 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.

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. The Home School Agreement details more information.

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 his/her problems within a consistent and secure environment.

### ***“Persistent, Insistent, consistent”***

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 “do the right thing” 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 to pupils.
- Encouraging a consistency of response to both positive and negative behaviour.
- Restorative approaches to managing behaviour are used by staff when a problem arises, which rely on 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'. We will record instances where we believe that a pupil's attitude to learning is preventing them from making good progress. This will allow the Heads of Department and / or Heads of Year to put intervention strategies in place while alerting parents/carers to this at an early stage

Wolstanton High School	Attitude to Learning Criteria
<b>Outstanding</b>	A highly motivated, independent and organised learner, who is rarely off-task. Classwork and homework is always completed to the best of their ability. This person is reflective, resilient and determined to achieve. They are engaged and co-operative and their behaviour is impeccable.
<b>Good</b>	A motivated and organised learner who shows initiative and is keen to do well. They seek to produce classwork and homework to the best of their ability. This person is capable of working independently and is enthusiastic about their learning. They contribute positively to a safe and good working environment.
<b>Requires Improvement</b>	This learner works reasonably well when provided with regular instructions and advice from staff. They lack resilience when faced with challenging tasks. Homework and classwork may be inconsistent but usually meets the minimum standards set. Behaviour will be typically good.
<b>Inadequate</b>	Homework and classwork may be inconsistent but usually meets the minimum standards set. Behaviour will be typically good. Inadequate: This learner has difficulty staying on-task, is often without equipment and seldom completes work or homework. They are often disruptive and show a lack of discipline.

## **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 of the Attitude to Learning criteria and are supported by a balanced combination of rewards and sanctions within a constructive school ethos. It is important to develop and maintain consistency in the application of the reward system.

Examples of rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- Issuing Merits to pupils
- General praise and encouragement in lessons.
- Nomination for praise through events such as the Head's award, Presentation Evenings, Hot Chocolate Friday, Positive Phone Calls .
- Pupils' work to be displayed in classrooms.
- Referral, via HoY, for praise meeting with Head teacher.
- A letter / postcard home to parents to be used more frequently covering a wide variety of academic and non-academic achievements.
- Recognition of success of differing kinds e.g. certificates be given in assembly or Ready to Learn time.
- Termly certificates are to be issued based on information obtained from pupil report data.
- Certificates issued termly for pupils achieving individual attendance targets.
- Rewards issued to tutor groups and year groups linked to behaviour and attendance achievement.

<b>R1</b> <i>Recorded on sims = + 1pt</i>	<ul style="list-style-type: none"> <li>• Arrive on time wearing correct uniform correctly</li> <li>• Bring Top 5 equipment</li> <li>• Respectful to all in the room</li> <li>• Follow instructions from the teacher</li> <li>• Complete all work to the best of my ability</li> <li>• Make good progress in lessons</li> <li>• Work to target grade in lesson</li> <li>• Being helpful</li> <li>• Excellent contribution in Tutor Time</li> </ul>	Class Teacher Form Tutor
<b>R2</b> <i>Recorded on sims = + 2pt</i>	<ul style="list-style-type: none"> <li>• Consistent with all R1 expectations</li> <li>• Make accelerated progress in learning</li> <li>• Work above target grade</li> <li>• Complete all tasks to a high standard</li> <li>• Positively engaged with other class members</li> <li>• Confident in answering questions</li> <li>• An outstanding piece of classwork</li> <li>• An outstanding piece of homework</li> <li>• Able to support others with their learning</li> <li>• Persistent with learning and never give up (Letter/postcard home)</li> </ul>	Class Teacher
<b>R3</b> <i>Recorded on sims = + 3pt</i>	<ul style="list-style-type: none"> <li>• Winning an event in school</li> <li>• Outstanding project/ assignment over a period of lessons</li> <li>• Excellent achievement in a one-off activity e.g. World Maths Day/off timetable day</li> <li>• Excellent contribution in a lesson</li> <li>• Being a good citizen in the school community e.g. Involvement in a charity event</li> <li>• On target following a data drop</li> <li>• Form of the week – attendance</li> <li>• Form of the week - Points</li> </ul>	All staff
<b>R4</b> <i>Recorded on sims = + 5pt</i>	<ul style="list-style-type: none"> <li>• 100% attendance over a term (Bronze star badge)</li> <li>• Awards Evening (winning award)</li> <li>• Graduation evening</li> <li>• School Council attendance for the year</li> <li>• Running a competition/club</li> <li>• <b>Organising</b> an event for charity or school</li> <li>• Above target following a data drop</li> <li>• Pupil of the week</li> </ul>	HoY
<b>R5</b> For pupils achieving X points over a term	<ul style="list-style-type: none"> <li>• Early lunch pass</li> <li>• Free non-uniform day</li> <li>• Celebration breakfast</li> <li>• Games afternoon</li> <li>• In house cinema afternoon</li> <li>• Prom</li> <li>• Big Bounce</li> <li>• Silver star Badge</li> </ul>	HoY
<b>R6</b> For pupils achieving X points over a year	<ul style="list-style-type: none"> <li>• Trip out</li> <li>• Roller blading (On site)</li> <li>• Lazer quest (On site)</li> <li>• Reward meal (Off site)</li> <li>• Gold star badge</li> </ul>	HoY

## Respect for learning

# A Actions

# B Bring

# C Consequences

All actions bring consequences and in line with our stated desire to recognize and reward those pupils who consistently get it right the focus of this policy has been on the positives thus far. However, there are times when pupils do not get it right and again there are specific consequences for those times.

## Consequences for poor behaviour

<b>C1</b> (Verbal warning to change behaviour) = -1pt	<ul style="list-style-type: none"> <li>Failing to meet any of the non-negotiables</li> <li>Late to lesson</li> <li>Talking when the teacher is talking</li> <li>Shouting out/answering back</li> <li>Eating /chewing in the classroom</li> <li>Not silent after 1<sup>st</sup> time of asking</li> <li>Distraction of another student</li> <li>Lack of 'Top 5' equipment</li> </ul>	Class Teacher
<b>C2</b> (10 minute sanction with class teacher) Recorded on sims = -2pts	<ul style="list-style-type: none"> <li>Repeat of C1 – or any C1 offence after already receiving a C1 warning</li> <li>Lack of respect displayed to another person</li> <li>Inadequate attempt at classwork</li> <li>Inadequate attempt at homework</li> </ul>	Class Teacher
<b>C3</b> (15 minute sanction with teacher) Recorded on sims = -3pts	<ul style="list-style-type: none"> <li>Failure to change poor behaviour after receiving C2 warning</li> <li>Failed to attend C2 detention</li> <li>Graffiti or misuse of school property/equipment</li> <li>An issue deemed an immediate C3 without the use of C1/C2</li> </ul>	Class Teacher
<b>C4</b> (30 minute sanction with HoD) Recorded on sims = -5pts	<ul style="list-style-type: none"> <li>Failed to attend C3 detention</li> <li>Repeated inadequate classwork</li> <li>Repeated failure to complete adequate homework</li> <li>Failure to change poor behaviour after receiving C3 detention</li> <li>Removal to alternative room/ECO</li> </ul>	HoD (Every Monday on rota)
<b>C5</b> (60 minute Afterschool detention with HoY) Recorded on sims = -10 pts	<ul style="list-style-type: none"> <li>Failed to attend C4 detention</li> <li>Failure to serve C4 detention properly</li> <li>Use of inappropriate language</li> <li>Getting phone out in lesson</li> <li>Truancy</li> </ul>	HoY (Every Wednesday on rota)
<b>C6</b> (60 minute After school sanction with SLT) Recorded on sims = -15pts	<ul style="list-style-type: none"> <li>Failure to attend C4/C5 detention</li> <li>Refusal to follow request from a member of staff/defiance</li> <li>Rudeness to staff</li> <li>Smoking or suspicion of smoking including vapes etc.</li> </ul>	SLT (Every Friday on rota)
<b>C7</b> Isolation = -20 pts per day SAS = -50 pts per day Exclusion = -100 pts per day (Must be agreed by Deputy Head)	<ul style="list-style-type: none"> <li>Foul/abusive/aggressive behaviour towards other person</li> <li>Fail to attend C6 detention</li> <li>Persistent disruptive behaviour</li> <li>Persistent non-co-operation with staff</li> <li>Vandalism</li> <li>Theft</li> </ul>	HoY/SLT
<b>C8</b> Managed Move Alternative curriculum/Provider Permanent exclusion	<ul style="list-style-type: none"> <li>Constant inability to correct behaviour despite sanctions and support</li> </ul>	HoY/SLT

**If there is a serious incident within a lesson, the teacher should inform ECO (Emergency Call Out) before completing paperwork to be handed to the Head of Year as soon as possible after the incident.**

### **Dealing effectively with a pupil whose behaviour falls below our expectations over a number of lessons in one subject**

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.

- Class teacher to discuss behaviour with the pupil
- Contact parents
- Put into a departmental detention
- If there is no improvement then pass on to the Subject leader for additional support

### **Dealing effectively with a pupil whose behaviour falls below our expectations over a number of lessons in one subject and has not responded to interventions put in by the class teacher**

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.

- Class teacher to discuss the pupil with the Subject Leader, outlining the action they have taken already.
- Subject Leader to speak to the pupil, along with the class teacher. There should be a clear expression of what is needed to improve and what will happen if there is no improvement.
- If there is no improvement, the pupil to go onto Subject Report for two weeks – to be completed for any lessons in that subject area. Subject Leader to monitor this report.
- If there is no improvement, Subject Leader to discuss this further with the Head of Year

### **Dealing effectively with a pupil whose behaviour falls below our expectations over a number of lessons in a more than one subject area**

The Behaviour Intervention System (outlined below) is designed to monitor the behaviour of all pupils in the school, developing a consistent response to pupils who are a concern

with the aim of sustainably modifying their behaviour to ensure that they work to the school's expectations in all lessons.

Pupils will move up the system in response to the ongoing monitoring of behaviour across the school. All pupils will start at stage 0 at the beginning of the 2017/2018 academic year. At each stage there is appropriate intervention put in place to modify the pupil's behaviour, with the aim of returning them to the stage below as soon as possible.

Heads of Year will ensure support, sanction and intervention in many ways including:

- C5 after-school detention.
- The system of reports moving from Red, through Orange to Green.
- Meeting with parents.
- Use of Isolation and SAS room.
- Discussion of changes to timetabling and provision.
- Discussion with SLT re: next steps including Managed Moves, exclusions, alternative provision

Responsibility for the movement through the stages is as follows: -

Stages		Decision made through discussion between	Evidence used to move up and down the stages
From	To		
0	1	HoY / Form Tutor	Behaviour points on SIMS / referrals
1	2	HoY / Form Tutor	Behaviour points on SIMS / referrals / behaviour survey
2	3	HoY	Behaviour points on SIMS / Stage 2 Form Tutor report card / serious incident slip (if appropriate)
3	4	HoY / DH i/c Behaviour	Behaviour points on SIMS / Stage 3 Year Team report card / serious incident slip (if appropriate)
4	5	DH i/c Behaviour / Head	Behaviour points on SIMS / Stage 4 ATL report card / serious incident slip (if appropriate),

### **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 because of the difficulties that have arisen concerning a serious breach of conduct. 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.

**A child who gets into serious trouble at school can be excluded for a fixed period of time. Schools can exclude a child if:**

- they have seriously broken school rules
- 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 request and 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.

**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.

### **Permanent exclusions**

The Headteacher will usually only permanently exclude a pupil as 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 serious physical assault, being in possession of an illegal substance or weapons on site as examples.

**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 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

**Internal Exclusion** which can be used to defuse situations 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.

**External Exclusion** is always followed by a readmission meeting with parents/carer and the pupil. Upon the pupil's return to the school a re-integration plan will ensue which entails the pupil being on Red report which will ensure at least daily contact with the HOY who will in turn make regular contact with parents. As a pupil moves through the reporting system, support, intervention and appropriate sanctions will be used. Parents

will be kept informed throughout. If required parents will be invited in for a follow up meeting.

### **Incidents during unstructured times**

Pupils are expected to behave in an appropriate manner at all times throughout the school day to ensure the orderly and safe environment. If there is an incident during unstructured times, the member of staff should report this to the Head of Year. The sanctions can include a detention or being placed in inclusion for a period of time depending on the nature and severity of the incident.

### **Specific Areas of Concern**

Attention should be given to the following areas:

#### **Uniform**

All pupils will attend in full school uniform:

- There will be zero tolerance regarding incorrect uniform.
- If parental/carer permission has been obtained a member of the pastoral team will send the pupil home to get changed.
- If the pupil is unable go home it is expected that they will be in isolation with their form tutor or Head of Year for the day. They will also be isolation at break and lunchtime.
- 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.

#### **Sanctions**

- In the first instance, pupils found smoking will receive an after-school C5 detention for 1 hour on a Monday. Parents/carers will be informed of the incident as soon as possible via a phone call from the Head of Year.
- If pupils are caught smoking a second time, parents/carers will be instructed to come into school to meet with the Head of Year. A leadership C6 detention for 1 hour on Friday will be issued.
- A third offence will result in an Isolation which will include support with the issue. Further offences will result in Fixed Term Exclusions.

## **Confiscation of pupil's property**

There may be occasions where the need arises for staff to confiscate a pupils' property, for example, mobile technology. If pupils are seen with mobile technology in lessons, or anywhere other than designated areas, it will be confiscated. All confiscated property will be returned to the pupil or parent/carer. 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 see 'The use of force by staff to control or restrain pupils Policy' 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 Towards 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.

## **Serious Incidents**

**These 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 by involving other people, not necessarily from the school community, in disputes with other pupils ☒ Involvement with Fireworks
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct

- Deliberate misuse of the fire alarm will result in a permanent exclusion
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Possession of /or dealing with drugs at school will result in a permanent exclusion
- Repeated use of drugs or alcohol may result in a permanent exclusion
- Possession of a weapon, including replica weapons
- Misuse of medication
- Misuse of aerosols
- Misuse of electronic equipment
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Inciting others to commit a violent act
- 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
- It would be treated as a serious incident if any pupil inappropriately recorded/filmed any of the above incidents taking place
- Behaviour that causes great anxiety or upset to others (even if this was intended as a joke)

**Again, this list is not exhaustive**

**These incidents are considered to be highly damaging to the ethos of the school and to individuals within it. In these circumstances the normal referral procedures may be bypassed.**

Serious incidents should be referred immediately to the Head of Year or a member of the Leadership Group.

### **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, residentials and extra-curricular 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.

Staff should use this document in conjunction with:

1. The Anti-Bullying Policy
2. The Attendance Policy
3. The Learning and Teaching Policy
4. The Single Equality Scheme

5. The ICT policy
7. Safeguarding policy
8. The Home School Agreement
9. 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.