



Behaviour for Learning Policy

Statutory Policy

Created by: Mr J Fagan and Mrs A Crompton

Date presented to governors: 31.3.16

Review Date: Autumn Term 2017

For public viewing

Link to other policies:

- Inclusion
- Anti-bullying
- Attendance and Punctuality
- Safeguarding/Child Protection
- Acceptable use of Mobile Devices
- Self-harm
- Social Media
- E-safety



CONTENTS

1. RATIONALE	4
2. PRINCIPALS	4
3. CONTEXT	4
4. LINKS TO OTHER POLICIES	5
INCLUSION POLICY	5
ANTI BULLYING POLICY	5
ATTENDANCE AND PUNCTUALITY POLICY	5
5. CLASSROOM MANAGEMENT GUIDELINES	5
6. BEHAVIOUR AROUND THE ACADEMY	6
7. APPEARANCE / UNIFORM	6
HAIRSTYLES	7
FACIAL HAIR	7
FALSE/GEL/ACRYLIC NAILS/NAIL ART/NAIL VARNISH	7
8. OTHER ACADEMY RULES	7
TRUANCY	7
SMOKING AND E-CIGARETTES	7
BANNED ITEMS	7
9. REWARDS	8
MERITS	8
CERTIFICATES FOR MERIT TOTALS	8
CELEBRATION ASSEMBLIES	8
CELEBRATION BREAKFASTS	8
POSTCARDS AND LETTERS SENT HOME TO PARENTS	8
FANTASTIC 50 TERMLY REWARD SCHEME	8
END OF YEAR REWARD TRIPS	9
SPORTS AWARD EVENING	9
TROPHIES FOR KS3 FORMS	9
ATTENDANCE CERTIFICATES	9
YEAR 11 CELEBRATION EVENING	9
YEAR 13 CELEBRATION EVENING	9
10. SANCTIONS	9
MISUSE OF ICT	11
MISUSE OF A MOBILE DEVICE OR SOCIAL MEDIA	12
BULLYING	12
INTERVENTIONS AND SANCTIONS - REPORT CARD SCHEME	12
11. INTERNAL AND EXTERNAL EXCLUSIONS	12
INTERNAL EXCLUSION – REFLECT	12
JOINT PARTNERSHIP PLACEMENTS	13
ALTERNATIVE EDUCATION	13
MANAGED MOVE	13

FIXED TERM EXCLUSION	14
PERMANENT EXCLUSION	14
12. CONFISCATION OF BANNED/INAPPROPRIATE ITEMS	15
13. USE OF REASONABLE FORCE.....	16
14. ROLES AND RESPONSIBILITIES	17
EXPECTATIONS OF TEACHING STAFF.....	17
EXPECTATIONS OF TUTORS.....	18
EXPECTATIONS OF LEARNING AREA COORDINATOR	18
EXPECTATIONS OF STUDENT SUPPORT MANAGERS	18
EXPECTATIONS OF YEAR MANAGERS.....	18
EXPECTATIONS OF SEN TUTORS AND TEACHING ASSISTANTS	19
EXPECTATIONS OF THE ASSISTANT PRINCIPALS FOR BEHAVIOUR AND OTHER MEMBERS OF THE SLT	19
EXPECTATIONS OF THE GOVERNING BODY.....	19
EXPECTATIONS OF PARENTS AND CARERS.....	19
EXPECTATIONS OF PUPILS	20
COMPLAINTS PROCEDURE.....	20
APPENDIX 1: EXPECTATIONS OF PUPIL BEHAVIOUR	21
APPENDIX 2: THE PUPIL, PARENT/CARER AND ACADEMY PARTNERSHIP AGREEMENT	22

1. Rationale

The Behaviour for Learning Policy at St Wilfrid's CE Academy is a statement of good practice that covers all aspects of the Academy that contribute to the development and maintenance of outstanding behaviour both inside and outside of the classroom.

This Behaviour for Learning Policy is intended as a framework which recognises behaviour management as a fundamental part of teaching and learning and its contribution to securing achievement for all. It is one which combines strong Christian values, academic rigour with a sense of caring for the individual whatever their role in the Academy.

2. Principals

All members of the Academy are expected to help maintain an atmosphere conducive to learning, where courtesy and respect for others are fundamental requirements. The policy aims to support the three rights of those at St. Wilfrid's, namely the:

- Right to learn
- Right to teach
- Right to be safe

This policy is intended to:

- ensure that pupils' behaviour towards other each other and staff allows them freedom from bullying, harassment and discrimination;
- ensure staff and students exhibit strong Christian values in everything they do;
- guide teachers in managing the behaviour and expectations of pupils to ensure that all have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity;
- ensure there are clear guidelines to enable systematic and consistent management of behaviour;
- ensure the pupils feel safe and develop the ability to manage and assess risk appropriately;
- ensure that mobile devices and social media are used in a safe and appropriate manner and not in a way that may lead to discrimination, harassment or bullying of any staff or students in the Academy.

3. Context

This Behaviour for Learning Policy is linked to the following related policy documents:

- Inclusion
- Anti-bullying
- Attendance and Punctuality
- Safeguarding/Child Protection
- Acceptable use of Mobile Devices
- Self-harm
- Social media
- E-safety

4. Links to other Policies

Inclusion Policy

The Academy follows the guidelines laid out by the DfE in 'Inclusive Schooling: Children with Special Educational Need (Sept 2012)

The mission statement of our Academy identifies its main purpose to 'provide an excellent education, both academic and social, in a Christian context, to enable students to grow up to take their full part as citizens of this world and the next'. This affirms our commitment as a Christian Academy, to valuing the individuality of each of our pupils. We do this by respecting and taking into account the varied life experiences and needs of our pupils. This policy enables the Academy to ensure that all pupils are able to thrive irrespective of ethnicity, attainment, age, disability, gender or background and that all have the opportunity to receive a broad and balanced academic and extra-curricular education.

Anti Bullying Policy

Any incident of bullying, including cyber, homophobic or racist bullying, should be dealt with by the member of staff as soon as s/he are aware of the incident. Where the member of staff feels that this is of a more serious nature s/he should make the necessary referral to the relevant POD. The POD will take appropriate action and inform parents as required. All events are to be recorded on SIMS under the most appropriate tab.

Attendance and Punctuality Policy

Form Tutors take registers during morning and afternoon registration. All pupils are to attend registration at the appropriate times. If a pupil has a commitment that means s/he cannot be in registration, they should see his/her form tutor to get the mark. All pupils present in the Academy should be in assembly at the allotted times unless engaging in an Academy approved activity. At the beginning of each lesson, it is good practice to register a class, either electronically or in a paper form, so that POD staff can be notified of potential truancy issues.

5. Classroom Management Guidelines

It is essential that all pupils follow the Expectations of Pupil Behaviour as outlined in Appendix 1. Relevant sections will be shared with pupils and be used alongside the Pupil, Parent/Carer and Academy Partnership Agreement (Appendix 2).

All members of teaching and learning support staff within the Academy have responsibility for the care and safety of pupils within classrooms. Classroom management strategies are open for individual staff to implement; however, it is good practice that strategies such as seating plans and positive praise, are used to engage pupils, maximise learning and maintain pace in lessons. The Behaviour for Learning Policy recognises the need for all individuals within the Academy to play their part in maintaining discipline. From the perspective of pupils it is important that they recognise the need for self-discipline. All teaching staff and LSAs are expected to use rewards as outlined in section 8 for positive behaviour including work and effort as appropriate.

Where pupil behaviour falls short of expectations, teaching and POD staff must implement the sanctions as outlined in the Behaviour for Learning Flow Chart (Appendix 3).

6. Behaviour around the academy

The Academy should be a calm, orderly place at all times. It is expected that students should exhibit strong Christian values in the way they behave. It is therefore essential that pupils are taught to show respect to each other and Academy staff as well as the buildings in which we work. Damage by pupils to any Academy property may lead to parents being asked to pay for such damage. Movement around the Academy needs to follow the one-way system and all pupils, including members of Years 12 and 13, should follow this at changeover times to ease congestion and facilitate movement. Outside of changeover time, Year 12 and 13 students are free to operate outside the one-way system, unless otherwise instructed by a member of staff.

At break and lunchtimes pupils must vacate the school building unless participating in an organised activity, eating in a designated area, working in the LRC during the allocated year group slot or attending a lunchtime detention. Year 11 will be allowed to use the NCR (New Common Room) during break and lunchtime under the supervision of a member of staff.

The MUGA is available for use by pupils in Years 7, 8 & 9 and the Astroturf by pupils in Years 10, 11, 12 & 13 for ball games. The areas outside of this are not to be used for ball games at break or lunch. Eating outside designated areas is not allowed. Pupils are expected to clear rubbish that they have generated from the canteen or common room areas before leaving the venue.

Pupils may access lockers and the toilet during break and lunchtime. Pupils must follow the instructions of prefects and senior prefects at all times. Pupils who fail to comply with reasonable requests can expect to be sanctioned for such behaviour.

Pupils are expected to use the allocated toilets for their year group. Pupils need to respect the privacy of others and maintain high standards of hygiene. Failure to use the allocated toilets will lead to sanctions being imposed.

Pupils may not leave the Academy grounds during break or lunchtime unless they are on an organised visit or travelling to a venue for examinations such as St Luke's or Tower's Court. Pupils must not visit any shops en route to such venues.

7. Appearance / Uniform

The uniform plays an important part in maintaining discipline within the Academy and all members of staff are encouraged to reprimand pupils whose uniform falls short of expectations. Prior to 12.15pm students are to be told to report to a lunchtime detention in A15. The member of staff must email the pupil's name and form to the relevant POD so that an accurate lunchtime detention list can be generated by POD admin staff. Pupils should report for a 15 minute detention at the following times:

- Years 7 & 8 12.20pm
- Years 9, 10 & 11 at 12.35pm

Failure to attend a uniform detention will result in a Key Stage detention being issued.

Pupils are reminded of the need to be smart at all times including when travelling to and from the Academy as they are our ambassadors when in St Wilfrid's uniform. The full uniform list is to be found in Appendix 4, however, below are the rules regarding hair, facial hair (males), and false/acrylic/gel nails.

Hairstyles

Hair should not be coloured/dyed using unnatural shades of hair colour for both males and females. Hair preparation of any form must not be worn.

Girls must wear their hair tied back using black or navy bobbles. If ribbons are used these need to be navy blue. Other means of tying hair back such as decorative hair accessories are not acceptable. Boys must wear their hair clear of the collar.

Extremes of hairstyle are not permitted for any student. For example, tramlines in hair, shaved head hair, dip-dyed hair and hairstyles of a noticeable two or more distinctive lengths are unacceptable. Cuts of less than 2 on clippers are also in breach of the hair regulations. This list is not exhaustive and the Principal reserves the right to declare a hairstyle as extreme if it is felt in is in breach of the spirit of these guidelines.

Facial Hair

All male pupils are expected to be clean shaven at all times. Pupils who consistently flout this rule will be subject to sanctions as outlined in the Academy's Behaviour Management Flow Chart, (appendix 3)

False/Gel/Acrylic Nails/Nail art/Nail Varnish

Only natural nails are permitted in the Academy, and the wearing of nail art and/or nail polish as well as false, gel or acrylic nails is strictly forbidden. Pupils will be asked to remove such products and a failure to comply will result in further sanctions other than a uniform detention.

8. Other Academy Rules

Truancy

Pupils who fail to attend timetabled lessons will be deemed to be truanting unless they are with a member of staff or have reported to sick bay. Pupils who truant will be subject to sanctions in line with the Behaviour Management Flow Chart (Appendix 3). Leaving Academy grounds at break and lunchtime without permission should also be regarded as truancy and reported to the relevant POD.

Smoking and E-cigarettes

Either the smoking of tobacco and/or e-cigarettes, or being found in possession of them is a clear infringement of Academy rules. This rule applies on journeys to and from the Academy and on visits organised by the Academy. Pupils who flout this rule can expect to be sanctioned in line with the Behaviour Management Flow Chart (Appendix 3). Repeat offenders will be escalated through the available sanctions. **The selling of smoking or e-cigarette paraphernalia in the Academy is strictly forbidden** and any breaches of this rule will be treated as serious misdemeanours and subject to appropriate sanctions.

Banned Items

There are other items that are considered banned and therefore a pupil found in possession of or found to have supplied/sold such items will be in serious breach of Academy rules and could face the ultimate sanction of permanent exclusion. **The list below is not exhaustive and is open to amendment at any time by the Principal. The Principal reserves the right to forbid pupils from bringing to school articles that may be potentially dangerous, undesirable or seen as unnecessary valuables.**

Banned items include:

- illegal Drugs
- new psychoactive substances (NPS)
- alcohol in any form
- knives/sharpened implements and weapons
- tobacco and cigarette papers (including e-cigarettes)
- fireworks
- pornographic materials
- aerosols e.g. hairspray, deodorant etc.
- any other item that could be deemed to put other pupils or Academy staff in danger, including any item that could be deemed to be an offensive weapon or has been or could be used to commit an offence.

9. Rewards

By using various rewards we aim to set out measures to promote good behaviour, self-discipline and respect for all. It is also intended to celebrate individual and group success and recognise a wide variety of achievements that allow pupils of all abilities to develop their self-worth. The following are used as reward mechanisms within the Academy.

Merits

These are awarded to students for a variety of reasons ranging from effort and school work to citizenship. All members of staff are able to award merits which are recorded on SIMS to facilitate effective behaviour management by form tutors and POD staff.

Certificates for Merit totals

Bronze, Silver, Gold and Platinum certificates are awarded dependent on the number of merits a pupil receives in an academic year. These are awarded at Celebration Assemblies.

Celebration Assemblies

These take place annually and awards for various activities and achievements are issued to pupils.

Celebration Breakfasts

These take place per year group each half term and pupils are invited to attend for a variety of reasons, in order to be inclusive to all pupils in the Academy.

Postcards and letters sent home to parents

These are issued by individual teachers, departments or Year Managers in recognition of outstanding work by pupils, their commitment to the wider life of the Academy or for demonstrating a marked improvement in their behaviour.

Fantastic 50 termly reward scheme

Each term, 50 students are selected for a rewards afternoon. The criteria for this reward is excellent scores for Behaviour, Effort and Homework, with the termly data update used to acquire this information. The scores for the 3 categories named above are averaged out across all subjects, which gives each student an **attitude to learning score**. Using this score, the top 50 students in each year group are selected. These students receive a Fantastic 50 badge to wear for that term and also a rewards afternoon organised by the Assistant Principal for Behaviour (e.g. a film showing, popcorn and

a drink). Students can progress through bronze, silver and gold badges, depending on how many times they appear in the Top 50 of the 3 termly data updates produced.

End of Year Reward Trips

The annual End of Year Rewards Day in July is intended as a positive experience for those pupils whose behaviour is deemed to be in line with Academy expectations. There will be numerous options available, some in and some out of school, to accommodate the interests of the main student body. All pupils who qualify for the reward's day will be able to choose from the options available. Some options will have limited numbers and these will be filled on a first come, first served basis. Each Year Manager will identify, along with the relevant Assistant Principal, those pupils who do not meet these criteria. These pupils will not participate in the options available; instead they will remain in the Academy and undertake a programme designed to help them modify their behaviour and ensure that their future conduct is in line with expectations.

Sports Award Evening

This is an annual event that recognises achievements to the sporting life of the Academy.

Trophies for KS3 Forms

These are used to promote positive behaviour amongst the younger pupils and are awarded for Form Champion, Form Merit Total and Most Improved Form.

Attendance Certificates and Badges

These are awarded for 100% attendance over an academic year. Students who qualify for this achievement will also receive a badge in recognition for their excellent attendance. There are 3 levels to this scheme.

1 Year 100% attendance – **bronze badge**

2 Years 100% attendance – **silver badge**

3 Years 100% attendance – **gold badge**

Year 11 Celebration Evening

This celebrates GCSE successes of former Year 11 students and awards for subject prizes and special awards are made to celebrate contributions to the wider life of the Academy.

Year 13 Celebration Evening

This celebrates GCE and BTEC successes of former Year 13 students. There are awards for subject prizes and special awards to celebrate contributions to the wider life of the Academy.

10. Sanctions

When a pupil fails to meet the expectations of the Academy it is often necessary to impose sanctions. A range of sanctions is clearly defined in this section and a summary is available in the Behaviour Management Flow Chart (Appendix 3). Any sanction applied should be explained to the pupil and any changes in behaviour necessary to avoid future sanctions should also be communicated. Some behaviour types will be considered to be low level and will receive less severe sanctions than those considered to be more serious breaches of discipline, but it should be noted that repeated low level behaviours will see sanctions escalated until the pupil addresses the issues. Similarly, if a pupil lies to a member of staff this will be deemed to be a serious breach of discipline and sanctions will be imposed accordingly.

For serious breaches of discipline strong sanctions will be imposed. The Academy will not tolerate pupils endangering the welfare or safety of other pupils or staff by dangerous or criminal activity. (See also Section **8: Banned Items.**)

Poor behaviour impedes learning and teaching and prevents pupils from reaching their full potential. Appendices 1 and 2 set out clear guidelines of the expectations regarding behaviour and conduct of pupils at the Academy. The list of sanctions outlined in Appendix 3 is not exhaustive and the Principal reserves the right to apply any sanction deemed appropriate for any poor behaviour within the Academy or on supervised visits taken by Academy staff.

It is acknowledged that there may be very rare occasions when a parent/carer does not agree with a particular sanction imposed as a result of their son/daughter's actions. As an Academy we are willing to listen to and discuss parental views; however, we expect that all parents/carers will support the decisions made by the Academy.

It should be noted that a range of strategies for behaviour management will have been attempted prior to sanctions being imposed during a lesson. These include:

- use of praise
- opportunity to rectify poor behaviour
- moving a pupil if appropriate.

For pupils who consistently demonstrate disruptive behaviour there are clear sanctions and interventions designed to support the pupil aimed at improving behaviour.

A truly effective Behaviour for Learning Policy can only be implemented if there is a consistency amongst staff in identifying and responding to inappropriate behaviour. However, whilst there is a need for consistency, it would be inappropriate for a 'fixed penalty' approach for every type of inappropriate behaviour identified. Individual circumstances should be taken into account and staff may seek clarification from POD staff if they are unsure or particularly, if a behaviour is atypical for that pupil. Subject teachers are responsible for monitoring and following up on pupil punctuality to their lessons, coursework and homework and for the follow up of breaches of classroom discipline. This follow up may be as simple as a discussion with the pupil or may in more serious or persistent cases, be a referral to the relevant LAC or POD.

Below are details of the various stages of intervention that are fundamental to support behaviour for learning. (Appendix 3 gives an overview of the inappropriate behaviour types as well as sanctions and it is recommended that teaching staff keep a copy of this to hand as a guide to aid behaviour management.) These behaviour types are not exhaustive and teaching staff are to use their professional judgement to decide where a behaviour type sits and the level of intervention required.

For the purposes of this Policy, low level disruption is considered to be any action that impedes the flow of the lesson and interrupts learning and teaching. Any action taken by a teacher must be recorded as an event on SIMS.

Level	Behaviour displayed	Action taken and by whom (suggested)
1	Low level disruption, forgetting book or equipment, arriving late to lesson. No homework/coursework.	Classroom teacher: First time offenders a warning, or demerit if second offence or if deemed appropriate, a note made in pupil planner. Short break or lunchtime detention for late comers. Discussion with pupil.
2	Persistence of type 1, inappropriate language, lack of respect, no homework/coursework second offence.	Classroom teacher: LA detention issued (30mins), teacher may make a phone call to parents (check SIMS for any information or POD).
3	More serious breaches of discipline such as refusal to follow instructions, continual disruption to lesson, disturbing a test.	Classroom teacher refers to LAC: Pupil may be removed from lesson in accordance with departmental policy and a detention issued. Formal conversation with parents by LAC. Referral to Year Manager if appropriate.
4	Failure to attend a LA detention without reason. Persistent disruptive behaviour despite LAC intervention, vandalism, smoking, inappropriate behaviour towards a pupil or member of staff. Fighting.	Referral to POD: POD staff will determine the appropriate sanction with regard to current status of pupil within the behaviour management framework. Internal exclusion (Reflect) is likely. Failure to attend a LA detention will lead to an extended Key Stage detention (45mins) in the first instance. Repeated offenders face the possibility of more serious sanctions such as Reflect.
5	Serious breaches of school discipline such as: bringing in, use or sale of banned items; abusive, aggressive, threatening or violent behaviour or sexual harassment of staff and/or other pupils; serious misuse of ICT; theft; discrimination. Failure to attend a Key Stage detention without reason.	Referral to POD: POD staff will determine the appropriate sanction with regard to the status of the pupil within the behaviour management framework. Sanctions at this level are likely to include fixed term exclusions and/or joint partnership placements. For persistent behaviour of this type, pupils may face a managed move or a permanent exclusion. Strategy detention (1hr).

Incidents of a **racist or homophobic** nature must be reported to the relevant POD immediately, so appropriate action can be taken.

Misuse of ICT

Misuse of ICT should be escalated to POD if appropriate. Where pupils breach the Acceptable Use of Mobile Technology Policy the member of staff should address the breach and make a referral to POD if necessary.

Misuse of a Mobile Device or Social Media

Misuse of a Mobile Device or Social Media should be escalated immediately to POD and may also need to be reported to the Academy safeguarding officers. Where any case of bullying, discrimination, harassment or dangerous online behavior is deemed to have occurred, the mobile device will be confiscated and parents/carers will be contacted. In more extreme cases, police involvement may be necessary.

Bullying

Where bullying of any kind is suspected and the class teacher/form tutor feels it necessary to escalate to POD, appropriate investigations will be conducted and action taken in line with the Behaviour Management Flow Chart (Appendix 3).

Interventions and Sanctions - Report Card Scheme

A traffic light system of report cards is used to help support and modify pupil behaviour. It is triggered either by the accumulation of demerits or by behaviour that is deemed to fall below the expectations of the Academy. The report system works by setting targets (max of 3) for the pupil to reach in each lesson. Pupils will then be scored as to whether they have met the targets. The levels are as follows:

- **Green Report** - initiated and monitored by the form tutor for an initial period of 3 weeks. If improvements are made then the pupil will come off report. If a pupil is placed on green report the form tutor must inform the relevant POD Administrator of the start date and targets. The POD administrator will notify parents via a letter of the reason(s) for the pupil being placed on report and the targets set;
- **Amber Report** - monitored by POD staff at break time daily, this is for pupils who have not made the necessary improvement on green report or for pupils who have behaved in a way that needs continued POD intervention making a green report unsuitable;
- **Red report** - monitored by the Assistant Principal attached to the POD. A pupil on red report is to meet the Assistant Principal at break and lunch or more frequently if required. Pupils can be placed on red report for failing to make improvements at amber report stage, or because they have been involved in a serious breach of discipline or because they have returned from a period of fixed term exclusion.

For pupils who fail to respond to intervention via report cards there will be an escalation of sanctions in accordance with Appendix 3.

11. Internal and External Exclusions

For persistent or serious breaches of discipline the Academy will utilise the full range of sanctions at its disposal. To this end there are several levels of intervention prior to a permanent exclusion from the Academy. However, the Principal reserves the right to move for an immediate permanent exclusion if a serious breach of discipline occurs that endangers the safety of **any** member of the Academy.

Internal Exclusion – REFLECT

Referrals to REFLECT must come through either POD or a member of the SLT who must notify POD immediately. All referrals must be communicated clearly to the Reflect Manager.

An initial placement in REFLECT is usually for 1 -2 days and the length will be determined by the POD/Principal. During this time pupils will be asked to consider their behaviour and opportunities to address the behaviour will be discussed. Parents will be informed in writing of a decision to place a pupil in REFLECT if it is for a full day or longer. A telephone call to the parents is likely to be made too. Occasionally, it may be deemed appropriate to place a pupil in REFLECT whilst investigations are

undertaken or to facilitate a cooling off period. All such referrals must be made by POD staff or any member of the SLT, via the POD.

Work for pupils in REFLECT will be taken directly by the class teacher or emailed to REFLECT by the class teacher. Pupils in REFLECT will operate a different timetable from other pupils in the Academy. Pupils will need to report to Reception at 8.00am and wait to be escorted, by the REFLECT Manager, to the inclusion unit. Break and lunchtimes will be separate from the mainstream Academy times and pupils will leave the Academy at 3.15pm via the main Reception under the instruction of the REFLECT Manager.

If a pupil is in REFLECT for a second time, the period will be 3-5 days. Parents will be invited into the Academy to discuss ways forward and to explain likely future sanctions and for a formal or final warning to be issued.

The offences below may trigger this sanction but this is not an exhaustive list:

- continued disruption to lessons
- aggressive or threatening behaviour to another pupil
- racial, sexual or homophobic harassment
- bullying
- theft
- verbal abuse to a member of staff
- disruptive behaviour out of lessons
- damage to Academy property or vandalism possession of a banned item
- possession of a banned item
- inappropriate use of a mobile device
- inappropriate use of social media.

Joint Partnership Placements

Currently the Academy is part of a Joint Partnership Placement with other schools within Blackburn with Darwen. This allows pupils to spend time in another school's behaviour/inclusion unit. Parents/carers will be notified by telephone and letter of the location, period and timings of the placement at another school. It is the responsibility of parents or carers to make sure that their child attends as outlined in the letter. Failure to do will lead to any absence being recorded as unauthorised and may lead to a fixed penalty notice being issued for non-attendance.

Alternative Education

It is sometimes necessary that, to meet the needs of a pupil, a venue outside of the Academy may be appropriate to provide short-term or longer-term education for the pupil. Such places as St Thomas' Centre and the Heights provide specialist intervention to meet the needs of such pupils. Decisions to refer a child for placement to an alternative establishment will be made by POD and SLT and then be communicated to parents. Sometimes short-term courses run via these providers on a part-time basis with the pupil remaining at the Academy for the remainder of the week.

Managed Move

In some circumstances, where a pupil is in danger of permanent exclusion or where relations have broken down, it may be appropriate to offer a Managed Move to another educational establishment. Such placements are entirely at the discretion of Principal and are for an initial period of up to 6

weeks. After this, it is up to the receiving establishment to determine if they wish to extend the offer of a permanent placement to the pupil. If the school chooses not to accept the pupil on a permanent basis they will return to the Academy and be subject to further sanctions should behaviour of the pupil continue to not meet Academy expectations.

In the same way that pupils can be sent from the Academy, the Principal may agree to take a pupil on a Managed Move. Such pupils will be monitored and a final decision made on whether to offer a permanent place will be made within a 6 week period. Where a pupil does not meet Academy expectations s/he will be returned to her/his original place of education.

Fixed Term Exclusion

The Principal may exclude a pupil for up to 45 school days in a school year. For the first 5 days of any exclusion, it is the responsibility of the parent/carer to provide care and supervision for the child. After the fifth day of a continuous exclusion the Academy must make provision for the pupil. This is likely to be at a place outside of the Academy. Pupils on fixed-term exclusion will receive work to complete and return to the Academy for review where possible, although there is no legal duty for the Academy to do this.

Below is a list of offences that may lead to fixed-term exclusion from the Academy. The duration of the fixed-term exclusion will be in line with Appendix 3 or at the discretion of the Principal. Repeat offences will incur extended periods of exclusion up to and including 45 days in any academic year. Thereafter, a pupil may be permanently excluded from the Academy. In exceptional circumstances these offences may lead to an immediate, permanent exclusion from the Academy. This list is not exhaustive.

- Physical Violence towards another pupil (may include a referral to the Police)
- Abusive or derogatory comments to another pupil or member of staff.
- Persistent disruptive behaviour
- Serious defiance
- Racial/ Homophobic/ Sexual Harassment
- Extensive bullying of any kind
- Use or Sale of Banned items in the Academy
- Severe property damage
- Any other incident or inappropriate behaviour as defined by the academy
- Serious misuse of a mobile device
- Serious misuse of social media.

Permanent Exclusion

Where this is the most appropriate course of action, protocol will be followed and parents/carers will be able to make representations to the Governing Body as laid out in the Exclusion Policy if they so wish.

There are two main types of situation for which a permanent exclusion will be considered:

- Final stage of disciplinary procedures, after all other avenues have been exhausted. Parents/carers will already be aware that this is the likely outcome if behaviour is not adjusted by the pupil concerned;

- Exceptional circumstances which may be a first or one off offence that the Principal deems to put the well-being of the Academy and its members at risk. Such offences include:
 - serious actual or threatened violence to a pupil or member of staff;
 - sexual abuse or assault;
 - carrying a weapon;
 - use of sale of certain banned items in the Academy;
 - arson

This list is not exhaustive but indicates the serious nature of such offences.

All exclusions will be conducted in accordance with the current Department for Education exclusion guidelines.

Parents/carers can make representations to the Governing Body for any fixed-term or permanent exclusion and the Governing Body must review the exclusion in certain circumstances including all permanent exclusions. Where the Governing Body upholds the decision, parents/carers have the right to appeal to an independent review panel.

For a period of exclusion of more than 5 consecutive days, alternative education will be provided for the pupil from the 6th consecutive day.

If, a child is permanently excluded, the Local Authority has a duty to provide suitable full-time education from the 6th day of the exclusion.

Recording of incidents will be via SIMS. Paper records related to disciplinary matters are to be kept in student files (confidential where appropriate).

12. Confiscation of Banned/Inappropriate Items

The Academy adheres to the two sets of legal guidelines describing the conditions under which members of staff will confiscate items from pupils. *DfE Statutory Guidance on the Confiscation of Inappropriate Items* indicates that staff can confiscate, dispose of or retain a pupil's property as a punishment.

Under Section 2 of the Education Act 2011, schools have the duty to search for and confiscate any items which they believe pose a danger or threat to students or any other persons, on school premises. This does not require consent but wherever possible it will be sought.

All members of staff are protected against liability for damage to, or loss of, any confiscated item provided they have acted lawfully and reasonably and taken measures to safeguard the property. Members of staff can search pupils for prohibited items (Section 550ZB Education Act 1996) **without consent although any force involved must be reasonable as defined in the *DfE Guidelines on Use of Reasonable Force July 2013*. See section 13 below.**

List of items (not exhaustive):

- illegal Drugs;
- new psychoactive substances (NPS)
- alcohol;
- knives and weapons;

- fireworks;
- pornographic materials;
- tobacco and cigarette paper (e-cigarettes - not allowed to use reasonable force under current guidelines although an update is due);
- any other item that could be deemed to put other pupils or Academy staff in danger.

Searches will usually be conducted by the Student Support Manager along with either the Year Manager or a member of the SLT. It will usually be conducted by a member of staff of the same gender and pupils will only be required to remove outer clothing such as blazers or jumpers. Searches will be conducted in a non-invasive way to reduce embarrassment or distress.

Searching a pupil's possessions includes searching a pupil's goods over which s/he has or appears to have control. The searching of lockers without consent and not in the pupil's presence is also permitted. The Principal, may, in certain circumstances, deem it necessary to involve the Police in a search. Where a pupil refuses a search this will be considered a disciplinary matter in itself.

It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. However, every effort will be made to contact parents and items confiscated, except those considered to be offensive or illegal, will be available for collection by parents. Offensive or illegal items will be handed over to the Police.

13. Use of reasonable force

In the Academy, force will generally be used for two main purposes; namely to:

- control pupils or
- restrain pupils.

It should be noted that a member of staff must not be required to use physical restraint because it can place that member of staff in a vulnerable situation. Reasonable force can only be justified in the circumstances outlined below. Staff will need to familiarise themselves with these circumstances and staff have a responsibility to follow these guidelines. Within the Academy, force will only be used after all other behavior management strategies have failed or when pupils, staff or property are at risk.

The following advice is based upon the *DfE Use of Reasonable Force Guidelines – July 2013*.

Reasonable force covers a range of actions that members of Academy staff may use that involves a degree of physical contact with pupils. These guidelines refer to, 'any member of staff at the school and any other person, whom the Principal has authorized to have control or charge of pupils' (p.4 *DfE Use of Reasonable Force – July 2013*). In reference to the Academy, it does not include volunteers or parents, except in exceptional circumstances as defined by the Principal or when acting *in loco parentis*. The term **reasonable** means no more force than is necessary given the circumstances.

Control refers to either passive, physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of a classroom. **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. There is a legal duty for staff to make reasonable adjustments for disabled children and children with special educational needs. In addition, thought should be given to the age and gender of the pupil(s) concerned. Even then, it should be kept to a minimum to achieve the desired outcome. Where possible, assistance should be sought from another member of staff before intervening. Below are examples of when reasonable force is likely to be used:

- to prevent a pupil from attacking a member of staff, another pupil or pupils, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, rough play or misuse of dangerous materials or objects;
- to remove a pupil from a classroom where the pupil persistently refuses to follow instructions to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson, sporting event or school visit;
- to prevent a pupil from self-harm or placing him/herself at risk; or
- to prevent a pupil from committing a criminal offence. In this event, the Academy will make a professional judgement concerning the involvement of the police.

Staff should note that the most appropriate action might be to remove other children from the situation who are co-operative rather than trying to remove an agitated pupil.

For the purposes of clarity, physical intervention may involve:

- stepping between pupils;
- blocking a pupils path;
- escorting a pupil;
- shepherding a pupil away.

Where physical intervention has been necessary to manage a pupil the Principal should be informed and a written record should be kept centrally and be managed by the Principal's PA.

Whilst there is no obligation under current legislation for parental consent for the use of reasonable force, the Principal will make a judgement as to whether a situation is significant and serious enough to warrant informing parents. The Academy will endeavor to inform parents as soon as possible if such a situation arises.

If a pupil complains about the use of force on them, the Academy will investigate in line with guidelines set out in *DfE Use of Reasonable Force – July 2013 p. 7/8*.

There may be times when other physical contact occurs in proper and necessary circumstances. Examples include, congratulating a pupil such as shaking their hand, demonstrating how to use a musical instrument, showing exercises or techniques during PE lessons/sports coaching or, during the administration of first aid.

14.Roles and Responsibilities

Expectations of Teaching Staff

- Provide opportunities for pupils to learn to the best of their ability by setting suitable, differentiated learning challenges, removing barriers to learning and creating a positive, supportive and secure environment.

- Foster a mutually respectful relationship with classes and to teach respect by treating pupils with fairness and consistency.
- Teach interpersonal skills by promoting positive, supportive relationships within teaching groups.
- Support the Academy's Behaviour for Learning Policy by issuing rewards and sanctions in line with the policy.
- Set useful and relevant work if an absence from a lesson can be foreseen.
- Avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about pupils and whole class punishments resulting from poor conduct of only some of the class.
- Where possible use the least intrusive intervention, particularly for minor offences as this minimises disruption and leaves room for escalation should the pupil(s) not respond.
- Use the LAC or POD if the need arises.
- Remember **'to ignore is to condone'**.

Expectations of Tutors

- Teach interpersonal skills by promoting positive, supportive relationships within the form.
- Complete a register at morning and afternoon registration either electronically or on paper. Paper registers must be sent to the attendance officer immediately after registration.
- Maintain positive communications between home and the Academy.
- Maintain standards of uniform and appearance.
- Provide guidance and assistance to individuals as necessary.
- Monitor and sign pupil planners weekly.
- Support the Academy's Behaviour for Learning Policy by monitoring demerits and placing and monitoring pupils on green report if necessary.
- Work collaboratively with POD staff to monitor pupils in their form.

Expectations of Learning Area Coordinator

- Ensure/co-ordinate a positive learning environment within the Learning Area for both staff and students.
- Ensure that there is a climate of reward and praise within the Learning Area which promotes the Behaviour for Learning Policy.
- Monitor the attendance, behaviour and learning of pupils within the Learning Area.

Expectations of Student Support Managers

- Liaise and communicate with parents and outside agencies regarding pupils' needs.
- Manage closely troubled and challenging pupils with all relevant stakeholders.
- Support individual pupils by:
 - tracking the pupil's behaviour/achievement alongside the Year Manager;
 - meeting with parents and pupils to solve problems which interfere with their learning and that of others;
 - monitoring pupil attendance and punctuality;
 - consistently implementing, upholding and supporting the Academy's Behaviour for Learning Policy.
- Remove barriers to learning for all pupils.

Expectations of Year Managers

- Lead and manage a team of Form Tutors.

- Lead assemblies and give out rewards to celebrate positive contributions to Academy life.
- Monitor achievement and behaviour, and liaise with relevant stakeholders and implement intervention.
- Meet with parents and pupils to solve problems that interfere with their learning and that of others.
- Monitor pupil attendance and punctuality.
- Consistently implement, uphold and support the Academy's Behaviour for Learning Policy.

Expectations of SEN tutors and Teaching Assistants

- Support SEN students within the classroom.
- Work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students.
- Help the teacher to create and sustain a positive culture to learning where praise and encouragement promote good behaviour.
- Consistently implement the Academy's Behaviour for Learning Policy.

Expectations of the Assistant Principals for Behaviour and other members of the SLT

- Support staff in managing pupil behaviour, by ensuring the consistent implementation of systems for managing and monitoring behaviour and attendance.
- Ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management.
- Ensure that CPD provided for staff develops the individual and supports the Academy's priorities.
- Ensure that the Academy regularly communicates with Parents, Carers and Governors.
- Provide effective support for teachers facing challenging and uncooperative pupil behaviour.
- Provide clear leadership and support for the Academy's Behaviour for Learning Policy.
- Provide a visible and dependable support to staff throughout the day.
- Ensure that there is consistency in the application of sanctions in line with the Behaviour for Learning Policy.
- Ensure that records are kept effectively and incidents recorded using the appropriate systems e.g. SIMS, REFLECT and Exclusion Log.

Expectations of the Governing Body

- Monitor the effectiveness of the Behaviour for Learning Policy.
- Support the Principal and Senior Leadership Team in the monitoring of behaviour, attendance and exclusions of different groups of students.
- Form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which conforms to DfE guidelines and convenes as required.

Expectations of Parents and Carers

- Ensure their child's regular attendance and punctuality.
- Encourage their child to bring the right equipment and wear full Academy uniform.
- Co-operate with the Academy to ensure that their child follows the Academy's rules.
- Keep the Year Managers/Tutor/Student Support Manager/Assistant Principal (Behaviour) aware of any circumstances which may affect their child's learning and behaviour.
- Maintain regular contact with the Academy through attendance at parents' evenings, and as appropriate, through planners, letters, reports and telephone calls.

- To encourage and support their child in completion of homework.

Expectations of Pupils

See Appendix 1.

Pupils are expected to take responsibility for their own behaviour at all times in the Academy including on the way to and from the Academy. Pupils are expected to report incidents of concern to a member of staff or via SHARPS. Pupils can expect to receive a sanction if they are in breach of the Behaviour for Learning Policy.

Complaints Procedure

The Academy hopes that, any difficulties surrounding the operation of the Behaviour for Learning Policy can be sensitively and efficiently handled, before it becomes necessary to contact the Principal. Where a formal complaint is thought to be necessary, the complaints procedure is outlined on the Academy's website. All complaints will be investigated in line with the procedures outlined on the Academy's website which comply with DfE guidelines.

Appendix 1: Expectations of Pupil Behaviour

Pupils should ensure that they conduct themselves in and around the Academy in a way which upholds the fundamental rights of all who are part of the St Wilfrid's Learning Community; namely the:

- Right to Learn
- Right to Teach
- Right to be Safe

At St. Wilfrid's, we expect that pupils will:

- uphold our Christian values;
- be prepared to listen and be respectful to **all**, irrespective of their position in the Academy;
- control his/her own behaviour to allow themselves and others to learn and make progress;
- sort out disagreements without resorting to physical or verbal aggression or intimidation or by being confrontational and accept the decisions made by staff;
- not lie to staff;
- respect property in order not to damage, take or misuse the property of other people or the Academy;
- make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, ability, sexual orientation and background;
- work to the best of their ability;
- wear full Academy uniform and comply with Academy rules regarding hair, make-up, nails and the wearing of jewellery;
- follow all Academy rules.

Pupils should arrive for every lesson:

- on time;
- in correct uniform and;
- line up quietly outside the classroom where practical with;
- a positive attitude to their studies that allows pupils to learn and teachers to teach;
- the correct equipment for each lesson;
- and complete all classwork to the best of their ability
- with any homework completed to the best of their ability

Where pupil behaviour falls short of the Academy's standards then sanctions will be imposed in accordance with the Behaviour for Learning Policy

- Any behaviour that interrupts the learning of others is unacceptable and should be recorded on SIMS with a brief outline of the nature of the incident as well as the sanction imposed.

Other behaviours that require appropriate action (this **may** include a referral to the LAC or to the relevant POD or a member of the SLT) by the teacher are:

- chewing gum/eating in class;
- refusal to follow instructions;
- poor organisation/lack of equipment;
- vandalism/damaging school property;
- walking away from a teacher/refusal to follow instructions;
- leaving a classroom without permission;
- bullying, racist incidents, fighting, swearing at staff/pupils, smoking/e-cigarettes, truanting, safeguarding issues, violence to staff/pupil, drug related incidents, possession of an offensive weapon/banned item.

All members of the Academy are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements.

Appendix 2: The Pupil, Parent/Carer and Academy Partnership Agreement

As a pupil at St Wilfrid's Academy I will:

- support the Christian ethos, values and aims of the Academy;
- show a total commitment to achieve high standards in all class work, homework and coursework;
- behave in a way that will not bring the Academy or my family into disrepute whilst in the Academy, travelling to and from Academy, and also when representing the Academy in any external activity;
- abide by the Academy rules with reference to uniform, appearance and uphold the specified expectations of pupil behaviour;
- contribute positively to the extra-curricular life of the Academy;
- attend regularly except in the case of illness or other authorised reason and arrive at the Academy and all lessons punctually.

Signed (Pupil)..... **Date**.....

As a Parent/Carer of a pupil at St Wilfrid's I will:

- support the Christian ethos, values and aims of the Academy;
- willingly attend Academy to discuss matters of mutual concern regarding my child;
- show positive support of Academy functions and extra-curricular activities;
- ensure maximum attendance and punctuality of my child and provide a written explanation for ALL absences;
- support the Behaviour for Learning policy and procedures followed by the Academy;
- make every effort to attend Parents' Consultation Evenings in order to help monitor and support the progress of my child;
- encourage my child to adhere to the terms of his/her contract outlined above;
- keep the Academy informed of all changes of personal circumstances for administration purposes.

Signed (Parent/Guardian or Carer)..... **Date**.....

As an Academy St Wilfrid's will:

- uphold the Christian ethos, values and aims of the Academy;
- make every effort to provide a safe, secure and orderly environment to allow all pupils to achieve their full potential;
- show a commitment to the development of the whole child by way of a balanced curriculum and the provision of a wide variety of extra-curricular activities;
- communicate regularly with parents/guardians/carers via letters, profiles, reports and Parents' Consultation Evenings;
- regularly set and mark homework in accordance with the Academy's homework policy;
- inform parents/guardians/carers promptly and give a commitment for a member of staff to be available to parents/guardians/carers at a mutually convenient time regarding disciplinary matters;
- apply the Behaviour for Learning Policy and procedures consistently.

Signed (Form Tutor)..... **Date**.....