



Wigston Academy

BEHAVIOUR POLICY

Original Policy Date:

Next Review Date:

Date approved by Local Governing Body: 24.02.16

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Signed by Chair of Local Governing Body:

VISION STATEMENT

Wigston Academy and Wigston College will provide, in partnership, a welcoming learning campus of excellence across the 11-19 age range at the heart of the local community.

Our core purpose is to secure the highest standards and outcomes, raise aspirations and achievements by securing continuous, first class education and provision for all.

Our schools will provide high quality teaching and learning with a rich curriculum and wide extra-curricular opportunities. We will have high expectations of our learners who will be challenged, supported and celebrated to achieve their full potential and maximise life chances for the future.

Our schools will provide a safe, nurturing, inclusive environment with high quality care in which to enjoy learning. All our children and young people will be encouraged to be responsible, resilient and confident individuals who work hard to achieve their best. They will be well prepared for the next phase of higher education, training or career, equipped with the personal, academic and work related skills to flourish in a 21st Century global society.

Within our community all can Learn, Aspire and Achieve

Our Motto:

Learn, Aspire and Achieve

- L** learning for all
- E** everyone belongs
- A** **aspire - achieve**
- R** respect for all
- N** no barrier to success

WIGSTON ACADEMY AND WIGSTON COLLEGE

ETHOS STATEMENT

The Ethos and Culture of our school communities embrace our values of:

Learning for All

All members of our school community are learners who can continue to grow and develop. We value and give the highest priority to providing a culture of learning that is challenging, supportive and enjoyable, that gives the opportunity for successful outcomes for all.

We value and are committed to a high quality education, enriched through both the formal curriculum and extensive extra-curricular opportunities. We expect and will provide support and opportunity to enable all our learners to develop the knowledge, understanding and skills that will equip them for a successful future.

Everyone belongs

We value and embrace the diverse characteristics, backgrounds and cultures of all within our inclusive school communities, celebrating the success and unique contribution everyone can make.

We encourage individual and collective responsibility and firmly believe that working in partnership with parents and our local community promotes an inclusive environment, where everyone feels they belong.

Aspire – achieve

We value and encourage all learners to have high expectations of themselves in all they do. To aim high, set and achieve aspirational goals to reach their personal best.

We will inspire and support all within our community to be the best they can be and through the value of hard work to progress and achieve the success they deserve.

Respect for all

We value and take pride in a culture based on mutual respect for and consideration of one another and the environment of our school communities.

Within a clear Code of Conduct we value and encourage self-respect, discipline, honesty, trust, good manners and relationships that ensure a secure, calm and creative environment in which all can thrive.

No barrier to success

We value and celebrate success believing all can achieve this, expecting all to do so.

Under-achievement is not an option as we will unlock the potential of each unique learner by providing the right balance of challenge, guidance, support and range of interventions so all can have the opportunity to succeed.

WIGSTON ACADEMY AND WIGSTON COLLEGE

CODE OF CONDUCT

WITHIN THE VALUES AND ETHOS OF OUR COMMUNITY WE ALWAYS VALUE MUTUAL RESPECT AND SELF DISCIPLINE. NO PERSON IS MORE IMPORTANT THAN ANY OTHER.

You are expected to:

Be honest and truthful

Take responsibility for your actions

Be courteous, respectful and tolerant

Show consideration for others

Be a good ambassador for your school at all times

Wear the correct uniform properly and take a pride in your appearance

Respect property, the school building and its grounds

Work hard to achieve your best

Be positive

Be punctual

Be prepared for lessons

Pay attention and listen

Take a pride in your work, value your own learning and the learning of others

Look after your possessions

Take an active role in all aspects of school life

Always follow the health and safety code

WITHIN THE WIGSTON ACADEMY COMMUNITY THERE IS NEVER ANY PLACE FOR ABUSE OF OTHER PEOPLE OR PROPERTY.

Code of Conduct and Discipline

Wigston Academy's expectations of pupils are clearly stated in the Code of Conduct and the school maintains very high standards of discipline. This is established through close co-operation based on mutual respect of which we are justifiably proud. Expectations for parents, pupils and Wigston Academy staff regarding the pupil's education and welfare are reflected clearly in our Home-School Partnership Agreement. At all times we aim for self discipline from everyone. Pupils are encouraged to take a pride in their work and appearance, to meet challenges, to be honest with themselves and others, and at all times to respect other people both inside and outside school. These factors will give the child an essential element of self respect. On the other hand negative responses such as dishonesty, working below ability or simply taking the easy way out will result in loss of self respect.

The Governing body and staff work to develop attitudes and ways of behaving that are appropriate to living in a society aiming to eradicate racism and the social scars it produces. Governors and staff unequivocally oppose racism and any form of discrimination within Wigston Academy and the wider community. We believe in a partnership between ourselves and parents which combats racially ignorant and prejudiced attitudes in the school community and challenges instances of racist and other forms of prejudiced behaviour whenever they occur. The school has an Equal Opportunities Policy that compliments this policy.

The governing body, headteacher, staff, parents and pupils of the school believe that all will get the best out of the school when we all, irrespective of gender, ethnicity, age or religious belief:

- respect, understand and co-operate with each other,
- are polite to each other and respect each other's abilities and aptitude, background and culture, religious belief and views, special needs and property,
- arrive on time at school and for lessons,
- give of our best in work by listening and learning,
- work and play safely, looking after those with any special needs,
- look after school buildings and equipment,
- help each other and our local community.

Without an orderly atmosphere, effective teaching and learning cannot take place. The standards of behaviour expected of our pupils are reflected clearly in our Code of Conduct. Our Code of Conduct is displayed in reception, in classrooms, in our prospectus and can also be found in pupils' Planners. It is referred to regularly during tutor time, year group assemblies and whole school assemblies when clear indications about unacceptable behaviour and the consequences of it are given. Individual subject departments may each have their own rules and procedures to encourage good behaviour and performance. These are displayed in subject areas and, again, these are regularly referred to so that pupils are fully aware of what is expected of them; they support, but do not replace, the school's overall Code of Conduct.

Evidence shows that an effective curriculum, appropriately differentiated to stimulate and engage the pupils, is a key factor in motivating children and in maintaining an orderly learning environment. Teachers need to have high expectations of all their pupils, in terms of achievement and behaviour. Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable. **The conduct of teachers themselves is an important element of the school ethos and of the behaviour of pupils.**

In line with the above, we expect staff to:

- conform to Wigston Academy's Code of Conduct themselves;
- reinforce the Code of Conduct with the pupils both in lessons and around the school;
- keep records of positive and negative behaviour as appropriate;
- communicate with parents regarding positive and negative behaviour as appropriate;
- through teacher governors and the Head teacher, keep the Governing Body well informed regarding issues of behaviour;
- be informed by the Senior Leadership and Management Team of actions concerning behaviour;
- adhere to expectations as specified in job descriptions and other school policies.

We expect good pupil behaviour to be encouraged by teachers:

- arriving at lessons on time to welcome pupils.
- beginning and ending lessons in an orderly way.
- preparing their lessons well with a variety of tasks and teaching styles.
- stating aims and expectations clearly.
- setting clear targets for each activity and making sure all pupils understand these before an activity begins.
- having clearly understood procedures regarding pupil discussion, participation in lessons, movement in class, the way work is handed in etc.
- giving clear explanations, presentations and instructions.
- providing differentiated tasks in accordance with pupil needs.
- ensuring that pupils are involved in their own learning.
- giving individual help to pupils.
- being consistent, fair, reasonable and professional with school expectations and dealing with pupils and other colleagues.
- regularly reviewing and evaluating methods being used.
- creating a pleasant and safe atmosphere in which pupils are able to accept that they will not always succeed but that they will learn from their experiences and hope to succeed in the future.
- using praise wherever possible.
- handling misbehaviour quickly and calmly so that the pace of a lesson is not lost and further disruption is minimised.
- avoiding blanket sanctions.
- being punctual for school duties.

Individual teachers should deal with minor incidents of unacceptable behaviour fairly and reasonably using an appropriate sanction as necessary. However, should an incident give particular cause for concern or if problems are continuing despite sanctions having been previously used, it will be necessary for staff to communicate with, and involve, other colleagues.

Record of Incident / Pupil Concern forms should be completed and forwarded to appropriate member(s) of staff. The staff involved should decide on appropriate sanctions and strategies for assisting the pupil in the future. It is important to look for reasons for bad behaviour. To punish bad behaviour and then ignore the reasons for it, will have only a short-term effect and will not provide a lasting solution.

Confiscation

The Education and Inspection Act 2006 provides authority for a member of staff at the academy to use confiscation as a disciplinary sanction if it is lawful.

- A member of staff may seize, retain or dispose of a student's property if they have the student's authority to do so.
- It is not lawful to 'snatch' a mobile phone/iPod etc from a student. However, as part of the academy's disciplinary procedures, a student can be asked to hand in an item if they are causing disruption during a lesson, or at any other time.
- A student may be asked to turn out their pockets and hand over items that are causing a disturbance – a member of SLMT should be informed to apply appropriate consequences.
- If the confiscation is lawful and the person confiscating the item can show the legality he/she is not liable for any damage or loss arising.

Please note:

- If a student is suspected of having illegal drugs/offensive weapons/stolen property the assistance of the police can be sought to search the student using the appropriate powers available to them.
- Any member of staff who suspects a student is in possession of illegal drugs/offensive weapons/stolen property they should contact a member of SLMT immediately for action to be taken.

A member of staff may also confiscate the following:

- An item which poses a threat to others; for example a laser pen which is being used to distract and possibly harm other students or staff.
- An item which is against our uniform rules.
- An item which poses a health or safety threat.
- An item which is counter to the ethos of the academy, for example racist material.

As from 1st April 2012 these powers will allow staff to be able to search for, confiscate and dispose of tobacco, cigarette papers, fireworks and pornographic images. However, if the latter consists of images that it is illegal to possess these must be handed over to the police.

Use of reasonable Force

The Academy believes that the use of force should be a last resort. Staff work proactively to create a calm, supportive and well-ordered learning climate that reduces the risk and threat of violence.

All academy members have a legal power to use reasonable force to prevent students from committing a criminal offence, injuring themselves or others or damaging property and to maintain a safe environment and good discipline.

Sanctions:

Written

This is left to the discretion of individual teachers. It might involve pupils repeating tasks or being given extra work as a result of inappropriate behaviour in lessons or poor performance in class or homework.

Lunchtime and After-School Detentions

The school follows Government guidance confirming a school's use of after school detentions as a legitimate and acceptable consequence for breaches of the school's policies or discipline. Parents and pupils agree to support this in the home/school partnership agreement..

When considered appropriate by the school, after-school and lunchtime detentions can be used for a breach of the code of conduct (in or out of lessons) or unacceptable performance in class or homework. Parents will be informed by letter or telephone at least 24 hours before an after-school detention (usually 1 hour from 3.00 p.m. until 4.00 p.m.) is served. There may be occasions when it is appropriate for staff to talk to individual pupils to try and resolve any issues/problems at the end of the school day rather than such matters being left until the following day. The custom and practice of the school is that it is fair and reasonable for this to take approximately 10 minutes. Parents should inform us if, due to particular and exceptional circumstances, this would not be appropriate, the school would respect this. However, there will always need to be some flexibility regarding time allowed for end of day dismissal, resolving any individual or class issues that may have arisen and exiting the school site.

Community Service

Should a child behave in a particularly anti-social way, a social punishment intended to reflect such incidents may be issued. These would be carried out either during the lunch break or after school, when again parents would be notified. Offending pupils will be expected to be responsible for the restitution/repair of damage to school, or person's property and/or payment for it.

Loss of Privileges

Such privileges include membership of clubs and teams, inclusion in one day visits and residential trips, attendance at a school disco, party or other evening activity. For continued misbehaviour at lunchtimes, exclusion from the premises from 12.00 pm to 1.00 pm may be imposed. Parents would be given sufficient notice to make alternative arrangements for the provision of a mid-day meal.

Placing on Report

Such reports are varied in format and use but are all intended to help the children to tackle and organise their work in an effective manner or to modify their behaviour or attitude. Parents are also involved in these monitoring processes.

Withdrawal from, or changes of, tutor group

These sanctions would normally only be applied if a pupil has not responded to previous warnings and continues to cause problems for others.

Withdrawal from lessons and the school community for a period of time

This could be applied either for specific subjects or across all lessons. The pupil would continue with his or her normal timetable but would work individually, away from the classroom and subject group. This provides an opportunity for pupil reflection, possible preventative intervention as well as punishment. A day spent internally withdrawn from the school community would normally also involve an after-school detention being served.

Exclusion from School

In severe cases of indiscipline, an exclusion from the school will be imposed by the Headteacher. These are rare, but when applied, place considerable pressure on both the child and parent. At Wigston Academy we do not believe in simply excluding a pupil so that he or she can "have a few days off"; education remains our first priority. Therefore, if a pupil is excluded from school, work to be done at home is provided by the appropriate teachers. The pupil has to collect these prepared assignments on the morning of the exclusion, in school uniform, and return them completed to a satisfactory standard; if they are not, the pupil will be withdrawn at lunchtimes until they are done properly. The Chairman of the Governors is informed of all exclusions and they are officially recorded in the pupils' records.

Permanent exclusion would be considered if:

- a) all other attempts to modify a pupil's unacceptable behaviour had failed.
- b) the behaviour of the pupil was so contrary to the school's Code of Conduct and health and safety of staff or pupils as to make his or her continued presence in the school impossible.
- c) serious and persistent breaches of school discipline, defiant misbehaviour or disruption to the learning or well-being of other pupils.

Parents have the right to appeal through the Chairman of the Governors. Full details of this procedure are available, on request, from the school.

Once again, we stress that the most severe sanctions are exceptionally rare. It is important that parents are aware of the priority placed on good discipline and mutual respect by all staff and Governors of Wigston Academy.

APPENDIX A

THEFT IN SCHOOL

GUIDANCE FOR PRACTICE AND PROCEDURES

1. As an important part of education is to provide our pupils with moral guidelines we need to teach children that it is important to respect and value the property of others and to appreciate that theft is anti-social.
2. We still feel that it is important that pupils understand the consequences attached to “taking something with the intent to deprive the owner” and are accountable for their actions.
3. Past experience has shown that if an individual is caught stealing in school, then usually they do not re-offend. There are, however, occasions when we have a persistent individual in school who does not respect the property of others.
4. The theft of objects or money from an individual or the school is an offence. It also causes great distress to the victim or his/her family. For these reasons any incident of theft in the school will be treated seriously. It must also be stressed that any decision taken will be taken at the discretion of the Class Tutor and Senior staff given their knowledge of the children involved. It is important that parents are informed and involved in the process and agreements sought with parents over actions taken. This is especially true at the later stages of this policy. It must be remembered that the aim of this policy is to ensure that the person caught stealing is made accountable for their actions and made aware of the consequences of theft in school and wider society.
5. Concerning matters of undoubted, serious theft the following will apply. (Please note that a copy of this policy document should accompany all letters to parents concerning theft).
 - A. On the first occasion
 1. Parents will be informed in writing and a record will be kept in the pupil’s personal file.
 2. A punishment will be set by the school.
 3. The stolen object or money will be returned or replaced by the guilty party.
 4. The consequence of future incidents of theft will be outlined to the guilty party by the Head, Deputy or AHT.

If the first known incident involves a series of thefts then the school could move to B4 below.

- B. On any subsequent occasion
 1. Parents will be informed in writing and a record kept in the pupil’s personal file.
 2. A punishment will be set by the school.
 3. The stolen object or money will be returned or replaced by the guilty party.
 4. The school governing body will be informed and a Governors Discipline Committee meeting will be arranged at the discretion of the SLMT.
 5. The pupil and the parents will be warned by a Head, Deputy or AHT that any further incident of theft could lead to permanent exclusion from school and/or the making of a formal complaint of theft to the police.

N.B. In the event of the police being involved A2 and B2 will not be imposed.

- C. In the event of the school receiving information about thefts which have taken place outside of school by a pupil of the school the following action will take place.
1. The parents will be informed in writing and a record kept in the pupil's personal file.
 2. The victim (where possible) will be informed.
 3. At the discretion of the school the police will be informed.

If the victim/police take action then the school will have no further involvement in the incident. In the event of no police action being taken then the school, after discussion with the parents, may decide to take the action outlined in B5 above.

A Miller
November 2015

APPENDIX B
WIGSTON ACADEMY

DETENTIONS

Detentions need to be applied within a framework of good practice, which is consistently followed by all staff.

Framework of good practice

- Although the school can detain a child without formal notice to parents we will always give parents 24 hours notice (written or telephoned) of a detention of more than 10 minutes to be held after school (5 minutes for pupils in Year 6, 2015/16).
- An official form will be used to inform parents of a detention after school and a copy circulated to the Pastoral team.
- The reason for the detention and the time the detention is due to finish will always be stated on the form to parents.
- Due consideration will be given when arranging after-school detentions to such factors as the time of year, and whether the pupil will arrive home safely and before dark.
- Detentions will always be adequately supervised.
- If a detention is to be held during lunchtime, the pupil will not miss his/her lunch.
- Time will be allowed at the end of a break-time detention for the pupil to have a drink and visit the toilet.
- Parental requests to change the date of the detention will always be considered.
- An after-school detention for a Year 6 pupil will **not** be arranged without first consulting the Pastoral Team (2015/16).
- Individuals will **not** be detained without notice at the end of the day for more than 5 minutes (Year 6, 2015/16) or 10 minutes (other year groups).

A Miller
November 2015