



Behaviour and Ethos Handbook 2018-19

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:

Our Vision

To prepare learners for their future through:

- **Unlocking talent**
- **Creating futures**
- **Changing Lives**

Our Mission Statement

To equip the learners with the knowledge, skills, qualifications and behaviours that will prepare them for their next level of study or for the workplace.

Our Core Values

We promote a culture of '**Learning through Diversity**' which is driven through our core college values.

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

Equality – We will ensure that there is equal 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 students are the citizens of tomorrow. They will have the ability to be successful anytime, anywhere, any place. We will celebrate the achievements of all the college's communities, showing excellence from all faiths, cultures and genders.

Respect – At Waverley we will create an environment that allows all learners to flourish by encouraging mutual respect and respect for learning.

Our Beliefs and Principles

We believe in focusing on the ABC principles. These are:

- raising students' **Aspirations** to achieve and strive to be the best they can be.
- focusing on the **Basics** (these include **behaviour, learning, manners** and **effort**). Students will learn and apply the most suitable behaviours, putting effort into everything they do. The students will develop skills, knowledge and techniques to help them learn more effectively.
- developing the students' **Competencies**. These include through:
 - developing their **Character** by using the college's **Core values** (Humanity, Equality, Aspiration and Respect);
 - **Collaboration** with the **Community**;
 - using our engaging and diverse **Curriculum**, designed to equip the students with the most suitable qualifications and opportunities for world-of-work and future employment, to equip them to be the better citizens who positively contribute to the local and wider community.

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:

<p>The College will:</p> <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 	<p>As parent/carer, I/we will:</p> <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 	<p>As a student, I will:</p> <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
<p>Signed by Teacher: Name: Date:.....</p>	<p>Signed by Parent/Carer: Date:</p>	<p>Signed by Student Name (printed) House:</p>

THE 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 Humanity, Equality, Aspiration and Respect

CODE OF CONDUCT

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

- **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
- be **respectful and never insult, undermine or swear** at any member of staff, visitor or student
- **go straight to lessons, 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 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

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

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**, settle down to the **DO NOW ACTIVITY** immediately
- **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
- **stay** in class and participate appropriately in the lessons – only leave the class with permission from the teacher
- **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 or around the college

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:

Before arriving at college

Students will:

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

- Current reading book – issued by tutor
- Student planner
- Have a 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
- Books/folders for that day
- PE Kit if required

On arrival at college all students will:

- Be in full uniform
- Remove any chewing gum from their person and dispose of it in the bin
- Line up in their tutor groups at **08:35 at the designated point** and have their uniform checked
- Expect to have consequence if not wearing the correct uniform.
- Answer questions in full sentences
- Not have any fizzy drinks, sweets or chewing gum with them
- Hand in any mobile phones to the relevant member of staff

Moving to and from assemblies/examinations:

You will:

- line up in their tutor groups in alphabetical order
- move in silence from line up/classrooms to their destination
- sit in silence unless directed to speak
- be asked to stand at the beginning of the assembly for SLT and guest speakers
- remain standing in silence until directed otherwise
- 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

Learning Routines

Walking around college and moving to/from lessons:

- Follow instructions from any member of staff or adult first time
- Move to lessons once your teacher has dismissed you
- Allow any member of staff or adult to pass through a doorway before them
- Hold doors open for others
- Never run
- Stay quiet on corridors and never shout

All students will follow the same routines for **entering the classroom**:

- Arrive on time, within three-minutes of the start of the lesson
- Students will line up in silence outside their classroom and have their books and equipment out, ready to enter the class
- The teacher will greet the students at the door
- All students will move silently and immediately to stand behind their allocated seat and put their equipment and student planner on their desk
- All students will start the DO NOW activity in silence, whilst the teacher takes the register

- The teacher should have the aim (what are we learning today?) and the objective(s) (what the students should demonstrate etc)

During a lesson all students will:

- Put their hand up and wait for permission before asking or answering a question
- Always speak in full sentences and not use slang
- Be an active listener
- Celebrate the successes of others
- Stay in the lesson (no toilet or visits, unless given specific medical note to see other teachers)
- See mistakes as steps on the road to understanding
- Help maintain a supportive culture based on respect and teamwork

Break and lunch times

All students will:

- 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
- At the end of break and lunch, promptly by the three-minute rule, KS4 students line up in the designated space by class (e.g. X,Y,Z or option subject, when appropriate), KS5 students in lessons promptly

Line up quietly outside the dining hall

- Remove jackets before coming into the dining hall for lunch
- Say thank you to catering personnel
- Clear away your own tray, plate and cutlery and maintain an orderly environment at all times
- Follow all college rules to maintain a calm and pleasant environment for all
- Do not gather in large groups
- Keep hands and feet to themselves at all times
- Do not wear any hood up. If a pupil is cold they should wear hats.

At the end of the college day all students will:

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

UNIFORM (KEY STAGE 4 – YEARS 10 & 11)

Girls	Boys
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)
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.
- Only **one small stud in each ear lobe of plain silver or gold** and a watch can be worn
- Any skirts worn must be at least knee length
- 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.

UNIFORM (KEY STAGE 5 – YEARS 12 & 13)

- Smart casual dress wear, including trousers, dress or skirts.
- Formal shoes should be worn. No trainers
- Uniform rules above apply to the sixth form students

ROLE AND RESPONSIBILITIES OF THE FORM TUTOR

- To lead a form of students taking responsibility for their pastoral, welfare and behaviour on a day-to-day basis.
- To act as a role model, support but also challenge individuals where required
- To build positive relationships modelling behaviour that promotes respect, responsibility and resilience.

Responsibilities

Area 1: To lead a class of students' academic and pastoral responsibilities

Organisation

- **Establish routines and effectively implement** the expected tutor weekly programme of activities that may include:
 - with quizzes
 - support with personal, social, health and education (PSHE) sessions, exploring current affairs and other activities that will engage students with the wider world.
 - Engage in a safe, supportive environment that encourages discussion.
- **Check and issue** any reports that need signing. Check student planners, and signing these each week, issuing form tutor detentions for non-compliance on Mondays.
- **Focus students' minds on achievement through learning** – at tracking points throughout the year, helping students to make sense of it all.
- **Discuss current affairs**, address student issues (such as bullying) – we want our students to become well-informed citizens, who can discuss a range of issues. We can support this by encouraging them to discuss issues in the news, or those that occur in school
- **Encourage reading for pleasure and good study skills** – this might help to encourage reading for pleasure

Manage administration

- **Conduct** uniform and equipment checks, through observation and completing the checklist
- **Address** any sanctions students have received from other staff.
- **Accurately completing the register** each day as a legal requirement
- **Issue** any administration i.e. letters, exam timetables to students
- **Chase up** the reasons for any absences or lateness. Anyone arriving after 8.45am is deemed to be late, and should be recorded so (unless actual slip given indicating otherwise)
- **Monitor any patterns or trends** that could indicate a cause for concern. Report to the Head of Year / pastoral member

Create connections with home

- **Communicate** with parents / carers or guardians, at least once a half term, making sure how parents would like to be contacted and provide them with regular updates.
- **Frequently check** information on the system (e.g. contact details) are accurate
- **Nominate** tutor student of the week and drop a contact home praising them.

Listening to students

- **Create** a form and 'team' ethos and culture
- **Engage** in a more in-depth conversation with the student, at least half termly
- **Anticipate** any problems with individual students on a one-to-one basis and **Direct them** to possible sources of advice and support (both in school and externally), contact parents/carers if appropriate and escalate the matter to your school's safeguarding officer where appropriate
- **Ensure** any pastoral concerns are reported to the Head of Year
- **Appoint** a form monitor, student council representative and any other leadership roles, assist in the proactive running of the class

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:

- Picking up litter, maintaining the college environment.
- Helping another student if lost/stuck.
- Helping a visitor.
- Assisting staff with open evenings/college events.
- 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.

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.

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.

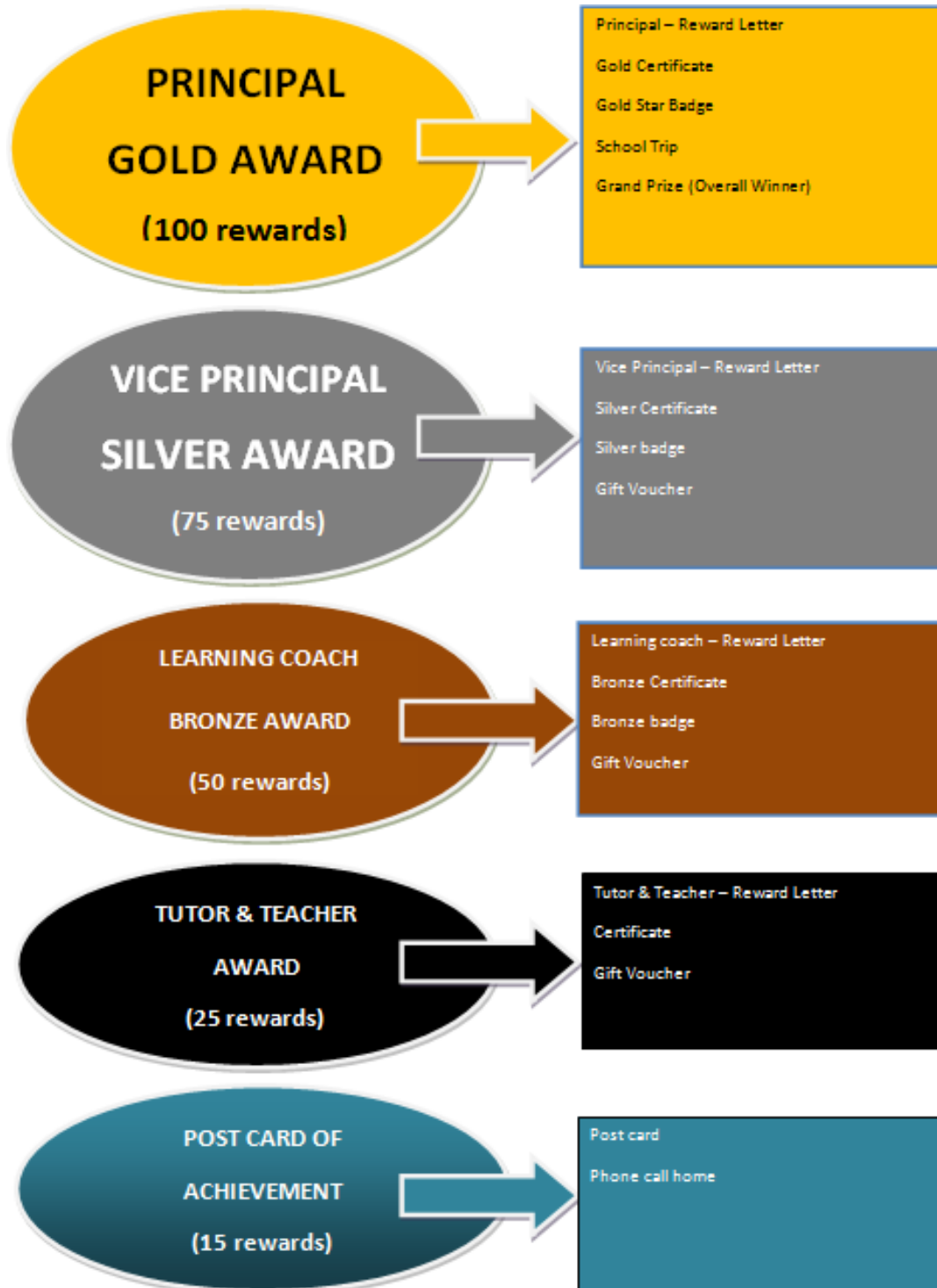
Student Leadership

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

Positions currently include:

- Head boy and girl
- Deputy Head boys and girls
- Student Leadership Team
- Student Council
- Action Working Party
- Literacy, numeracy, language and sports leaders
- Key stage 4+5 : prefects
- Key stage 4+5: college council

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.

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

Rule reminder identifying the unwanted behaviour

Warning (name written down)

If disruption persists enter a 15 minute detention in the planner and on Sleuth. The detention should be served with the classroom teacher

If disruption persists – reseat the student

Then park the student, co-ordinated with another department. Send a note with another student to take to the other class. If not the student resists, contact On-Call member of staff.
classroom teacher to enter relocation on Sleuth

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 call On-call via email or send a student with note to reception.**

Reconciliation with pupil by the end of the day. This should be led by the subject teacher and / or the HOD.

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

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 Sanctions

In the classroom

C1 – Verbal Warning and Teacher Intervention

C2 – **15 min detention issued by the teacher**

Parking of the student (moved to another room)

C3 – **1 HOUR Detention issued by the teacher**

C4 – **Removal to Isolation (by Principal, VP, AP or Pastoral member)**

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– 15 min detention immediately for:		
Description of behaviour	Action	Whom
Wearing jewellery or makeup	15 min	Tutor/ teacher
Disruption	15 min	Teacher
Possession of jewellery/makeup	15 min	Tutor/ teacher
Possession of fizzy drinks	15 min	Tutor/ teacher
Rudeness, defiance, answers back	15 min	Tutor/ teacher
Inappropriate language/swearing	15 min	Tutor/ teacher
Homework not completed	15 min	Tutor/ teacher
Mobile phone seen *Refer to policy on Mobile Phones	15 min	Tutor/ teacher

C3 – 1 HOUR Detention 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 2 nd detention	1 hour	Teacher
Cussing other pupils, bullying	1 hour	
Refusal to leave the classroom, serious defiance	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 graffitiiing 'gang' affiliated items and phrases

In these instances, the individual will be withdrawn from lessons, until an investigation is completed. In some cases, these may lead to fixed term and/or pending investigation to permanent exclusion.

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 corridors

Techniques for staff dealing with unwanted 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, “How was that acceptable behaviour?”
- 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.”

Avoid ...

- Being sarcastic
- Setting tasks which are either too hard or too easy
- Labelling pupils as stupid or incapable of making progress
- Showing your irritation or scream or shout
- Removing from your lesson without having used a number of stepped responses
- Over reacting
- Threatening 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.

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 departmental detention (issued by the Lead Teacher of 45 minutes). The department is responsible for contacting home. Once the C3 has been served the record returns to 1 again. Persistent homework issues should be dealt with using the Lead Teacher and faculty report system before being passed on to Learning Coach / Lead Teacher.

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 may 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.



WAVERLEY
STUDIO COLLEGE

STUDENT WITNESS STATEMENT

Name of Witness Form Date
(Please print in block capitals)

Staff requesting witness statement

Location, time and date of incident

Has this statement been written by a member of staff on behalf of the student? YES/NO
(Please circle)

DESCRIPTION OF INCIDENT *(Please include details of exactly what happened, names of those involved, names of eye-witnesses. Please quote, as exactly as possible, any conversation.)*

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(Please continue on the other side if necessary.)

Student: I confirm that this is a true account of what took place, Signed:

Date:

DESCRIPTION OF INCIDENT *(Please include details of exactly what happened, names of those involved, names of eye-witnesses. Please quote, as exactly as possible, any conversation.)*

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Student: I confirm that this is a true account of what took place, signed:

Date:

Sixth form expectations

This document is enforced for sixth form students as well, except where elements are indicated for Key Stage 4 (Year 10 and 11).

In addition, the following aspects are to adhere to:

- Be on time to the college and lesson time (within 3 minutes of the start);
- Non-contact times will be used primarily for 'study' purposes in A13 or A14. Learners are expected to complete all work and assignments
- Additional study time will now be allocated to completion of leadership and option activities
- The main hall for socialisation, when not in use.
- Sixth form students are expected to model practice to younger peers and develop leadership activities for them and your peers.
- BTEC course requirements and regulations require strict compliance with non-plagiarism and meeting deadlines on the **first** occasion. Any non-compliance with either can lead to disqualification and/or termination from the course and departure from the college