



Behaviour and Discipline Policy

DATE AGREED	October 2014
DATE TO BE REVIEWED	July 2015
SIGNED	

Introduction

This document is a statement of the aims, principles and strategies for the management of behaviour at WISE Academies. It has been reviewed in the Autumn term 2013. It will be reviewed in summer 2014

Purpose of the policy

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the academy community, to allow each one to understand the policy of the academy and to apply it consistently and fairly.

Aims

At WISE Academies we strive to ensure that all children are treated fairly by staff and other children alike. We want our learning environment to feel safe and secure, so that children can feel confident to be themselves and develop in their own way.

Our aims are that all children will:

- Understand what acceptable behaviour is and be educated and informed to make the right choices
- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards their roles in society.
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a responsible interest in caring for their environment.

Teachers work towards the academy's aims by:

- Rewarding good performance and behaviour.(See token scheme and class rewards) This provides the incentive for children to make the positive decision to choose good behaviour
- Providing a challenging and stimulating programme of study designed to engage pupils in their own learning and enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring learning is progressive and continuous.
- Being good role models-punctual, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.

- Working collaboratively with a shared philosophy and commonality of practice.

Pupils work towards the academy's aims by:

- Making the positive decision to choose good behaviour.
- Attending in good health, maintained by adequate diet, exercise and sleep.
- Attending regularly.
- Being punctual and ready to begin lessons on time.
- Being organised-bringing necessary kit, taking letters home promptly, returning homework on time.
- Contributing to the development of the academy's code of behaviour.
- Conducting themselves in an orderly manner in line with the code of behaviour.
- Taking responsibility for their environment and for their own learning and conduct.

Parents work towards the academy's aim by:

- Encouraging their children to keep the academy rules and praising their child when they receive rewards.
- Cooperating fully with the academy when their child does not behave well and is given a consequence.
- Ensuring that children attend in good health, punctually and regularly including taking holidays in the designated holidays and not in term time.
- Informing the school or providing prompt notes to explain all absences.
- Providing support for the discipline within the academy.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments.
- Ensuring early contact with the academy to discuss matters, which affect a child's well-being, happiness, progress and behaviour.
- Taking an active interest in children's learning, where appropriate, giving due importance to homework, hearing reading and assisting in learning of tables and spellings.

Use of Reasonable Force

In very extreme circumstances academy staff have the legal power to use "reasonable force" (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:-

- hurting themselves or others,
- seriously damaging property
- from causing extreme disorder affecting the well-being of others.

Staff has received training in 'Team Teach' restraining techniques.

(Education Act 2011)

The use of reasonable force would always be used as a final strategy when other de-escalation techniques are failing to contain an incident and a situation poses an unacceptable risk to anyone involved. Parents will be always be notified about any serious incident in the academy and records are held in the "Incident File" held centrally. If staff have had to use reasonable force on a child, the incidents will also be recorded in the Team Teach incident book.

The Power to Search and to confiscate

Staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches.

Prohibited items will include: -

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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)

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline within the academy.

The power to discipline outside of the academy premises

This section relates to the academy's response to all non-criminal bad behaviour and bullying (including cyber bullying) which occurs anywhere off the academy premises and which is witnessed by a member of staff or reported to the academy.

The Academy may exercise such disciplinary action as it considers appropriate and lawful in response to any bad behaviour when the child is:

- taking part in any academy organised or academy related activity or
- travelling to or from the academy or
- wearing WISE Academies uniform or
- in some other way identifiable as a pupil at the academy.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the academy

Non Negotiables

Some behaviour is not acceptable and the consequences are non- negotiable
This includes;

- Physical violence towards others
- Threatening behaviour
- Swearing at an adult or child
- Aggressive behaviour towards people or the environment

Parents and children should be aware that these behaviours risk exclusion

The use of exclusion

Whilst all possible measures will be explored prior to the use of exclusion, the academy reserves the right to exclude pupils in accordance with statutory guidance.

Summary

However theoretically sound this behaviour policy is, it will prove ineffective unless it is fully understood and communicated and acted upon by all parties concerned. Its success depends to a large extent upon a degree of consistency in its implementation.

All adults in school act in the best interests and well-being of all adults and children within our schools.

Can we also add the vast majority of our pupils are hardworking, well behaved and caring individuals who make us very proud. We hope our policy supports those who find positive behaviour more difficult to follow.

APPENDIX 1: RULES, REWARDS AND CONSEQUENCES AT BEXHILL ACADEMY, TOWN END ACADEMY AND HASTING HILL ACADEMY

To achieve our aims we have adopted a clear structure to discipline, which is called '**Assertive Discipline**' (initiated by Lee and Marlene Canter in the U.S.A.).

The Assertive Discipline plan has three clear parts:

- **RULES**
- **REWARDS**
- **CONSEQUENCES**

We expect children to follow these simple rules in the classroom and around the academy. When children follow these rules, they will be rewarded for doing so. If children choose not to follow the rules, their actions will result in a consequence.

RULES

1. Follow instructions.
2. Keep hands, feet and objects to yourself.
3. Walk quietly, orderly and calmly around the academy.
4. Ask an adult if you wish to leave the room.
5. No fighting, teasing, name calling or swearing.
6. Be respectful.

Individual Academies will decide the exact rewards for pupils and these may change from time to time. Some of the rewards listed below will be used.

REWARDS

1. Praise.
2. Stickers.
3. House Points
4. Star of the week achievement assembly
5. Token Points (school reward for positive and polite behaviour)
6. Merit Awards within the classroom environment for following class rules, good performance or attainment.
7. Praise letter sent to parents.

House points (Town End / Hasting Hill)

House points will be used to reward positive behaviour. These can be give for positive behaviour and also academic achievement. Rewards for individuals, classes and whole Houses who achieve the most points are planned on a regular basis.

Whole school token system (Bexhill only)

In order to foster and encourage positive behaviour around school and instill in the children positive social skills we have a token system.

Individual tokens, of 1,2 and 3 points, can be earned through adults observing good manners and kindness, such as supporting another child, holding a door open, picking up litter, being a good friend.

Class tokens of 10, 20 and 50 points can be earned by a class for collective good behaviour; on an educational visit, lining up smartly, singing well in assembly.

The class with the most points announced in Friday's 'achievement assembly' achieve higher status by looking after the Bexhill Owl Trophy, sitting on benches in assembly and earning an agreed class reward.

A running total is kept throughout the year so that class behaviour can be monitored and recognised.

Tokens are **NOT** given for academic achievement.

Classroom rewards and incentives

Within the classroom environment children will normally be involved in deciding on rules and expected behaviour. They will know the consequences of good or poor decisions. They will have aims and targets academically which may also result in rewards; spelling tests, mental maths, achieved targets.

Rewards may include merit marks, points, sticker systems or 'golden time'.

CONSEQUENCES

Consequences of poor behaviour within classroom environment through traffic light system

Every morning all children start on 'Green'

A 'step' system gives them the opportunity to stop unacceptable behaviour and earn back green status

1. Verbal warning
2. 2nd warning, go onto Amber, with the opportunity to go back to green if they then comply with rules.
3. 3rd warning go to Red
4. If on Red the consequence is miss one playtime (if red before playtime) or part of lunchtime in SMT supervised session (if red before lunchtime).
5. If child has carried out consequence after being on Red, they then go back to Green.
6. Repeated disruptive behaviour (after they have reached Red in a lesson and know they will be missing some playtime) may result in pupil spending some time working in another classroom to give them the opportunity to reflect on their behaviour and give them some distance from the negative situation.
7. Letter home from teacher if repeated disruptions, in order that behaviour can be discussed.
8. Severe incidents of behaviour eg swearing, violence – dealt with by the head teacher who will inform home.
9. A 'red' situation in the afternoon will result in detention of 5 minutes after school. Parents will be informed via text or telephone.

Consequences of disruptive behaviour during lunchtime or break times

Inappropriate behaviour at lunchtime includes:

- Not following instructions given by an adult
- Aggressive behaviour including swearing
- Arguing with an adult
- Physical aggression against others, the environment or resources

Children who have behaved in a negative way at lunchtimes and / or break times, resulting in disruption to the lunchtime routines or the environment for other pupils or adults will have the following consequences. This can include:

Child will spend playtime or lunchtime with a member of Senior Leadership Team, be supervised throughout their playtime or lunch and be given an appropriate task to complete (such as an apology letter)

A second supervised lunchtime within a two week period will result in parents being informed.

A third supervised lunchtime within 2 weeks will result in parents being informed

that the child requires supervision, by the parent or guardian, during the next lunch break. Parents will be invited into school to supervise their child at lunchtime.

In cases of extreme or repeated behaviour, especially of aggression or lack of compliance, children may need to relinquish their place in after school clubs or teams. If a child's behaviour is proving to be a key health and safety concern, a risk assessment would be completed prior to any school visits.

If children put themselves into a dangerous position and refuse to comply with instruction from adults, a decision should be made as to the best strategy to deal with this behaviour. It should be considered whether it is best to:

-'ignore' the child's negative behaviour and supervise them from a distance to allow them to 'cool down'

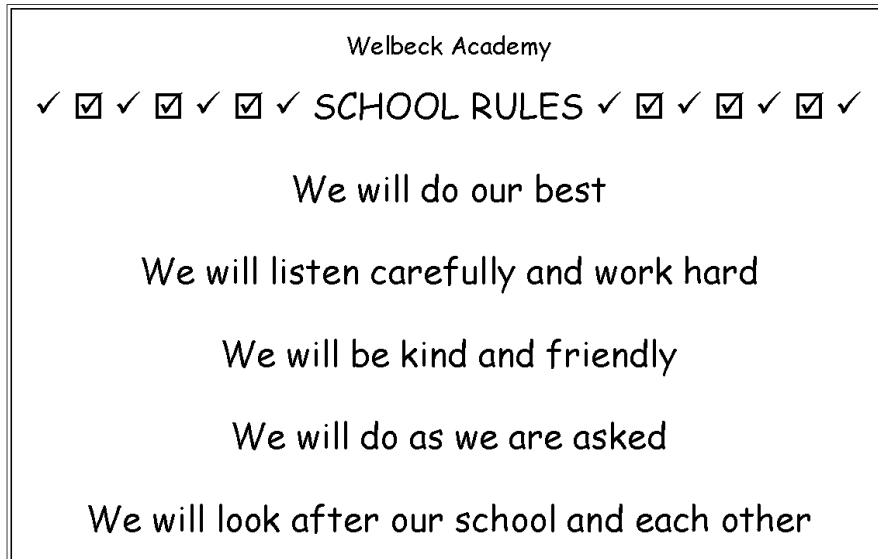
-use team teach strategy in order to escort them to a safe place

-contact a parent / guardian who can then be responsible for removing them from the inappropriate situation. Following this situation, parents / guardians may be asked to supervise their child for a short period until they have calmed down and are able to access the curriculum again. The child will have a consequence to carry out as soon possible after their negative behaviour.

APPENDIX 2: RULES, REWARDS AND CONSEQUENCES AT WELBECK ACADEMY

WELBECK RULES

The five school rules focus on appropriate expected behaviours and provide a framework for good behaviour. The SCHOOL RULES poster is displayed in all classrooms and shared spaces and is the focus of a PSHE session each term.



The school rules apply at all times in all places at school:

~ in lessons, at playtimes, on the way into school and when leaving at the end of the day

~ with teachers, children, support staff and midday staff

At Welbeck, we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or inappropriate language
- Disobedience or refusal to co-operate

WELBECK REWARDS

FRIDAY ACHIEVERS' ASSEMBLY ~ During Monday assembly the focus for the week is given and explained. At the end of each week, teachers choose two children:

- One child who has really impressed the teacher with the week's specific focus in mind.
- One child who has achieved a 'Personal Best' or 'PB' in any area that week.

Whenever possible the children should bring some work to assembly with them that shows why they have been chosen. Teachers should complete children's certificates and leave them in the Achievers' book in the staffroom by the end of Friday lunchtime.

GOLD STAR ACHIEVERS' ASSEMBLY ~ On the last Friday of each half-term, one child from each class receives an Achievement scroll and gold star in front of parents/carers at a special Achievers' Assembly. Teachers must provide names to Miss Watton in the school office 2 weeks prior to the assembly in order to give parents/carers sufficient notice to be able to attend the assembly.

The child chosen should have impressed the teacher throughout the half-term both pastorally and academically.

HOUSE MERITS ~ Children start every day with 8 House Merits, 3 of these are for behaviour - one for the morning session, one for lunchtime and one for the afternoon session.

Once a child has 100 house merits, a voucher to spend or save will be sent home with a congratulations letter. Children wishing to spend their vouchers can go to HLTA Mrs Garnett or Mrs Taylor, at breaktime, lunchtime or just before the end of school - they must not go during lesson times. After redeeming their voucher, children can then present it to their House tutor for 100 points to be added to their house total.



HOUSE POINTS ~ These are awarded to children who go above and beyond what has been asked of them – pastorally or academically. Class teachers may choose how to record House Points, but the chosen method must show how many House Points individual children have collected each week.

There are weekly certificates for the three children in each House who have collected the most points. These children are also entered onto the House Wall of Fame. The House Cup and a Team Treat go to the House that collects the most House Points each half-term

WELBECK STARS ~ These can be awarded by any member of staff who sees a child doing something good, usually out of class, e.g. holding a door without being asked, saying please and thank you, being kind to someone on the playground, helping someone in the corridor etc.



Children who receive a Welbeck Star should write their full name and class on the back of the Star and post it in the box which teachers should have ready in every class. The Welbeck Star box should be brought to Friday Achievers' assembly so that all the Stars can go into the weekly prize draw.

WELBECK CONSEQUENCES

If a child chooses to misbehave, consequences follow and those consequences become progressively more serious. It is essential that all staff follow the agreed steps within the policy consistently.

- Step 1: **Verbal warning** and clarification about which rule has been broken. The child must also be reminded about what is expected.
- Step 2: **Written warning** (e.g. name on the board).
- Step 3: **Sent to another class for 5 minutes 'Thinking Time'**.
If the child refuses to go to another class, she/he must be sent straight to an Assistant Headteacher or the Deputy Headteacher.
- Step 4: **Playtime detention** (loss of playtime).
- Step 5: **Taken to Phase Leader** to talk through what has happened.
- Step 6: **Taken to an Assistant Headteacher or the Deputy Headteacher**, who will decide what action is necessary.
- Step 7: Serious incidents - taken to an Assistant Headteacher, the Deputy Headteacher or straight to the Headteacher. **A serious incident form will be filled in and parents/carers will be informed. The Headteacher may also decide to give a detention after school or consider exclusion.**
- Step 8: Extreme misbehaviour - **Internal exclusion, fixed term exclusion or time at Walker Support Base. Permanent exclusion** may ultimately be the only option for the most severe behaviour incidents.

For the purpose of Consequence Step 3, the year group partner class is the paired class for 'Thinking Time'. If for any reason this is not possible (e.g. the partner class is at the library) then another class in the phase team may be approached in that instance.

For the purpose of Consequence Step 5, if for any reason the Phase Leader is not available (e.g. it is their PPA time) then another Phase Leader may be approached in that instance.

LOSS OF HOUSE MERITS ~ Class teachers should use the Welbeck House Merit grid to record any loss of merits and the completed grid should be sent to HLTA Mrs Garnett in the register tray on Monday mornings. Mrs Garnett is responsible for keeping a merits total for individual children and sending out any letters to individual children.

Children lose merits if they do not follow the Home-School Agreement.

Actions that will lose merits:

- Punctuality Late for register.
- Uniform Not wearing school uniform or not having the correct PE kit.

- Home/school Not bringing the things they need from home to school, e.g. homework, trip slips, reading book/record, spectacles etc.
- Effort Not trying, incomplete work or untidy presentation.
- Behaviour Not following the school rules.



HOME - SCHOOL AGREEMENT

Name of Pupil: _____

Date of Birth: _____

RESPONSIBILITIES OF WELBECK	RESPONSIBILITIES OF PARENTS/CARERS	RESPONSIBILITIES OF PUPILS
<ul style="list-style-type: none"> ▪ Provide a secure and caring environment ▪ Always consider your child's safety and happiness 	<ul style="list-style-type: none"> ▪ Make sure that my child attends school regularly, on time and with the appropriate equipment (e.g. Reading book, PE kit) ▪ Report the reason for all absences and avoid taking my child out of school without a reason that can be authorised by the school 	<ul style="list-style-type: none"> ▪ Attend school regularly and on time
<ul style="list-style-type: none"> ▪ Encourage your child to do their best at all times ▪ Provide opportunities for your child to be a valued member of the school community 	<ul style="list-style-type: none"> ▪ Inform school about any concerns or problems that might affect my child's work or behaviour ▪ Send my child to school in uniform and without jewellery or make-up 	<ul style="list-style-type: none"> ▪ Wear my school uniform and leave my jewellery at home
<ul style="list-style-type: none"> ▪ Make school as enjoyable as possible and meet the needs of your child through a broad, balanced curriculum that is enriched by sport and cultural activities ▪ Let you know what your child will be learning about each term and the extra-curricular opportunities that are available 	<ul style="list-style-type: none"> ▪ Support my child in homework and other opportunities for learning at home ▪ Accept responsibility for any books and/or equipment borrowed from school 	<ul style="list-style-type: none"> ▪ Do my homework and take it back to school ▪ Look after books or things that I borrow from school
<ul style="list-style-type: none"> ▪ Expect high standards of work and behaviour, building good relationships and developing a sense of responsibility 	<ul style="list-style-type: none"> ▪ Support the school's Behaviour Code, including disciplinary procedures 	<ul style="list-style-type: none"> ▪ Keep the school rules: I will do my best I will listen carefully and work hard I will be kind and friendly I will do as I am asked I will look after my school and others
<ul style="list-style-type: none"> ▪ Keep you informed about your child's progress and general school matters 	<ul style="list-style-type: none"> ▪ Attend meetings and Parents' Evenings to discuss my child's progress 	<ul style="list-style-type: none"> ▪ Give any letters that school sends home to my parent/carer
Signed (Headteacher):	Signed (Parent/Carer):	Signed (Pupil):
Date:	Date:	Date:

Individual records are kept for each child showing how many merits have been lost each half term and whether they are 'Red', 'Amber' or 'Green' in each area. For children to have the best possible chance of reaching their full potential, they should aim to be 'Green' in all areas.

The Lunchtime Behaviour folder is sent to all classes during the afternoon session. Class teachers should assume that children have earned their lunchtime merit unless their name has been written in the folder. The Midday Supervisor will record the names of any children who have not followed school rules during lunchtime and the reason why they should not receive their merit.