



Wigston Academy

BEHAVIOUR POLICY: STATUTORY

DATE APPROVED:	November 2019
APPROVED BY:	Executive Headteacher
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Signed by Executive Headteacher

Date:

21st November 2019

CONTENTS

- 1. Introduction**
- 2. Aims**
- 3. Behaviour – basic principles**
- 4. The scope of the policy**
- 5. School rules – our non-negotiables**
- 6. Procedures**
- 7. Detention system**
- 8. Pastoral support plan**
- 9. On call arrangements**
- 10. B1 accumulations**
- 11. Social time**
- 12. Report system**
- 13. Uniform**
- 14. Mobile phones**
- 15. Reward system**
- 16. Exclusions**

Appendix:

Basic school rules

Wigston Academy uniform policy

1 INTRODUCTION

“Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. Good behaviour is a necessary condition for effective teaching to take place.” (DfE 2014)

We believe that poor behaviour in school affects learning and can affect the well-being of all, and therefore this policy statement applies to the whole Wigston Academy community. It establishes the principles that underpin good behaviour and provides guidelines as to how good standards of behaviour will be maintained.

Society expects good behaviour as an important outcome of the educational process. We believe that School plays a fundamental role in modelling and developing people so that they can make a positive contribution to society. At Wigston Academy we know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour. Students bring to school a wide variety of behaviour patterns based on differences in home values and attitudes.

At Wigston Academy we will work towards standards of behaviour based on the basic principles of Learn, Aspire and Achieve, which encompasses - honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

We, the students, staff, parents, carers and governors of Wigston Academy believe that good teaching and good behaviour enables all of us to achieve our full potential. We achieve this by developing a positive partnership between home and school and by making our expectations clear to everyone at Wigston Academy.

2 AIMS

This policy aims to:

- define acceptable and unacceptable standards of behaviour
- enable the School to provide a positive, supportive and safe environment for students and staff
- ensure that the School's expectations and strategies are widely known and understood
- encourage pride and respect for the school and uphold its good name at all times
- promote care, respect and consideration for others
- promote consistency of response to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- encourage the involvement of all stakeholders in the implementation of this policy
- clarify the roles and responsibilities of students, staff and parents.

3 BEHAVIOUR: BASIC PRINCIPLES

Students are expected to work in a friendly but disciplined atmosphere for learning. Arrangements governing behaviour in school can be found on the school website and on notices around the school and in classrooms. Issues related to behaviour are often raised in School assemblies. Such guidelines are kept to a common-sense minimum but are effectively enforced. Great stress is laid upon the importance of self-

discipline, consideration for others, and care of the school environment. The Trust has a very low tolerance for students whose attitudes and behaviour interfere with their work, and that of others; they can expect their parents or carers to be informed and requests made for the behaviour to be modified. This is most commonly undertaken by the Form Tutor or Head of Year, but other Senior Staff are involved in more serious cases. There is a clear structure, with a graduated behaviour system, for the management of students whose behaviour is unacceptable and those who persist in causing low level disruption. Threatening or violent behaviour, disrespectful treatment of staff and involvement in substance abuse always results in very serious consequences. Opportunities for counselling and mentoring are provided. In order to facilitate good behaviour and good learning students, parents/carers and tutors sign a Home/School Agreement.

4 THE SCOPE OF THE POLICY

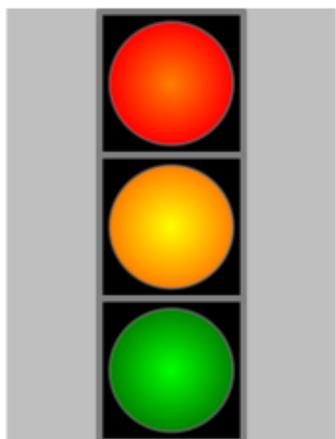
The Academy’s behaviour policy will be applied in school but may also be applied when students are out of school for example on school trips, on their journey to or from school or in any other situation where the students is identifiable as a member of the school. The Policy may be applied at any time if the behaviour could have repercussions for the orderly running of the school or poses a threat to the well-being of other members of the school (for example, but not limited to, incidents of cyberbullying).

5 SCHOOL RULES – OUR NON-NEGOTIABLES

Students are expected to know and understand the set of non-negotiable standards we abide by at Wigston Academy. These non-negotiables are displayed across the campus and are in every classroom.

LEARNING ENVIRONMENT NON-NEGOTIABLES	
<p>TEACHERS EXPECT:</p> <ul style="list-style-type: none"> • Prompt arrival and ready to learn coats off and bags on the floor • Uniform worn correctly • Prepared for lessons with correct kit • Quiet when teachers are taking the register or delivering the lesson • Respecting each others learning time • Students to take pride in their work – written work have dates and headings underlined • Students respond to feedback and listen to and take on board advice given • All tasks set to be completed to the students best ability – including homework • Taking part in learning • Students have a ‘can do’ attitude – if at first you don’t succeed, try, try again 	<p>STUDENTS EXPECT:</p> <ul style="list-style-type: none"> • A warm welcome • Teachers promoting a love of learning • Positive learning environment • A ‘do now’ task to engage them • Teachers to have high expectations for all students • Effective communication and clarity of explanation • Appropriate work is set • Regular feedback that helps them to make progress • Support to be provided when needed • Regular progress check – RAG cards, whiteboards, thermometer

Language to RAG engagement for learning



- Red – Preventing or disturbing the learning of others
 - Amber – Not respecting own learning
 - Green – Respecting each other learning
-

6 PROCEDURES

6.1 Prevention

Member of staff (MOS) should anticipate or seek to prevent issues within the lesson by:

- Speaking to the students in a civil and courteous manner.
- Ensuring that lessons are well planned and differentiated to ensure ALL students are engaged.
- Use the seating plan in your context folder and re-evaluate regularly.
- Using a variety of methods to ensure students remain on task.

6.2 Classroom based issues

Member of staff (MOS) to respond to issue by:

- Verbal and non-verbal cues to keep student on track and engaged.
- First 'B1' to be issued by the MOS.
- Persistent problems are to be recorded as a 'B2' and a sanction must be applied.
- Removal from the room, a time to 'reflect' for a maximum of 2 minutes may be used where necessary.
- On returning to the room, the student should be moved to a different seat.

MOS need to:

- Log incidents on SIMS using the B1 or B2 as appropriate.
- Issue the student a detention of appropriate length.
- Evaluate their seating plan and differentiation.
- Inform HOD.

6.3 Continued issues

MOS respond to issue by:

- Logging incidents on SIMS using B2/B3 as appropriate with comments.
- Issue the student a detention of appropriate length.
- Send work with student.
- Send another student to check if HOD received student (*if appropriate*).

- MOS to contact home and set detention with the classroom teacher.

MOS to:

- Update SIMS.
- MOS to place student on Department report (if appropriate).
- Evaluate their seating plan and differentiation.
- Inform HOD.

6.4 Extreme Misbehaviour – On Call B3

This is Red behaviour **likely to result in exclusion** from school, such incidents may include:

- Swearing at MOS.
- Fighting.
- Racist/homophobic bullying.
- Repeated and persistent refusal to follow the code of conduct and school rules.

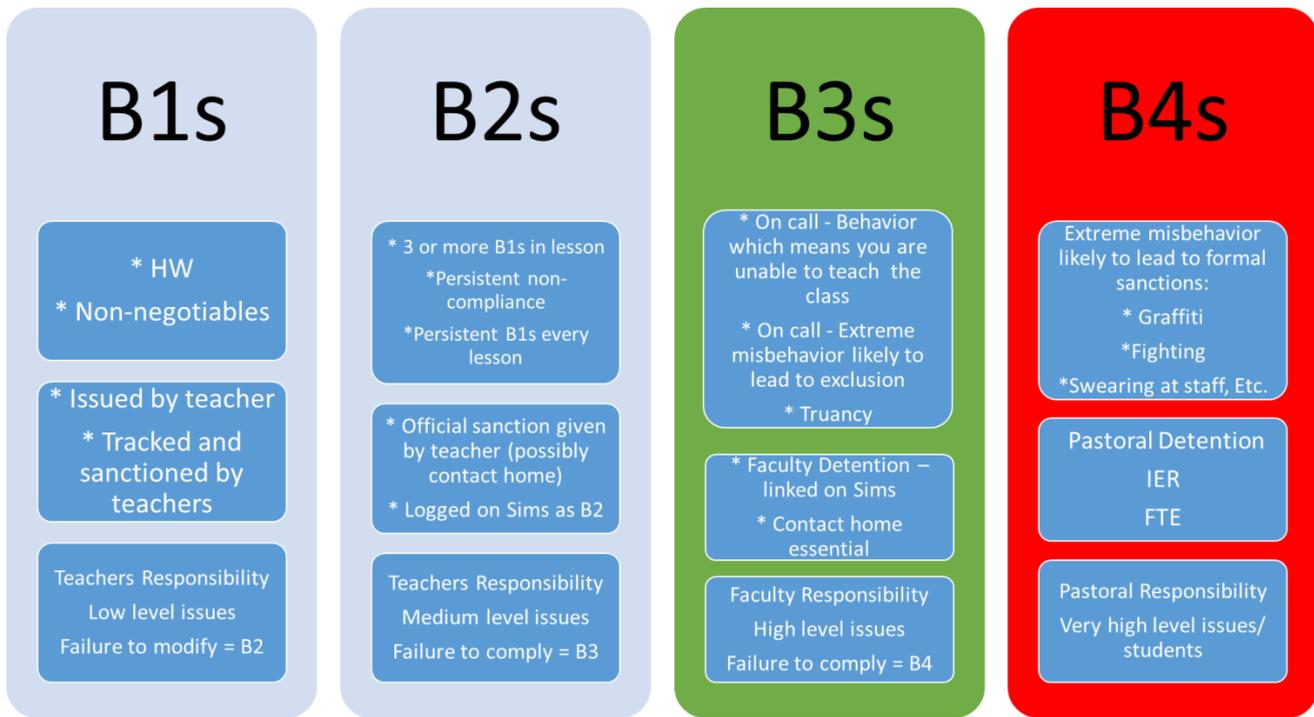
MOS respond to issue by:

- Contacting duty team by sending a student to main reception, emailing or telephoning if possible, clearly asking for ‘On Call’, providing location and student to be removed.

MOS to:

- Update Sims with ‘On Call’ started by pastoral team and clearly outlining the incident.
- Send work with student.
- MOS to contact HOY – by the end of the day with a statement of what happened, providing details and names of any witnesses.

7 DETENTION SYSTEM



8 PASTORAL SUPPORT PLAN

Students may be subject to a Pastoral Support Plan (PSP) meeting based on their need for extra support in School.

This can take on different forms:

- Academic Support for underachievement
- Behavioural Support for failure to comply with the School rules

In essence the PSP meeting is an opportunity to get parents, students, staff and other professionals together to discuss what is best for the student, and then to implement an action plan which needs to be adhered to.

Below is an example of PSP levels, areas of need are not an exhaustive list.

PSP LEVEL 1	<p>Parental meeting, where a student is struggling with a specific area of school. This could include:</p> <ul style="list-style-type: none"> • Academic Progress • Issue with a subject • Issue with homework • Medical condition that is affecting their education <p>This is the lowest end of the PSP system.</p>
PSP LEVEL 2	<p>Parental meeting, where a student may be struggling across a variety of areas within the school. This level will involve faculties within the school providing support for the Student – mentors, school nurse etc. At this level the meeting is chaired and minutes recorded by the Head of Year. Reasons for these meetings could include:</p> <ul style="list-style-type: none"> • Behavioural concerns across multiple faculties • Concerns or issues at home – bereavement • Issues with medication – diabetic struggling to control his condition • Significant SEN concerns and SENCO invited
PSP LEVEL 3	<p>Parental meeting chaired by HOY / KS Co-ordinator or Deputy Headteacher (DHT) and attended by professionals from outside of the school. All minutes are recorded by an admin. assistant. Reasons for these meetings could include:</p> <ul style="list-style-type: none"> • Behaviour becoming increasingly difficult to manage and alternative short term provision being sought • Enlisting the support/advice of Behaviour Partnership • Student has a Social Worker, YOS worker allocated or Supporting Leics Families • Child Protection concerns/child welfare involve a student needing outside provision – Turning Point, CAF, CAMHS
PSP LEVEL 4	<p>Parental and Professionals meeting to discuss the student’s place at school. Chaired by DHT i/c Alternative Provision and minutes are recorded by an admin. Assistant. Reasons for these meetings could include:</p> <ul style="list-style-type: none"> • Student close to permanent exclusion from the school • PSP at Level 3 not worked – short term provision, now looking at long term provision • Exploring the possibility of manage managed movement of a student • Serious Child Protection/safe guarding concerns

9 ON CALL ARRANGEMENTS

- An isolated room staffed every period by a member of the pastoral team
- Being 'On Call' carries an automatic one hour detention within the department who used 'On Call'.
- Students are expected to complete a reflection sheet in the 'On Call' room, which goes back to HoD and teacher. It can be used as a start for mediation between staff and student.
- If a student receives two 'On Calls' in one day, this would result in isolation in the Internal Exclusion Room (IER) for the rest of the day. The student would still do the first hour after school detention.
- 'On Call' can be used as a planned removal from the lesson only in consultation with the HoY/HoD and parents/student must be notified prior to this (this would be a rare event).

10 B1 ACCUMULATIONS

Teachers are to track students B1 accumulations in their lessons. If a student accumulates a number of B1s in a half term (defined by the HoD), they will automatically receive a department based sanction.

- HoD to use the weekly Behaviour Report to monitor B1s across their faculties and follow up issues as appropriate.
- Tutor to 'keep an overview' of students accruing across departments and alert HoY. This may result in:
 - HoY conversation/call home
 - Tutor Report
 - HoY Report

11 SOCIAL TIME

- During social times, the HoY will act as the HoD.
- Staff are expected to challenge and follow up where possible, but issues to be passed on to the HoY to sanction and follow up as necessary.
- All staff are expected to challenge poor behaviour, uniform issues and any other misdemeanours but HoY to follow up sanctions.
- Duty Team Leaders (from the Pastoral Team) are in place to monitor and support areas during break times.
- Staff are also paired up on key areas of Duty.

12 REPORT SYSTEM

- Stage 1: teacher e.g. 6 x B1 report - put on by teacher and communicated home
- Stage 2: department as above but HOD involved
- Stage 3: HOY report
- Stage 4: HOKS report
- Stage 5: SLT report – any member of SLT can have a student report to them.

Tutor report parallel and supersedes departmental report but is checked by HOY.

Any Student at Stage 4 or 5 is taken out of the normal behaviour system and is dealt with by the Pastoral Team/SLT at source. There is a central point on the Common Drive where all reports are listed. This is to be up-dated every fortnight.

13 UNIFORM

The uniform is part of our school ethos. In coming to Wigston Academy, parents and carers agree to support our policy. In line with our code of conduct, it is expected that students will dress smartly and take pride in their appearance and we would ask that parents/carers to support the Trust in ensuring that their child is correctly dressed in uniform. Uniform must be worn at all times, including the journey to and from school. There may be special fund-raising non-uniform days, but these will be made clear in advance. Students on day trips and visits will be expected to wear uniform unless they are told otherwise. Our uniform is practical, looks smart, and is designed with health and safety in mind.

Boys	Girls
Black traditional blazer with school badge	Black traditional blazer with school badge
Plain black trousers	Plain black trousers or plain black knee-length skirt
Plain white shirt with collar	Plain white blouse with collar
Wigston Academy tie	Wigston Academy tie
Plain black V-neck jumper	Plain black V-neck jumper
Plain black footwear – see guidance	Plain black footwear – see guidance
Plain white, grey or black socks	Plain white, grey or black socks or plain natural skin tone or plain black tights

Trousers:

Trousers are to be tailored and of a traditional style, made of standard school trouser fabric. The following are not allowed: jeans, denim trousers, trousers with rivets, trousers with low waist, trousers which are tight on the legs, leggings, trousers which are not full length, trousers which follow a current trend, cords, culottes, ski pants, or trousers with large buckles, frills or fashion accessories.

Skirts:

Skirts are to be knee-length, of a traditional style and made of standard school skirt fabric. The following are not allowed: lycra skirts, netted skirts, denim skirts, tight skirts, skirts with any patterns, skirts with rivets or frills, or skirts which follow a current trend.

Shirts/blouses:

Shirts and blouses are to be plain white with no logos, frills or decoration. Polo shirts are not allowed. Shirts and blouses are to be worn tucked in with no visible T-shirts underneath and sleeves rolled down. Blouses must be of a suitable style to be worn with the school tie.

Jumpers:

These should be wool, cotton or blend. The following are not allowed: sweat shirts or items made from sweat shirt material, cardigans, items with zips or logos, and vest tops.

Footwear (no boots)

These must be plain black, low-heeled footwear which cover the instep of the foot and suitable for school. This does not include any of the following: pumps, plimsolls, ballet-style shoes, shoes with high heels (more than 4cm), shoes with any marking or logo, sling-back or backless shoes, open-toe sandals or strappy sandals. Laces are to be black.

Coats:

Coats must not be worn in lessons. No coats or jackets to be worn under blazers. Hoods on coats should not be worn inside.

Jewellery:

Students can wear jewellery as long as it does not distract from learning. Silicon wristbands to support charities are allowed. Although wristwatches are allowed in most lessons, these have to remain the responsibility of the students. Jewellery must be removed for PE or other activities as directed.

Facial piercings

One stud in the nose is allowed, any other piercings are not acceptable. Piercings must be removed for PE or other activities as directed.

Make up:

Any make-up should be discreet and natural. False nails are not allowed.

Hair colour and styles:

Hairstyles should be reasonable and appropriate for being in a learning environment at school. Colouring is only allowed if it is of a single normal hair colour, although natural-colour highlights are acceptable. (No bright colours). Patterns, Mohicans, logos, coloured braiding, shaved patterns and tramlines are not permitted.

NB Any item of clothing or accessory which may cause health and safety problems will not be permitted.

14 MOBILE PHONES

Mobile phones must not be used in school; in lessons or at lunchtimes / breaks or after school in the building. There are two exceptions to this rule:

- Breakfast club where phones are allowed but must be put away immediately the morning bell goes at 8.20am.
- After school if a student has a phone out, they should be told to put it away and go outside if they want to use it. If this does not happen, this is classed as refusal so it should be confiscated.

Students are allowed to use their phones coming to school and going home as long as they are out of the building.

Sanctions

The sanction for a student being seen with a phone during banned times is confiscation for the rest of the day. Staff will take the phone from the student and they will be able to collect it from the Academy reception at the end of the day. If a student refuses to hand over their phone, and a senior member of staff has to intervene, then the phone will not be made available until the next school day.

Earphones: These are not part of school uniform and should not be seen in and around the school. They are banned at exactly the same times as a phone and in the same way. The sanctions are also the same. If they are attached to a phone and the phone was not on view, only the earphones will be confiscated.

Trips: students may sometimes be allowed to use phones on some trips but phones can be confiscated if students are seen to be using them inappropriately.

15 REWARDS SYSTEM

- Students collect Wigston Academy Award Points. When they reach certain milestones (50 points, 100 points etc.) they receive Wigston Academy badges and other rewards. This should also be a display in each Tutor room.
- Students receive recognition from department areas each week through the Stars of the Week awards. Students awarded this receive an A2 for their achievements and their names are displayed throughout the Academy. There is also a Faculty Half Term Hero, which works in the same way as the weekly award, except this is awarded at the end of each half term and students are awarded with an A3.
- There is a Termly Awards ceremony where students receive the Department/ Faculty Awards, there is also Pastoral Awards for students.
- Throughout the year there are rewards events based on themed events, e.g. The Champions League, which pitches tutor groups against each other to be crowned the Champions. The winning groups receive an afternoon off timetable and pizza lunches.
- Throughout the year, the year group with the best weekly attendance, achievement or lowest behaviour points have an early lunch on a Friday – Treat Friday. This is decided by the Pastoral Team and communicated a week in advance.

How the Awards work

Students will be given Awards for varying reasons linked to our core values (Responsibility, Respect, Engagement, Resilience and Ambition).

- A1's
 - No Behaviour points
 - 100% Attendance
 - Excellent uniform
 - Good work or acts of citizenship etc.
- A2's
 - Stars of the Week
 - Exemplary work or acts of citizenship etc.
- A3
 - Half Term Heroes
 - Outstanding work or acts of citizenship etc.

16 EXCLUSIONS

The decision to exclude a student can only be taken by the Headteacher. Advice is taken from the Deputy Headteacher (Behaviour), who manages the process. For Internal Exclusion this responsibility is delegated to the Deputy Headteacher and Assistant Headteacher (Behaviour).

The decision to exclude will be based on the balance of probabilities after enough evidence has been collated from various sources. The student under investigation should be given the chance to have their viewpoint taken into account and if an external exclusion is a possibility then a written statement should be taken.

A serious incident or persistent failure to comply with the school’s behaviour expectations could result in:

- Internal Exclusion
- Fixed Term Exclusion (less than 6 days)
- Fixed Term Exclusion (more than 6 days)
- Permanent Exclusion, or a Tier 4 Behaviour Partnership referral.

See School Exclusion Policy.

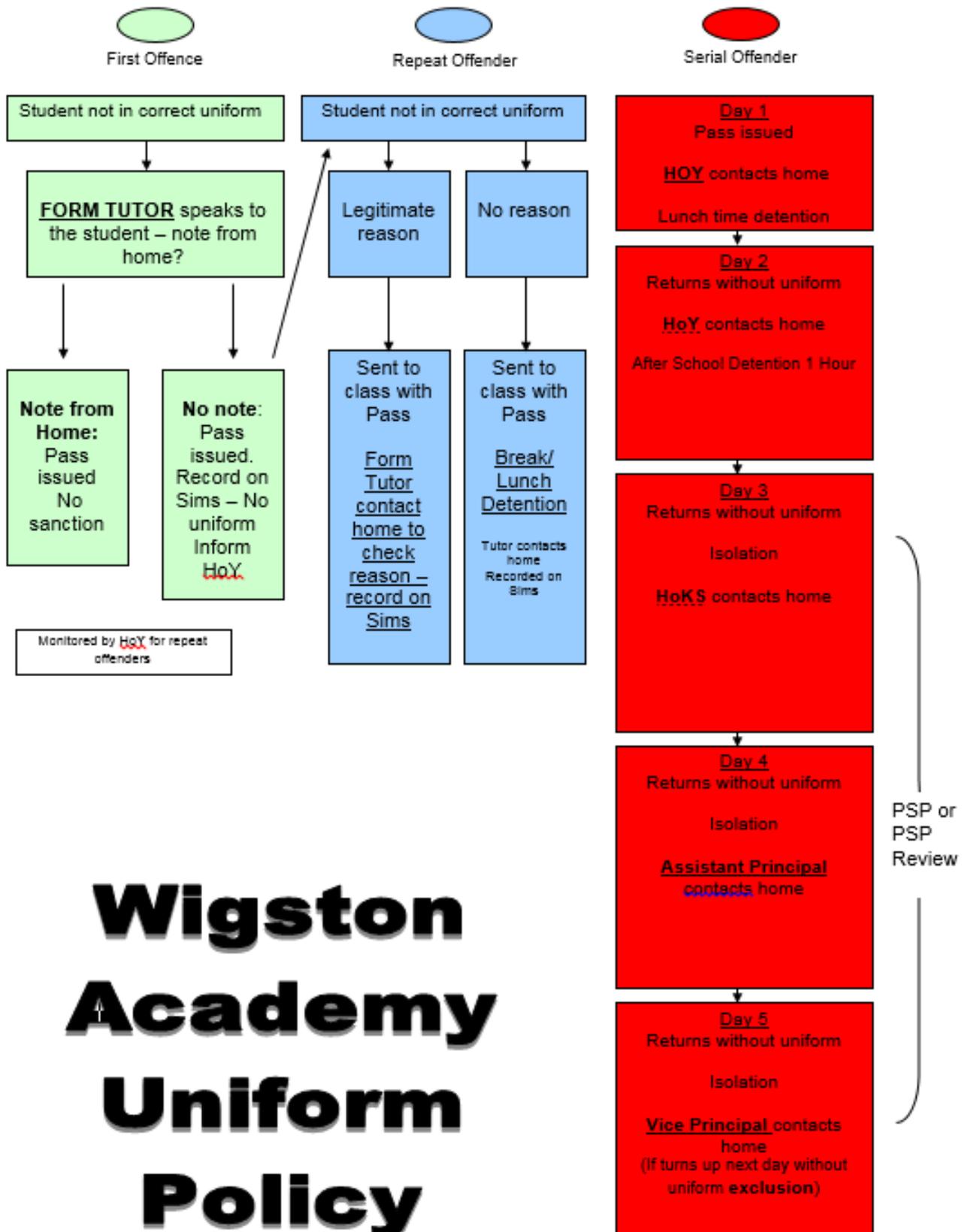
Appendix: basic school rules

Phones and Earphones	Should not be seen during the school hours of 8.25am - 3pm or in detention. If they are seen, they should be taken and handed into reception; to duty staff or to a head of year as soon as possible and if this is not possible, the head of year should be informed.
Uniform	Uniform must be worn as follows: Blazer – see below Tie Shirt tucked in Trousers, not jeans Skirt – knee length Black footwear Lanyard (KS4 only)
Blazers	May be removed in lessons at the teacher’s discretion. Blazers should be worn going between lessons or if a student leaves a lesson for any reason. The routine should be to check blazers are on at the end of a lesson.
Coats	Must not be worn in lessons. No coats or jackets to be worn under blazers. Hoods on coats should not be worn inside.
Jewellery	Students can wear jewellery as long as it does not distract from learning. Silicon wristbands to support charities are allowed. Although wristwatches are allowed in most lessons, these have to remain the responsibility of the students. Jewellery must be removed for PE or other activities as directed.

Facial piercings	A single pair of small stud earrings (or just one) is allowed. One stud in the nose is allowed. Any other piercings are not acceptable. Piercings be removed for PE or other activities as directed.
Nails	Fake or extended nails are not allowed.
Make-up and hair styles	Natural or discreet make up only. Hairstyles (and accessories) should be reasonable and appropriate for being in a learning environment at school. Colouring is only allowed if it is of a single normal hair colour, although natural-colour highlights are acceptable.
Water and other drinks	Only water is allowed in the classroom at the discretion of the member of staff: a member of staff has the right to refuse. Water can be contained in any vessel. Energy drinks are banned in school and should be confiscated if seen.
Chewing gum	It is banned and teachers should insist students bin it if caught with it.

Everyone, all of the time. When we do it, it works.

Appendix 1 – Wigston Academy's Uniform System



Wigston Academy Uniform Policy