



WAVERLEY
STUDIO COLLEGE

Learning through Diversity

Behaviour and Ethos 2016-17

INTRODUCTION

Waverley Studio College is committed to 'learning through diversity' and the development of a strong ethos where everyone in the college community respects one another and supports the work of the college. Waverley Studio College values diversity and seeks to give everyone in the college 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 college'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 college values of:

Humanity Equality Aspiration Respect

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 college community. At Waverley we value the diversity of the college 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 colleges 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 college community and respect the individuality of each person.

'Be kind whenever possible. It is always possible!'

Dalai Lama

WSC VISION STATEMENT

Aims and Objectives

- *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 college as a focus of a learning community – college 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 college and the community.*
- *All individuals enjoy and achieve success.*
- *We all make a positive contribution to the college, community and society.*

Our goal

Our goal is that all students should be able to access higher education, training and employment and participate fully in our democratic society.

HOME COLLEGE AGREEMENT - WSC

Waverley Studio College recognises that the successful development of its pupils depends on an effective partnership of the college, students and parents. All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

The College will:	As parent/carer, I/we will:	As a student, I will:
<ul style="list-style-type: none"> • Provide a learning environment that is stimulating, safe and caring • Treat everyone with respect • Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential • Report regularly on each pupil's progress • Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility • Keep parents informed about college matters, be welcoming to enquiries and responsive to concerns • Record and reward good progress and performance • Offer extra-curricular activities that will develop broader skills to prepare for life and the world of work • Detain your child where they have not met expectations • Inform you if your child has detention rather than attending enrichment if he/she fails to meet the College's standards 	<ul style="list-style-type: none"> • Make sure my/our child attends college in correct uniform, arrives on time and is properly equipped for college • Encourage my/our child to work hard and support them in homework by checking and signing the planner each week • Attend consultation evenings and discussions about my/our child's progress • Support the college's policies and guidelines as outlined in the Parents' Handbook • Allow my/our child to attend off-site educational visits • Agree to the detention policy of the college • Agree to the biometrics policy of the college • Make sure that time is not taken out of college unless it is urgent • Agree to my/our child's photograph or film/video footage being taken for the college's use and for use by the Trust • Encourage my/our child to participate in the extracurricular opportunities offered by the college 	<ul style="list-style-type: none"> • Be an ambassador for the college • Work hard in class and at home, so that I can achieve my full potential • Treat others as I would wish to be treated • Put the needs of others before my own • Be proud of my college • Attend the college in correct uniform, be on time and be properly equipped • Use my planner to organise my homework and record my achievements • Keep the college rules, behave responsibly and be polite to others in the college and in the wider community • Understand that any misbehaviour whilst wearing college uniform will be dealt with as if the incident occurred at college • Take part in extra-curricular activities offered by the college • Care for the environment – in and out of college • Complete homework on time • Attend detentions • Attain excellence • Be someone others can be proud of
Signed by Teacher: Name: Date:	Signed by Parent/Carer:	Signed by Student Name (printed) House:

THE STUDENT CODE OF CONDUCT

Student Code of Conduct

- Our rules are there to make college an excellent place to be for everyone
- Our Student Code of Conduct outlines the expectations for our students:
 - in the community of college
 - in lessons
 - in the local and wider community
- All of our students will be taught to:
 - wear their uniform with pride
 - be prepared for learning
 - communicate politely and effectively to each other, staff, members of our local community and all visitors to the college
 - make sensible choices and avoid risky behaviour
 - display the college values of HEAR, excellence, participation and persistence

CODE OF CONDUCT

In the **community of WSC**, I must:

- **Listen** to members of staff and follow instructions politely and calmly
- be **polite** to all I encounter: staff, visitors and fellow students and treat all people as I would wish to be treated
- **go straight to lessons**, holding doors open for others when corridors are busy
- **walk in quietly** in a **single file** in corridors and stairs, keeping to the **left**, **without running or causing a disturbance**
- **respect** other people's privacy and family life so they are not offended by what I say or do
- **never insult, undermine or swear** at any member of staff, visitor or student
- **never rush, fight, play-fight** or engage in any other form of physical abuse on anyone at anytime
- **never touch** other people's property, and treat their belongings with respect

In lessons to help me achieve, I will:

- make **learning my priority** and understand there are no shortcuts
- be **on time** for college and all lessons
- bring my **planner**, water bottle and all other equipment necessary for college every day
- enter the classroom **silently, greet the teacher, stand behind our chairs**
- **and wait**
- settle down to the **DO NOW** activity straight away
- show **respect** for my own learning and that of others by being silent when requested
- be an **active learner** engaging with all activities
- respect other peoples' responses and questions and learn from them by **active listening** and **following the speaker** with my eyes
- **always record homework** in my planner and **complete homework** on time and to the best of my ability
- **drink water** when necessary from the appropriate water bottle, but never eat or chew in class
- make sure **I catch up** with my learning when I am absent from college or behind in my work

To **take pride in the college surroundings** and support the environment I must:

- help keep teaching rooms pleasant, clean and tidy areas for myself and others to work in
- always be „**ECO**“ aware
 - shut down PC"s and any electrical items, not leave them on standby
 - never, ever drop litter and indeed help pick it up/remind others of their duty to keep the environment clean and tidy
- never, ever indulge in **graffiti**
- **only eat in the dining hall, never** in corridors or classrooms
- remember **fizzy drinks, chewing gum and sweets** are banned from college

To show that I am an ambassador for which the college can be proud I will...

- **dress smartly**, in correct uniform at all times, including to and from college
- **care** for my uniform by **hanging** it up at the end of the day and keeping it clean and well pressed
- have respect for the college's **neighbours** and be helpful and considerate in the local community
- **be aware** of other people around me – on the streets, in shops, and on buses – **never shout** or behave in a way that will affect others (we **share** pavements and buses)
- **speak quietly** and politely to my friends
- **offer my seat** where possible to an older person/mother with young children
- make my way to and from college quickly and not congregate in large groups on the streets

I understand that there will be consequences if I do not adhere to the Code of Conduct.

ROUTINES AND EXPECTATIONS

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

1. **Before arriving at college** all students will:

- a) Eat breakfast or leave home with enough time to eat at breakfast club.
- b) Make sure that all homework is complete.
- c) Pack their college bag with the following items:

- Current reading book – issued by tutor
- Student planner
- 1 x clear pencil case with the following contents:
 - 2 x black or blue writing pens
 - 2 x sharpened pencils
 - 1x rubber
 - 1 x 12 inch ruler
 - 1 x protractor
- 1 x water bottle
- Books/folders for that day
- PE Kit if required

2. **On arrival at college** all students will:

- a) Be in full uniform.
- b) Remove any chewing gum from their person and dispose of it in the bin.
- c) Line up in their tutor groups at **08:35** and have their uniform checked.
- d) Expect to be sent home if not wearing the correct uniform. If we cannot contact your parents you will spend the day in the Learning Coaches' room
- e) Answer questions in full sentences.
- f) Not have any fizzy drinks, sweets or chewing gum with them.

3. **Walking around college and moving to/from lessons:**

- a) Follow instructions from any member of staff or adult first time.
- b) Move to lessons once your teacher has dismissed you.
- c) Allow any member of staff or adult to pass through a doorway before them.
- d) Hold doors open for others.
- e) **Never run.**
- f) Walk on the left-hand side of the corridors and stairways.

- g) Stay quiet on corridors and never shout.
- h) Maintain quiet and orderly atmosphere in the library.

4. All students will follow the same routines for entering the classroom:

- a) Students will line up in silence outside their classroom and have their books and equipment out, ready to enter the class
- b) The teacher will greet the students at the door
- c) All students will move silently and immediately to stand behind their allocated seat and put their equipment on their desk
- d) All students will start the DO NOW activity in silence, whilst the teacher takes the register.

5. During a lesson all students will:

- a) Put their hand up and wait for permission before asking or answering a question.
- b) Always speak in full sentences and not use slang
- c) Be an active listener.
- d) Celebrate the successes of others.
- e) See mistakes as steps on the road to understanding.
- f) Help maintain a supportive culture based on respect and teamwork.

6. Moving to and from assemblies/examinations:

- a) Students will line up in their tutor groups in alphabetical order
- b) Students will move in silence from line up/classrooms to their destination.
- c) Students will sit in silence unless directed to speak.
- d) Students will be asked to stand at the beginning of the assembly for SLT and guests speakers
- e) Students will remain standing in silence until directed otherwise.
- f) At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all students will remain in silence whilst they are dismissed by their tutor or senior member of staff, one row at a time.
- g) Form Tutors or teachers will sit either against the wall next to their form group or next to the aisle with their form group.
- h) All teaching and support staff will attend whole college assemblies and awards ceremonies
- i) The pupils will then walk in silence to their next lesson
- j) Staff will go on to the corridor to ensure pupils walk quietly to their next lesson.

7. During break and lunchtime all students will:

- a) Use their break and lunch time effectively:
 - Drink some water

- Go to the lavatory.
 - Meet with any member of staff to address any concerns.
 - Complete any work or revision that is required
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- b) Line up quietly outside the dining hall
 - c) Say thank you to catering personnel
 - d) Clear away your own tray, plate and cutlery and maintain an orderly environment at all times
 - e) Follow all college rules to maintain a calm and pleasant environment for all
 - f) Do not gather in large groups
 - g) Keep hands and feet to themselves at all times
 - h) Do not wear any hood up. If a pupil is cold they should wear hats.

8. At the end of the college day all students will:

- a) Make sure they have everything they need to complete their homework
- b) Walk quietly through the college exits
- c) If getting public transport, wait quietly by the bus stop
- d) Get onto the bus one student at a time
- e) Give up their seat to a member of the public
- f) Talk quietly and never shout
- g) Remember at all times they are representing the college and should be a model of WSC

Uniform

Girls	Boys
Items provided by the college	
Grey blazer with college logo and teal trim	Grey blazer with college logo and teal trim
Grey tailored trousers or skirt	Grey tailored trousers
Teal V-neck jumper with trim on the neck	Teal V-neck jumper with trim on the neck
Head scarf- teal (if worn for religious reasons)	Clip on teal tie with logo and stripes
	Black turban (if worn for religious reasons)
Items for parents/ carers to purchase	
White formal V-neck school blouse	White formal college shirt
Plain black tights or socks	Plain black socks
Plain black low-heeled shoes	Plain black shoes

PE Kit	
Girls	Boys
Items provided by the college	
Grey t-shirt with college logo	Grey t-shirt with college logo
Items for parents/ carers to purchase	
Sports trainers (non-branded , no pumps)	Sports trainers (non-branded , no pumps)
Dark grey tracksuit bottoms	Dark grey tracksuit bottoms
Black fleece	Black fleece

Uniform rules

Girls are expected to attend school **free from make-up, nail varnish & fake nails**. Nails must be natural.

Hair should be **neat and natural colour without dye, unnatural coloured plaits, cut-ins** (this includes eyebrows) or **ornate decorations**.

Hair accessories should be plain black, brown or grey only.

Girls are allowed to wear **one small stud in each ear lobe of plain silver or gold** and a watch.

Skirts must be at least knee length

Boys are **not allowed to wear jewellery** other than a watch, only where the religion dictates the symbols are worn.

No extreme hair styles and no shorter than a grade 2

No facial or body piercings are allowed. No wristbands, bracelets or necklaces.

Hoodies and other clothing which are not uniform will be confiscated if seen in the building.

Shoes must be plain black and not branded, plimsolls and trainers of any type are not allowed.

No chewing gum

In breach of any of these cases students will be required to remedy the situation either on site if possible or go home until it is returned to acceptable college policy.

Every day:

The blazer must be worn at all times - to and from the college and in all parts of the college.

All buttons should be done up including the top one.

Boys should make sure ties are clipped on with top button done up.

Shirts and blouses must be tucked into trousers or skirts.

The skirt must come to **below** the knee at least.

Senior leaders will be the ultimate arbitrator of what is and is not acceptable school uniform and appearance. Students may be given school uniform to wear for the day if they do not arrive in the correct uniform. Other sanctions may be enforced such as isolating a student in supervision, or sending them home to return in correct uniform.

REWARDS

The role of rewards in recognising and promoting the college values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. **Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths.** The rewards policy operates within this guiding principle.

REWARDS SYSTEM

The reward system centres on the awarding of rewards.

- Rewards will be based and awarded on the 4 core values of WSC:
 - Humanity
 - Equality
 - Aspiration
 - Respect
- Rewards are recorded in the student and on Sleuth.

Living the vision around the College

- Teachers are entitled to award a student a reward for demonstrating kindness, thoughtfulness or selflessness.
- Examples of this type of behaviour might be:
 - a) Picking up litter, maintaining the college environment.
 - b) Helping another student if lost/stuck.
 - c) Helping a visitor.
 - d) Assisting staff with open evenings/college events.
 - e) Contribution to local community – voluntary work, reading at local primary college etc.

Rewards and goal achieving assemblies

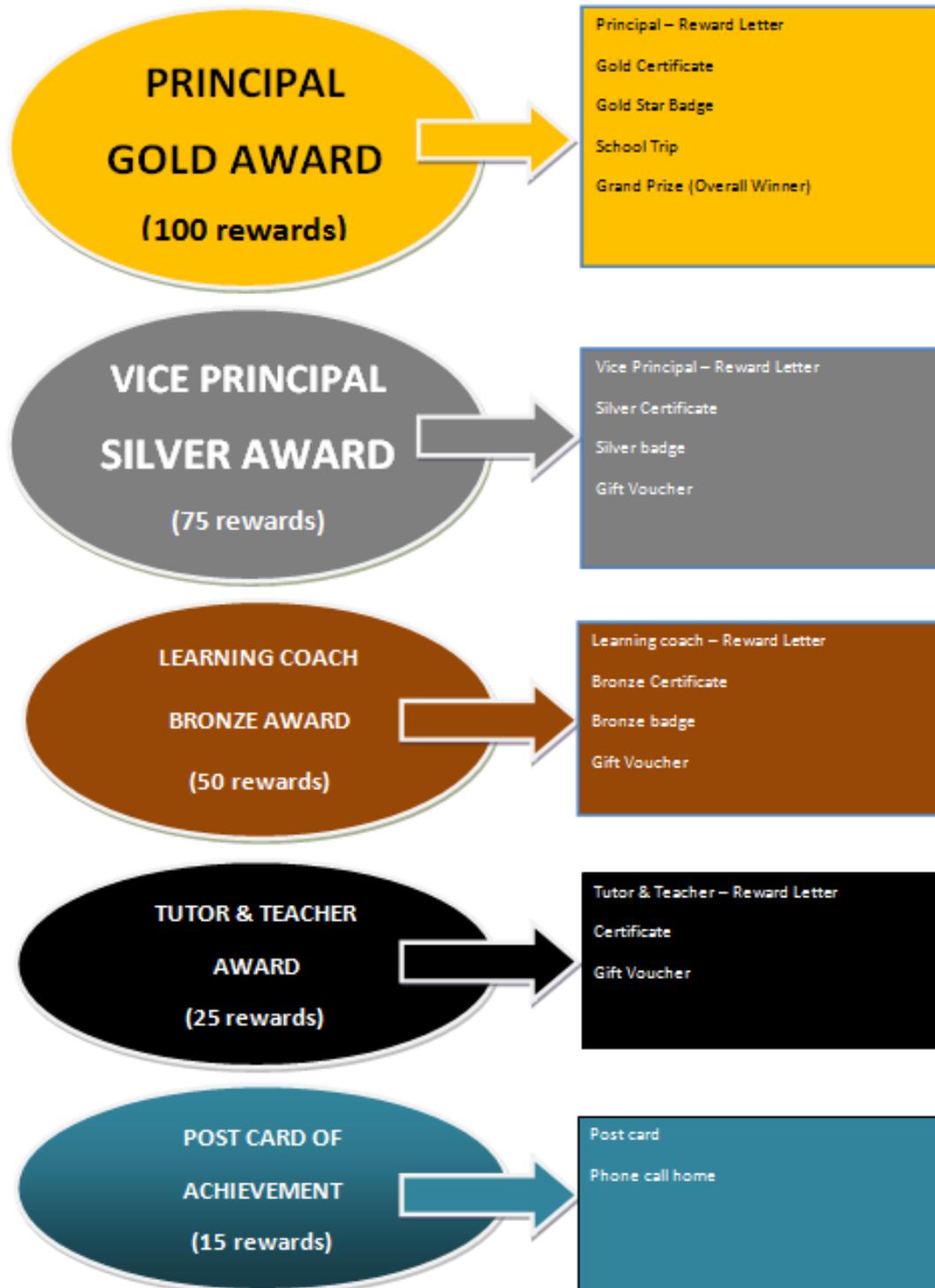
- At the end of each half-term there will be a commendation assembly for each year group to acknowledge the successes of our pupils and the commendations they have received.
- On the end of each half term there will be an Assembly. “The Rewards Assembly” which not only recognises the special achievements of pupils.
- Please see the diagram on the following page for a full breakdown of what is celebrated when

Rewards System

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

- Reward input via Sleuth. 1 x reward for a deserving / positive action from a student. (Staff – please ensure rewards are being inputted).
- Reward Assemblies to be held at the end of each term. This will be an opportunity to celebrate / acknowledge student achievement.
- Reward model to be displayed in forms and cluster areas. This will be created by LC.
- 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)
- 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.

Rewards



PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS

The systems for managing pupil behaviour are only effective **if they are applied consistently to every pupil**. The levels are designed to make it easy for any member of staff or visitor to apply the college behaviour policy consistently and for pupils to see the transparency, fairness and speed of the system. The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response. We have high expectations and students are only given one verbal warning to amend their behaviour and focus on learning.

a) Learning disrupted by persistent low-level disruption and/or failure to follow code of conduct for lessons as outlined in the pupil planner:

1. Rule reminder identifying the unwanted behaviour
2. Warning (name written down)
3. If disruption persists enter a 20 minute detention in the planner and on Sleuth
4. If disruption persists – reseat the student
 - a) If the student resists, contact On-Call SLT member of staff
 - b) classroom teacher to enter relocation on Sleuth
5. Where the incident is serious i.e. aggression, violence, abusive language or refusal to leave the classroom and go to another classroom SLT on call should be called. **Please refer to the procedure for a serious incident.**
6. Reconciliation with pupil by the end of the day. This should be led by the subject teacher and / or the HOD.
7. If a pupil is relocated several times in one week, the Learning Coach will contact the parents to discuss the concerns. If relocations are from the same subject head of department should make contact with the parents
8. If pupil concerns continue a contract will be drawn up by the school and monitored over a period of 40 days by LC's and senior staff. The contractual agreement will be signed by parent, student and school acknowledging the consequences of breaching the contract

The school reserves the right to review students' places if the school expectations are not met and the school reputation and ethos is compromised.

Behaviour Policy

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 sleuth (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, check uniform & equipment
- 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 LC
- 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

In the classroom

C1 – Verbal Warning- name on board and Teacher Intervention

C2 – 20 min detention issued by the teacher

C3 – 1 HOUR Detention issued by the teacher

Outside the classroom

A C3 (1 hour detention) may be given automatically by a member of staff for the following serious misdemeanours. Example are:

C3 – 1 HOUR Detention immediately for:

- Running or shouting in the corridors
- Late to school and lessons
- Misbehaviour in the corridors or during break/ lunch
- Two late marks to school in the same week
- Dropping litter
- Disrupting learning of others
- Swearing, Verbal Abuse or Homophobic
- chewing gum/littering/ disrespect to property
- eating outside of the canteen
- poor corridor behaviour (running/chanting etc)
- health and safety (misuse of fire exit doors)

C4 – Isolation

Examples of Consequences in the classroom

C1 – verbal warning		
Description of behaviour	Action	Whom
Talking over the teacher	Verbal warning	Teacher
Low level disruption	Verbal warning	Teacher
Lack of concentration	Verbal warning	Teacher
Out of seat with permissions	Verbal warning	Teacher

C2– 20 min detention immediately for:		
Description of behaviour	Action	Whom
Wearing jewellery or makeup	20 min	Tutor/ teacher
Disruption	20 min	Teacher
Possession of jewellery/makeup	20 min	Tutor/ teacher
Possession of fizzy drinks	20 min	Tutor/ teacher
Rudeness, defiance, answers back	20 min	Tutor/ teacher
Inappropriate language/swearing	20 min	Tutor/ teacher
Homework not completed	20 min	Tutor/ teacher
Mobile phone seen *Refer to policy on Mobile Phones	20 min	Tutor/ teacher

C3 – 1 HOUR Detention immediately for:		
Late to lesson (more than 4 minutes without a note)	1 hour	Tutor/ teacher
Lack of equipment/missing PE Kit	1 hour	Teacher
Missing a 2detention	1 hour	Teacher
Cussing other pupils, bullying	1 hour	
Refusal to leave the classroom, serious defiance	1 hour	Teacher
homework not completed 2 rd time	1 hour	Teacher
An accumulation of C2	1 hour	Teacher

C4 DEFINING A SERIOUS INCIDENT AT WSC

Serious Incidents – See BFL Policy
Accumulation of C3
Flat defiance
Racist incident
Bringing onto college premises or being found in possession of anything that could constitute an offensive weapon or illegal substances
Persistent disruption
Threatening & abusive behaviour
Bringing weapons to school
Violence or assault
Bullying or other harmful behaviour
Racist incidents
Bringing „outsiders“ onto College property in order to threaten or create conflict
Sexually inappropriate behaviour
Threatening others – physical or verbal
Cursing or inappropriate gestures – particularly towards an adult
Deliberate involvement in or instigation of conflict
Stealing
Wilful disobedience or serious disrespect to an adult
Playing with fire alarms or extinguishers
Wearing, displaying or graffiting „gang“ affiliated items and phrases

Examples of consequences outside the classroom

Any teacher can issue a C3 outside of a lesson. The student must always be given the opportunity to amend their behaviour within reason. C3 may include:

- **running**
- **screaming**
- **shouting**
- **disrupting lessons**
- **vandalism**
- **littering**
- **eating in corridor**

Techniques for dealing with challenging behaviour:

Do.....

- ☒ Repeat the instruction
- Drop your voice and slow down your speech if they refuse to follow instructions. Annunciate your words very clearly.
- Give clear warnings about forthcoming consequences
- Follow the sanctions outlined in “procedures for dealing with disciplinary problems in lessons” in this policy
- Stay calm, remember you must be seen to be in control (the class will start to enjoy themselves if you lose it)
- Deal with individual students privately not publicly in front of the class
- Encourage them to accept responsibility for their poor choices and poor behaviour-by asking and repeating, if necessary, closed questions. For example, “Was that acceptable behaviour – yes or no?”
- Outline two choices that they can make and state the possible consequences -
“You now have two choices: You can choose to follow the instruction or choose not to follow my instruction. If you choose to refuse to follow the instruction, you are choosing x.”

Don't.....

- Be sarcastic
- Set tasks which are either too hard or too easy
- Label pupils as stupid or incapable of making progress
- Show your irritation or scream or shout
- Remove from your lesson without having used a number of stepped responses
- Over react
- Threaten punishments which you have no intention of issuing or you do not think you will be able to enforce.

- Make it personal – “stop being such a thug”. Talk about the behaviour not the pupil. Instead, say „keep your hands to yourself”
- Take it personally. It is our responsibility to manage these behaviours.
- Ignore disruption

Displays

Effective display is an essential part of a great college. It celebrates our core values and reflects pupil achievement in the broadest sense, from academic excellence and progress to our participation and active involvement in the vast array of events and enrichment activities on offer. Our display not only celebrates what we do but who we are. We are a diverse community and very proud of this fact and this is something which is celebrated in our displays.

- Notice-boards are provided for each Tutor enable the college to celebrate achievements in all spheres of college life.
- Pupil work is regularly displayed in curriculum areas.
- Sporting, musical and all other achievements are acknowledged.

Positions of Responsibility

Giving pupils positions of responsibility is a tangible way of rewarding hard work and good effort.

Positions currently include:

- Key stage 4+5 : prefects
- Key stage 4+5: college council

Collecting and managing rewards

- Tutors and teachers can analyse rewards by looking on sleuth
- Reward charts should also be kept up to date in the Form room. This is the responsibility of the Form Tutor and their tutees.
- The Head of House will update notice boards accordingly.
- Rewards and behaviour reports will be sent to tutors on weekly basis

Our reward system in WSC is growing and adjustments to the timing and nature of awards will emerge and develop over the years. We will always be responsive to the achievements and efforts of our students and recognise the positive reinforcement of praise.

Our values will permeate all that we do both as staff and students

Homework

Homework detentions will be given by the class teacher for the first and second incident. The class teacher should make the HOD 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/LC.

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 LC 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 8.40 (when registers close) must sign in at Student reception and will receive 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 LC.
- 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 LC.
- 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 VP. The pupil will also receive a day in IEU.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN THE WIDER COMMUNITY

Whilst a student is wearing college uniform they are bound by the rules and expectations of WSC. Any student who breaks the code of conduct whilst in college uniform will face the same consequences as if they were in college. For example, behaviour at the bus stop or on the journey to and from the College is bound by the same rules as if in the College grounds. If unable to reprimand the student, the member of staff who witnesses any contravention of the code of conduct should go to the college reception to attempt to identify the pupil(s) concerned and report the incident to HOY/SLT. The HOY and/or SLT decide on the seriousness of the incident reported and the nature of consequences necessary in line with the procedures outlined above.

