



Waverley Studio College 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.

Waverley Studio College values diversity and seeks 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 are further committed to the development of cohesive communities and prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments. By our actions 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 Waverley Studio College. Promoting a culture of learning through diversity 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** - That 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 schools 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 rules which have been defined to underpin the work of the school

## ***Aims and Objectives***

We believe that pupil's behaviour is central to the learning process and is an intrinsic element of education. High quality teaching and learning is a way of ensuring good behaviour in schools and at Waverley Studio College we value good behaviour in the classroom and elsewhere to promote the school as a learning community and to ensure that classrooms are safe and effective learning environments. The highest regard is given to the quality of relationships between staff and pupils. At Waverley Studio College we seek to develop independent and autonomous young people who are self-disciplined and who are able to self – regulate and manage their behaviour. We aim for Waverley pupils to take responsibility for their actions and for the school to be a physically and emotionally safe place for pupils to develop.

The school's behaviour policy sets out what is expected of pupils in the school and when engaged in school activities (such as school journeys and residential visits). It also sets out the rewards which are used to encourage and develop good behaviour together with sanctions applied to assist in modifying inappropriate behaviour. The behaviour policy will aim to promote and maintain a positive school climate and ethos. It will detail our strategies for managing behaviour effectively and consequently contribute to improved learning and enable us to succeed in the core purpose of our work – school improvement to reach the highest standards for all our children.

Its aims and objectives are:

- ***Helping people learn – laying the foundations for later success and choices.***
- ***Creating opportunities for everyone – broadening and widening horizons.***
- ***Think differently, experiment, try new ideas, be creative and innovative.***
- ***Creating a stimulating, pleasant and collaborative learning environment.***
- ***Ensure that new technologies are embraced and used to enhance learning.***
- ***Keeping ahead of initiatives, making them work for us.***
- ***Making sacrifices – putting pupils first.***
- ***A commitment to creating the school as a focus of a learning community – school as core.***
- ***Being able to leave Waverley and be successful anytime, anyplace, anywhere,***
- ***A commitment to learning through diversity.***
- ***To ensure that all pupils understand the importance of being healthy and are healthy.***
- ***To be safe in school and the community.***
- ***All individuals enjoy and achieve success.***
- ***We all make a positive contribution to the school, community and society.***
- ***Learning enables all to achieve economic well-being.***

## ***Approach***

Our approach to managing behaviour is based first and foremost 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, operates for incidences of inappropriate behavior.

Waverley Studio College is a school that promotes inclusion and this is reflected in our approach to behaviour management where we endeavour to meet our children's individual needs.

## ***Roles and Responsibilities***

Responsibility for behaviour and discipline within the school environment rests with ALL staff that have a collective responsibility to intervene when inappropriate behaviour is observed but also to recognise and reward appropriate behaviour when it is observed.

The responsibility for behaviour management within the classroom context rests with the class teacher/person in charge of the class.

The main roles and responsibilities are outlined below.

### **Governors**

- To review the school behaviour policy and the its effectiveness annually
- To support staff and the head teacher by attending behaviour panels and exclusion meetings
- To review records of pupils involved in behaviour panels and the record keeping process in general as part of the annual review
- To reinforce school standards of behaviour through providing positive role models and distributing rewards at school events.

### **Staff**

- To understand and enforce the school behaviour policy fairly and consistently
- To provide a role model of good behaviour for pupils
- To ensure behaviour issues are tackled using the current systems in place
- To provide accurate written records, according to school policy, of incidents and strategies used to manage behaviour

### **Form Tutor**

- To be the first point of call for form group members and their parents/carers
- To know the individuals in the form group well and praise as well as monitor behaviour
- To liaise with all staff, and parents where possible, regarding individuals in the form
- To review the progress and achievements of form members
- To deliver PSHE, SEAL and any other activities which contribute to the progress and emotional well being of form members.

## Parents/Carers

- To understand and reinforce the school behaviour policy
- To collaborate with staff so behaviour management issues can be tackled effectively
- To provide a role model of good behaviour for their child
- To contribute to school policy through feedback of parental views
- To be aware that they are responsible for their child's behaviour in and out of school

## Pupils

- To understand and follow the school behaviour policy
- To behave around school and in the community in a manner which enables others, and themselves, to achieve in a safe and secure environment
- To contribute to school policy through pupil voice and feedback
- To represent the school in a positive light at all times, in the local area and in the broader community.

## Policy & Practice

Our policy and practice at Waverley Studio College follows essentially the principles of assertive discipline where **teachers have a right to teach and pupils have a right to learn. Our policy and practice** is also underpinned by our belief that good behaviour has a great deal to do with 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 their 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, however small
- Respecting linguistic, cultural and ethnic knowledge and experiences that pupils bring to school
- Embedding consistent routines and procedures that are understood by all children

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## Behaviour Log

A behaviour folder for each class is kept in the main school office to log all major misbehaviour. The log is usually kept updated by the learning mentors. These folders will also serve as a record of evidence during meetings with parents and if referral to external agencies.

If a child reaches the point at which they have to be sent to the phase AHT, this is then seen as defiance and a separate record is also kept by the phase AHT

The chart above showing the balance between rewards and sanction is displayed in all classes and acts as a reminder for children on the choices they opt to make.

***A DECISION ON WHETHER A CHILD WILL OR WILL NOT PARTICPATE IN SCHOOL 'TREATS' IS AT THE DISCRETION OF THE HEADTEACHER.***

SANCTIONS	These are recorded on the happy/sad side chart	REWARDS
<b>Chill out zone /loss of golden time</b>	<b>X 1</b>	points
Chill out zone in another class <u>Bring work, otherwise to complete reflection sheet</u>	<b>X 1</b>	Praise Pad
<b>To AHT – with work</b> If AHT is teaching child to remain with the AHT until the end of the lesson WITH WORK. Must be recorded in AHT book <u>To stay with AHT for rest of the morning/afternoon</u> In the afternoon/next day child either returns to class (private apology to teacher is necessary) <u>If child refuses to return to their class then seek advices from HT or HoS</u>	<b>X 3</b>	Certificate from AHT
To HoS* <b>(After 3 warnings from AHT)</b> <u>Warning letter handed over to parent by HoS. Child will be sent to exclusion unit for the remainder of the morning/afternoon session</u>	<b>X 2</b>	Letter sent home from HoS <b>(After 3 certificates from AHT)</b>
<b>Head teacher*</b> <b>(After 2 warnings from HoS)</b> Head teacher to see parent and phase BeCo/mentor to inform class teacher of action... sent home or cooling off <ul style="list-style-type: none"> <li>• exclusion unit for a week</li> <li>• formal exclusion</li> </ul> <b>(HT decides on most appropriate action to take)</b>		Letter sent home from HoS <b>(After 2 certificates from the HoS)</b>

## ***Movement around the School***

Staff have agreed a set of school boundaries with the children, through the School Council for behavioural expectations when moving around the school:

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

## ***Assemblies***

- Themes are set on a weekly basis and these often focus upon general school and behaviour issues. Staff will refer to these with the children to encourage a feeling of whole school endeavour
- Children and staff will enter and leave the assembly halls in a quiet, calm and orderly manner – children cannot be expected to stand or sit quietly, if staff are not doing likewise
- All staff must be present in assembly (unless agreed otherwise with a relevant member of the leadership group) and are proactive in supporting the member of staff leading the assembly

## ***Playtime Procedures***

### ***Playground boundaries***

A set of playground boundaries has been agreed between the children, through the School Council and teachers, for behavioural expectations at playtimes:

- We allow others to get on with their own games
- We play together and look after each other
- We will be kind and caring to each other
- We will stop and stand still when the bell rings
- We will walk sensibly to our line and our classroom

## ***Routines***

- Teachers and teaching assistants must supervise their children to and from the playground
- Learning mentors and play leaders are available to help children play and particularly to support identified children who are experiencing difficulties on the playground
- The staff on duty must be in the playground ready for the start of play. They should make arrangements for the supervision of their class or group if necessary
- Staff not on duty must be on the playground just before the bell is due to be rung, so the children can be supervised and sessions can start promptly
- Children must stand still and quietly at the first bell. They must go to their lines on the second bell. Lining up tickets are given to the best classes for lining up promptly

### ***Playtime Rewards***

- Verbal praise
- Stickers
- Lining up tickets
- Weekly class lining up award in assembly

### ***Playground Sanctions:***

- Children to have 'Time Out' from the activity they were involved in –e.g. children to 'stand by the wall' or to accompany the member of staff on duty for short time or for the duration of playtime. At KS1 child's name will be entered into the infant playground book
- Class teacher to inform learning mentors to monitor behaviour of any children 'on report'
- Staff on duty to inform the class teacher of a child's misbehaviour or if the misbehaviour is consistent, to inform the learning mentor
- Child can miss NEXT playtime as a 'one off' but children must be supervised by a staff member if this option is taken
- Children who choose not to leave playtime equipment after the first whistle is blown will have their names entered into the playtime book and miss their next playtime

### ***Lunchtime Behaviour Procedures***

Lunchtime misbehaviours also fall into 'major' or 'minor' categories and are dealt with accordingly (see appendix 5)

#### ***Major Misbehaviour: Lunchtime Detention***

- A lunchtime detention system operates at dinner times (see appendix 9)
- Children who choose not to follow the playground boundaries will be sent to the detention room to remove them from the playground so that the remaining children can enjoy a peaceful and productive playtime
- A detention record is kept for all children that are given a detention.
- Children that have their names entered into the detention record a total of 3 times in a term will be sent home for lunch for a period of 1 full week, (or for a period of time at the discretion of the Head depending on the reasons for the detentions)
- Children are given a fresh start at the start of every new term
- If a child repeats a major misbehaviour at lunchtime, on their return to school they will automatically be sent home for lunch for a full half term or until the Head decides it is appropriate for the child to return
- The Head always has the right to exercise the final decision on excluding children from being on the premises at lunchtime: the above systems may be bypassed entirely if the Head deems it necessary

#### ***Minor Lunchtime Misbehaviour Procedures***

- At KS1 and 2 the supervisors operate a lunchtime misbehaviour book. There is one per class in KS1. Children's names are entered into the book for a minor misbehaviour – DINNER SUPERVISORS ARE TO GIVE A WARNING FIRST and then if child continues, their name goes in the

book - if names occur in the books on 3 occasions, it is classed as **DEFIANCE/DISRESPECT** and the procedures as for the major misbehaviours are adopted.

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- At Foundation Stage (Reception) a lunchtime misbehaviour book operates – there is one per family group. Children’s names are entered into the book for ANY misbehaviour. If a child’s name goes into the book 3 times, then the child will have a detention. If the child misbehaves again on return, then they **MUST** go home for lunch for a week in the first instance. Children will have a fresh start each new term
- The Learning Mentors will monitor the books on a weekly basis. Class teachers also alert the mentors if they are aware that a child’s name has gone into the book on 3 occasions

THE LEARNING MENTORS UNDER THE DIRECTION OF THEIR LINE MANAGER (INCLUSION MANGER) ARE LARGELY RESPONSIBLE FOR OVERSEEING AND MONITORING THE OPERATION OF THESE LUNCHTIME SYSTEMS

## ***LUNCHTIME REWARDS***

### **Foundation Stage:**

- Stickers

### **KS1:**

- ‘Happy tickets’ given out by dinner supervisors/play leaders
- Lunchtime awards/prizes distributed in class by Learning Mentors on Fridays
- Smiley face on class dinnertime behaviour chart

### **KS2:**

- Stickers
- Weekly lunchtime award/prize in Congratulations assembly

## Secondary Phase

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We are committed to the highest standards of pupil well being and behaviour for learning at Waverley Studio College. All staff must be aware of their individual responsibilities in addressing behaviour and welfare issues. All pupils need to be aware of the schools expectations and their individual rights and responsibilities.

Our School Expectations/Rules:

### **Time**

### **Talk**

### **Tidy**

### **Tolerance**

### **Learning**

#### ***Time:***

Arrive to school and form on time. Be in your form period by 8:35  
Be on time for all lessons – you have 5 minutes to move from one class to another  
Make the best use of your time in lessons –concentrate and work hard  
Make time to listen and respect others

#### ***Talk:***

Talk in a respectful manner and appropriately to all adults and each other  
Talk at the right time  
Ask and answer questions in class  
Don't talk on a mobile during the school day

#### ***Tidy:***

Wear uniform correctly/neatly  
Leave the canteen area tidy at break and lunch  
Put all litter in a bin  
No graffiti  
Respect the environment at all times

#### ***Tolerance:***

No verbal, physical, sexual, racial or mental abuse  
Zero tolerance on alcohol, drugs, cigarettes or any illegal substance in school grounds  
Zero tolerance on any weapons on school site or outside school including imitation weapons  
Zero tolerance on abuse of the internet or school ICT systems  
Pupils will display tolerance and respect of different religions, cultures, beliefs, race, sexual orientation and gender.

#### ***Learning***

Be prepared for lessons by having all equipment needed and your planner  
Complete all homework  
Follow teacher instructions  
Allow others to get on with their work

***Pupil's Rights and Responsibilities:***

<b>Pupils' Rights</b>	<b>Pupils' Responsibilities</b>
To contribute to decisions about behaviour and the running of the school	To follow all immediate instructions immediately and without debate
To be taught in environments that are safe, promote learning and are free from disruption	To be polite and respectful at all times to all members of the school community
To experience well planned, engaging and challenging lessons on a consistent basis	To follow school guidelines on uniform, attendance and punctuality
To be spoken to with respect and courtesy	To work to the best of your ability at all times
To expect appropriate action from school staff to tackle any incidents of bullying, discrimination or aggression	To accept consequences of your behaviour choices and to learn from any mistakes
To see success and achievement rewarded	To ask for help when you need it.

***It is vital these rules and expectations are displayed around school, discussed with pupils and reinforced by all members of the Waverley community, at all times.***

***Guidance for Teachers:***

Positive behaviour management asserts that teachers should respond to inappropriate conduct in a manner that is proportionate, graduated and emotionally healthy.

The vast majority of classroom behaviour issues can be categorised as low level disruption, minor infringements of School rules or an immature failure to follow instructions. Our teaching staff and middle leaders have the flexibility and discretion to employ a variety of appropriate strategies when addressing unacceptable behaviour.

***Expected Teacher behaviour strategies/good practice :***

- Meet and greet at the classroom door/learning area
- Have an engaging 'hook' activity for pupils to start as soon as they enter the classroom
- Establish and communicate effectively behaviour expectations (pupil/teacher rights and responsibilities)
- Ensure rules and procedures are highlighted to pupils from the beginning of the lesson and enforced where necessary
- Anticipate groups of concern and ensure everything is set up for their arrival
- Have a set routine in place
- Be consistent, firm and fair
- Use seating plans appropriately and effectively- explore pairing pupils up using current ability levels and WAGs where possible
- Have a calm approach
- Avoid confrontation
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- Positive role modelling
- Focus on positive behaviour systems- praise postcards, reward merits on e-portal, faculty reward policy etc...
- Verbal praise ratio of 3:1 (positive:negative)

### ***Climate for Learning***

To establish a clear expectation of behavior across the school and a climate of learning in all lessons the school will adopt a common policy on entering and exiting a classroom. The policy is as follows:

The procedure for pupils entering and leaving classrooms.

#### ***At the start of the Lesson:***

- All teachers should be outside of their classroom at the beginning and end of every lesson to hurry pupils along and maintain a calm environment.
- All classes should stand behind their chairs in proper uniform. A supplementary starter such as an anagram, word search, quiz question etc can be given at this point.
- All classes to follow a seating plan.
- Pupils to take out their equipment, including planner. When the class is silent the teacher will ask them to sit.
- Equipment is given out by nominated pupils while the register is taken. At this point pupils could be working on the supplementary starter.

#### ***During the Lesson:***

- equipment should be given out in an orderly fashion
- Resources and materials the pupils need should be ready and to hand
- lessons should be well paced and differentiated to allow all learners to access the curriculum
- Desks and chairs should be arranged in the most appropriate way for the structure of the lesson/task
- The environment should look welcoming/lively

#### ***At the end of the Lesson:***

- Pupils complete plenary activity
- Nominated pupils collect in equipment while others pack away.
- Teacher can ask quick fire questions at this point to re-visit the objectives, if there is time.
- Pupils stand behind their chairs and are dismissed, when silent, by the teacher.
- All teachers should be outside of their classrooms at the beginning and end of every lesson to hurry pupils along and maintain a calm environment.

#### ***Guidance for Form Tutors:***

Form Tutors have a critically important job in our school. It is not an add-on, but a core role that contributes to 'Teaching and Learning' and embeds 'Positive Behaviour'.

Tutor work will inevitably involve elements of discipline and reprimand, combined with important conversations about attendance, punctuality and academic progress; however, the biggest contributions the Form Tutor can make are in the areas of PSHE, SEAL and underpinning basic standards.

**Therefore, all tutors must rigorously and consistently:**

- Register pupils via e-portal ( paper register from student reception if computers are inoperative) and set basic expectations for uniform, equipment, punctuality & attendance
- Check and sign planners and discuss attendance targets
- Convey important administrative information to pupils, namely letters, attendance data and messages from other colleagues
- Advise, support, encourage and monitor individual tutees in all areas of their academic and personal development. Encourage pupils to contribute to the content/delivery of assembly and other school events and represent the tutor group with pride.
- Liaise with parents, carers and colleagues in their pastoral duties (after consultation with achievement coordinators)

**General Guidance for Form Tutors:**

The periods that teachers spend with their tutees are essential elements of our school day/year. In form time, pupils should be settled, focused and prepared for the next steps in their learning and in society.

The role requires planning and preparation, pro-active pastoral involvement and professional commitment. Tutors should set the highest of standards at all times.

The following general guidance will be of crucial importance to all colleagues expected to perform this demanding, yet deeply rewarding role:

- Set and continually reinforce the standard for how people can enter, sit and communicate in your form room. Under no circumstances should pupils be sitting on tables, wearing outdoor coats or carrying mobiles/MP3 players.
- Model and reinforce traits such as punctuality and preparedness for the school day.
- Lead by example and ensure that all pupils have the appropriate uniform, planners and equipment. Stress the importance of meeting Attendance targets.
- Prepare for tutorial periods as you would for a lesson. Consider which tasks must be performed each morning and keep records of necessary data, e.g. collating Reward planner checks and attendance.
- Use tutorial time to instil and develop social skills. Insist upon full sentences, good manners and considerate behaviour.

Be punctual for assembly, ensuring that pupils are dressed correctly and enter the assembly venue in the appropriate manner.

- Remember your sense of humour when dealing with your group, but never be drawn into gossip or unprofessional conversations about fellow colleagues or pupils.

- Employ your own sanctions in line with whole-school policy, but refer repeated issues, or seriously uncooperative pupils, to your **Learning Coach**
- Show a genuine interest in all pupils and let them know that you are monitoring their behaviour and progress once they have left your supervision.
- Celebrate achievements, successes and key moments in your tutees' lives. Be an approachable listener, a counsellor and a builder of positive relationships - use vertical systems to assist and create buddies.
- Never be critical of the whole class, but encourage a sense of group awareness and collective responsibility. Develop both a team ethos and sense of competition in relation to Rewards
- Always seek support/professional advice with difficult issues, such as loss and separation, Sexual Health or Drugs. Report all child protection concerns urgently
- Contact parents and carers as necessary to let them know about issues impacting on achievement, and to enlist their support with homework and coursework completion. (after consultation)
- To liaise with key personnel in school for issues relating to attendance, punctuality, emotional or behavioural problems, ensuring that support is proportionate to need.
- To support pupils with homework and coursework completion by close monitoring and evaluation.

## ***Rewards***

As a school we believe in rewarding good behavior as often as possible. We have a range of rewards in place which reinforce the good behavior we expect from our pupils.

- Reward input via e-portal. 1 x reward for a deserving / positive action from a student. (Staff – please ensure rewards are being inputted).
- Total of 75 students per house will be rewarded each term.
- Reward Assemblies (by house) to be held at the end of each term. This will be an opportunity to celebrate / acknowledge student achievement. All members of staff who are attached to the house will be present within the reward assemblies. This will be a designated afternoon (rather than rushing through an assembly slot).
- Reward model to be displayed in forms and cluster areas. Form groups will be given the posters within the next week.
- An ongoing league table will be displayed within forms and clusters. This will be created by admin support within each house and passed on through the Achievement Co-ordinator.
- At the end of each term the student reward score goes back to zero.
- Proposed Trips / Parties. (Please note: This will be dependent on funding)
  - Term 1 – Cinema Trip (During School Day)
  - Term 2 – Bowling Trip (During School Day)
  - Term 3 – Lazer Quest (During School Day)

End of year party for the top 100 KS3 students.  
End of year party for the top 100 KS4 students.

- This whole school policy does not affect individual subject area reward policies. Subject areas to give praise cards and any other reward initiatives as they usually would.

### ***Reward Structure***

PRINCIPAL AWARD - Gold Reward	Top 5 students from each year will receive; Principal – Reward Letter Gold Star Certificate Gold Star Badge School Trip Gift Voucher Entered for a Prize Draw
VICE PRINCIPAL AWARD – Silver Award	Top 5 - 25 students from each year will receive; Vice Principal – Reward Letter Silver Certificate School Trip Gift Voucher
LEAD TEACHER AWARD – Bronze Award	Top 25 – 50 students year Reward Letter Bronze Certificate Gift Voucher
LEARNING COACH REWARD	Top 50 – 75 students from year Learning Coach – Reward Letter Reward Year Certificate Gift Voucher

### ***Sanctions***

The school behaviour policy is written to show a clear input by all stake holders and a hierarchy of both rewards and sanctions. It is vital the school, parents/carers and the pupils know where they are in the system in order to improve their behaviour or know the consequences of any poor behaviour. All members of the school community have a part to play within the system, as outlined by the roles and responsibilities overview.

- The consequences system follows a hierarchical system
- Teachers and other staff can use consequences 1 to 3, as well as other behaviour management strategies, in order to ensure behaviour does not affect others.

**Learning Coaches use C4 and other strategies.**

## Misbehaviours

**C1** – Verbal Warning and Teacher Intervention

**C2** - Verbal Warning and Teacher Intervention

**C3** – 1 HOUR Detention

## Serious Misbehaviours

**C3** – 1 HOUR Detention immediately for:

- arriving more than 4 minutes late to lesson without a note
- chewing gum/sweets/lollipops
- eating and drinking outside of the canteen
- poor corridor behaviour (running/chanting etc)
- health and safety

**C4** – Internal Exclusion Unit (IEU)

## Behaviour Stages

**Stage 1 Subject Teacher Intervention to be used alongside Verbal warnings (C1 & C2 these must be written on the whiteboard when issued)**

- Verbal warning from the teacher
- Pupil & teacher discussion within the lesson (or after)
- Move pupils to a different seat within the class
- A longer discussion arranged with pupil during break/lunch/afterschool
- Letter to parents (stage 1 letter to parents, copies will be in the staff room)
- An 'advice conversation' with Head of Faculty about further strategies
- Discussion with other class teachers of the pupils, re: strategies and interventions
- Head of Faculty Support

**Before you go to stage 2: Have I used all available strategies to help improve the behaviour of pupils in my class?**

### STAGE 2: Subject Teacher C3

The following must be adhered to:

- If you have used all available strategies issue the pupil with a C3
- The pupil must then be removed from your lesson using the Faculty parking system, send the pupil to the arranged room with a sensible pupil. On Call should only be called if there is a concern about truancy. On Call would then escort them to the arranged parking room.
- Log the C3 on e-portal, record one main reason for the C3 and in the comments box list the interventions used.
- If the C3 is for homework, select a day that you are available to work with the pupil and it is the responsibility of the Teacher issuing the C3 for homework to collect the pupil from the Canteen
- If a detention is issued by a supply teacher they should pass the names, reasons and interventions on to the Cover manager who will input the C3s onto e-portal and inform the absent teacher

### STAGE 3: Persistent concerns- Departmental Report (White)

Length of time on the report is subject to discussion between Subject Teacher and HoF  
Subject Teacher should sign the report but HoF should oversee it

#### INTERVENTION

**A conversation must take place between the Subject Teacher and the Head of Faculty**

**An email should then be sent to inform the Form Tutor (cc the pupils ACo) and then log on e-portal**

Head of Faculty may support by employing the following strategies:

- An 'advice conversation' with colleagues about further strategies
- Discussion with other class teachers of the pupils, re: strategies and interventions
- Lesson Observations (formal/informal)
- Phone calls made to parents/carers
- Meeting with pupil and class teacher
- Letter to parents (stage 2 letter, copies will be in the staff room)
- Meeting with parents

Faculty detention system for Homework detentions

### Major Misbehaviours

EXAMPLES	ACTIONS
Racism; Extreme Defiance; Extortion; Theft; Bullying; Sexually Inappropriate behaviour.	<b>GO TO STAGE 4</b>
Substance abuse; Possess or bring a weapon to school; Verbal or physical abuse to staff or students; Threatening behaviour towards pupils and or staff; Fighting.	<b>GO TO STAGE 6</b>

STAGE 4: Learning Coach Referral	
<b>CASE 1: Failing stages 1-3, general misbehaviour around school or multiple concerns/departmental reports</b>	<b>CASE 2: Immediately following a Major Misbehaviours:</b>
Log on e-portal to include Specific behavioural concerns, strategies used from stages 1-3  All further sanctions/interventions must be logged on e-portal	<ul style="list-style-type: none"> <li>Alert On-Call (Reception) to obtain assistance from ACO/AHT/HOS</li> <li>Log on e-portal, and also check pupil event log and other factors to establish any mitigating or aggravating circumstances</li> </ul>
<ul style="list-style-type: none"> <li><b>Learning Coach (yellow): must be done prior to stage 5</b> (Length of time on this report is 2 weeks. It should be monitored by the Form Tutor daily and overseen weekly by the ACo)</li> <li>Pastoral workshops</li> <li>Assertive mentoring/learning mentors sessions</li> <li>Break/lunchtime workshops</li> <li>Philosophers room</li> <li>C4 - IEU</li> <li>External provision/support - CoBS</li> </ul> <p><b>If ACo report is failed a Pupil Support Plan must be put into place</b></p>	<p><b>Immediately following Major Misbehaviours:</b></p> <ul style="list-style-type: none"> <li>Pupil is isolated in a cluster following: see 'SLT duty rota'</li> <li>Incident investigated &amp; consequence decided</li> <li>Either a referral to the philosophers room or C4 - IEU (booked a day in advance)</li> <li>Re-integration into lessons</li> </ul> <p>Follow up may happen, e.g assertive mentoring</p>

STAGE 5: Vice Principal Referral	
<b>CASE 1: Failing stages 1-4</b>	<b>CASE 2: Immediately following a Major Misbehaviour</b>
Log on eportal to view- Specific behavioural concerns, strategies used and any interventions or external support put in place by ACO from stages 1-4	
<p><b>CASE 1</b></p> <ul style="list-style-type: none"> <li><b>ACo arranges a formal meeting with AHT to present evidence for the referral</b></li> <li><b>Assistant Headteacher Report (red): must be done prior to stage 6</b></li> <li>Pastoral workshops</li> <li>Assertive mentoring/learning mentors sessions</li> <li>Break/lunchtime workshops</li> <li>Philosophers room</li> <li>C4 - IEU</li> <li>External provision/support - CoBS</li> </ul>	<p><b>CASE 2: Immediately following Major Misbehaviours:</b></p> <ul style="list-style-type: none"> <li>Pupil is isolated in a cluster following: see 'duty rota'</li> <li>Incident investigated &amp; consequence decided</li> <li>Either a referral to the philosophers room or C4 - IEU (booked a day in advance)</li> <li>Re-integration into lessons</li> </ul> <p>Follow up may happen, e.g assertive mentoring</p>

STAGE 6: Principal Referral	
<b>CASE 1: Failing stages 1-5</b>	<b>CASE 2: Immediately following a Major Misbehaviour</b>
<p><b>ACo and AHT arrange a formal meeting with HoS to present evidence for the referral</b></p> <p>Log on e-portal to view: Specific behavioural concerns, strategies used and any interventions or external support put in place by ACO and AHT from stages 1-5</p>	
<p><b>CASE 1</b></p> <ul style="list-style-type: none"> <li>• Pastoral workshops (arranged by SLT and ACOs)</li> <li>• Assertive mentoring/learning mentors sessions</li> <li>• Break/lunchtime workshops</li> <li>• Philosophers room</li> <li>• C4 - IEU</li> <li>• External provision/support/Managed Moves</li> <li>• Governor Meeting</li> </ul>	<p><b>CASE 2: Immediately following Major Misbehaviours:</b></p> <ul style="list-style-type: none"> <li>• Pupil is isolated in a cluster following: see 'duty rota'</li> <li>• Incident investigated &amp; consequence decided</li> <li>• Either a referral to the philosophers room or C4 - IEU (booked a day in advance)</li> <li>• Re-integration into lessons</li> </ul> <p>Follow up may happen, e.g assertive mentoring</p> <ul style="list-style-type: none"> <li>• Governor Meeting</li> </ul>

STAGE 7: Principal referral
Consideration given to use of fixed term exclusion and/or permanent exclusion/Governors Student Discipline Panel

**Faculties will be expected to provide subject/year set/group specific work that can support learning in the IEU. To be updated every half term**

## ***Homework***

Homework detentions will be given by the class teacher for the first and second incident. The class teacher should make the HOD/HOF aware. The third missed homework should be given a C3. Once the C3 has been served the record returns to 1 again. Persistent homework issues should be dealt with using the HOF and faculty report system before being passed on to HOS/AHT/ACO.

## ***Lateness to School***

Arriving on time is an essential skill in order to be successful. The register taken in Form Time is the formal morning register. PUPILS SHOULD BE AT THEIR FORM ROOM BY 8:35 AT THE LATEST. In order to encourage punctuality to school and to monitor lateness the school will do the following:

- Members of staff and ACO will complete a late duty each morning.
- Pupils outside at 8:35 will be considered late - names are taken and a 1 hour detention letter is issued. The letter is then presented to the Form Tutor.

- Pupils who arrive after 8.50 (when registers close) must sign in at Student reception and will receive 2 x 1 hour detentions.
- Pupils with 2 lates per half term are issued with a 1 hour detention for each late and will receive a meeting with their ACO.
- Pupils with 3 lates per half term are issued with a 1 hour detention for each late and will receive a parental meeting with their AHT.
- Pupils with 5 lates per half term are issued with a 1 hour detention for each late and will receive a parental meeting with their HOS. The pupil will also receive a day in IEU.

### ***Monitoring and Evaluation***

This behaviour policy is written in conjunction with a variety of stakeholders. As a school we value the feedback of all our stake holders – parents/carers, staff both teaching and non-teaching, and the pupils themselves. Their views and opinions have been considered when formulating this policy.

This behaviour policy should be reviewed once a year by staff and governors and made easily available to all stakeholders. The policy will be made available through the family handbook, VLE, and a pupil friendly version will be made available in the pupil planner. Display around school and assemblies will be used to reinforce our aims and key standards.

## **Sixth Form Phase**

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All students at the Sixth Form have chosen Waverley Studio College as the place in which to continue their full time education beyond the age of 16 and as such are expected to act as young adults, showing consideration for others and displaying a high level of commitment in everything that is undertaken.

### **INTERNAL INCLUSIONS**

The Internal Exclusion Unit is part of the School's Inclusion and works closely with 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.

The school aims to supply support and targeted resources to pupils to enable them to identify and explore their feelings and to communicate and interact with others in an appropriate and acceptable manner. Positive behaviour is rewarded and challenging behaviour is addressed proactively. The ultimate aim being, that pupils return to work in class with their peers in an acceptable manner and maintain their place within the school.

### **FIXED TERM AND PERMANENT EXCLUSIONS**

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

The Principal may decide that an External/Permanent Exclusion is necessary because:

- All other steps to encourage the pupil to obey the school rules 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
- Persistent and defiant behaviour
- Doing anything that may bring the school into disrepute
- Serious actual or threatened violence against a pupil or member of staff
- Serious online, racist or homophobic bullying
- Sexual misconduct

#### **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:

- To convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this
- If the Principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. 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
- When the school's Governors Discipline Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated or uphold the exclusion

High Level Sanctions				
			Category	
	Fixed Internal Exclusion	Fixed Internal exclusion (Based at another school)	Fixed Term Exclusion	Permanent Exclusion
<b>Nature of Exclusion</b>	Withdrawal of pupil from lessons to spend a period of time in IEU	Withdrawal of pupil from lessons to spend a period of time in an IEU based in another school	Exclusion of pupil from school for a fixed period of time	Permanent Exclusion Pupil will be removed from the school roll
<b>Example of Incident</b>	<b>Unacceptable behaviour</b> (violence, vandalism/undermining authority, racism or persistent defiance of school rules, continued disruptive behaviour)	<b>Unacceptable behaviour</b> (violence, vandalism/undermining authority, racism or persistent defiance of school rules, continued disruptive behaviour)	<b>Unacceptable behaviour of a serious or repeated nature</b> (violence, vandalism/undermining authority, racism or persistent defiance of school rules, continued disruptive behaviour)	<b>More severe or persistent or defiant misbehaviour</b> Particularly if a threat to safety of others eg drugs, weapons, sexual abuse, assault or malicious allegations against staff
<b>Parental Contact</b>	Letter and phone call	Letter and Parent meeting at host school	Phone call or parent meeting Pupil sent home with letter Copy of letter sent in post	Parent Meeting Letter given to Parent
<b>Reintegration Meeting</b>	Pupil interview	Pupil interview Reintegration work with Inclusion team	Parent Meeting Reintegration work with Inclusion team	N/A
<b>Authorised Action</b>	ACO, countersigned by Head of House	Head of House	Vice Principal or Principal	Principal
<b>Maximum Length</b>	Maximum 15 days at any one time	Maximum 10 days at any one time	Maximum 5 days at any one time Maximum 45 days in one academic year	N/A
<b>Governor Discipline Committee</b>	No	No	If representation made to Discipline Committee	Yes, meeting within 15 school days
<b>Right of Appeal</b>	No	No	No, but may make representation however, decision can't be overturned	Yes, representation can be made to the Discipline Committee if exclusion upheld parents can appeal to an Independent Review Panel
<b>Documentation (copies to pupil file)</b>	Statements from pupils Statements from staff Copy of the IEU form Copy of letter	Statements from pupils Statements from staff Copy of the IEU form Copy of letter Minutes of the meeting from host school	Statements from pupils Statements from staff Copy of the Exclusion form Copy of formal exclusion letter Minutes of the meeting/phone call Reintegration meeting minutes	Statements from pupils Statement from staff Copy of the Exclusion form Copy of formal permanent exclusion letter Minutes of the meeting

Persistent Behaviours before FTE and PEX – Behaviour Panel (Governors, Police, External Agencies)

### Use of Reasonable Force

Reasonable force may only be used to prevent a child from hurting their self or another, from damaging property or from causing disorder. It should only be used as a last resort, when other efforts to diffuse the situation have failed. All incidents of the use of reasonable force should be recorded in writing and reported immediately to the DSL and/or Principal.

(In compliance with Department for Education advice on Use of Reasonable Force.)

### Search and Confiscation

Pupils are not allowed to bring mobile phones or other electrical devices to school or use them.

Although consent will usually be sought, the law says that the 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
- Principals and authorised staff can also search for any item banned by the school
- Any item that the member of staff/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 student is found in possession of a knife, weapon or any item that could be used to harm others, your child will be permanently excluded from school.

**Policy adopted by Waverley Education Foundation Board of Trustees on: 06/12/2016**

Policy to be reviewed on: 12/2017

Signed:

X \_\_\_\_\_  
Chair of Trustees

X \_\_\_\_\_  
Principal