

**WATH ACADEMY**



**BEHAVIOUR FOR LEARNING  
POLICY**

**September 2019**

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## 1) Introduction

### AIM OF THE POLICY

Our vision is to 'Deliver world-class learning, which inspires every child to achieve excellence'. In order to do this, we have the highest expectations of our students both in the classroom and on the corridor.

Students will be encouraged to uphold high standards and help create a sense of community throughout the academy. Staff will consistently seek to adopt a positive approach to student discipline in ensuring a safe and secure environment in which learning can flourish and prosper. Parental involvement and interest in their children's education will be actively encouraged through the use of Student Planners, SIMS, Student and Parent Consultation Evenings with subject teachers and the range of events for the community which take place at the academy.

We are committed to using other practical measures to promote good behaviour from students. The Rewards system is used to encourage punctuality; attendance; high quality classwork and homework; and participation in the wider aspects of academy life. The academy recognises that some students experience difficulties in maintaining good standards of behaviour, therefore a support system is in place for these students.

### THE 'NON-NEGOTIABLE' EXPECTATIONS OF ALL STUDENTS

#### **In the Classroom:**

- **Arrive** to lessons **on time**
- **Speak respectfully** to staff and other students at all times
- **Take responsibility** for your own behaviour and attitude to learning
- **Be ready to learn** with all required equipment
- Take pride and care to complete all tasks to the **best of your ability** (including homework).

#### **Around the Academy:**

- **Follow instructions** from **all staff** – first time and every time
- Wear **full academy uniform** smartly at all times
- Show **respect** for other **people** and academy **property**
- Always **place litter in bins**
- **Keep to the left** on corridors and stairs **and follow the one way system** in academy.

Please note that the Wath Academy Behaviour Policy makes reference throughout to the following DfE documents:

- Exclusion from maintained schools, academies and pupil referral units in England 2012;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Preventing and Tackling Bullying. Advice for Principals, staff and governing bodies;
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;

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- Behaviour and Discipline in Schools;
- Screening, Searching and Confiscation;
- Ensuring Good Behaviour in Schools; and Dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. Wath Academy reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

## **2) Behaviour Management System (In Class – Consequences)**

The Consequence system is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour i.e. behaviour that undermines the student's own learning or that of others. The Consequences pathway is as follows:

Warning – Rule Reminder. A warning can be given for e.g:

- Talking
- Poor work rate
- Not following instructions
- General low level disruption

### **C1 – First negative choice**

- Recorded on the consequences board

### **C2 – Second negative choice – Final warning**

- Recorded on the consequences board

### **C3 – Third negative choice - Removal to another classroom**

- Recorded on the consequences board
- 30 minute detention the next day
- Failure to satisfactorily complete a C3 detention will result in a C4 being issued

### **C4 – Fourth negative choice - Removal to Consequences Room**

- 60 minute detention the next day

### **C5 – Fifth negative choice**

- 1 day in Consequences Room followed by the 60-minute detention

### **Immediate referral to the Consequences room can be given for:**

- Health or Safety concerns
- Violence or threatening behaviour towards others
- Walking away from a member of staff
- Swearing
- Smoking
- Refusing to hand over items which are not allowed in the school.

The above could equally be internal exclusion / fixed term exclusion, dependent on circumstances.

#### **C6 – Continued defiance / disruption - Referral to Assistant Vice Principal or Principal**

- Internal Exclusion or Fixed term Exclusion followed by a day in Consequences and the 60 minute detention.

**C3 (30min) and C4 1 (hour) detentions will be issued for the next day in every instance and will be led by Year Leaders and / or members of the Senior Leadership team.**

**It is the student's responsibility to attend the detention. Failure to attend the detention with no valid reason will result in the sanction being escalated.**

#### **3) Behaviour Management System (Outside the classroom)**

All students are expected to be polite, courteous and respectful to everyone on the academy site and to comply with reasonable requests or instructions made by staff at the first time of asking. Students are expected to have regard for their own safety and that of others.

Wath Academy operates a Conduct Card System to encourage positive behaviour around the academy. Students acquire negative signatures for not meeting expectations and positive signatures for going above and beyond normal expectations.

If a student receives 5 positive signatures on their conduct card they will receive 2 E-praise points.

Students who receive 5 negative signatures will receive a 30 minute detention.

#### **4) Fixed Term Exclusion/ Internal Exclusion**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Principals in using exclusion as a sanction where it is warranted.'  
*[DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012']*

All decisions to exclude are serious and only taken as a last resort at the discretion of the Principal. The academy may wish to sanction an Internal exclusion as an alternative to a Fixed Term Exclusion. This will include either supervised provision within the academy's internal exclusion provision or alternatively at a partnership academy. Please find a list of examples below whereby fixed term exclusions may be appropriate, however, it is important to note that this list is not exhaustive:

- Failure to comply with instructions of a senior member of staff.
- Physical or emotional abuse of staff or students.
- Sexual misconduct.
- False allegations made against staff.
- Breach of Health and Safety rules and regulations.
- Serious breach of academy rules.

The School recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days.

## 5) Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

‘in response to serious or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’ [DfE ‘*Exclusion from maintained schools, Academies and pupil referral units in England 2012*’]

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence.

## The Local Governing Committee’s Guidance on Offensive Weapons

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought onto the academy site. In addition to knives; axes, BB guns, air guns, GATT guns, catapults and slings will all be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Local Governing Committee to be carried with the intention to inflict injury on another individual, for instance blades removed from pencil sharpeners.

In addition, the local governing committee also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system.

## 6) Partial Timetable

In exceptional circumstances, there may be a need for a student's timetable to be temporarily modified or reduced in order for it to better meet the individual needs of a particular student, at that point in time. A modified or reduced timetable may be appropriate where students demonstrate challenging behaviour or where students find it hard to meet the behavioural expectations of the academy. In these circumstances the modified/reduced timetable is put in place in order to try to avoid exclusion.

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When a student returns to the academy following a Managed Move to another school, or when a student is awaiting a Managed Move from Wath Academy to another school, they will be placed on a modified/reduced timetable.

Modified or reduced timetables will be reviewed on a weekly basis, with the aim of incrementally increasing the timetable to full time as quickly as possible. The speed at which a modified timetable is increased/decreased is determined by how well the student's behaviour improves whilst on the modified timetable.

## **7) Screening, Searching and Confiscation**

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Principals, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, Wath Academy also bans the following items and as a result is able to search students for them:

- Any item brought into the academy that could be sold or passed on to other students which, in the Principal's opinion will cause disruption to the academy or be detrimental to academy practice. This includes searches for stolen goods, drugs, alcohol, tobacco and any item that could be used as an offensive weapon.
- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.
- Items confiscated by the Academy can be collected by parent/carer except where the academy has chosen to dispose of the confiscated items, for example, cigarettes, alcohol, lighters.
- Where the academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the academy can dispose of tobacco or cigarette papers as they think appropriate, but this does not include returning them to the student.

## **8) Mobile Phones and Electronic Devices**

No student is permitted to use their mobile phone or any electronic device including headphones whilst on the premises. If they bring their mobile phone/electronic device with them to the academy, it must be switched off before they enter the academy gates. They will not be able to switch them on again until they have left the academy site. Failure to adhere to this policy will mean that the item (including earphones) will be confiscated and a C3 consequence will be issued. The first instance of confiscation will mean students

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will be able to collect their device at the end of the day. On the second instance, it can be collected by parents at their convenience or by students after 5 days.

Incidents have occurred out of the academy where postings have been put on social networking sites - parents are reminded of the importance of helping young people to understand how to use this technology responsibly and the very serious consequences that can result in failing to do so.

## **9) Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for principals, staff and governing bodies'.

All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a academy organised visit.

## **10) Discipline beyond the academy gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises, which pose a threat to a member of the public or a student, to the police as soon as possible.

If a member of the public, academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a academy member of staff, the Principal or Assistant Vice Principal with responsibility for Behaviour must be informed. In the vast majority of cases they will involve the academy's Police Liaison Officer, who will then follow agreed police and academy procedures. (See Police/SSP section.) In addition, if the Principal/Assistant Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the academy's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on academy residential visits, day trips and at academy sports fixtures. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site (refer to the consequences/exclusions section of this document).

Where bad behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct, for example a physical assault or bullying incidents. The full Consequences System may apply.

Students are required to wear their academy uniform correctly when travelling to and from the academy and must not be involved in behaviour that could adversely affect the reputation of the academy.

## **11) Smoking off-site/general behaviour off-site**

Smoking on site is a serious breach of academy rules and will be dealt with as such.

Smoking off-site is also seen as a serious breach of academy rules, as students represent the academy at all times whilst wearing the uniform.

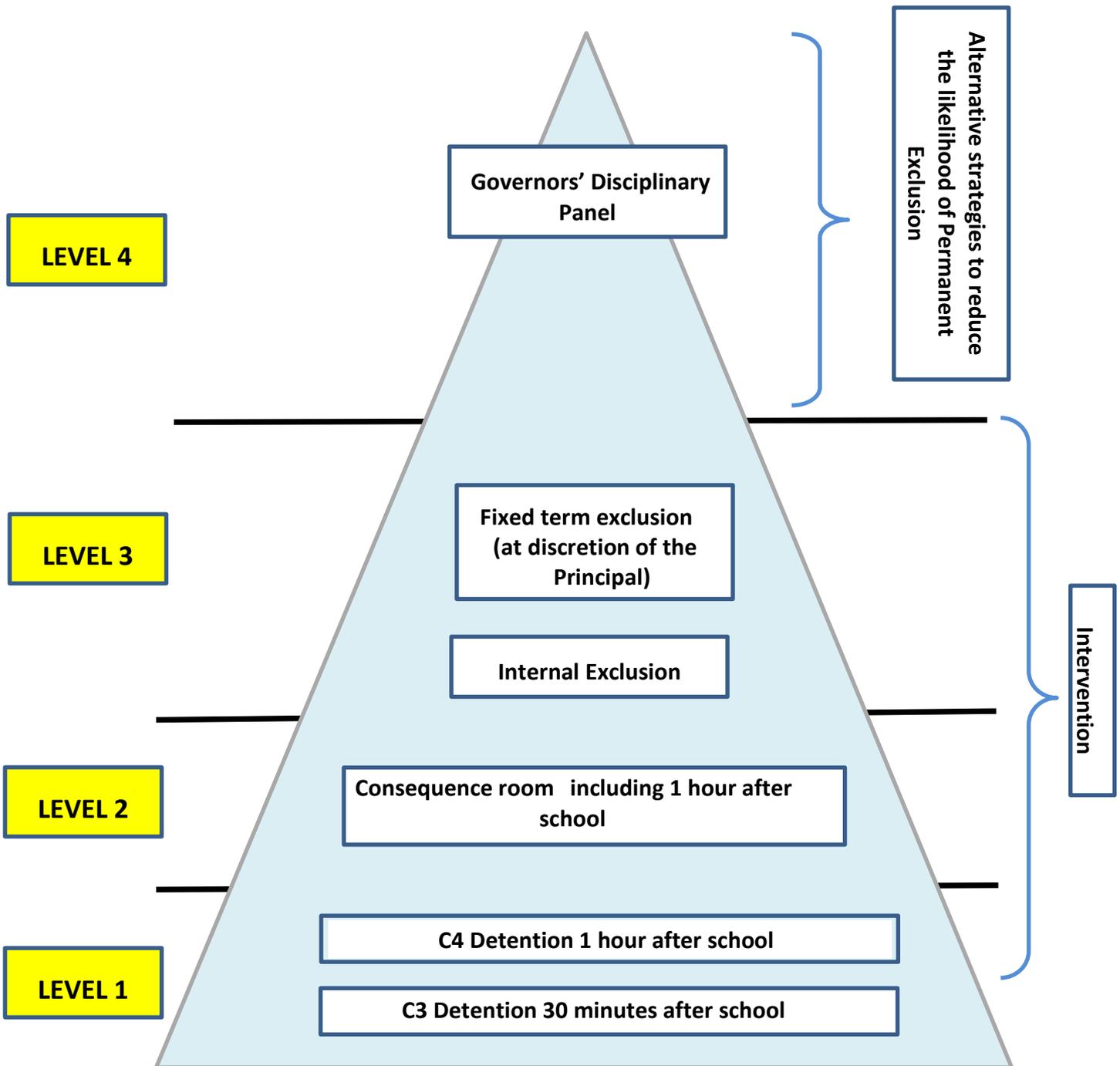
Poor general behaviour off site whilst in the academy uniform will also be dealt with as deemed fit. It is our belief that students should positively represent the academy at all times.

## **12) Police**

Wath Academy will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Wath Academy will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

13) Appendix 1 - Behaviour Flow chart to be used by Pastoral Team



**Level 1** – Key Stage Managers to monitor and oversee C3 detentions. AYL, PYL teams may meet Parents/Carers at this stage.

**Level 2** – Consequence room  
The Behaviour Support Unit (BSU) Manager to lead on the day-to-day running of the Consequence Room, to ensure there is appropriate work provided for students and that there's a consistent approach to the consequence system. Failure to comply in the Consequence Room to result in internal exclusion / fixed term exclusion.

## **Intervention**

The BSU Manager will monitor behaviour points and number of visits to the Consequence Room and/or the number of internal exclusions / fixed term exclusions to decide on the type and frequency of intervention required.

### **Level 3** - Fixed Term Exclusion / Internal Exclusion.

Internal Exclusion may also make use of Swinton Academy, St Pius or other Central Partnership schools. Students who reach this level may also access the academy's Alternative Provision Base or local authority's Pupil Referral Unit. This maybe on a temporary or permanent basis.

### **Level 4** - Governors' Disciplinary Panel

Any student who accrues more than 15 days in fixed term exclusions in a single term will be expected to attend a Governors' panel to meet with the Chair of Governors, the Principal and an Assistant Vice Principal. The SLT link will monitor when a student requires a Governors' Disciplinary Panel. Both student and parents will be expected to attend on the specified date and time.

Alternative strategies to prevent Permanent Exclusion – to include:

#### **1. Behaviour Phase Threshold (Level 1, 2 and 3)**

PYL will begin the Behaviour Phase Threshold document as soon as a student receives a second fixed term exclusion in an academic year. An Assistant Vice Principle and BSU Manager will receive copies of the document – to allow discussion at fortnightly Pupil Management Group meetings. The SLT link to keep an oversight of students with a Behaviour Phase Threshold.

#### **2. Managed Moves**

The Assistant Vice Principal with responsibility for behaviour to lead on Managed Moves to other schools. KSMs to attend the initial meeting with Student and Parent present.

AYL and PYL to attend the weekly meeting to discuss the progress of the student (over the course of a 10 week period).

#### **3. Alternative Provision**

The Assistant Vice Principal with responsibility for behaviour to discuss students of concern (Level 2 or 3 in terms of Behaviour Phase Threshold document) at Pupil Management Group meetings. Any Student that continues to behave poorly is at risk of being placed in an alternative provision programme.