



## School Behaviour Policy

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## **RATIONALE:**

Wollaston School believes in establishing and maintaining a positive learning culture, where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect.

Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with respect, dignity and consideration. Our Behaviour Policy underpins the rights and responsibilities which are at the core of our beliefs as a school.

Teachers should follow the published Teachers' professional standards.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **HIGH EXPECTATIONS:**

To ensure that high standards of behaviour are engendered in our students and maintained consistently throughout the school, the school expects all students, with parental support, to abide by the Behaviour Policy.

Whilst acceptance of our policy is explicit through parental and student signature of the Home School Agreement which can be found in the student planner, attendance at the school is taken as implicit acceptance of our policy.

Students are expected to take responsibility for their actions and behaviour and staff are expected to treat students in a way which supports and rewards positive behaviour.

Establishing the expected behaviour is achieved and maintained by focusing on **four** key aspects;

### **1. Respect for oneself**

This is shown by a positive and active involvement in classwork and school life. Lessons are able to progress without disruption. Each student should ensure that they arrive ready to learn. We expect Wollaston students to follow classroom routines and expectations and ensure that a positive learning environment is maintained.

### **2. Respect for others and their culture**

All members of the school community should be treated with respect. This is shown by the way that we speak to each other and by being courteous, well mannered and by showing regard for the feelings of others and difficulties they face. Discrimination will not be tolerated.

### **3. Respect for the environment**

We all benefit from working in a clean and tidy environment that is well-resourced and safe. To maintain this, all members of the school should take care of all areas within the school by not dropping litter, not eating other than in designated areas and not chewing gum. It is also important to respect other people's property and work displayed around the school, and to report any theft or damage to the nearest member of staff.

### **4. Apply the school uniform code**

We expect students to wear the correct uniform at all times.

## **ROLES AND RESPONSIBILITIES OF STAKEHOLDERS**

### **The Governing Body**

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. We will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

### **The Headteacher**

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

### **Staff, including teachers, support staff and volunteers**

Staff, including teachers, support staff and volunteers will be responsible for ensuring the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in reviewing the effectiveness of the policy and supporting the Headteacher to create a high quality learning environment, modelling positive behaviours for learning and implementing agreed policy and procedures.

## **Parents and Carers**

Parents and Carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school issues arising to improve the climate for learning.

## **Students**

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and high expectations to enable them to do so. Linked posters are on display in all classrooms.

## **Vulnerable Learners**

Where students have been identified as Vulnerable Learners the school will ensure that appropriate interventions are put in place to help these students achieve their potential.

Vulnerable learners will be included on the whole-school provision map which includes all additional intervention across the school. This enables the school to plan strategically to meet pupils' identified needs, track their provision and work effectively with parents, LA and external agencies to ensure that Vulnerable Learners make expected progress

Where children are underachieving and/or identified as having Special Educational Needs, have an Education, Health care Plan or are identified as low prior attainers the school provides for these additional needs in a variety of ways and includes:

- Teachers differentiate work as part of teaching
- Assessment in relation to progress through the curriculum
- In-class support
- Adaption of curriculum where necessary
- Other small group withdrawal
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources,

## **Bias**

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

## **PROCEDURES**

The procedures arising from this policy will be continually developed and reviewed in consultation with all stake holders. The procedures will make clear to staff and students how the acceptable standards of behaviour can be achieved and will have a clear rationale which is made clear to staff, students and parents.

## **Training**

The Governing Body, and Headteacher will ensure that appropriate and high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

## **Whole School Policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly teaching and learning, inclusion, attendance and punctuality, equality and anti-bullying, is essential and needs the support of staff.

## **Review**

The Behaviour policy will be discussed with key stakeholders; its effectiveness, fairness and consistency of application will be regularly reviewed and outcomes will be communicated to all stakeholders.

## **COMMUNICATING THE BEHAVIOUR POLICY TO THE SCHOOL COMMUNITY**

The school will ensure that students are aware that they are expected to adhere to the school values and high standards of behaviour. The Behaviour Policy and behaviour expectations will be communicated through tutorial sessions, assemblies, information within the student planners and classroom posters. The Policy will be published on the school website. The school values its partnership with parents and expects parents to support the school in maintaining its high standards of behaviour.

## **BEHAVIOUR OUTSIDE SCHOOL AND WHEN USING TECHNOLOGIES INCLUDING ICT**

The school's Behaviour Policy allows the school to regulate students' behaviour where the students are not in school or in the charge of the school e.g. in the immediate vicinity of the school, on the journey to and from school or when clearly identifiable as a member of the school.

When using transport provided on behalf of the school, students are expected to behave appropriately at all times. Demonstrating respect for the environment, maintaining school rules and ensuring that the health and safety of themselves or others is not at risk.

Students may be outside school on school business including for example school trips and educational visits college courses, sporting activities and work experience placements. In such circumstances, breaches of the Behaviour Policy will be dealt with as if they had taken place in school.

The Behaviour Policy extends to when students are using technologies including mobile phones and the internet. For behaviour outside school, but not on school business, including through the use of the technologies such as mobile phones and the internet, the school may discipline a student with a sanction, including an exclusion decided upon by the Headteacher, if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

## **THE HARASSMENT OF STAFF**

The harassment, abuse or intimidation of staff, both on and off the premises, including via the use of technologies such as mobile phones and the internet, is considered a serious breach of the school's

behaviour policy. The school will discipline a student who breaches the school behaviour code in this way with a sanction, including an exclusion decided upon by the Headteacher.

## **THE CODE OF BEHAVIOUR**

We expect students to:

- Comply with instructions from all adults they come into contact with.
- Respect all people and not to discriminate against others based on race, religion, gender, sexual orientation or disability.
- Attend school.
- Arrive in school and in class on time, ready to learn, with the correct equipment.
- Comply with the uniform policy and wear the uniform correctly.
- Respect and take care of the school premises, buildings and property.
- Respect the property of other people in the school community.
- Keep work areas and social areas tidy, clean and free from litter.
- Focus on their learning, taking a pride in their work, including presentation.
- Complete homework and coursework assignments on time and to the best of their ability.
- Have due regard for the health and safety of others by complying with the health and safety procedures and instructions in lessons and around the building.
- Move around the building in an orderly and safe manner.
- Safeguard themselves and others by not leaning over or playing near the balconies or stairwells.
- Use the social and eating areas in a safe, orderly fashion.
- Maintain safe practices in queues and large groups.
- Make visitors to the school welcome.
- Provide good example of behaviour to students in younger year groups.
- Maintain a high standard of behaviour, on the way to and from school, when representing the school as well as when clearly identifiable as a member of the school community.
- Respect the school's neighbours and the local community.

The following behaviours are not acceptable:

- Poor punctuality.
- Truancy from school or from lessons.
- Leaving the school premises during the school day without authority.
- Refusal to comply with instructions.
- Disruption of lessons.
- Misbehaving in examinations.
- Violence and threatening behaviour, either verbal or non verbal.
- Bullying and harassment, including cyber-bullying.
- Racist, sexist and homophobic behaviour and language.
- Misuse of technologies including mobile phones, ICT and the internet.
- Using mobile phones or iPods in lessons unless directed by a teacher (BYOD Policy)
- Taking unauthorised photographs on school premises.
- Smoking on the premises and on the way to and from school.
- Theft of property from the school, staff, visitors or students.
- Destruction of property including malicious damage and graffiti.
- Eating in areas not designated as eating areas; chewing gum in the school building.

- Dropping litter.
- Inappropriate riding of bikes or mopeds on the school premises.
- Students endangering their own health and safety and endangering the health and safety of other members of the school community or those in the local community.
- Bringing the reputation of the school into disrepute.
- Lack of care and consideration for residents and businesses in the local community.

In addition the following are not allowed in school:

- Alcohol, illegal drugs and substances.
- Cigarettes, E-cigarettes, tobacco, lighters, matches or any other smoking paraphernalia.
- BB guns, pen knives, modeling knives, catapults or any other items that may cause harm to ones self or others.
- Laser pens.
- Chewing gum.
- Aerosol cans.

Mobile Phones and all forms of electronic device are not permitted for use in school at any time during the normal school day unless directly requested by the teacher in accordance with the BYOD Policy.

Any item(s) deemed inappropriate will be confiscated. Most items will be returned the same day but where the confiscation of items becomes patterned or where returning items may lead to harm parents will be informed and may be able to arrange collection.

In the most extreme cases items will be handed to the Police.

## **REWARDS**

As a school we believe strongly in the role of rewards in promoting and rewarding positive behaviour. Members of staff are encouraged to recognise and reward positive behavior using a variety of strategies including:

- Verbal recognition
- Entry on GO4Schools Behaviour System
- Postcards home
- Phone / Email communication
- Head Teacher Commendation letters
- Formal rewards assemblies held on a termly basis
- Formal presentation evenings e.g. GCSE Rewards Evening / Excellence Tie Evening

Through positive feedback and support, it is our overall aim to encourage students to develop positive images of themselves and nurture a self-confidence that will allow students to feel responsible and committed towards their own learning, both in and out of the classroom. The right sort of praise and support at an early stage can often avoid potential problems.

## **RECOGNITION FOR STUDENTS**

The following are examples of areas worthy of recognition by staff.

- Contribution to learning
- Effort

- Good or outstanding pieces of work
- School representation
- Attendance
- Improved average engagement grades
- Supporting of the School Community

***This list is not exhaustive.***

## **HOUSE SYSTEM**

We believe strongly in celebrating the feeling of community.

Every student and every member of staff is assigned to one of four Houses; Austen, Churchill, Drake and Nightingale.

A number of competitions take place throughout the year which contribute points to the House Championships each year.

Form tutors will receive regular details of house competitions and we actively encourage students to take part alongside staff to build strong relationships but also to promote fun and enjoyment in everyone that is part of the Wollaston community.

Termly assemblies are held to promote events and recognise successes.

At the end of the year a celebratory event is held for the winning house.

The pastoral and faculty teams are committed to regularly reviewing and improving the rewards open to students and welcome suggestions from parents/carers, staff and students.

## **SANCTIONS**

Students follow a clear code of conduct in order to maintain a safe, calm and orderly learning environment.

The expectation of all students, at all times, is that they meet the school's high standards of behaviour and follow school rules.

Where students choose not to respond there are systems in place to sanction and improve student behaviour. Consequences are in place to ensure students accept responsibility for their actions. We believe that students need to learn from these situations and demonstrate that changes can be made.

Sanctions include the use of detentions and parents are expected to support this.

For more serious breaches of discipline, the decision regarding which sanction to impose will take into account a number of factors, including the nature of the incident, a student's age and any special educational needs or disability they may have, as well as the individual student's behaviour record.

Where a student has shown a pattern of poor behaviour the level of sanction may increase. In some cases the school will use its ultimate sanction, to exclude where the Headteacher considers this appropriate.



Within the school, various staff have direct responsibility for managing the behaviour of students and ensuring that the smooth running of the school is maintained. These include teachers and support staff, learning support assistants and a large pastoral team.

Students are directly supported by a Head of Year and Student Manager who are responsible for a specific year team. This is further supported by a member of the Senior Leadership Team who will work alongside each year team.

Where students choose not to respond to the school's high standards of behaviour and breach the behaviour policy, then students must accept that consequences will be imposed.

### **TRACKING BEHAVIOUR AND MANAGING PERSISTENT BREACHES OF THE SCHOOL BEHAVIOUR POLICY**

The school monitors breaches of the school Behaviour Policy electronically. This enables the school to identify individual students with persistent poor behaviours.

If a student is identified as continuing to misbehave by breaching the school's behavior code, despite sanctions having been imposed, then the school will work on various behaviour management strategies to refocus the student.

The school has various strategies to support students in changing their behaviour. The choice of which strategies to employ is based on an assessment of an individual student's needs but might include any of the following:

- The school engaging with the parents
- Regular reviews, including interim reports
- Close monitoring including different levels of monitoring reports
- Changing tutor group or teaching group
- Consideration by the SENCo in school
- Careers Meeting referral
- Curriculum alternatives
- Behaviour contract with student, parents and school
- Pastoral Support Programme (PSP)
- Meeting with the governors' discipline committee
- Referral to an external support service
- Intervention from external behaviour support if appropriate
- A managed move to another local school with the consent of all parties, following the local managed move protocol

### **EXCLUSIONS**

#### **Fixed Term Exclusions**

Fixed Term Exclusion will be avoided wherever possible and a variety of other sanctions will be used. The Headteacher makes the final decision in all cases of fixed-term exclusion.

For fixed term exclusions of 5 days or less, the readmission meeting will usually be carried out by the Head of Year but this can extend to include the Student Manager or an appropriate member of the Senior Leadership Team.

In cases where a student is at risk of permanent exclusion the Deputy Headteacher responsible for behaviour will also be involved. A further meeting to arrange a Pastoral Support Plan (PSP) or support from external agencies can be arranged in this time.

### **Pastoral Support Programmes (PSP's)**

If a student is considered to be at risk of exclusion / permanent exclusion a pastoral support programme (PSP) may be put in place. This may be organised at the readmission meeting or as a response to a pattern of poor behaviour or a one off incident.

PSP's are reviewed every 4-6 weeks and will involve the Head of Year, student and parent / carer. The meetings are an opportunity to reflect on positive outcomes as well as to address and areas of concern.

A student can remain on a PSP for an extended period of time.

### **Disciplinary Hearings**

A Discipline Committee is put in place for all permanent exclusions and all fixed term exclusions of more than 10 school days in one term (or which brings the student's total number of days of exclusion to more than 10 in one term).

The Discipline Committee will consist of at least three governors, including the Chair of Governors.

From the date of permanent exclusion, the hearing should be held within 15 working days.

There is the option for an informal meeting of a discipline committee if there is cause for concern.

Policy reviewed:

Signed:

Date:

(Chair of Governors)