



Wigston Academies Trust

DRAFT BEHAVIOUR POLICY

Original Policy date:

Next Review Date:

Date Approved by Directors:

Signed by Chair of Directors:

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 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.

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

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 school has a very low tolerance for students whose attitudes and behaviour interfere with their work, and that of others; they can expect their parents 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 and tutors sign a Home/School Agreement.

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The Scope of the Policy

The school'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).

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.



Procedures

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 the lessons are well planned and differentiated to ensure ALL students are engaged.
- Use the seating plan folder and re-evaluate regularly.

- Using a variety of methods to ensure students remain on task.

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, student to be given written notification e.g. student planner
- Evaluate their seating plan and differentiation
- Inform HOD

Continued issues

MOS respond to issue by:

- Log incidents on Sims using B2 as appropriate with comments
- Removing student to an alternative or 'buddy' classroom with Head of Department (if necessary). *(This would have already been arranged by faculties).*
- Issue the student a detention of appropriate length, student to be given written notification e.g. student planner
- MOS to contact home to inform parents
- Evaluate their seating plan and differentiation
- Inform HOD

MOS to:

- Update Sims
- 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 place student on Department report (if appropriate)

Extreme Misbehaviour – On Call

This is 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 school rules

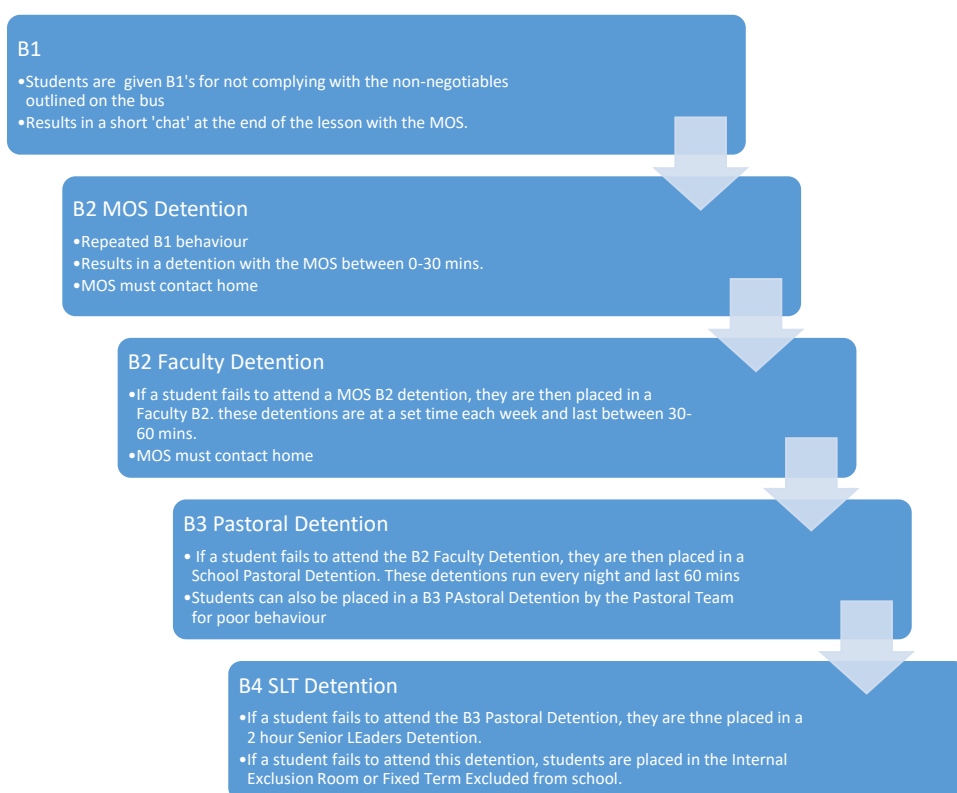
MOS respond to issue by:

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

MOS to:

- Update Sims with B3 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

Detention System



B1 Accumulations

If a student accumulates a number of B1's in a half term, they will automatically receive a school based sanction and enter the Pastoral Detention system.

B1's	Sanction	Additional
3	Student spoken to about behaviour	Letter sent home, parents contacted
6	30 min School Detention	
9	30 min School Detention	Tutor Report
12	60 min School Detention	
15	60 min School Detention	<ul style="list-style-type: none">• Parental Meeting with HoY• HoY Report
21	120 min School Detention	<ul style="list-style-type: none">• Parental Meeting with Pastoral Leaders• Pastoral Leaders Report
30+	Specific individual sanctions which may include – IER, FTE.	

Pastoral Support Plan

Students may be subject to a 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 2a Lower	<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 2a Higher	<p>This is an elevation of the 2a lower, this will usually involve attendance officer or EWO. An Inclusion Passport must be completed at this stage as the meetings are chaired by a senior member of staff at the School. Reasons for these meetings could include:</p> <ul style="list-style-type: none"> • Increased concern with behaviour, level 2a lower not worked. • Serious incident in school. • CP concern – not with external agency involvement. • Abington House – potential placement • Higher end intervention.
PSP Level 2b	<p>Parental meeting chaired by Strategic Lead for Inclusion and/or Safeguarding and attended by professionals from outside of the school. All minutes are recorded by an admin assistant. An Inclusion Passport must be completed at this stage, and if inviting SBSS then an Information Passport has to also be completed. 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. • CP concerns/child welfare involve a student needing outside provision – CAMHS, SLF • Connexions adviser required as linked to future pathways
PSP Level 3	<p>Parental and Professionals meeting to discuss the students place at the School. Chaired by Strategic Lead for Inclusion and/or Safeguarding and minutes are recorded by an admin assistant. An Inclusion Passport must be completed at this stage, and if inviting SBSS then an Information Passport has to also be completed. Reasons for these meetings could include:</p> <ul style="list-style-type: none"> • Student close to permanent exclusion from the school • Intervention at Level 2b not worked – short term provision, now looking at long term provision. • Exploring the possibility of manage moving a student. • Serious CP/safe guarding concerns.

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 pupils will dress smartly and take pride in their appearance and we would ask you to support the school in ensuring that your 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. Pupils 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, 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:

An additional coat will be needed according to the weather. Coats must not be worn in school during lessons or change overs. Hooded tops may be worn as a coat over the top of blazers but not underneath.

Jewellery:

The only jewellery that is allowed is a single pair of small stud earrings. Pupils are not allowed to wear any type of jewellery whilst on school premises. Any other piercings are not acceptable.

Although wrist watches are allowed in most lessons, these have to remain the responsibility of the pupils. Smart watches are not permitted.

Make up:

It should be discreet and natural. Nail varnish or 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.

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

Rewards System

- Students collect Wigston Academy Award Vouchers. When they reach certain milestones (50 points, 100 points etc.) they receive Wigston Academy badges and other rewards. There is a page in their weekly planners to record running totals. This should also be a display in each form room.
- Year 9, 10 and 11 will collect Wigston Academy Award Vouchers the same as years 7 and 8, and will be displayed in each form room. However, they will be entered into a prize draw for every twenty points they receive.
- Students receive recognition from faculty 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.

How the Awards work

Students will be given Awards for varying reasons:

- 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.

Fixed term Exclusions

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term exclusion from school. These exclusions are administered according to common guidelines.

A fixed term exclusion will always be followed by a return from exclusion meeting involving the student, parents /carers, a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and to behave appropriately.

Examples of behaviours that could trigger a fixed term exclusion include;

- Persistent failure to comply with school behaviour policy
- Continuing any behaviour outlined above
- Poor behaviour while in the Isolation Room (see above)
- Bringing fireworks into school
- Bringing alcohol or illegal drugs into school or being under the influence of alcohol or other substances
- Theft
- Harassment or intimidation of a member of staff or student at school or off site (including cyber-bullying – please see the school's Digital Policy)

A student accumulating a number of fixed term exclusions will be seen by a Governors Panel. The panel is set up to establish ways of supporting the student before the number of exclusions necessitates the consideration of a permanent exclusion. The Governors would normally consider this option when a student has accumulated a total of 20 days fixed term exclusions.

Permanent Exclusion

As stated above, persistent failure to respond to fixed term exclusions could result in permanent exclusion from the school.

A permanent exclusion may also be considered as a result of one-off incidents such as;

- Serious actual or threatened violence against another student or individual on site
- Serious damage to school property
- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Supplying, or intention to supply illegal drugs
- Carrying or using an offensive weapon

- Persistent serious bullying
- Where the health and safety of others is at risk, for example setting off fireworks

Please also see the school's Drugs Policy for further guidelines and information.

South Leicestershire Behaviour Partnership (SLBP)

Members of staff in SLBP will liaise with School Heads and other staff to identify student requiring support with behaviour and make appropriate arrangements for putting that support in place.

Managed Move

The school works in partnership with other schools in the area and may consider a managed move as an alternative to permanent exclusion. This involves giving the student an opportunity to complete a trial period in another school, with a view to a permanent move if the trial period is successful. This provides an alternative to permanent exclusion which is beneficial for the student concerned.

Outside Agencies

The School may, where appropriate, make use of one or more of the following outside agencies if it is felt this could be of support for the student:

The Police

In the event of an emergency colleagues should contact a member of SLT and the police will be called. An emergency could be an assault, an intruder or a major theft.

The school has a police liaison officer – PCSO, who spends some time on site throughout the academic year and is available to talk to students in a formal and informal setting. The Police Officer may be involved in investigations of serious breaches of the behaviour policy.

Social Services and Child Protection Team

School will make a referral to a duty Social Worker when information has been disclosed that a child is at immediate risk or danger. This is usually if there is an issue with their carer or support at home but we might also contact them if we think the child is at risk in the community. A referral in this instance would be made by either the Designated Safeguarding Lead or SLT.

CAMHS

We can refer when we believe a child has mental health problems or if a child is in need of an assessment for educational purposes i.e. for an EHCP.

Educational Psychologist (EP)

SEN coordinator can make referrals for assessments for those students whose behaviour in lessons is putting them at risk of exclusion. The EP will liaise between school, home and student and then make recommendations based on their findings. This may lead to an Education Health Care Plan (EHCP) or recommendation for further assessments by CAMHS.

Investigation of serious incidents

The school seeks to investigate serious incidents in an open and transparent manner. We will inform and involve parents and carers in these investigations as much as possible, though we ask parents and carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.

In some cases it may be necessary to involve the Police, and the school will take guidance from the Police about the nature of the investigation.

In some cases it may be necessary to search students' bags, lockers, etc. Please be aware that senior staff have the right to conduct a search without parental consent (Education Act 2011) if they have reasonable ground to suspect that the student may be in the possession of prohibited items (knives, drugs, fireworks, stolen property etc.).

Complaints Procedure

In the event of a parent/student having a complaint about how this policy has been implemented we highly recommend that in the spirit of partnership parents contact the school by telephone or e-mail to discuss the complaint.

In the first instance the contact should be the Vice Principal for Behaviour and Inclusion.

The Vice Principal will either take on the investigation themselves, or direct the issue to another senior member of staff.

Every effort will be made to investigate as quickly as possible and to feedback the outcomes as the investigation proceeds.

If the complaint has still not been resolved then parents can contact the Governing Body of the School who, through the Student Disciplinary Sub-group, will consider and adjudicate on complaints. Finally, there is an Independent Appeals Panel.

Revised July 2017 Subject to Governing Body ratification