



Behaviour Principles Guidance

Author: Joe Cowell
Headteacher

Date Ratified by Governors: November 2015

Date of Review: December 2018

CLASSROOM EXPECTATIONS

PROMOTING POSITIVE BEHAVIOUR

We expect Wollaston students to follow classroom routines and expectations and ensure that a positive learning environment is maintained.

BEFORE THE LESSON:

Arrive on time.
Line up quietly, wait to be greeted by your teacher.
Make sure uniform is correctly worn.

AT THE START OF THE LESSON:

Sit, as directed by your teacher.
Ensure equipment is ready to use.
Place planner on your desk.

DURING THE LESSON:

Engage with the task or teacher.
Follow instructions as requested.
Complete all work set.

AT THE END OF THE LESSON:

Wait to be dismissed.
Move quickly to your next lesson.

AT ALL TIMES YOU ARE EXPECTED TO:

Be polite and respectful.
Cooperate with others.



WOLLASTON SCHOOL



PRAISE AND RECOGNITION

PROMOTING POSITIVE BEHAVIOUR

Everyone has to make choices. When you make the right choice and meet Wollaston School expectations you will be praised and receive appropriate recognition.



1

Good contribution to learning.
Good piece of work.
Supporting and helpful
behaviour to staff and peers.

Verbal praise.
Sticker.
House point.
Recorded on GO.



2

Outstanding contribution to
learning.
Outstanding piece of work.
Participation in extra-
curricular and house events.

Note in planner.
House point.
Phone call home.
Recorded on GO.



3

Consistently positive
contribution to learning.
Consistently high levels of effort.
High level of attendance.

Postcard home.
Letter home.
Year team reward.
Recorded on GO.



4

Recognition of contribution to
the whole school.

Senior team
recognition.
Whole school
reward.



WOLLASTON SCHOOL



BEHAVIOUR FOR LEARNING

Classroom teacher

Classroom behaviour is in-line with school expectations. Classroom learning can take place effectively.

+2
✓
+4

Classroom teacher

Classroom behaviour requires a teacher warning. Behaviour is low-level but affects classroom learning.

-1

Classroom teacher

Classroom behaviour requires a teacher action. Behaviour is repeated or persistent and affects the classroom learning.

-3

Subject Year Team

Classroom behaviour requires further intervention. Behaviour has significantly affected classroom learning. Removal is necessary.

-5

Senior Team

Classroom behaviour needs to be addressed before the student may return to lessons.

X



WOLLASTON SCHOOL



Principles for dealing with inappropriate student behaviour

1. Faculties

Classroom teachers are expected to deal with low-level disruption. If this becomes persistent or more challenging, heads of faculty or other senior colleagues in the faculty should be used for support.

2. Year team.

Each year group now has three dedicated members of staff to help support student behaviour management:

- Student manager [doesn't teach, but does support cover rota]
- Heads of year, teaches 22/30 lessons
- LT link, teaches 15/30 lessons.
-

These people and their locations are shown below. If there is a problem, there will usually be one of the 3 members of the year team to support with students.

Year Teams				
Year	Head of Year	Student Manager /Assistant Head of Year	Location	SLT support
7	Anita Walker	Nicola Ames	English	Caroline Barton
8	Edd Stevenson	Annie Cootes	Humanities	John Cunningham
9	Katie Pantelli	Karen Martin	Art & Design	Karen Worger
10	Martyn Wilkie	Kate Ball	Art & Design	Kieron Beeby
11	Janine Hobson	Michelle Ratledge	Maths corridor	Lisa Boggis
12/13	Damien Keane	Clare Randell Amy Hefford	ATSFC	Joe Cowell
Additional inclusion and learning support: Claire Ward, Nicola Ames, Jill Foulser, Dawn Stewart				

3. Leadership Team.

Leadership team will support dedicated faculties and will also be available on-call for significant issues. Where the appropriate member of staff cannot be contacted, please contact the Headteacher via main reception or Louisa Nixon.

Timetable - On Call 1
as at 25/09/2015

	Mon	Tue	Wed	Thu	Fri
1	MCA	BGG	HT	MCA	BEE
2	LYD	BEE	LYD	CUN	BGG
3	KEA	BEE	WOR	BEE	KEA
4	BGG	KEA	WOR	LYD	WOR
5	LYD	LYD	HT	MCA	HT
6	CUN	HT	CUN	HT	BEE

Pathways for dealing with inappropriate behaviour			
Type of behaviour	Examples	Who deals with it?	Likely sanctions
Low-level disruption that affects classroom learning.	<ul style="list-style-type: none"> • Lateness to lessons. • Refusal to comply with instructions. • Constant chatter that disrupt other students • Misuse of technologies including mobile phones, ICT and the internet. • Eating or chewing gum 	<ul style="list-style-type: none"> • Class teacher. • Head of faculty informed. • Tutor informed. 	<ul style="list-style-type: none"> • Time made up break at lunchtime • parents informed
Persistent low-level disruption or more serious disruption to learning	<ul style="list-style-type: none"> • Student regularly defies teacher or support staff. • Student refuses to comply with instructions such as putting mobile phone or headphones away, or conforming to seating plan. • Truancy from school or from lessons. 	<ul style="list-style-type: none"> • Head of faculty or other senior member of Department take student out of lesson and supervises if free, or identifies sixth form lesson for student to work in isolation. • Tutor and Head of Year informed 	<ul style="list-style-type: none"> • Head of faculty contact parents and requests meeting with parent and class teacher to discuss solution to the issue. • Student on reports to head of faculty to ensure behaviour improves. • Seek support from learning hub to help focus students and improve behaviour in class via LT link.
Significant disruption stops teaching and learning taken place learning	<ul style="list-style-type: none"> • Bullying and harassment, including cyber-bullying. • Racist, sexist and homophobic behaviour and language. • Destruction of property including malicious damage and graffiti. 	<ul style="list-style-type: none"> • Student removed and sent to student manager, head of year, or appropriate SLT link. • If none of these available, member of SLT on-call contacted. 	<ul style="list-style-type: none"> • Parent contacted for discussion with head of year. • Student withdrawn from lessons with student manager head of year or LT link for agreed period of time and must demonstrate improved progress and behaviour before returning to lesson.

			<ul style="list-style-type: none"> • Student only return to class once resolution with parents has been agreed.
<p>Serious misbehaviour which requires immediate removal from class and senior staff intervention</p>	<ul style="list-style-type: none"> • Student directs violence, threatening behaviour or offensive language to a member of staff or other student • Students endangering their own or others' health and safety. • Student in possession of banned substance or weapon. • Misbehaving in public examinations. 	<ul style="list-style-type: none"> • Head of year, appropriate SLT link or Headteacher contacted. 	<ul style="list-style-type: none"> • Possible fixed period exclusion • LT link or HT meets with parents to agree way forward. • Pastoral support plan implemented • Student only returns to lesson with strict monitoring process in place.

Policy Review Dates – Policy Review Date: December 2018

Signed: _____
(Chair of Governors)

Date: _____

Signed: _____
(Headteacher)

Date: _____