



Turing Head of House: Mrs Sherratt
Assistant Head of House: Mr Dougherty

The eagle symbolises perspicacity, courage, strength and immortality

Alan Turing was a British mathematician, logician, cryptanalyst, and computer scientist. He is widely regarded as the father of computer science and artificial intelligence. Turing worked at Britain's code-breaking centre Bletchley Park during World War II and was the primary person responsible for breaking the German Enigma code. After the war, he worked on the design of the ACE (Automatic Computing Engine) and also software for one of the earliest true computers - the Manchester Ferranti Mark 1. Turing was prosecuted in 1952 for homosexuality but was posthumously pardoned in 2013. Turing was proud of his achievements and links with Manchester and embodies our core values of resilience, honesty and respect.

Ethos

The Turing House ethos is based on the distinctive characteristics of Alan Turing. Turing House seeks to instil these characteristics in students to enable them to grow into articulate, adaptable, discerning and confident students. Turing House students are expected to display these characteristics alongside that of our Core Values; Respect, Honesty, Pride, Resilience and Aspiration.

Pastoral Care

At Wellacre Academy we want students to feel safe and happy which is why we have a strong Inclusion Team to help and support students. Students are all part of a House which provides them with a sense of community and are supported by their Head of House, Assistant Head of House and Achievement Tutor. These members of staff are available for both students and parents/carers to contact if you require to discuss any worries or concerns. Additionally the Subject Teachers, Learning Support Team and the Academy Leadership Team will be there to support and guide students, making sure they achieve to the very best of their ability in all of their subjects, to enable students to grow into confident, happy young people. Further support will come from the rest of the students at Wellacre. Prefects, the House Leadership team and Student Leaders are all there to help make your son's time at Wellacre enjoyable.

We believe that every member of our community has a positive part to play. Our aim is to create an environment where all members of our community respect themselves and others. We have an Anti-bullying charter signed by all of our student body and our trained Anti-bullying Ambassadors and Well-being Ambassadors are central to the development of our robust policies and procedures. We are a 'telling school' and all our students have access to our anti-bullying reporting system. Students can report any incident via the "Record it, Report it, Don't Support it", postbox in the pastoral base.

Bullying is extremely rare at Wellacre and it is dealt with quickly and effectively as soon as we are made aware of any incident.

We want all students to feel valued at Wellacre. It does not matter about gender, ethnicity, physical or mental ability; all we want is for you to do your best, enjoy coming to school, wear our uniform with pride, and be part of our community.

Fostering positive relationships is pivotal to our philosophy, underpinning all that we do in ensuring that all students feel supported and involved in all aspects of school life.

Behaviour and Conduct

Students should be proud to be part of the Wellacre community. In return students have a duty to behave in a manner which does themselves and the School credit.

The school will work with parents and carers to understand their son and his 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 and this is also available through our ClassCharts system for parents to access as often as they wish (parents/carers are given login detail to access this). 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 external agencies that we feel may offer individual support to a specific students' circumstance.

Students should be polite, helpful and considerate; they should behave sensibly and with sensitivity towards others. All students should show full commitment to their academic studies and extra-curricular activities. Good behaviour in lessons is essential for students to learn successfully and behaviour that inhibits learning in lessons will not be tolerated. The highest standards of conduct are expected and insisted upon, not only in the school building and during lessons, but also at break and lunchtime, in the community and on trips and visits.

Good behaviour is promoted at Wellacre in a number of ways and there is a strong pastoral system that develops students' social, emotional and behavioural skills. Our core values can be found displayed throughout the school. Our core values are the foundation of all assemblies and RESPECT lessons.

The Wellacre Home-School Partnership Agreement is sent to parents/carers via students on paper and a copy is available on the school website. Students and parents/carers are expected to read through this agreement and are expected to abide by its rules and guidelines.

The content of the Home-School agreement aims to ensure all students have the ability to work in surroundings which are calm and safe and that provide a suitable environment for learning to take place. They also protect the reputation of the school community as a whole and protect school property and the wider environment.

The Behaviour for Learning Policy applies to all students when they are on the school premises, in the care of the school, wearing school uniform or are otherwise representing or associated with the school in any way; on journeys to and from school, on school trips or during school-related activities at any time; during online activities associated with the school; it includes conduct that may occur away from school that affects the welfare of a member or members of the school community or which brings the school into disrepute.

Behaviour Pathway (in lessons)

Behaviour in lessons is controlled through the following pathway which is adhered to by all members of staff.

	Action/Sanction
C1	e.g. student talking/shouting out – stopping themselves and others from learning – student is challenged Students are issued a verbal warning Name recorded by the teacher
C2	C1 has not worked Behaviour is recorded with an action - in Class Charts Class teacher detention (up to 30 mins)
C3 Removal	Level 2 has not worked. ESCALATION Removal to Isolation Recorded in Class Charts 45 minute detention given

Behaviour and Rewards – Points Tariff

Rewards

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

Sanctions

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

Rewards

Wellacre recognises the importance of praise and rewards in promoting good behaviour. Achievement/House points is an online rewards system, allowing students to be awarded points in lessons. These points are collected and can be redeemed against the rewards from a catalogue online via ClassCharts or in the Rewards Shop at break time every Tuesday and Thursday.

Points are awarded for the following:

- Upholding the school's Core Values
- Good behaviour and conduct
- Effective participation in class/making a positive contribution
- Excellent effort/progress in lessons
- Positive approach to learning
- Independent study at home
- Excellent attendance and punctuality
- House competitions

Awards Evening: Summer Term

Presentation evening for students in Years 7, 8 and 9 with a focus on end of Key Stage 3 celebrations and academic achievements alongside celebrating student sporting achievements.

Reward Trips

Reward and celebration activities will take place at Christmas and during the final week of the Summer Term. Only students whose conduct has been exceptionally good will be invited to participate.

Post Cards & Phone Calls home

Teachers will inform you via post cards sent to your home or phone calls to celebrate outstanding achievements or continued commitment to learning within a subject.

Fortnightly House Assemblies will focus on:

- Best attendance of a tutor group within the House
- Most improved tutor group attendance/punctuality
- House points and rewards
- House competitions
- Student of the week
- Subject focus of the week

Attendance and Punctuality

Attendance matters. Regular attendance is crucial to success.

Your son's ability to learn, progress and achieve success in all areas of school life, is dependent on regular attendance at Wellacre. We expect all our students to have excellent attendance. All students are set a target of 96% attendance.

We are sensitive to the fact that some absences are unavoidable and request that you telephone school before 9am each day your son is absent, and follow up with a letter to his Achievement Tutor on his return to school. We use a text messaging service to contact you if your son is absent from school without a prior explanation.

Where possible, please try to ensure that medical and dental appointments are made after school. If you have any concerns about your son's attendance, we have a dedicated Assistant Head of House who is always willing to support students and parents. Mrs Craigie can be contacted via her email address mcraigie@wellacre.org

We know that you will encourage your son to participate fully in school life and will work with the school to promote good habits of attendance and punctuality.

All students must be on site by 8.40am, ready to start period one at 8.45am. Students are expected to be on time for school, if late without a valid reason, they will be placed into a lunchtime detention on the same day. If a student is late twice in a week they will be placed in a 30 minute detention on a Friday at 3pm. To avoid being late for school in the morning, students must organise their bag and school books the night before. Make sure your son leaves home in time to arrive at school for 8.40am. Missing a bus due to getting up late is not an acceptable excuse for being late! Students must also be on time for their lessons. If a student is late arriving to two lessons in a day, they will be placed in a C3 detention on a Tuesday or Thursday evening.

ATTENDANCE ESCALATION OF INTERVENTIONS



100% ATTENDANCE = 100% SUCCESS

Wellacre is a welcoming environment for learning to take place. Students are happy and feel safe. Attendance is a responsibility shared by all school staff. There are clear links between regular attendance and educational outcomes for students.

97 - 100%

Congratulations your attendance is excellent. If your attendance is in this band you will be eligible for a range of rewards.

Achievement Tutor/Head of House/Y11 Leader

Celebrate class / House achievement
Celebrate individual achievement
Verbal praise to students
Attendance Certificates each half term

94 – 96%

Your attendance is slipping. You may have been ill. This is understandable but not without cost. You have a responsibility to work hard to catch up on missed work and to improve your attendance. You can improve your attendance by ensuring you do not take a full day off for medical appointments.

Achievement Tutor / HoH / AHoH / Y11 Leader

Speak to students about reasons
Ensure students are aware that their absence has been noted
Set individual attendance target and award achievement points if target is met
Attendance Team to consider
The need for interventions including formal letter requesting medical evidence / referral to school nurse
Student interview and Attendance Action Plan 1
Issue Intervention Letter 1 offering support
Issue a Penalty Notice Warning letter (15 day)

90 – 93%

Your attendance has fallen below the national average for students in secondary schools in England and has become a serious cause for concern. Any further absences will only be authorised if school receives medical evidence. Your parents will be at high risk of being issued with a Penalty Notice. You have a responsibility to discuss anything that is affecting your attendance with your Achievement Tutor / HoH / AHoH / Y11 Progress Leader. You must now work hard to catch up on missed work and improve your attendance.

Head of House / AHoH / Y11 Leader

Speak to students and parents regarding the reasons for absences and communicate back to the Attendance Team
Set individual attendance targets and reward if target is met
Consider if student is to be placed on Monitoring Report for attendance
Attendance Team to consider
Issue Intervention Letter 2 / 3 - invite parent and student to an Attendance Panel Meeting and complete Attendance Action Plan 2
Attendance Lead to liaise with Trafford EWO
Issue a Penalty Notice Warning letter (15 day)
Issue a Penalty Notice

BELOW 90%

Your attendance is totally unacceptable and you are at risk of being identified as a Persistent Absentee (PA). Your education is at risk and you will not realise your potential, you will gain fewer qualifications and will be less likely to gain entry into further education, training or employment. Unless there are genuine reasons that are preventing you from attending school your parents will either receive a Penalty Notice or be prosecuted for your irregular attendance which will result in a criminal record.

Attendance Team to consider

Refer student to Education Welfare Officer
Monitor attendance and ensure safeguarding
Invite parents and student to an Attendance Panel Meeting (with EWO) and review Action Plan 2 for attendance
Student to be placed on Attendance Action Plan 3 - Persistent Absentee
Issue a Penalty Notice
Collate evidence and begin to prepare a case for prosecution
Referral for 'Early Help' if appropriate
Work with outside agencies to develop personalised intervention