



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 and respect. Our 'core values' of **honesty, pride, respect, resilience** and **aspiration** are the foundations of our school community. We work hard to provide a safe school where students feel included and belong in every aspect of school life and are comfortable to voice their opinions.

- Be **honest** with ourselves and each other
- Be **proud** of our school, our uniform and our attitude to learning
- Be **respectful** in what we do and say
- Be **resilient** when faced with challenges
- **Aspire** to excellence in all that we do

This policy outlines what we expect from all our students in terms of their behaviour, and the consequences that will follow 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-regulation have strong links to effective learning, and are vital for students to develop so they carry good habits into adulthood.

Rationale

The policy exists so that all members of its community can thrive in a safe, respectful 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 and exemplifying these standards. By encouraging positive behaviour habits we can secure strong relationships throughout the school community which are built on trust and shared understanding of our accepted norms. Through the consistent application 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 Wellacre with the key skills they need to fulfil their potential in life.

All members of the school community should be **READY, RESPECTFUL** and **SAFE**

Our basic expectations and rules fit into one of these categories - that we are always **READY, RESPECTFUL** and **SAFE**. We use these words in all our conversations about learning and behaviour (**see Appendix 6**).

Upholding our core values, whilst promoting positive relationships and behaviour, is varied and complex. We create a nurturing, supportive and successful learning environment by focusing on these three key words when interacting with young people at Wellacre: **READY, RESPECTFUL** and **SAFE**.

Rather than focusing on a wide range of rules and expectations we focus on referring to these three keywords for CALM and CONSISTENT engagement with our young people. When discussing learning and behaviour with students these 'key words' will be consistently referenced to create a positive climate and ethos for staff and students. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people

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 consistency across the school so that behaviour expectations and consequences 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 deploy a range of strategies to manage behaviour, 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 child and their behaviour, and believe that clear behaviour expectations and consequences, strong support systems, recognition and reward 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, norms and expected standards of behaviour are evident in classrooms and around the school.

Staff are a visible and supportive presence around the school, at the start and end of the school day, in-between lessons, during breaks in the school day, and lunch times, to check that students are displaying safe and respectful behaviours.

We recognise that where some 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, Trafford Thrive in Education, CAMHS, School Nurse Service and / or Children's Social Services as well as other external agencies that we feel may offer individual support around a specific 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 behaviours 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' and be 'Ready, Respectful and Safe'.

Students are ambassadors of the school even when off school premises, and we expect them to act accordingly. Students are expected to adhere to school rules, listen, follow instructions given by staff, and accept, reflect and learn from any consequences that they receive. This extends to any arrangements put in place to support their behaviour, such as our monitoring reports, 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 done on time. Failure to complete or do work on time to an acceptable standard can have consequences (**see Appendix 5 for guidance on how a student's Attitude to Learning is measured**). If students are struggling with their workload for any reason, they should discuss this with their teacher. The school asks that students read the **Working in Partnership Agreement (Appendix 4)** with their parent/carer to show that they have understood what is expected of them and the responsibility that they have for their actions.

Under no circumstances should illegal or inappropriate items be brought into school, and all students must respect and look after the school premises and environment. The following behaviour is regarded as dangerous and completely unacceptable and may result in the most serious consequences including a suspension 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, vaping)
- theft
- arson
- serious, actual or threatened violence against another student or a member of staff
- sexual harassment, sexual abuse, sexual violence 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
- interference with fire alarms, smoke alarms, cameras and other equipment necessary for the safety of the school community
- 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.
- refusal to follow safety procedures, spitting or any other deliberate acts, which seek to weaponise or induce fear related to any transmissible disease.

Parents and Carers

Parents and Carers play a hugely significant part in ensuring that their child is responsible for their own behaviour in school. On admission we ask that parents and carers sign the **Working in Partnership Agreement (Appendix 4)** to indicate that they will respect and support the school's Behaviour for Learning policy and the authority of the school staff to enforce it. By establishing positive norms and routines around school and ensuring that your child is at school on time, appropriately dressed, well rested, and properly equipped, your child will have strong foundations on which to build success. Parents and Carers can access **Arbor** to monitor their child's behaviour points, achievement points and school attendance. All Parents and Carers are issued with personal login details to do this.

We ask Parents and Carers to work with the school in support of their child's learning, which includes

informing the school of any special educational needs or personal circumstances that may affect their child. We ask that Parents and Carers be prepared to attend meetings at Wellacre with staff to discuss their child's behaviour and to commit to any support programmes or contracts put in place (**see Appendix 2**). In the case of suspensions, we ask that parents provide appropriate supervision for their child during the time that they are suspended from school and attend a reintegration meeting at the school with their child following the suspension.

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 chooses to behave in a way which undermines our core values, a consequence will follow.

This list of logical C1 consequences is by no means exhaustive but provides examples as a guide;

- A conversation
- An opportunity to 'make it right'
- A verbal reprimand
- Support from 'The Hub' and Inclusion Staff
- Step out from the classroom and / or access to the 'The Hub'
- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance the loss of a prized responsibility, not being able to participate in a trip or activity
- Missing break time

If the action is deemed to be more serious or an improvement in behaviour is not secured, the following logical consequences may be considered;

- A C2 or C3 consequence after school for up to 30 or 45 minutes (Monday to Friday)
- School based community service – such as a litter pick, tidying a classroom, helping clear up the dining hall after meal times or removing graffiti
- Being placed on a 'Student Report' – for behaviour monitoring, punctuality monitoring, subject monitoring, progress and Attitude to Learning monitoring
- Parental meeting (see Appendix 2)
- Being placed in Reflection

In more extreme cases students may be suspended from school for a fixed period or Permanently Excluded from school.

Consequences are applied in relation 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 three key words **READY, RESPECTFUL, SAFE** and our **core values** as our guiding principles.

We realise that students make mistakes and our responsibility extends to educating them about their choices and consequences while helping them to improve. We will always seek to de-escalate situations but, where necessary, staff will record the behaviour and their actions to ensure that all relevant staff and Parents and Carers are kept informed (via Arbor). 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 or students use social media or other forms of communication to make slanderous statements about the school, members of staff or students.

Behaviour Management in practice

Disruption to Learning

Low level disruption not only seriously affects the learning of the student disrupting the lesson 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
- 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 C2 or C3 without a C1 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 the Hub or a Suspension. Students who receive a Suspension may spend at least a day in the Hub on their return to school, following a parental reintegration meeting.

The C System: Chance, Choice and Consequence

1. In lessons where a teacher feels that a student is not behaving in an acceptable manner and **staff have used their professional training to deploy a range of strategies to manage that behaviour**, the student will be given a **chance** to make the right **choice**. A **C1 consequence will be issued** (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 they are behaving. **A C1 is not recorded on Arbor.**
2. If the student chooses to ignore this C1 warning and does not modify their behaviour, a **C2 will be issued** (this is a consequence of further negative behaviour). **At this stage, the student will automatically receive a consequence (15-30 minutes) the same day after school** (if the C2 consequence is given after 2pm, during period 5 or 6, it will be served the following school day).
3. Should the student continue to behave in a way that the teacher feels is unacceptable, the teacher will issue a **C3 consequence** (a result of continued negative behaviour, despite opportunities to modify actions).

At this point, Classroom Remove is called for. The student will be removed from the lesson without discussion and placed in the Hub for the remainder of that lesson. They will automatically be issued with a C3 consequence (30- 45 minutes) to be served that same day (if

the C3 consequence is issued after 2pm, during Period 5 or 6, the consequence will be served the following school day).

Parents and Carers will be informed via Arbor of any same day consequence. During the consequence the student may be expected to complete a positive community contribution and make amends for their behaviour (for example litter pick, remove graffiti, tidy up a classroom space, help a member of staff or complete class work). The student will also have a reset conversation with the teacher who issued the C2 or C3 consequence and will complete a reflection activity. This means that the student is supported in moving on as they are more able to reflect on what has gone wrong the same day than they are when there is lapsed time between the event and the consequence.

Once the member of staff is satisfied that the student has reflected on the reason(s) for the consequence and a successful reset conversation has taken place, the relationship between them both has been repaired and restored. Once the reflection activity has been completed and the minimum time for the consequence has passed (15 or 30 minutes), the student is free to leave and the following day is a fresh start.

Consequences

Once a consequence is issued, it cannot be changed.

- A C2 consequence lasts 15-30 minutes (1 C2)
- A 2 x C2 consequence lasts 15-30 minutes and 3 x C2 consequences 30-45 minutes
- A C3 consequence lasts 30-45 minutes.

Consequences run from 3.00pm daily (on Wednesdays consequences will run from 4.00pm)

All consequences will take place under the supervision of Teaching and Inclusion staff on a rota basis.

- Should students arrive at a consequence a few minutes late they will, at the very least, make the time up at the end of the consequence.
- Consequences should be silent, reflective and restorative. If students talk, disrupt or display negative behaviour during the consequence they will be issued with a warning. Should they fail to modify their behaviour they will be placed in Reflection the following day.
- If a student is absent from school on the day of their consequence, they will attend the consequence on the next day they are present in school.

What if a student receives more than one C2 consequence in any given day?

If a student receives more than one C2 during a day, the length of the C2 will be extended.

2 x C2 consequences in a day will result in a 15-30 minute consequence the same day.

3 or more C2s in a day will result in the student being placed in the Hub for the remainder of that day and a 30-45 minute consequence being served the same day.

What if a student has two C3 removals from lessons on any given day?

This significant disruption to the learning of others has robust consequences. If a student receives two C3 removals in a day, the student will spend the remainder of the day in The Hub as well as serve a 45 minute consequence that day (3.45pm finish and 4.45pm on Wednesday).

It is important to state that in law the school is not obliged to provide any notice in relation to a consequence being issued, however we will always use Arbor to inform Parents and Carers of a same day consequence, no later than 2.30pm daily.

If a student misses their consequence without a valid reason (valid reasons must be communicated via parents to school), they will be placed in a one-hour consequence the following school day with a member of the Leadership Team. Likewise, if a student does not successfully complete their initial consequence, they may be placed in a one-hour consequence.

In the case of a student receiving a **C2** or **C3** consequence, a behaviour point will be recorded on Arbor. As behaviour points accumulate over the year, there are set responses by the school. For further explanation of these actions, see Appendix 2.

Late to school, Late to lessons and Internal Truancy

A student who arrives late to school on two or more occasions within one week without a valid reason will automatically receive a 'Late' consequence. This is a 30 minute consequence on the same day as the second late in the week. Further lateness to school the same week will result in the same consequence. If a student arrives late to three or more lessons in a week they will automatically receive a late to lesson 30 minute consequence. Internal truancy is a choice. There will always be a consequence of 45 minutes.

Suspensions: Reflection (Internal Suspension), Suspension (External) & Permanent Exclusion

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

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

- **Reflection in the Hub (Internal Suspension)** - 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 Hub with the loss of social time at break and lunch. Students will remain in Reflection until 3.45pm with the exception of Wednesday which will be until 4.45pm.
- **Suspension (External)** – 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 to the SEND code of Practice and where appropriate will try to make reasonable alternative provision such as Reflection in the Hub. This is 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 breach or persistent breaches of the school's Behaviour for Learning policy, and allowing the student to remain in school would seriously harm the education or welfare of the student or others (such as staff or students) in the school.

Reflection in the Hub (Internal Suspension) – is used to support the following:

- As a temporary drop off (whilst an incident is investigated)
- Students who fail to attend a C2/C3 consequence
- If a student is removed on two occasions from lessons in a day, they will spend the remainder of the day in the Hub / Reflection
- Students awaiting parental collection for Suspension
- A serious breach of the Behaviour for Learning policy

The Hub 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 and 2 days) and complete work from their normal curriculum based on their individual timetable. Students will remain in Reflection until 3.45pm and until 4.45pm on a Wednesday. There is no formal reintegration meeting following this, however it will be followed up by a phone call home by a member of the Inclusion Team.

Suspension (External) – students may be suspended 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 Reflection – as this is a last chance sanction prior to a Suspension

In the event of a Suspension the member of staff investigating will undertake a reasonable, fair and proportionate investigation. The number of days for a Suspension will depend on the specific incident. Once the Suspension is authorised by the Principal, Parents and Carers will be contacted and if available should arrange collection and supervision of the student. The child's welfare is always the prime consideration. A suspension letter and school work will be sent via email and a copy posted or sent with the student.

Suspensions during the morning session – the suspension takes effect from the afternoon session and notice will be given to the parent before the start of the afternoon session. Suspensions during the afternoon session – the suspension 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, enabling the student to continue their education during the first five school days of a Suspension. It is the Parents and Carers responsibility to ensure that work sent home is completed and returned to school at the reintegration meeting. Parents and 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 Suspension.

A member of the Leadership Team or Inclusion staff will conduct a **reintegration meeting** with Parents and Carers and the student at the end of the Suspension, at a date and time convenient for all parties. The date for the reintegration meeting will be provided in the suspension letter. If the Parents and Carers fail 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 and Carers attend these meetings.

The purpose of the reintegration meeting is to support the reintegration of the student and promote

the improvement of their behaviour. It provides an opportunity to:

- emphasise the importance of the Parents and Carers 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 student's behaviour
- reach an agreement on how the student's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further behaviour incidents and Suspension – students may spend a day in the Hub following a Suspension
- check that the work set during Suspension has been completed to a satisfactory standard
- discuss the use of a Monitoring Report following a Suspension and the implications of poor comments on the report.

Permanent Exclusions –the decision to exclude a student permanently is a serious one and is never taken lightly. The decision to exclude a student permanently will be taken only:

- in response to a serious breach or persistent breaches of the school's Behaviour for Learning policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Following this decision a **Student 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 and 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 and Carers with the Panel's final decision.

Bullying (For more information see our **Anti-Bullying and Safeguarding and Child Protection policies**)

Wellacre wants to make sure that all students feel safe, valued and belong in our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our Behaviour for Learning 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 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 practises 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 perpetrator 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 perpetrator will be told why it is being used
- co-ordinate a restorative conversation with those involved, if required
- consider a suspension 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 or provision. 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 ‘**Supporting Students with Medical Conditions**’ policy for more information.

Smoking

Cigarettes, Tobacco, E-Cigs, Vapes 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 could be subject to the full range of consequences which may include a suspension or permanent exclusion.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. There will be serious consequences for 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.

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 and DfE advice for schools on ‘Searching, screening and confiscation’ September 2022, authorised members of staff are allowed to search for and use confiscation as a disciplinary consequence if it is lawful. **This means that authorised staff may search for, seize or confiscate items in a student's possession if it is harmful, illegal, or banned by the school.** Only members of the extended Academy Leadership Team and Heads of House are authorised to do this by the Principal.

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.

The authorised members of staff have the power to search a student for a prohibited or banned item, **regardless of whether the student agrees. If a student refuses to be searched the school may contact the police.** To support staff with any search, students may be subject to a hand-held metal detector scan. Under law the person carrying out the search must be the same sex as the student being searched and there must be another member of staff present as a witness to the search. A

record of any search will be logged on our system.

Only the police can conduct a strip search. They can carry out a search if they think it necessary to remove an item related to a criminal offence and reasonably consider the student might have concealed such an item.

There is no specific guidance on what 'reasonable grounds' to suspect a student has prohibited items means. It may be that someone hears a student(s) talking about an item, is told directly of an item, has sight of an item, observes a student behaving in a way that causes staff to suspect that they are concealing an item or the school receives information or intelligence suggesting a banned item may be in the possession of a student. The grounds will be made clear to the student at the time of the search. **The student does not have to agree the grounds are 'reasonable'.** Safeguarding of children will always take precedence.

There is no legal requirement for the school to inform parents/carers before a search for banned or prohibited items takes place or to seek their consent to search their child. Parents/carers will always be informed via message as a matter of courtesy of any search that has taken place and the outcome of the search. They will also be informed of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences for the student.

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

- knives, weapons, sharp items or blades
- illegal drugs, alcohol or smoking paraphernalia including tobacco, cigarette papers, lighters, e-cigs (vapes), chewing tobacco, nicotine pouches, e-liquid.
- stolen items
- fireworks, flares or other incendiary devices
- aerosols
- pornographic images, inappropriate or illegal material
- articles that have been or could be used to commit an offence, cause harm / personal injury or damage to property
- mobile devices, when they have been seen or heard on the school site which contravenes our policy on mobile devices.

The Education Act 2011 and Keeping Children Safe in Education guidance allow authorised staff 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 Designated Safeguarding Lead and/or the police.**

Use of reasonable 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 member of staff 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 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 **‘Use of Reasonable Force’ 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 action will be taken against any students who are discovered to be truanting or who are repeatedly late. Parents and 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

Wellacre expects its students to wear the school uniform with pride and always look smart. 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 over lunchtime for play, 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 an incorrect uniform, with communication from Parents and 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 without a note from Parents and Carers will be expected to wear borrowed uniform items from the Uniform Store. These are always clean and in good condition. Students who refuse to wear an item from the Uniform Store, may be placed in the Hub for the remainder of the school day and Parents and Carers will be contacted. Students who repeatedly come to school without the correct school uniform may be sent home to change. Please see the **‘Uniform’ policy**.

Regulating a Student's Offsite Conduct

Wellacre is proud of its place at the heart of its community. Students who misbehave on the way to or from school, or near the school premises, will be issued with consequences 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 the premises. This also applies to students who break school conduct during Alternative Provision, 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 suspension.**

Recognition and Reward

Wellacre believes that it is important to encourage good conduct throughout the school by recognising and celebrating 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: Attitude to Learning**), making good progress in a lesson, outstanding independent study, good citizenship or excellent attendance and punctuality; other times a congratulations postcard or a good news slip may be sent home or a positive phone call made. Achievement points are collected and can be redeemed at the school reward shop. When students reach a set goal for achievement points their efforts are recognised (see Appendix 2).

Each term we recognise and celebrate successes and achievements in our House assemblies. Student achievements are also recognised at our annual Reward and Recognition 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 **'Reward and Recognition' policy**.

Complaints

The school has a standard complaints procedure. We encourage Parents and 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' Behaviour, Attitudes and Personal Development Committee.

Appendix 1 MOBILE DEVICE POLICY

Rationale and purpose

“See it; Hear it; Use it: Lose it”

The school recognises that there may be genuine reasons for some students to have a mobile device at school. **However, we do not allow the use of mobile devices in school.** Any student who brings a mobile device into school does so at their own risk. School, for the purposes of this policy, denotes **all buildings and areas within the school perimeter, including all its grounds.**

Mobile devices and social media provide a particular **source of disruption** in schools. Mobile devices are often **linked to behaviour incidents**, from students being sanctioned for using their device during class to their link to bullying and upsetting incidents over social media. devices going off during lessons cause an **immediate distraction** that may last some time and have a considerable impact on the teaching, the lesson and the learning of students.

Further, the use of handsets to **play games** is distracting, even addictive, and to the **detriment of students’ personal and social development in interacting with others and ‘living in the moment’**. The use of **a device’s camera and video functions can be used inappropriately to cause upset to students and present safeguarding concerns.**

Often, devices are used to access **social media**. This means that problems and disputes between students can carry on beyond the school day and, likewise, incidents that have occurred outside of school are often continued inside school. Although the negative impacts of social media exchanges - such as bullying or creating a forum for arguments - happen largely outside school, this has an impact on relationships and behaviour inside school.

All of these incidents require investigation and are a time consuming drain on a school’s human resources. **In summary, we believe the distractions significantly outweigh the possible benefits of mobile devices in school.**

Principles underpinning the policy

As a working community, we do need to have regulations governing the use of mobile devices or tablets in order that lessons are not interrupted and students do not use these devices unnecessarily.

Parents and carers must be aware of and agree to the following points:

- **The school does not accept any responsibility for mobile devices or tablets and they are not a necessity in school.** Students must take full responsibility for their safe-keeping, and they bring them into school at their own personal risk. If devices go missing, we cannot be expected to take time to search for them. It is advisable to **protect mobile devices and tablets with security markings and PIN codes.** There is the option of keeping them locked in a locker during the school day if the student has one.
- **Mobile devices and tablets must be switched off within the school premises.** This includes all playground areas and school grounds. If they ring, or are visible during the day, members of staff are instructed to confiscate them without exception or warning.
- **Smart Watches** are not allowed in school. Students are advised to use a normal watch. If a Smart Watch is worn, it will be confiscated.
- **Ear Devices/buds are not allowed in school.** If they are seen, they will be confiscated.

- **Students may not use mobile devices at any time during the school day to make or receive calls or texts.** Students who have a real emergency can use the school phone at the office to contact parents and carers.
- If parents and carers need to contact students in an emergency, they should **telephone the school in the usual way and emergency messages will be passed on by an appropriate adult.**
- **Please do not call or text your child's mobile device during the school day, as this could result in a confiscation of their device.** Similarly, please do not encourage your child to use their device in school.
- Mobile devices and tablets must never be taken into examinations and for this reason the **school does not allow them to be taken into any examination room.**
- The **use of the camera function is strictly prohibited in school.** It constitutes a breach of privacy and can be used for intimidation and bullying. The potential for the images of children to be used for inappropriate purposes is our primary concern. The use of images without permission of the person photographed is a breach of their right to privacy.
- **Please note mobile devices must never be used during break, lunch, after school activities or consequences.**
- **It is forbidden to use a mobile device in the toilet or changing rooms in order to protect and safeguard our students. The misuse of mobile devices in these circumstances could lead to a criminal investigation.**

Finally, we wish to point out that all staff deserve to be able to carry out their professional duties, and implement our policies, without the interference of parents and carers. **Once a decision has been made to confiscate a mobile device, no negotiation will be entered into.**

The policy is clear, transparent and will be widely communicated to all stakeholders so that everyone understands the expectations in ensuring its consistent application. We also acknowledge that a very small number of students use a device for medical reasons and these students will be provided with exemptions to this policy for this purpose.

Parents and carers should note that failure to comply with this policy could result in their child being issued with a period of time in the Hub, Reflection or a fixed term suspension.

Consequences for students

“See it; Hear it; Use it; Lose it”

What happens if a device is seen or heard on school premises?

If devices are seen or heard during the course of the school day, they will be **confiscated immediately** by the member of staff, collected and stored securely. A text message will be sent home to inform the parent/carer of the device confiscation.

What consequence will be served by students for having a device confiscated?

A **C2 consequence will be issued for breach of the device policy.** This will be served the same day, in line with the school policy on consequences. At the **end of the same day C2 consequence (30 minutes), the device will be returned to the student.** If the student **fails to attend the C2 consequence, their device will be stored in the safe and they will spend the next day in Reflection** in line with policy. The device will be returned to the student at the end of their day in Reflection; that is 3.45pm each day except Wednesday, which is 4.45pm.

What if the device is confiscated after 2pm, the usual cut off time for same day consequences?

If the student needs their device back the same day, for safeguarding, **they must serve the consequence the same day even if the device is confiscated after 2pm**. If they choose not to stay, their phone will be stored safely overnight and returned after they serve the consequence the following day. Parents/carers will be aware of the consequence because they will receive the text to inform them that the device has been confiscated in line with policy.

What if a student persistently breaches the policy on devices?

In the event that a student persistently causes issues with their mobile device, **we will involve parents and carers and consequences may escalate**.

What if a student refuses to hand over a device?

Refusal to hand over a mobile device or earphones to a member of staff will result in **Reflection or a suspension**. Parents and carers will be requested to attend a meeting to discuss this serious breach of our behaviour for learning policy.

How will students be reminded of the policy?

The phrase, **“See it; Hear it; Use it: Lose it”**, is a succinct summary of the whole school's consistent approach, and will be visible around the school site as a simple way of reminding students of our expectations



Appendix 2: 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 OR 5 x C2/C3 consequences	Concern Contact made with parent / carer	Achievement Tutor
20 Behaviour Points	Concern Meeting 1 (Possible move to Intervention Stage 1)	Head of House
30 Behaviour Points	Concern Meeting 2 Intervention Stage 2 Monitoring	Assistant Principal Vice Principal
No Improvement	Behaviour Panel Meeting Intervention Stage 3 Monitoring	Principal Vice Principal Governor

Appendix 3: Intervention Process for Students with Challenging Behaviours

Behaviour incident recorded in Arbor– monitored by subject teacher / Curriculum Middle Leader (CML) / TLR holder / Achievement Tutor (AT) / Head of House (HoH)

Continued poor attitude / behaviour in subject – **Subject Report** monitored by subject teacher ☐ no improvement move to CML / TLR Holder in Department to monitor **Subject Report**

More than three incident slips in week / unacceptable behaviour around the Academy / following ‘The Hub’ step out / Reflection or Suspension ☐ **Student Report** - monitored by AT, HoH, Inclusion Team, Academy Leadership Team (ALT)

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

Intervention Stage:	Action:	Staff/Agency Involved	Relevant/Supporting Documentation	Review	Wellacre Lead
1	Behaviour Concern Meeting - Student Support Plan (SSP) Meeting with parent / HoH to discuss student behaviour and attitude to learning. Student Support Plan / Individual Behaviour Plan drawn up and student placed on Student Intervention Programme Stage 1 to HoH Is the student vulnerable? (SEND, PP, FSM, CP, CiN)	- Head of House - Achievement Tutor - SEND rep (TA)	- SSP / IBP - Student Intervention Programme booklet – Stage 1 - Behaviour Incident Log – Arbor - Latest Interim Report	4 weeks (2 weeks, Review, 2 weeks, Review) Move to Stage 2 or Student Report	Head of House
2	Behaviour Panel Meeting (BPM) – Student Intervention Programme Stage 2 to ALT Support could include: - Educational Psychologist (EP) - CAMHS (Child & Adolescent Mental Health Service) - Counselling Services (42nd Street, Trafford Thrive) - Early Break (Drug & Alcohol Service) - Alternative Curriculum / Step Out – Inclusion Centre - Early Help Assessment (EHA) - Trafford Team Together (TTT) - Youth Justice Service Multi-agency approach may include health, education, social care	- ALT (Assistant / Vice Principal) - SEND rep (TA) / SENDCO - Head of House - Other services	- Copy of SSP/IBP and booklet Stage 1 - Copy of Intervention Stage 1 Review Meeting - Attendance/Punctuality log - Behaviour Incident Log (+ and -) - Latest Interim Report - Comments from staff - Early Help Assessment referral - Stage 2 Report Booklet	Up to 4 weeks (2 weeks, Review, 2 weeks, Review) Move to Stage 3 or Student Report	ALT (and/or identified lead from initial meeting)
3	Behaviour Panel Meeting and Student-Academy Behaviour Contract - Intervention Programme Stage 3 (which may include a Governor from the Governing Body) Discussion of student behaviour and attitude to learning. Student placed on Student-Academy Behaviour Contract to the Principal (and GB). Possible Step Out to TAEP / AP arranged	- Principal - Vice Principal - Head of House - Mentor / SEND rep (TA) - School Governor	- All information collated above - Principal Contract – Stage 3 - Student Behaviour Contract - age 3 Report Booklet	Up to 4 weeks (2 weeks, Review, 2 weeks, Review) Move to a Final Review Meeting or Student Report	Principal Vice Principal and possibly a school governor
At any point during the Intervention Process Identify alternative provision, managed move, step out, possible permanent exclusion - as the student has not succeeded and is not thriving at Wellacre despite all the interventions to support their challenging behaviour.		- School Governor - Principal - Vice Principal - Head of House	All information collated above	depends on decision taken	Principal Vice Principal

Appendix 4



WORKING IN PARTNERSHIP AT WELLACRE

At Wellacre Academy we recognise that our students thrive when there is an effective partnership between the school, students and parents/carers. All three parties share responsibility for the development and achievements of each student. Together, we commit ourselves to the following:

The School will:	As Parent/Carer, I/We will:	As a Student, I will:
Establish a safe, supportive and caring environment.	Ensure that my child attends school every day, on time and will inform the school of any absences.	Be an ambassador for the school and uphold the school's core values of Respect, Resilience, Pride, Aspiration and Honesty at all times.
Ensure your child has the opportunity to reach their full potential as a valued member of the school community.	Inform the school about any concerns or issues that might affect my child's work or behaviour.	Follow the Wellacre 'Steps to Success' and our school rules.
Set independent learning for your child in order to develop and consolidate their knowledge and understanding	Support the school's staff by being respectful at all times and complying with the Code of Conduct for parents/carers and visitors to the school.	Strive to have 100% attendance and punctuality.
Expect high standards of work and behaviour, set through clear rules, promote mutual respect and promote a sense of responsibility and community.	Support the school's policies	Wear the correct Wellacre uniform with pride, be on time and be properly equipped for lessons.
Keep you informed about school matters, in particular about your child's progress, attendance, behaviour and punctuality.	Support my child with their independent learning and personal organisation.	Work hard in class and at home so that I can achieve my full potential.
Offer opportunities for your child to become actively involved in the life of the school and the wider community.	Encourage my child to work hard and be resilient.	Be proud of myself and my school and be someone others can be proud of.
Recognise good progress, behaviour, attendance and Attitude to Learning.	Attend parents' evenings and discussions about my child's progress.	Check and complete my independent learning at home.
Offer a wide variety of Co-Curricular activities.	Notify the school of any changes to our contact details promptly to ensure accurate means of communication.	Treat everyone with respect at all times (including when I use social media).
Treat everyone with respect.	Ensure that my child attends in correct uniform and is properly equipped.	Treat the environment with respect
	Agree to and support the school's Behaviour for Learning policy, including the section on mobile devices.	Understand that any poor behaviour outside of school can be dealt with as if the incident occurred at school.
	Encourage my child to participate in extra-curricular opportunities offered by the school.	Participate in extra-curricular activities and try my best.
	Maintain my Parent Pay account.	
	Notify and update us regarding any medical issues or concerns.	



Attitude to Learning

	Effort in Class	Quality of Independent Learning at Home	Behaviour for Learning
1 Excellent	I go above and beyond what my teacher asks of me. I am self-disciplined, resilient, use my own initiative and respond really well to feedback.	I always complete independent learning at home to a high standard and meet set deadlines.	I am always ready to learn and take pride in my work and appearance. I have respectful relationships with staff and other students and I always uphold the Wellacre values in my attitudes and behaviours.
2 Good	I do all that is asked of me and sometimes more. I complete work to a good standard and respond well to feedback.	I regularly complete independent learning at home to a high standard.	I am attentive, focused, well organised and persevere when things are difficult. I am considerate to others and take responsibility for my own behaviour.
3 Inconsistent	I do the minimum that is asked of me and no more. I tend to give up when things are difficult and rarely respond to feedback.	I sometimes complete independent learning at home and can miss some of the deadlines set.	I sometimes need reminders to focus. I can distract others and be easily distracted which causes disruption in some lessons.
4 Poor	I make little effort to participate in the lesson and will try to get away with the minimum. I fail to act on feedback and regularly give up without trying.	I neglect independent learning at home. Work is often submitted late or missed.	I do not always behave in a respectful or safe way which can cause disruption to the learning of others. I often find it hard to take responsibility for my learning, progress and behaviour.

APPENDIX 6

How we expect our students to behave - 'Ready, Respectful, Safe'

When discussing learning and behaviour with students these 'key words' should be consistently referenced to create a positive climate and ethos for all staff and students.

	What this looks like
READY Be ready to start learning on time.	• Be at school for 8:30 am • Line up promptly at 8:40am • Arrive at lessons on time • Bring all necessary equipment and PE kit in an appropriate-sized bag • Wear correct school uniform • Ensure any mobile devices are 'OFF AND AWAY ALL DAY' on the school site. • Sit according to the seating plan you have been given • Work to the best of your ability achieving an ATL grade of 1 or 2 for each lesson (See Appendix 5 for Attitude to Learning (ATL) grade descriptors)
RESPECTFUL Be respectful to everyone and the environment.	• Be kind and considerate to staff, students and visitors • Disagree respectfully if you do not share the same opinion of others • Follow instructions • Speak politely and use respectful language • Ensure your body language is calm and non-threatening • Listen to the person who should be talking • Be polite and well-mannered • Be considerate and respect the dignity of others when using the toilets • Keep books, desks and walls clean • Eat food in designated areas • Put any litter you see in the bins provided • Keep our site free from chewing gum • Look after school equipment • Act as an ambassador in our local community on your way to and from school • Be honest and take responsibility for your actions and any mistakes made. We can learn from our mistakes. • Return any items that you have borrowed • Respect the rights of all young people to experience success and achieve well • Participate in sensible applause when recognising the achievements of others
SAFE Behave in a way that keeps you and others safe.	• Walk inside the school building • Keep your hands and feet to yourself • Keep expensive personal belongings at home • Keep to the left in corridors and on stairs • Queue sensibly and patiently • Show consideration for others in crowded areas • Stay in the correct area at breaks and lunchtime • Do not bring any illegal substances or items that can be used as a weapon or might harm others into school • Use social media in a safe and respectful way • Lock up your bike in a bike shelter • Walk cycles on school site • Cycle safely and sensibly with consideration for other road users. • Keep pavements clear for other pedestrians • Cross roads sensibly and make use of school crossing patrols • Follow the instructions of school staff in relation to safety in school • Act as a positive role model at all times • Tell school staff if you have concerns for your own or others' wellbeing • Only use fire alarms or other specialist equipment in emergencies.