



## **Behaviour for Learning Policy**

### **Key Principles**

Wellacre is dedicated to ensuring that our school environment supports the learning and the wellbeing of students and staff through a strong sense of community cohesion. Our 'core values' of **honesty, pride, respect, aspiration** and **resilience** are the foundations of our school community and we work hard to provide a safe school where students feel included in every aspect of school life and are comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in-line with our Governing Body's statement of behaviour principles.

Good behaviour and self-discipline have strong links to effective learning, and are vital for students to carry with them both during and after their school years.

### **Rationale**

The policy exists so that all members of its community can maximise their achievement in a safe and purposeful environment. We believe that all students should be aware of the standards of behaviour that are expected of them, and we take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness.

Our aim is to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

### **The Wellacre – 'Steps to Success'**

#### **All students are expected to:**

- Be punctual to school and their lessons
- Do their best and never give up
- Be respectful to staff and fellow students
- Be fully equipped and organised
- Listen carefully and follow instructions
- Take pride in their appearance

## **Standards of behaviour**

### **The School**

The first step to modelling good behaviour is to lead by example, which means that all staff, volunteers and visitors must act responsibly and professionally, and with respect. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We will work with parents and carers to understand their son and their behaviour, and believe that behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report both positive and negative behaviour to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour (our **Steps to Success**) are displayed in classrooms and around the school.

Staff are a constant presence around the school, in-between lessons, during breaks in the school day, and at lunch times, to check that students are using the school grounds respectfully and behaving appropriately.

We recognise that where individual students are engaging in disruptive behaviour this can be as a result of unmet educational needs or mental health needs. If such needs are identified we will do all we can to ensure that the student receives appropriate support. This may involve work with the SENDCo, Educational Psychologist, CAMHS (Healthy Young Minds), School Nurse service and / or social services as well as other external agencies that we feel may offer individual support to a specific student's circumstance.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

### **Students**

The school expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, verbal abuse, or bringing intentional harm to other students or staff will not be tolerated. Students are expected to uphold the 'core values'.

Students are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to adhere to school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as our monitoring reports (passport to success), pastoral student support programmes, our intervention programmes or multi-agency referrals.

School work and independent study should be well presented, completed to a high standard, and handed in on time. Failure to complete or hand in work on time and to an acceptable standard can lead to disciplinary sanctions (**see appendix 4 for guidance in how a student's Attitude to Learning is judged**). If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their teacher. The school asks that students carefully read and then sign the **home-school agreement** (sent via MyED) to show that they have understood

what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions including a fixed-term or permanent exclusion, depending on the circumstances. This list is by no means exhaustive but provides examples as a guide;

- verbal abuse to staff or students
- persistent bullying
- damage to property
- possession, consumption or supply of an illegal drug or alcohol
- misuse of other substances (smoking, e-cigs, vapour pens)
- theft
- arson
- serious, actual or threatened violence against another student or a member of staff
- sexual abuse or indecent assault / indecent behaviour against another student or member of staff
- carrying an offensive weapon such as a knife, imitation firearm/BB gun
- malicious allegations against staff
- inappropriate behaviour on the way to / from school which brings the Wellacre name into disrepute
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

## **Parents/Carers**

Parents/Carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents/carers sign the **home-school agreement** via the MyED app to indicate that they will respect and support the school's Behaviour for Learning policy and the authority of the school staff. By building school life into a natural routine, ensuring that your child is at school on time, appropriately dressed, rested, and equipped, will encourage your child to adhere to school rules and procedures. Parents/Carers can access **Classcharts** to monitor their child's behaviour points, achievement points and school attendance. All parents/carers are issued with personal login details.

We ask parents/carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents/carers be prepared to attend meetings at the school with staff to discuss their child's behaviour and to adhere to any support programmes or contracts put in place (see appendix 2). In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and attend a reintegration meeting at the school with their child following the exclusion.

## **School rules that apply at all times to all members of the school community;**

- Always be on time and attend all your lessons.
- Apply yourself and work to the best of your ability achieving a CTL grade of 1 or 2 for each lesson (**See appendix 4 to see how Attitude to Learning is judged**)
- Keep your appearance smart and tidy, and wear regulatory school uniform at all times to and from school.
- Rude, derogatory, racist, homophobic or defamatory language will not be tolerated.

- Be considerate of your peers and the extended community, for example do not run through corridors, do not shout out during lessons, or shout to one another when in public places.
- Be polite and respectful at all times.
- Take care of your environment, both on the school site and outside. Keep it tidy. Do not litter and do not vandalise property in any way.
- Health and safety equipment such as fire alarms are only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff will not be tolerated.
- The following items are not allowed in school under any circumstances:
  - ◆ Alcohol and drugs
  - ◆ Cigarettes, matches, lighters and any other smoking related items such as e-cigs and vapour pens
  - ◆ Weapons of any kind
  - ◆ Material that is inappropriate or illegal for our students to have; such as racist or pornographic material
- Gambling and selling items is not allowed on school site.
- Mobile phones may only be used in the designated areas (*see Appendix 1 – Mobile Device Policy*).
- Everyone is expected to follow the Wellacre 'Steps to Success' and uphold our 'Core Values'. All of our rules fit into one of these categories: SAFETY, RESPECT, READY.

### **Disciplinary sanctions**

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and school staff to discipline students whose conduct falls below the standard expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction a punishment can be imposed on the student. Wellacre operates using the following disciplinary measures; this list is by no means exhaustive but provides examples as a guide;

- A verbal reprimand
- Removal from classroom to the Inclusion Centre / Isolation Room
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as writing lines or an essay
- Loss of privileges – for instance the loss of a prized responsibility, not being able to participate in a non-uniform day or a trip / activity
- Missing break time
- Teacher detention (C2 with Classroom teacher at break, lunch or after school)
- Whole school detention (C3 reflection with Assistant Head of House after school on Tuesday or Thursday)
- School based community service – such as picking up litter, tidying a classroom, helping clear up the dining hall after meal times, or removing graffiti
- Being placed 'on a passport' – regular reporting for behaviour monitoring, punctuality monitoring, subject monitoring, progress and Attitude to Learning monitoring
- Parental meeting (see appendix 2)
- Being placed in Isolation
- In more extreme cases students may be given a 'Fixed Term Exclusion'
- Permanent exclusion

Sanctions are adapted relating to the seriousness and frequency of the behaviour. Staff will always challenge students in relation to punctuality, uniform and behaviour. Staff will use a range of strategies to encourage students to do the right thing first and will refer students to our 'Steps to Success' and Core Values.

We realise that students make mistakes and our responsibility extends to educating them about their choices and consequences while helping them to improve. Where escalation becomes necessary, staff will record the behaviour and their actions (via Classcharts) and ensure that all relevant staff and parents/carers are kept in the loop. As professionals, staff will deal with all situations calmly and fairly, regardless of the attitudes and actions of the student.

The Principal will take disciplinary action against any student who is found to have made malicious accusations against school staff.

The Governors will seek legal advice in all cases where parents/carers/students use social media or other forms of communication to make slanderous statements about the school or members of staff or students

### **Behaviour Management in practice**

In lessons where a teacher feels that a student is not behaving in an acceptable manner he will be given a **chance** to make the right **choice**, he will be issued with a **C1** (the first formal warning issued as a direct result of a negative behaviour). This is a warning that the student needs to modify/change the way that he is behaving.

If the student chooses to ignore this warning and does not modify their behaviour the teacher will issue a **C2** (this is a consequence of further negative behaviour). At this stage the student may receive a 15 to 30 minute class teacher detention. If a student fails to attend a class teacher detention, despite every effort on the part of the member of staff, a C3 detention will be issued.

Should the student continue to behave in a way that the teacher feels is unacceptable the teacher will issue a **C3** (a result of continued negative behaviour, despite opportunities to modify actions). **Classroom Remove** is called for and will check to see that the teacher has followed C123. **The student will be removed from the lesson without discussion and placed in the C3 reflection area for the remainder of that lesson.** They will automatically be issued with a **45 minute Whole school C3 detention**, parents/carers will be informed via Classcharts. It is expected that the student will return to the teacher's classroom before the next lesson for a restorative practice conversation to take place.

The **C3 detention** will take place on the following Tuesday or Thursday after the teacher has issued the **C3** (or in the next available Tuesday or Thursday detention slot the student has available). **If a student misses their detention without a valid reason, they will be expected to complete their detention after school in an ALT detention on a Friday, which will last for 60 minutes.** However, it is important to state that in law the school is not obliged to provide any notice in relation to a detention being issued and in some situations it may be that a "no notice detention" will be issued. Furthermore, in law, the school does not have to inform parents why a detention has been given.

In the case of your son receiving a **C2** or **C3** detention a behaviour incident will be recorded on Classcharts. If behaviour points accumulate over the year it will trigger certain disciplinary actions. For further explanation of these actions, please see Appendix 2.

### **Late to school / Late to lessons**

A student who arrives late to school without a valid reason will automatically receive a 25 minute detention at lunch time the same day. A student who receives two or more late to school marks in a week will be detained on a Friday at 3pm for 30 minutes. A student who receives two or more 'late to lesson' marks in a day will receive a C3 detention.

Once a C3 detention is issued it cannot be changed.

- All C3 detentions run from 3.00pm until 3.45pm, they will always last for 45 minutes and will take place under the supervision of teaching and pastoral staff on a rota basis.

- Should students arrive a few minutes late they will at the very least make the time up at the end of the detention. However, if they are more than fifteen minutes late they may be issued with another C3. If this is a pattern of behaviour they may be placed in the Isolation base the following day.
- If students talk or display negative behaviour during the detention they will be issued with a warning. Should they fail to modify their behaviour they will be placed in Isolation the following day and repeat the C3 detention.
- Students who do not attend a C3 detention (without a valid reason) will be given another opportunity to attend their detention in an ALT detention, which will last for 60 minutes. If they fail to attend the second opportunity they will receive an automatic day in Isolation for the next school day.
- If a student is absent from school on the day of their detention, he will attend the detention on the next scheduled C3 detention day (Tuesday or Thursday) when they are in school.

If a student is removed from lessons on two occasions in a day they will spend the rest of the day in the Inclusion Centre. The following day they will complete a day in Isolation.

For issues regarding equipment for lessons (books, Planner, PE kit etc) all students have been verbally warned in the first week of term that these are essential learning ingredients within specific areas. This warning constitutes a C1 for all students.

### **Disruption to Learning**

Low level disruption not only seriously affects the learning of the student disrupting the lesson and learning environment but directly affects the learning of other students present and the teachers' ability to teach effectively. Disruption to learning and inappropriate behaviour can be identified in a variety of forms. Below are some examples, however, this list is not exhaustive:

- A failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other students from learning.
- A refusal to engage in the learning process.
- Disrespectful responses to staff.
- Defiance.

Through our positive Behaviour for Learning procedures Wellacre intends to address the issue of disruption to learning whilst at the same time dealing effectively with more serious examples of inappropriate or anti-social behaviour.

In exceptional circumstances disruption that has a significant effect on a student's learning and/or safety can result in a C3 without a C1 or C2 warning being given. This is discretionary and where this action is taken the student may be removed from the lesson / curriculum area immediately.

For incidents that the school perceives to be of a serious nature, students will be issued with either a period of time in Isolation or a Fixed Term Exclusion. Students who receive a Fixed Term Exclusion may spend at least a day in the Inclusion Centre on their return to school, following a parental reintegration meeting.

### **Exclusions: Isolation, Fixed Term Exclusion (FTE), Permanent Exclusion**

Exclusion from school means that a student is not allowed in school (to attend lessons) for disciplinary reasons.

There are three types of exclusion which are used at Wellacre:

- **Isolation (Internal Exclusion)** - requires a student to be removed from lessons as a consequence of inappropriate behaviour but does not require removal from the school premises. Students will complete their normal classwork in the Isolation room. Students will remain in Isolation until 3.30pm with the exception of Wednesday, when students will finish school at 4pm (normal time) but students will remain in there during their P6 Co-curricular option.
- **Fixed Term Exclusion** – this means that a student is not allowed in school for a specified number of days. For students with SEND, the school will always have regard of the SEND code of Practice and where appropriate will try to make alternative provision such as Isolation within the Inclusion Centre. This at the discretion of the Principal and is to ensure a fully inclusive approach for students with special educational needs and disabilities.
- **Permanent exclusion** – this means that the Principal has decided that a student should not continue at the school because of a serious (or continued serious) breach(es) of the school's Behaviour for Learning policy and allowing the student to remain in school would harm the education and welfare of the student or others in the school.

**Isolation (Internal Exclusion)** – is used to support the following:

- As a temporary drop off (whilst an incident is investigated)
- Students who fail to attend a their C3 and ALT detention opportunities
- If a student is removed on two occasions from lessons in a day, the following day will be spent in Isolation
- Students awaiting parental collection for FTE
- A serious breach of the Behaviour for Learning policy

The Isolation base has appropriate support and supervision and this provision may be used to defuse a situation that has occurred in school and requires a student to be removed from lessons but does not require removal from the school premises. Students are placed here for a limited period (usually between 1 – 2 days) and complete a work booklet alongside their normal curriculum. Students will remain in Isolation until 3.30pm and until 4pm on a Wednesday. There is no formal reintegration meeting following Isolation, however it will be followed up by a phone call home by the Head of House or a member of the Inclusion Team.

**Fixed Term Exclusion (FTE)** – students may be excluded when:

- They are a risk / immediate danger to themselves, to others or property (a Health and Safety risk)
- A serious physical assault has taken place
- A serious breach of the Behaviour for Learning policy
- Failure to adhere to behaviour expectations whilst in the Isolation base – as this is a last chance sanction prior to a FTE

In the event of a FTE the member of staff investigating will take statements from all parties. The number of days for a FTE will depend on the specific incident. Once the FTE is authorised by the Principal, a parent/carer will be contacted and if available should arrange collection and supervision of the student. The child's welfare is always the prime consideration. An exclusion letter and school work will be sent with the child or posted.

FTE during the morning session – the exclusion takes effect from the afternoon session and notice will be given to the parent before the start of the afternoon session.

FTE during the afternoon session – the exclusion takes effect from the next school day, notice to the parent will be given by the end of the afternoon session and before the start of the next school day.

School work will be issued, so enabling the student to continue their education during the first five school days of a FTE. It is the parents/carers responsibility to ensure that work sent home is completed and returned to school at the reintegration meeting. Parents/carers are responsible for ensuring that their child is not found in a public place during normal school hours without reasonable justification. Parents are subject to a fixed penalty notice fine if they fail to do this. The school has a duty to arrange suitable full time educational provision from and including the sixth consecutive day of a FTE.

A member of the Leadership Team or a Head of House will conduct a **reintegration meeting** with a parent/carer and the student at the end of the FTE, at a date and time convenient for all parties. The date for the reintegration meeting will be provided in the exclusion letter. If the parent/carer fails to attend the meeting, the school will keep a record of the failure as well as any explanation given, as it can be a factor taken into account if there is the need for further action. The meeting will be re-arranged at a convenient time for all parties. It is an expectation that parents/carers attend these meetings.

The purpose of the reintegration meeting is to assist the reintegration of the student and promote the improvement of their behaviour. It provides an opportunity to:

- emphasise the importance of the parent/carer working with us to take joint responsibility for their child's behaviour
- discuss current attendance, punctuality, behaviour, achievement, learning and progress
- discuss how behaviour problems can be addressed and explore wider issues / circumstances that may be affecting the child's behaviour
- reach an agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour and FTE – students may spend a day in the Inclusion Centre following FTE
- check that the work set during FTE has been completed to a satisfactory standard
- discuss the Monitoring Report (Passport to Success) following a FTE and the implications of poor comments on the report

**Permanent Exclusions** – the decision to exclude a student permanently is a serious one. The decision to exclude a student permanently will be taken only:

- If allowing the student to remain at Wellacre would seriously harm the education or welfare of a student or others in the school due to persistent breaches of the Behaviour for Learning policy. In this case it is the final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including Isolation, Fixed Term Exclusion and the Monitoring Intervention Stages 1-4, which have been used without success (see Appendix 3). It is an acknowledgement that all available strategies have been exhausted and permanent exclusion is used as a last resort.

OR

- In response to a serious breach of the Behaviour for Learning policy.

Following this decision a **Pupil Discipline Committee** (PDC) hearing will be arranged. This is a private and confidential meeting. The Panel, chaired by a member of the Governing Body, will consider all the evidence for the permanent exclusion and the panel will make a decision, either to uphold the exclusion or direct the school to re-admit the student. The Principal, parents/carers, the

student and a Local Authority Officer will be invited to attend the hearing, along with an impartial Clerk who will take minutes and provide advice on procedure to all parties. The Clerk will write to the parents/carers with the Panel's final decision.

### **Bullying** (For more information see our **Anti-Bullying policy**)

Wellacre wants to make sure that all students feel safe and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. Bullying is defined as a repeated act by somebody which causes deliberate harm or upset to others. Bullying is **not a one-off incident** where somebody has caused deliberate harm or upset to somebody else.

Bullying can be verbal or physical, and can be directed at both staff and students. This can be direct or indirect such as cyberbullying. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does occur, the school will:

- take it seriously and act quickly to establish the facts
- record and report the incident appropriately
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of students involved, they will be spoken to individually and as a whole group. It is important that students who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, the sanction will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- co-ordinate a 'restorative practice' meeting, if required
- consider a fixed term or permanent exclusion in cases of repeated bullying

### **Drugs**

**Illegal drugs:** The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes this very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

**Prescription drugs:** Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

**Non-prescription drugs:** Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school.

**Medication:** We are aware that it may be necessary for some students to take medication during the school day. Please refer to the '**Medicines in School**' policy for more information.

## **Smoking**

Cigarettes, Tobacco, E-Cigs, Vapour Pens, and smoking paraphernalia are all strictly prohibited. Any student involved in any smoking or vaping activity, or in possession of items used to enable smoking or vaping on school premises or on a school activity off site may be given a fixed term or permanent exclusion

## **Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity on school premises or on a school activity off site, or is under the influence of alcohol, may be permanently excluded.

**The rules for drugs, smoking and alcohol also apply when travelling to and from school and when representing the school on any trip or activity.**

## **Searching and confiscation**

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school.

It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student with their permission to look for any item that the school's rules say must not be brought into school. If a student refuses to be searched the school may contact the police.

**Prohibited items that can be searched for without consent include**, this list is by no means exhaustive but provides examples as a guide;

- knives or weapons
- illegal drugs, alcohol or smoking paraphernalia including tobacco, cigarette papers, e-cigs
- stolen items
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm

The Education Act 2011 allows the Safeguarding Lead or Principal to seize an electronic device from a student, to examine any data or files on the device if they think there is good reason to do so. The data or files may be erased before returning the item if they believe there is good reason to do this or may be forwarded to the police.

## **Use of force**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (under the age of criminal responsibility, that would be an offence for an older student)
- causing personal injury to, or damage to the property of, any student (including himself)

- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Wellacre does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e. on a school trip. Following serious incidents involving the use of force, the school will speak to the parents concerned. Such serious incidents involving the use of force will also be recorded by the school. Please refer to the **Physical Intervention Policy** for more information

### **Attendance**

Regular attendance at school is required by law, and Wellacre takes attendance and punctuality very seriously. There is a register taken daily and at the start of each lesson, and disciplinary action will be taken against any students who are discovered to be truanting or who are repeatedly late. Parents / carers will be contacted to discuss possible reasons and school support systems will be put in place to help. More information can be found in the school's **Attendance and Punctuality policy**.

### **Uniform and Appearance**

Effective teaching and learning requires organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride, and reduces the risk of distraction in lessons. Extreme hairstyles, hair colours and jewellery are not permitted. The following items are not permitted in the building: Sports tops, hooded tops and trainers, except for wearing during PE lessons, or any other items not classed as school uniform.

The standard school uniform is as follows:

- White shirt
- School tie
- Dark grey school trousers (skin fit and jeans are **not** acceptable)
- Grey jumper with blue stripe on v-neck
- Blue blazer with red Wellacre crest
- Plain black shoes – **no** canvas, trainers or trainer like shoes, this includes sports branded shoes and pumps
- Branded PE Kit : Top, Shorts and Socks

If a child arrives at school wearing incorrect uniform with no communication from parents/carers, they are expected to wear borrowed uniform items from the Uniform Store for that day, students will then be issued with a C3 detention. Refusal to wear borrowed uniform will result in the student being placed in Isolation for the remainder of that day. If a child arrives at school wearing incorrect uniform with communication from parents/carers, they will be given a uniform note for that day only, with the expectation that the issue will be resolved the following day. Students who repeatedly come to school without the correct school uniform may be sent home to change or placed in the Isolation room. Please see the **Uniform policy**.

### **Regulating Student's Offsite Conduct**

Students who misbehave on the way to or from school, or near the school premises, will be disciplined by the school and this may involve the police. Inappropriate behaviour on the bus could lead to students being banned from travelling on the bus. Likewise students behaving inappropriately in the local shops may be banned from purchasing from there. This also applies to students who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating. **The behaviour of students outside school can be considered as grounds for exclusion.**

### **Rewards**

Wellacre believes that it is important to encourage good conduct throughout the school by celebrating and rewarding success, achievements and good behaviour, linked to our Core Values. Sometimes it will be achievement points for making a positive contribution in class, upholding the core values, demonstrating an excellent attitude to learning (**see appendix 4 for Attitude to Learning gradings**), making good progress in a lesson, outstanding independent study, good citizenship or excellent attendance and punctuality; other times a congratulations postcard, a good news slip may be sent or a positive phone call home. Achievement points are collected and can be redeemed at the school reward shop or online via Classcharts. When students reach a set goal for achievement points they are awarded to recognise their achievement (see appendix 2)

Each half term we recognise and celebrate successes and achievements in our House assemblies. Student achievements are also recognised at our annual Awards Evening and at Presentation Evening. At the end of the year we also like to reward positive attitudes and progress by inviting students to participate in Activity Day. Please see the **Rewards policy**.

### **Complaints**

The school has a standard complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Principal. The school will try to do everything to help resolve the issue swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**.

**A copy of all policies referred to in this document can be found on the school website or a request can be made in writing to the Principal's PA.**

This policy will be reviewed annually at the Governors Curriculum and Standards Committee



## Appendix 1

### Mobile Device - Acceptable Use Policy

- ◆ Students must have mobile devices\* switched off when inside the building.
- ◆ Mobile devices **should not** be visible during lessons, breaks and lunchtime except in the designated areas.
- ◆ Mobile devices **must not** be used to take photos/videos of other students and/or staff without their express permission.
- ◆ Mobile devices may be used in lessons with the teacher's permission as a **tool to aid learning only**.
- ◆ Action will be taken if mobile devices are used as a tool to bully, threaten and intimidate fellow students and/or staff through social network sites.

### Designated areas

- ◆ **Outside of the school buildings** at break and lunch times and on the way to/from school.
- ◆ Students **cannot** use their mobile device on the corridors of the building at any time.

If a student is caught using a mobile device outside of the above guidelines, the device (including the sim card) will be confiscated and taken to the MAIN SCHOOL OFFICE.

**Students can collect the confiscated item at the end of the school day from the Main Office from 3.00 pm only.** Confiscated items are logged in the confiscation book in the main office and stored in the school safe.

Any refusal to hand over a mobile device will result in an appropriate sanction which may include a phone call home, a C3 detention or a full day in the Isolation base.

Any mobile device brought into school is done so at the student's own risk. Staff will not be responsible for lost, stolen or damaged mobile devices.

**If parents/carers need to make emergency contact with their child during the school day, this should be done via the Main School Office on 0161 748 5011.**

**If a student is unwell during the day, they should go to the Main School Office where support staff will contact parents/carer.**

*\* The term mobile device includes all mobile electronic devices e.g. Phones, Blackberries, iPods, MP3 Players and earphones.*

## Appendix 2 : Behaviour and Rewards – Points Tariff

### Rewards

| No of Achievement Points in Academic Year | Award                 | By                |
|---|-----------------------|-------------------|
| 100 Achievement Points                    | <b>Bronze Award</b>   | Achievement Tutor |
| 200 Achievement Points                    | <b>Silver Award</b>   | Head of House     |
| 300 Achievement Points                    | <b>Gold Award</b>     | Leadership Team   |
| 500 Achievement points                    | <b>Platinum Award</b> | Principal         |

### Sanctions

| No of Behaviour Points in Academic Year  | Meeting  | Led By                        |
|--|--|-------------------------------|
| 10 Behaviour Points<br>5 x C3 detentions | <b>Concern Meeting 1</b>   | Achievement Tutor             |
| 20 Behaviour Points                      | <b>Concern Meeting 2</b><br><i>Intervention Stage 1 Monitoring</i>       | Head of House                 |
| 30 Behaviour Points                      | <b>Behaviour Panel Meeting</b><br><i>Intervention Stage 2 Monitoring</i> | Assistant Principal           |
| No Improvement                           | <b>Behaviour Panel Meeting</b><br><i>Intervention Stage 3 Monitoring</i> | Vice Principal /<br>Principal |
| No Improvement                           | <b>Behaviour Panel Meeting</b><br><i>Intervention Stage 4 Monitoring</i> | Governing Body                |

## Appendix 3 : Intervention Process for Students with Challenging Behaviours

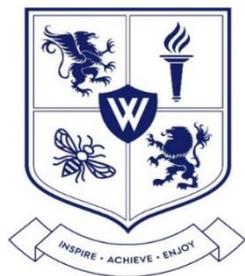
Behaviour incident recorded in Class Charts– monitored by subject teacher / HoF / TLR holder / Achievement Tutor / HoH / AHoH

Continued poor attitude in subject – **Target Card** monitored by subject teacher → no improvement move to **HoF Passport to Success Card (or TLR Holder in Faculty)**

More than three incident slips in week / unacceptable behaviour around the Academy / following Inclusion Centre step out / Isolation or FTE Passport to Success (to AT, HoH, AHoH, ALT)

Continued poor behaviour / attitude → Student placed on **Intervention Stage 1 to Head of House** (see below)

| Intervention Stage:   | Action:  | Staff/Agency Involved  | Relevant/Supporting Documentation  | Review   | Wellacre Lead  |
|---|--|--|--|--|--|
| 1   | <p><b>Meeting, Student Support Plan (SSP/ IBP) and Programme</b></p> <p>Meeting with parent / HoH to discuss student behaviour and attitude to learning. <b>Student Support Plan / Individual Behaviour Plan</b> drawn up and student placed on Student Support Programme – <b>Stage 1</b></p> <p>Is the student vulnerable? (SEN, PP, FSM, CP)</p>  | <ul style="list-style-type: none"> <li>Head of House</li> <li>Assistant Head of House</li> <li>Achievement Tutor</li> <li>SEND rep (TA)</li> </ul> | <ul style="list-style-type: none"> <li>SSP / IBP</li> <li>Student Support Programme booklet – Stage 1</li> <li>Behaviour Incident Log – Class charts</li> <li>Latest Interim Report</li> </ul>   | <ul style="list-style-type: none"> <li>4 weeks</li> </ul> <p>(2 weeks, Review, 2 weeks, Review)</p> <p><b>Move to Stage 2 or Passport to Success</b></p> | <b>Head of House</b>   |
| 2   | <p><b>Behaviour Panel Meeting (BPM) and Student-Academy Behaviour Contract drawn up – Stage 2 – to ALT Link</b></p> <p>Support could include:</p> <ul style="list-style-type: none"> <li>Educational Psychologist (EP)</li> <li>CAMHS (Child &amp; Adolescent Mental Health Service)</li> <li>Counselling Services (42<sup>nd</sup> Street, Trafford Sunrise)</li> <li>Eclipse / Early Break (Drug &amp; Alcohol Service)</li> <li>Alternative Curriculum / Step Out – Inclusion Centre</li> <li>Early Help Assessment (EHA)</li> <li>Holding Families, YOS</li> </ul> <p>Multi-agency approach may include health, education, housing</p> | <ul style="list-style-type: none"> <li>ALT link</li> <li>SEND rep (TA) / SENDCO</li> <li>Head of House</li> <li>Other services</li> </ul>          | <ul style="list-style-type: none"> <li>Copy of SSP/IBP and booklet Stage 1</li> <li>Copy of Intervention Stage 1 Review Meeting</li> <li>BPM Contract – Stage 2</li> <li>Attendance/Punctuality log</li> <li>Behaviour Incident Log</li> <li>Latest Interim Report</li> <li>Comments from staff</li> <li>Early Help Assessment referral</li> <li>Stage 2 Report Booklet</li> </ul> | <ul style="list-style-type: none"> <li>4 weeks</li> </ul> <p>(2 weeks, Review, 2 weeks, Review)</p> <p><b>Move to Stage 3 or Passport to Success</b></p> | <b>ALT link</b><br>(and/or identified lead from initial meeting) |
| 3   | <p><b>Principal – Behaviour Panel Meeting and Contract – Stage 3</b></p> <p>Discussion of student behaviour and attitude to learning. Student placed on Student-Academy Behaviour Contract to the Principal. Possible Step Out to THS arranged</p>   | <ul style="list-style-type: none"> <li>Principal</li> <li>ALT link</li> <li>Head of House</li> <li>Mentor / SEND rep (TA)</li> </ul>               | <ul style="list-style-type: none"> <li>All information collated above</li> <li>Principal Contract – Stage 3</li> <li>Stage 3 Report Booklet</li> </ul>   | <ul style="list-style-type: none"> <li>4 weeks</li> </ul> <p><b>Move to Stage 4 or Passport to Success</b></p>   | <b>Principal / Vice Principal</b>                                |
| 4   | <p><b>Governing Body – Behaviour Review Meeting – Stage 4</b></p> <p>Discussion of student behaviour and approach to learning. Student placed on final Student-Academy Behaviour Contract to the Governing Body.</p>   | <ul style="list-style-type: none"> <li>Governor</li> <li>Principal</li> <li>ALT link</li> <li>Head of House</li> </ul>                             | <ul style="list-style-type: none"> <li>All information collated above</li> <li>Governing Body Contract – Stage 4</li> <li>Stage 4 Report Booklet</li> </ul>  | <ul style="list-style-type: none"> <li>4 weeks</li> </ul> <p><b>Move to Final Review Meeting</b></p>   | <b>Governor / Designated Wellacre representative</b>             |
| <p><b>At any point during the Intervention Process</b></p> <p>Identify alternative provision, managed move, step out, possible permanent exclusion - as the student has not succeeded at Wellacre despite all the interventions to support challenging behaviour.</p> |  | <ul style="list-style-type: none"> <li>Governor</li> <li>Principal</li> <li>ALT link</li> <li>Head of House</li> </ul>                             | All information collated above   | Depends on decision taken  | <b>Principal / Vice Principal</b>                                |



# Attitude to Learning

|                                     | Effort in Class  | Quality of Independent Learning at Home  | Behaviour for Learning   |
|-------------------------------------|--|--|--|
| <b>1</b><br><br><b>Excellent</b>    | <p>I go above and beyond what my teacher asks of me.</p> <p>I am self-disciplined, resilient, use my own initiative and respond really well to feedback.</p> | <p>I always complete independent learning at home to a high standard and, as a result, can demonstrate this through factual recall and application in lessons.</p> | <p>I am always prepared for learning and take pride in my work and appearance.</p> <p>I have a positive attitude to learning and am highly engaged and resilient in lessons.</p> |
| <b>2</b><br><br><b>Good</b>         | <p>I do all that is asked of me and sometimes more.</p> <p>I complete work to a good standard and respond well to feedback.</p>                              | <p>I regularly complete independent learning at home and, as a result, am making good progress applying my knowledge and skills in lessons.</p>                    | <p>I am attentive, focused, well organised and persevere when things are difficult.</p> <p>I am considerate to others and take responsibility for my own behaviour.</p>          |
| <b>3</b><br><br><b>Inconsistent</b> | <p>I do the minimum that is asked of me and no more.</p> <p>I lack resilience, can give up when things are difficult and rarely respond to feedback.</p>     | <p>I sometimes complete independent learning at home and, as a result, find it hard to apply my knowledge and skills in lessons.</p>                               | <p>I sometimes need reminders to focus.</p> <p>I can distract others and be easily distracted causing disruption in lessons.</p>   |
| <b>4</b><br><br><b>Poor</b>         | <p>I make little effort to be involved in the lesson and complete little work.</p> <p>I fail to act on feedback and regularly give up without trying</p>     | <p>I neglect independent learning at home and, as a result, struggle to apply subject knowledge and skills in lessons.</p>   | <p>I regularly disrupt the learning of the class.</p> <p>I take little or no responsibility for my learning, progress and behaviour.</p>   |