



Waverley Education Foundation

Behaviour Policy

Waverley School/Waverley Studio College

March 2018

The school is committed to 'learning through diversity' and the development of a strong ethos where everyone in the school community respects one another and supports the work of the school.

We value diversity and seek to give everyone in the school an equal chance to learn, work and live, free from the action or fear of racism, discrimination, or prejudice. We will work together to develop the potential of all pupils academically, socially, culturally and psychologically and to establish a community that is just and fair for all people who work at or visit our school. Promoting our mission of 'Learning through Diversity' which is driven by our core school values of:

Humanity Equality Aspiration Respect

We understand these concepts to be the following:

Humanity - We will foster an understanding of human values and attitudes, past and present and how society is organised, develops and changes. Enabling all pupils to succeed in a Global and British society.

Equality - We ensure that there is an equality of opportunity for individuals, pupils, parents, teachers, and the school community. At Waverley we value the diversity of the school community and respect the individuality of each person.

Aspiration - Our pupils are the citizens of tomorrow. Our pupils will be able to be successful anytime, anywhere, any place. That we celebrate in the achievements of all the school communities showing the excellence from all faiths cultures and genders.

Respect - At Waverley we intend to create an environment which allows all learners to flourish by encouraging mutual respect for each other and respect for learning. At Waverley we value the diversity of the school community and respect the individuality of each person.

All pupils and staff are expected to work together to create a positive working environment which allows the whole school community to achieve their potential. All are expected to adhere to the school expectations and rules which have been defined to underpin the work of the school.

Rationale and Philosophy

Effective teaching and learning cannot take place without good behaviour. Pupils need a calm and purposeful atmosphere in order to learn and experience success.

At school we work towards standards of behaviour based on the basic principle of respect through 'Expect Respect'. This encompasses honesty, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Aims and Objectives

- To positively encourage and recognise acts of respect and consideration to others.
- To establish a set of rules and expectations, agreed and followed by all.
- To implement necessary school rules and expectations fairly and consistently in order to foster good behaviour in a positive way.
- To achieve a healthy balance between rewards and sanctions: rewarding good behaviour and attitudes to work and having strategies and approaches in place to deal with unacceptable behaviour.
- To create an atmosphere of hard work, commitment and responsibility, that will develop self-discipline.
- To ensure equal access to the curriculum for all regardless of disability, gender, identity, orientation, ethnicity, socio-economic background, special educational needs or any protected characteristics under the Equalities Act.
- To create a stimulating, pleasant and collaborative learning environment.
- To put pupils social, emotional and academic well-being first.
- To demonstrate a commitment to learning through diversity.
- To ensure that all pupils understand the importance of their and others wellbeing and the importance of being healthy - emotionally, physically, mentally and socially.
- To provide an awareness of how to be safe in school and society both physically and online.
- To encourage all individuals to achieve and enjoy success.
- To allow all to make a positive contribution to the school, the community and society.

To achieve these aims we will

- Develop a whole school approach to deal with unacceptable behaviour. We reward good work and behaviour and impose sanctions on those pupils who choose not to keep to the school rules and expectations.
- Adopt fully the principles outlined in the Equalities Policy and anti-bullying policy to ensure equal access to a broad educational experience for all.
- Communicate to parents when pupils are behaving and working well and when there is a cause for concern.
- Teach our pupils that their actions have consequences both positive and negative.
- Raise awareness of school rules and expectations and issues relating to behaviour towards others in acts of collective worship and assemblies.

On admission to the school all parents and pupils sign the school's Home-School agreement and agree to support the school in this regard. If parents are not happy with any actions taken they should refer to the school concerns and complaints procedure.

Through consultation with teaching and support staff the Pastoral team will implement targeted interventions for groups or individuals. This is to support pupils who may be identified as having specific behavioural difficulties; this may include time spent in targeted support and intervention.

The Principal/Executive Principal may impose sanctions for behaviour outside of school, even if a pupil is not on school business, if in their judgement it will affect maintaining good behaviour and discipline among the pupil body as a whole, pose a threat to staff or harm the reputation of the school. If felt necessary the school will involve the police and/or external agencies.

OUR APPROACH: POLICY AND PRACTICE

‘EXPECT RESPECT’

Our policy and practice is also underpinned by our belief that good behaviour has a great deal to do with respect and a pupil’s motivation. We believe that motivation can be increased or decreased by curriculum content and methods. Hence a prerequisite to achieving good standards of behaviour is the need for teachers to exercise good classroom management in terms of:

- Preparing lessons well.
- Differentiating work to levels that are appropriate for and meet the pupil’s needs.
- Organising materials and equipment so they are easily accessible.
- Creating a stimulating learning environment with displays that will encourage and support learning.
- Using positive reinforcement and praise frequently.
- Recognising all achievements and progress.
- Respecting linguistic, cultural and ethnic knowledge and experiences that pupils bring to school.
- Embedding consistent routines and procedures that are understood by the pupil.

Our approach to managing behaviour is based on recognising and rewarding appropriate behaviour because positive attitudes and responses enable us to create a safe, secure and calm environment for all members of the school community. A well-defined, structured approach that is clear to all members of the school community and which is **consistently** applied and operates for incidences of inappropriate behaviour but also rewards those pupils that are consistently good.

Specific Expectations

The Role of the Governors

The Trust and local governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour. The local governing body is responsible for reviewing their effectiveness. The governors support the Principal/Executive Principal in carrying out these guidelines. The Principal/Executive Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors/Trust may give advice to the Principal/Executive Principal about particular disciplinary issues.

The Role of Principal/Executive Principal

- It is the responsibility of the Principal/Executive Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Principal/Executive Principal to ensure the health, safety and welfare of all pupils in the school.
- The Principal/Executive Principal supports the staff in implementing the policy and setting the standards of behaviour.
- The Principal/Executive Principal keeps records of all reported incidents of serious misbehaviour
- The Principal/Executive Principal has responsibility for giving fixed term exclusions to individual pupils for acts of serious misbehaviour.
- For repeated or very serious acts or major misbehaviour the Principal or Executive Principal can permanently exclude a child. Governors and the Local Authority will be notified.

The Role of Parents

By accepting the principles of the Home–School Agreement parents agree to:

- Work collaboratively with the school, providing firm and effective guidance at home so pupils receive consistent messages about how to behave both at home and at school.
- Read the school Code of Conduct and support it.
- Support their child’s learning and co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

- Support the actions of the school, where the school has to use reasonable sanctions. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, or pastoral member of staff. If the concern remains, they should contact the appropriate Head of School or Director of Learning. If despite this step concerns are not resolved parents may request to meet with the Executive Principal who may decide to arrange to meet directly or delegate to the appropriate member of staff to resolve the matter and then a meeting may be held (please refer to the Concerns and Complaints procedure should your concerns not be resolved).

The Role of the Class Teacher

It is the responsibility of the class teacher:-

- To ensure that the school rules and expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- To treat each child fairly and enforce the classroom code consistently.

The Role of All Staff

- To build strong, positive pupil relationships based on mutual respect in order to underpin good behaviour.
- To follow the principles and practices of the school behaviour policy at all times and enforce it fairly and consistently.
- To provide accurate written records, according to school policy, of incidents and strategies used to manage behaviour.
- To provide good role models for the pupil by being polite, caring and understanding and setting high standards in all aspects of self-conduct, dress and interpersonal relationships.
- To inform parents of the school behaviour policy and its application.
- To ensure that the school rules are enforced in a responsible manner.
- To treat each child fairly and enforce the behaviour policy consistently.

The Role of Pupils

By accepting the principles of the Home-School Agreement, pupils agree to:

- Accept responsibility for their own behaviour.
- Use the school council to express their views and concerns.

Exceptional cases

We do recognise that there are times when pupil may behave inappropriately due to factors outside of the control of the school such as:

- Home circumstances
- Medical conditions
- Learning difficulties

We will endeavour to manage these situations with sensitivity but not to the detriment of the learning of the other pupils in the class or school.

We feel it is necessary to operate fairly but flexibly in these cases when applying sanctions, in order to address individual circumstances. Pupils with such behaviour needs may have Individual Behaviour Plans in place and these will be shared with class teachers and with other key staff that may work in close contact with the child/pupil, as well as parents/carers.

Behaviours for learning provide a consistent approach for all pupils and staff to support teaching and learning.

As a school we believe in rewarding good behaviour as often as possible. Every member of staff is expected to praise more than reprimand, in every lesson. We have a range of rewards in place which reinforce the good behaviour we expect from our pupils.

At the heart of supporting positive behaviours for the best learning is the Code of Conduct which makes explicit our expectations of all pupils. A set of hierarchical consequences are designed to ensure a consistent approach to managing behaviour. Teachers and other staff should use consequences, as well as other behaviour management strategies in order to ensure behaviour does not affect others. An electronic referral system called Sleuth is used to record and analyse behaviour.

Primary routines

In Primary, we have clear systems and procedures for managing behaviour at various points in the day and when pupils are in different places in the school. Our systems and processes are consistently applied by all staff, so pupil can learn them well and are fully aware of the expectations at all times.

SCHOOL EXPECTATIONS

Pupil need to understand why expectations exist and the consequences for them if those expectations are not met. There are agreed expectations, rules and routines for:

- The classroom
- Movement around school
- Playtime and Lunchtime Behaviour
- Assembly Times

All pupils have the opportunity for being rewarded for appropriate behaviour. Sanctions are used for those who do not behave.

Rewards

Rewards positively recognise and reinforce good behaviour. They motivate pupils to behave appropriately and reflect the positive ethos of the school. Pupils need to know why they are being rewarded and they should know what those rewards are. Rewards need to be shared regularly with pupils so they have a good understanding of them.

Pupils whose effort and behaviour are good are rewarded. The methods for doing this are outlined in guidance provided. However, all staff, faculties, house groups and year groups are encouraged to use praise and other rewards as often as possible.

The reward system is based on Sleuth points and pupils work towards certificates and prize draws as well as being able to spend their Sleuth points in the online shop which includes the option to pay for school trips and events.

Sanctions

Pupils need to be aware that if they choose not to follow the school rules and comply with expectations then there will be consequences. They need to know what those consequences are. Sanctions are linked to the severity of the misbehaviour.

Monitoring of Behaviour and Rewards

The school uses a variety of systems to analyse and record. Sleuth for behaviour and rewards; Tootoot for incidences of bullying; My Concern for raising any concerns and safeguarding issues.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend school free from fear. A system called Tootoot is in place to enable pupils to raise any concerns or issues they may have confidentially and anonymously. (See Anti Bullying Policy).

Reasonable Force, Search and Confiscation

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff in our school do not hit, push or slap pupil. Staff only intervene physically to restrain pupil to prevent injury to a child, to prevent them from leaving the school premises without permission or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of a pupil (refer to Positive Handling Policy).

CODE OF CONDUCT

In order to develop a safe and secure environment:

We have one simple rule – **Expect Respect**

Everyone should show respect for each other, the environment, community and everything around us.

Failure to follow this code may result in a consequence being issued

C1 - First warning

C2 - Second warning

C3 - Detention

C4 - Removal from a lesson (by a senior pastoral or leadership member of staff)

C5 - Placement in Internal Exclusion Unit (IEU)

Always:

1. Arrive to school before 8.35am.
2. Line up quietly in single file outside a classroom on time.
3. Show respect and be polite.
4. Walk quietly in the corridors.
5. Do not chew, drop litter or bring a phone/MP3 player/iPod into school.
6. Follow the instructions of all adults.
7. Only eat and drink in the canteen. Only clear water bottles can be used to drink water in the classroom.
8. Wear correct uniform and take pride in your appearance.
9. We do not use any derogatory language which may offend others.
10. Not drop litter and pick it up and bin it if we see it.
11. We do not hurt others physically, emotionally or mentally.
12. We look after our environment and property.
13. We speak politely to everyone and call each other by their given names.
14. We always try our best.

Always in Lessons:

1. Arrive on time (within 3 minutes of the start of the lesson).

2. Be prepared for lessons with correct equipment and completed homework.
3. Listen carefully when an adult is talking.
4. Use all equipment safely and appropriately.
5. Stay in your seat unless you are given permission by the teacher to stand up.
6. Put up your hand and wait for your teacher to ask you to speak.
7. Allow others to get on with their work.
8. We take our turn as speakers and listeners.

Movement around school:

1. Walk carefully and quietly around the school, keeping to the left.
2. Look after our school – inside and outside – by keeping it clean and tidy.
3. Be kind and thoughtful to someone today.
4. If you see someone without a smile, give them one of yours.
5. Be respectful to all adults that work with us.
6. Enter and leave assemblies in a quiet manner.

Play and Lunchtime:

1. Allow others to get on with their own games.
2. Play together and look after each other.
3. Will be kind and caring to each other.
4. Will walk sensibly to our line and our classroom.
5. Will show respect to staff supervising and serving us.
6. Clean away our plates and trays.

The examples below may result in a fixed term Trust/external or permanent exclusion

The school views persistent poor behaviour as six or more detentions in an academic year for poor behaviour or two or more repeated serious incidents requiring isolation.

All other steps to encourage the pupil to obey the school rules and expectations have failed or allowing the pupil to remain in the school would be seriously detrimental to the education or welfare of others in the school.

Never:

1. Verbally, physically, sexually, racially, emotionally abuse anyone or based on the protected characteristics under the Equalities Act.
2. Vandalise or graffiti.
3. Possess or use alcohol, drugs, e-cigarettes, cigarettes or any illegal substance in the school grounds.
4. Possess or bring a weapon on to the school site or outside school including imitation weapons.
5. Abuse the Internet or Trust's ICT systems.
6. Use social media to intimidate, harass or harm others.
7. Sexting.
8. Creating false social media or internet accounts.
9. Persistent poor or defiant behaviour.
10. Doing anything that may bring the school into disrepute.
11. Serious actual or threatened violence against a pupil or member of staff.
12. Serious on-line, racist or homophobic bullying.
13. Sexual misconduct.

INTERNAL EXCLUSION UNIT

The Internal Exclusion Unit (IEU) is part of the School's Inclusion Team and works closely with Achievement Co-ordinators and pastoral staff. It provides additional support for pupils exhibiting behavioural and emotional problems that impact negatively on their own learning and that of their peers.

Fixed term exclusions are a serious sanction and an alternative to this is an internal exclusion, where pupils are placed in the school Internal Exclusion Unit. Pupils are expected to serve their full time in the IEU successfully in order to avoid the fixed term exclusion.

FIXED TERM AND PERMANENT EXCLUSIONS

Only the Executive Principal has the authority to exclude a pupil from school and may delegate this to a Head of School in their absence. The Executive Principal may fixed term exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The pupil keeps their place at the school. The Executive Principal may also exclude a pupil permanently, whereby the pupil loses their place at the school.

The Executive Principal may decide that a Trust/External/Permanent Exclusion is necessary for the examples within the Code of Conduct as well as other serious misdemeanours.

Permanent Exclusion Offences:

- Supply of an illegal drug, being under the influence whilst at school or on a trip, or the severe examples of misuse of an illegal drug.
- Carrying (or involvement with) an offensive weapon.

It is also possible for the Principal/Executive Principal:

- To convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Principal/Executive Principal excludes a pupil, parents will be informed immediately giving reasons for the exclusion. The Principal informs the Local Authority and the governing body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal/Executive Principal.
- When the school's Governors Student Discipline Panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was permanently excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated or uphold the permanent exclusion.

Search and Confiscation

Pupils are not allowed to bring mobile phones or other electrical devices to school or to use them (with the exception of sixth form students).

Although consent will usually be sought, the law says that the Principal/Executive Principal and staff whom they authorise, has the authority to search for items without consent and where necessary confiscate items as a disciplinary action.

A search without consent can be conducted for:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Principal/Executive Principal and authorised staff can also search for any item banned by the school
- Any item that the member of staff/Principal/Executive Principal reasonably suspects has been, or is likely to be used:
 - To commit an offence.
 - To cause personal injury to, or damage to the property of, any person (including the pupil).

Weapons

It is a criminal offence to bring a knife or offensive weapon into a school. If a pupil is found with a knife, it is likely that they will be questioned by the Police. If a pupil is found in possession of a knife, weapon or any item that could be used to harm others they will be permanently excluded from school.

This policy is under consultation from 15th March 2018 and closes on Friday 23rd March 2018 at 12:00pm.

Please submit any comments or suggestions via our online form linked below.

<https://goo.gl/forms/BgckF3WyOJFc0Mdg2>