



Behaviour for Learning Policy

Statutory Policy

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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
- Mobile Phone



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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 when wearing the Academy uniform or representing the school in any context.

This Behaviour for Learning Policy is 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 as illustrated by the Academy 'Pebbles', and academic rigour with a sense of caring for the individual whatever their role in the Academy. It is written with the knowledge that the vast majority of the students in the Academy consistently display the expected behaviours, hold true to the Christian ethos of the Academy, share its strong Christian Values and demonstrate these in their daily interactions with members of the Academy community, constantly striving to *Live Life to the Full*.

2. Principles

All members of the Academy must help to maintain an atmosphere conducive to learning, where courtesy and respect for others are fundamental requirements. The policy aims to support the three principles of behaviour at St. Wilfrid's where we expect students to be:

- **in the right place;**
- **at the right time;**
- **doing the right thing.**

Students should also know that the Academy expects students to follow staff instructions the first time, every time.

It is the intention that this policy:

- ensures that students' behaviour towards each other and staff allows all members of the Academy freedom from bullying, harassment and discrimination;
- ensures staff and students exhibit strong Christian values in everything they do;
- recognises and rewards the vast majority of students who consistently display expected behaviour and follow the three principles outlined above;
- guides teachers in managing the behaviour and expectations of students to ensure that all have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity;
- ensures there are clear guidelines to enable systematic and consistent management of behaviour;
- outlines clear sanctions for students who fall short of Academy expectations regarding behaviour;
- provides clear guidelines for staff in the application of sanctions outlined within this policy;
- ensures students feel safe and develop the ability to manage and assess risk appropriately;
- ensures 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.

A truly effective Behaviour for Learning Policy is only possible 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 poor 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 student.

3. Classroom Management Guidelines

It is essential that all students follow the expectations outlined within the student section of the St Wilfrid's Home Academy Agreement, Appendix 1a and St. Wilfrid's Sixth Form Learning Agreement.

All members of teaching and learning support staff within the Academy have responsibility for the care and safety of students within classrooms. Classroom management strategies are open for individual staff to implement; however, it is good practice that staff use strategies, such as seating plans and positive praise, to engage students, 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 students, it is important that they recognise the need for self-discipline. Subject teachers are responsible for monitoring and following up student punctuality to their lessons, the completion of assessed coursework components and homework, and for the follow up of breaches of classroom discipline. This follow up may be as simple as a discussion with the student or may, in more serious or persistent cases, result in a referral to the relevant LAC or POD. Where student behaviour falls short of expectations, teaching and the relevant POD staff must implement the sanctions as outlined in the Behaviour for Learning Sanctions Flow Chart, Appendix 2a. There is additional guidance for staff regarding the various levels of behaviour and appropriate sanction as identified in the Suggested Action table, Appendix 2b.

There is an expectation that teaching and support staff recognise that the vast majority of students uphold the three principles of behaviour and they are encouraged to use rewards as outlined in Section 7 to recognise the positive behaviour displayed by students in the Academy.

4. Behaviour around the Academy

The Academy should be a calm, orderly place at all times. All students should exhibit strong Christian values in the way they behave. It is therefore essential that we teach students to show respect to each other and Academy staff, as well as the environment in which we work. Where a student causes wilful damage to the Academy building or, property or to that belonging to individual students, this may lead to parents/carers having to pay for such damage.

In line with the Mobile Phone, E-safety and Acceptable Use of Mobile Devices Policies, students across all years must not use mobile phones **once inside** the Academy grounds, except Sixth Form students who may use their phones in the Sixth Form Common Room in line with the St. Wilfrid's Sixth Form Learning Agreement, Appendix 1b. Students who flout this rule will have their phone confiscated in line with the Acceptable Use of Mobile Devices policy, with escalating sanctions for repeat offenders.

Movement around the Academy needs to follow the one-way system and all students, 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 lunchtime, students 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, attending a lunchtime detention or intervention with staff. Students may access lockers and the toilets during break and lunchtime. Students must follow the instructions of staff and prefects at all times. Sanctions will apply to students who fail to comply with reasonable requests. Students need to respect the privacy of others and maintain high standards of hygiene when using the Academy toilets. Year 11 may use the NCR (New Common Room) during break and lunchtime under the supervision of a member of staff. Year 10 and Year

11 may use the Hall at break time. During a designated wet break or lunch, students must adhere to the Wet Break and Lunch Protocol, Appendix 3.

The MUGA is available for use by students in Years 7, 8 & 9 and the Astroturf by students in Years 10, 11, 12 & 13 for ball games. To ensure the safety of students on the MUGA, the following rota is in operation: -

- **Monday** – Year 7 and 8
- **Tuesday** – Year 9
- **Wednesday** – Year 7 and 8
- **Thursday** – Year 9
- **Friday** – Year 7 and 8

Any student deliberately breaking MUGA rules or not following the rota can face a temporary or permanent ban from this area at lunchtimes. The areas outside of this must be free of football games at break and lunch. Students are permitted to play basketball on the courts of the main yard.

Students must eat food in the designated areas, clearing away rubbish/plates that they have generated from the canteen or common room areas before leaving the venue. Eating on corridors or on MUGA or Astroturf is not permissible.

Students in Years 7-11 may not leave the Academy grounds during the day unless they are on an organised visit or travelling to a venue for PE lessons or examinations such as St Luke's or Towers Court. Students must not visit any shops on the way to such venues. Sixth Form students must enter and leave the building via the Community Entrance between 8.45am -3.20pm if leaving the site. All other students must sign out at Reception if they have an appointment.

During the school day, only students who have the permission of the Principal may sell goods for a charitable cause. It is not permissible for students to sell food/drink or non-consumable items within the Academy for personal gain. Students found in breach of this will have items confiscated until a parent/carer collects them and will face appropriate sanctions. Please see Section 6 for information pertaining to banned items.

Students should refrain from bringing aerosol style sprays into the Academy; however, after PE lessons/extra-curricular activities, such aerosol products are suitable for use in the PE changing rooms only. Their use is not permissible in other areas in the Academy.

Students who fail to attend form time, assemblies or timetabled lessons are truanting unless they are with a member of staff, reported to sick bay or have signed out via reception for an appointment. Students who truant will be subject to sanctions in line with the Behaviour for Learning Sanctions Flow Chart, Appendix 2a. Leaving Academy grounds at break and lunchtime without permission is truancy.

5. Appearance / Uniform

The uniform plays an important part in maintaining discipline within the Academy and all members of staff are to reprimand students whose uniform falls short of expectations. Students are to report to a lunchtime detention in the designated detention room for uniform breaches. The member of staff issuing the detention must email the student's name and form to the relevant POD so that an accurate, lunchtime detention list can be generated by POD Administrators. Students should report for a 20-minute detention at the following times:

- Years 7 & 8 12.20pm (Tuesday 12.40pm);
- Years 9, 10 & 11 at 12.35pm (Tuesday 12.50pm).

Failure to attend a lunchtime detention will result in a Key Stage detention on a Wednesday or Friday after-school.

The Sixth Form has a separate Uniform Policy; all sixth form students must wear the uniform correctly at all times, including journeys to and from the Academy. If any student persistently breaches this policy, they will be referred to KS5 Assistant Principal.

Students must wear their uniform correctly at all times, including when travelling to and from the Academy as they are ambassadors for the Academy when in St Wilfrid's uniform. The full uniform list is in the Uniform Policy, however, below are the rules regarding hair, facial hair (males), false/acrylic/gel nails/nail art/nail varnish, jewellery and make-up.

Students who clearly flaunt our uniform policy could be subject to a range of sanctions including detentions during/after school or isolation at break and lunchtimes. For more serious or blatant uniform breaches, it may be decided for a student to be placed in Reflect during the Academy day.

Hairstyles

Hair should not be coloured/dyed using unnatural shades of hair colour for both males and females. Hair preparation of any form is not suitable for use in the Academy. Dip-dyed hair is also not appropriate.

Girls must wear their hair tied back using black or navy bobbles at all times, with the exception of Year 11 girls who are permitted to wear their hair down. 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 permissible for any student. For example, tramlines/patterns in hair, a shaved head, or hairstyles of two or more distinctive lengths are all unacceptable. Barber clipper cuts of less than number two 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 in breach of the spirit of these guidelines.

Facial Hair

All male students in Years 7 - 11 should be clean-shaven at all times. Students who consistently flout this rule will be subject to sanctions as outlined in the Behaviour for Learning Sanctions Flow Chart (Appendix 2a). Where a student can demonstrate, with supporting evidence from their faith leader and their Community Faith Group, an exceptional commitment to their faith by undertaking, for example, Hafiz, their parent/carer may apply in writing to the Principal for exemption from this rule. Where this is granted a student will be provided with a card that they must carry with them at all times, which explains the exemption to staff. This exemption will only continue to be granted on the understanding that the student maintains their extra-curricular studies and continues to demonstrate such commitment for the time they wish to remain unshaven. Supporting evidence from the faith leader in the form of a termly, written update on progress regarding such studies will be required for the exemption to remain in place. If a student discontinues their course of study, they will no longer be exempt from this rule. If allowed exemption under the criteria above, the student should maintain an untrimmed beard. This exemption only applies to students undertaking commitments to extended study and does not apply to students attending, for example, normal mosque lessons, Sunday school or bible classes.

False/gel/acrylic nails/nail art/nail varnish

Only natural nails are acceptable for students in the Academy, and students must not wear nail art and/or nail polish as well as false, gel or acrylic nails. Students will need to remove such products in the Academy; failure to comply will result in further sanctions other than a uniform detention.

Jewellery

No jewellery is permissible in the Academy for **any** student in Years 7 – 11, with the exception of a cross and/or a watch. Earrings, nose rings/studs, tongue piercings, belly bars and other pierced items are not acceptable in the Academy. Other piercing adornments (including retainers) are also unacceptable. Students must not cover jewellery, such as those in piercings with a plaster, as this is a clear breach of the policy.

Make-up

Students in Years 7- 10 must not wear any make-up to the Academy; this extends to the wearing of false eyelashes and drawn on eyebrows. With the Principal's permission, students in Year 11 may wear light make-up; this is a privilege and as such is subject to removal at any point. This concession does not include the wearing of false eyelashes.

6. Banned Items

Some items are not suitable in a school setting and as such are banned items within the Academy. Below is a list of banned items; a student found **in possession of (either on their person, in their bag or locker), or who is found to have supplied, sold or used such items** within the Academy, its grounds, whilst wearing Academy uniform or on a visit organised by the Academy, will be in serious breach of Academy rules and may 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 students from bringing to school articles that may be potentially dangerous or undesirable.**

Banned items include:

- illegal drugs and drug paraphernalia;
- new psychoactive substances (NPS);
- alcohol in any form;
- knives (including penknives) /sharpened implements and weapons in any form;
- smoking paraphernalia including lighters, matches, tobacco, cigarettes, filter and papers;
- e-cigarettes and associated vaping fluids;
- fireworks;
- pornographic materials;
- chewing gum;
- any other item that could be deemed to put other students 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.

Students should not look after items from the banned list for any student. If asked to do so, they should report the matter immediately to the relevant POD. If a student accepts banned items from another student, they will be in breach of the Behaviour for Learning Policy and subject to appropriate sanctions.

7. Rewards

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

a. Merits

Students will receive merits for a variety of reasons ranging from effort and schoolwork to citizenship. All members of staff are able to award merits recording these on SIMS under the appropriate category. We have introduced **LIVE merits** recognising students who demonstrate our core Christian values; in addition, the end of year Celebration Assemblies will recognise those students who display these characteristics on a regular basis.

b. Principal's Certificate of Commendation

Awarded for students that complete an outstanding piece of work that a teacher believes is worthy of additional recognition other than a merit, by the Principal. Students nominated will receive a Certificate of Commendation recognising their efforts and achievements, awarded during Business Assemblies.

c. Certificates for Merits Awarded

Students who accrue the requisite number of merits will receive a Bronze, Silver, Gold or Platinum certificate in Celebration Assemblies in the summer term.

d. Celebration Assemblies

These take place annually with students receiving awards for various activities and achievements.

e. Celebration Breakfasts

These take place per year group, each half term. Students are selected to attend based on criteria set by the relevant Assistant Principal and/or Year Manager, so that a wide range of students will be included in this reward.

f. Postcards and letters sent home to parents

Staff within the Academy issue these in recognition of outstanding work by students on a half termly/termly basis, their commitment to the wider life of the Academy or for demonstrating a marked improvement in their behaviour.

g. Termly Fantastic 50

Each term, 50 students from each year will attend 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 average cumulative scores for the three categories named, across all subjects, gives each student an **attitude to learning grade**. The top 50 students in each year group will receive a Fantastic 50 badge to wear for that term and 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 termly data updates.

h. End of Year Reward Trips – Fantastic 50

The Academy may choose to offer an end of year Reward trip for those students who continually demonstrate the exceptional behaviour that we expect in the Academy. Such a visit will be at the discretion of the Principal who will pay attention to the cost implications for parents/carers and the safety of students and staff who would undertake the visit.

Rewards trips/activities on this day will be offered in four tiers, Platinum, Gold, Silver and Bronze - with more varied and 'prestigious' trips/activities being offered to those students who are consistently demonstrating outstanding attitude to learning, conduct and effort. Certain trip numbers will be capped with the safety of students and staff being paramount. Gold students will receive first pick of trips/activities followed by silver and finally bronze. Students who receive a bronze award will only take part in activities within the Academy.

The criteria used to select students for the trips/activities will be:-

- No. of merits
- No. of behaviour demerits
- No. of homework demerits
- Attendance and punctuality
- An average of attitude to learning grades taken from termly reports

The grade boundaries for Platinum, Gold, Silver and Bronze will be set by the Senior Leadership Team and calculated using year group averages of the above categories.

A small number of students whose behaviour, attitude to learning or conduct have not consistently met our high expectations over the course of the Academic year will not be offered a reward trip or activity on this day. They will instead participate in behaviour reflection and action planning activities led by the Senior Leadership team.

i. Sports' Award Evening

Students, who perform in a variety of sports representing the Academy, receive various awards at this event to recognise their contribution to the sporting life of the Academy.

j. Sports' Ties

Students are awarded Sports' ties in recognition of years of participation at competition level in more than two sports at a high standard. All sports' tie winners have shown outstanding attitude and sportsmanship in lessons as well as when representing the Academy in various sporting competitions. In addition, students receiving this sporting accolade will also have displayed an excellent attitude to learning, with impeccable attendance and punctuality.

k. Attendance Certificates and Badges

Students with outstanding attendance and punctuality will qualify for this achievement at one of the following levels:

- **Attendance Certificate**

Certificates are awarded for 100% attendance during the autumn, spring term or summer terms.

- **Attendance Certificate and Badge**

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

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

3 Years' (or longer) 100% attendance – **gold badge**

Students who take the permitted time for religious observance of other faiths may still achieve this reward if this is the only reason they have been absent over the relevant period.

l. Year 11 Celebration Evening

This celebrates GCSE successes of the previous year's Year 11 students with subject prizes and special awards to celebrate contributions to the wider life of the Academy. Recipients receive a small gift in recognition of their achievement. There will be a presentation of GCSE Certificates to all in attendance.

m. Year 13 Celebration Evening

This celebrates GCE A Level and BTEC successes of the previous year's Year 13 students. There are awards for subject prizes and special awards to celebrate contributions to the wider life of the Academy.

n. Year 11 and Year 13 Prom

This annual end of year leaver's event, normally held at an external venue is organised to celebrate the achievements and positive contributions of students to Academy life as they near the end of KS4/KS5. The Principal reserves the right to remove students from the invitation list if their conduct is not in line with expected standards or their behaviour brings the academy into disrepute.

The criteria used for a student to receive an invitation to the Year 11 Prom will be:

- No. of merits
- No. of behaviour demerits
- No. of homework demerits
- Attendance and punctuality
- Attitude to learning

o. Weekly zero demerit raffle

These take place within each year group's weekly business assembly. To qualify for a ticket in the drawer students must not have received a demerit in the previous week. The prize of an early lunch pass (for the student and a friend) is awarded to any student picked out of the raffle.

p. Form Awards

Each year group will hold a mini celebration assembly in the final week of a half term, where form prizes will be awarded for the following categories:

- most form merits (that half term);
- most form merits (year to date);
- least form demerits (that half term);
- highest percentage form attendance;
- or any other category that is determined by the Year Manager.

8. Sanctions

When a student fails to meet the expectations of the Academy, it is often necessary to impose sanctions. This section defines the range of sanctions available and a summary is available in the Behaviour for Learning Sanctions Flow Chart (Appendix 2a). Where a sanction is applied, the member of staff must explain the sanction to the student and outline any changes in behaviour necessary to avoid future sanctions. Some behaviour types considered low level will receive less severe sanctions than those considered more serious breaches of discipline, however, repeated low-level behaviours would result in the escalation of sanctions until the student addresses the issues. Similarly, if a student lies to a member of staff, this is a serious breach of discipline and sanctions escalate accordingly.

For serious breaches of discipline, strong sanctions will be necessary. The Academy will not tolerate students endangering the welfare or safety of other students or staff by dangerous or criminal activity. This includes being in possession of, selling or distributing items from the banned item list in Section 6.

Poor behaviour impedes learning and teaching and prevents students from reaching their full potential. Appendices 1a and 1b set out clear expectations of conduct for students at the Academy. The sanctions outlined in Appendix 2a are 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.

The Academy acknowledges that there may be very rare occasions when a parent/carer does not agree with a particular sanction imposed because of their child'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. In the case of the imposition of a fixed-term or permanent exclusion, the Academy will explain the right to appeal as defined in the statutory guidance, 'Exclusion from maintained schools, academies and pupil referral units in England', Sept 2017.

Whilst we will endeavour to ensure all sanctions applied to students are fair and consistent we also accept that treating all students the same may be unlawful where a student's additional needs directly affect their behaviour. If it is judged that a student's additional need makes it harder for them to comply with the policy than other students, then discretion will be used in the application of a sanction.

a. Demerits

These are issued for a range of poor behaviours. Students who accrue repeated demerits will receive additional sanctions and may be placed on report card as outlined below in section c; all demerits must be recorded on SIMS under the student's behaviour management section. Any sanction in addition to the demerit must also be recorded.

b. Detention

There are five levels of detention in the Academy:

- 1. a. Break time/lunch time detention:** the class teacher may issue for minor infringements within the classroom, or for not completing work. The class teacher will be responsible for the supervision of students in break or lunchtime detention in their Learning Area.
b. Students may receive a **POD lunchtime detention** of 20 min, for uniform breaches, lack of punctuality to form, failing their report card or lateness to Business Assemblies or Collective Worship. POD lunchtime detentions take place in the whole school detention room. Students in KS3 must report at the start of lunch. Students in KS4 must report at the end of form time, prior to getting lunch. Failure to attend a lunchtime detention will result in an escalation to a Key Stage detention on a Wednesday afterschool from 3.20-4.15pm. On occasion a Key Stage detention may also be served on a Friday evening.
- 2.** The relevant teacher or the Learning Area Coordinator of the subject will issue **Level 1 Learning Area detention**. Learning area detentions run on a Monday night from 3.20pm until 4pm under the supervision of staff within the Learning Area.
- 3.** Where a student fails to attend a Learning Area detention on a Monday evening without a valid reason, they will be placed into a Key Stage detention on a Wednesday evening from 3.20pm - 4.15pm. Parents will be notified of this by a letter given to the student to bring home the day prior to the detention.
- 4.** Where a student consistently fails to attend Learning Area detentions on a Monday evening without a valid reason, they may be placed in **Level 2 Learning Area DT** the following evening (Tuesday) from 2.20pm – 3.05pm. This will take place in Reflect and be supervised by the Reflect co-ordinator. Parents will be informed of this by telephone.
- 5.** The child's Student Support Manager, Year Manager or Assistant Principal may issue a **Key Stage detention**. These run on Wednesday evenings from 3.20pm to 4.15pm for more serious issues, or failure to respond to other sanctions, including failing to attend a Learning Area detention.
- 6. Strategy detentions** are for serious breaches of Academy rules, persistently poor attitude to learning during the course of the week (high number of demerits), as well as failing to attend a Key Stage detention. This detention is supervised by members of the SLT. This detention takes place every Friday night from 3.20pm to 4.30pm. Failure to attend without a valid reason may lead to a referral to Reflect.

Whole class detentions are unacceptable and are not permissible as a sanction in the Academy.

c. Report Card

Where issues continue, a traffic light system of report cards helps support and modify student behaviour such as the accumulation of demerits or behaviour that is deemed to fall below the expectations of the Academy. The report system works by setting targets (max of 3) for the student to reach in each lesson. It is the student's responsibility to keep this report card safe, take it home at the end of each day and ensure their parent/carer signs it.

Students will receive a score dependent on 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 or until an improvement in behaviour occurs. If a student is 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 student being placed on report and the targets set;
- **Amber Report** - monitored by POD staff at break time daily, this is for students who have not made the necessary improvement on green report or for students who have behaved in a way that needs continued POD intervention making a green report unsuitable. Students on report will report to their POD each break time;
- **Red Report** - monitored by the Assistant Principal attached to the POD. A student on red report is to meet the Assistant Principal at break and lunch or more frequently if required. Students may go 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.

When a student is on report, a daily points' target is set. Where a student fails to meet this target, a student will serve a lunchtime detention. For students who fail to respond to intervention via report cards there will be an escalation of sanctions in accordance the Behaviour for Learning Sanctions Flow Chart, Appendix 2a.

d. Academy Service

Where a student does not demonstrate respect for the Academy environment and facilities within it, for example they are witnessed dropping litter or chewing gum, we will expect students to undertake a period of Academy Service after school. Parents will be notified of this by letter. This will include litter picking, clearing of tables in the canteen and cleaning of graffiti and removal of chewing gum from desks. The Academy will supply appropriate protective equipment for such activities.

There is an expectation that parents/carers will pay a contribution to cover the financial cost of any wilful damage caused by a student.

e. 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. Students identified at risk of exclusion or further periods of fixed-term exclusion may benefit from a Pastoral Support Plan (PSP) as an additional mechanism to provide opportunities to identify triggers and develop strategies to try to prevent future issues.

i. Internal Exclusion – Reflect

Referrals to Reflect must come through either POD or a member of the SLT who must notify POD immediately. There must be clear communication of all referrals to the Reflect Coordinator.

An initial placement in Reflect is usually for 1 -2 days, however the length will be determined by the Assistant Principal or the Principal. During this time, a student will consider their behaviour and

opportunities to address the behaviour will occur. Either the Reflect Coordinator or a member of the relevant POD will call home to discuss serious breaches of discipline resulting in placement in Reflect. Parents/carers will receive written notification of a decision to place a student in Reflect if it is for longer than one day. Occasionally, a student will go to Reflect while investigations are undertaken, or to facilitate a cooling off period. Relevant POD staff or any member of the SLT, via the POD, will make such referrals.

Work for students in Reflect will be taken directly, or emailed to, the Reflect Coordinator by the class teacher. If a student is isolated for more than one day, the student will need to report to Reception at 8.30am; where they will be met by the Reflect Coordinator or escorted to Reflect by a designated member of staff. During break and lunchtimes, isolated students will remain in Reflect. Students will be able to eat their packed lunch in Reflect, or alternatively if they usually buy a school dinner at the Academy, they will be offered a choice of sandwiches/cold lunches. Where students placed in Reflect for more than one day, from day 2 they will remain at the Academy until 4pm under the instruction/supervision of the Reflect Coordinator. On these occasions, parents/carers will be informed of this the day before. Where necessary parents/carers will receive an invitation into the Academy to discuss ways forward and to explain likely future sanctions or for their child to receive a formal/final warning about future conduct. The offences below may result in a referral to Reflect but this is not an exhaustive list:

- continued disruption to lessons;
- defiant behaviour or refusal to follow staff instructions;
- aggressive or threatening behaviour to another student;
- racial, sexual or homophobic harassment;
- bullying;
- theft;
- fighting;
- verbal abuse to a member of staff;
- disruptive behaviour out of lessons;
- damage to Academy property or vandalism;
- possession of a banned item;
- inappropriate use of a mobile device;
- inappropriate use of social media or e-safety breaches (e.g: inappropriate comments/posts or cyberbullying via social media)
- truancy;
- bringing the Academy into disrepute through actions outside of school;
- persistent uniform breaches.

ii. Joint Partnership Placements

Currently the Academy is part of a Joint Partnership Placement (JPP) with a number of other schools within Blackburn with Darwen. This allows students to spend time in another school's behaviour/inclusion unit for up to 5 days. Parents/carers will receive notification by telephone and letter, of the location, duration and timings of the placement at the other school. It is the responsibility of parents/carers to make sure that their child attends as outlined in the letter. Failure to do so will lead to any absence recorded as unauthorised, and may lead to a Penalty Notice for non-attendance. Refusal to attend the placement may also result in a fixed-term exclusion.

iii. Alternative Education

It is sometimes necessary, to meet the needs of a student, that a venue outside of the Academy may be appropriate to provide short-term or longer-term education for the student. Such places, for example, St Thomas' Centre and the Heights, within Blackburn with Darwen, provide specialist intervention to meet

the needs of these students. The decision to refer a child for placement to alternative provision lies with the Principal; parents/carers will receive an invite to attend a meeting to discuss this with the relevant Assistant Principal. The local Authority in which the child resides will provide the alternative provision. Students will also receive a referral to alternative provision from the 6th day of a fixed-term exclusion or in the event of a permanent exclusion. (See sections v and vi on fixed-term and permanent exclusion below.)

iv. Managed Move

In some circumstances, where a student is in danger of permanent exclusion or where relations have broken down with either the student and/or parent/carer, it may be appropriate to offer a Managed Move to another educational establishment. Such placements are entirely at the discretion of the Principal and the Headteacher of the receiving school and are usually for a period of between 6-12 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 student; in some cases, where concerns exist, it may be necessary to extend the placement beyond the initial time-period. If there is an offer of a permanent place at the receiving school, the student will come off the roll at St Wilfrid's and join the roll of the new school on a permanent basis. If the receiving school chooses not to accept the student on a permanent basis due to poor behaviour or attendance, and it is felt that a return to St. Wilfrid's is not in the best interest of the student; or, if there are serious concerns that a return would have a negative impact on the education or safety of other students at the Academy, it may be necessary to discuss an alternative solution. This may involve a referral to alternative provision on a behaviour package.

In the same way that students leave the Academy, the Principal may agree to take a student on a Managed Move from another school in the Local Authority. There will be close monitoring of the student for a period of between 6-12 weeks. Where necessary, an extension to this placement may be agreed. A final decision whether to offer a permanent place will occur at the end of this trial period. The Managed Move will fail where a student does not meet either behavioral or attendance expectations and the student will return to their original place of education; this may occur at any time during the placement.

v. Fixed-Term Exclusion

The Principal may exclude a student for up to 45 school days in a school year. This could be one long exclusion or a number of smaller fixed-term exclusions. Normally, there will be a meeting in the Academy to discuss the exclusion. Alternatively, with the agreement of the parent/carer a telephone conversation may take place instead. Additionally, the parent/carer will receive a letter that explains the reason for the decision, the duration of exclusion and their rights under *DfE Exclusion Guidance* (Sept 2017). For the first 5 days of any exclusion, it is the responsibility of the parent/carer to provide care and supervision for the child. From the 6th day of a continuous exclusion, the Academy must make provision for the student to continue their education. The Academy arranges this provision at St Thomas' Centre, at the Hawthorn Street, Blackburn for KS3 students (Y7-9), or the Lambeth Street, Blackburn for KS4 students (Y10-11). Where a student resides outside of a Blackburn with Darwen postcode, arrangements may be made with the relevant Pupil Referral Unit. Students on a fixed-term exclusion will receive work to complete which will need returning to the Academy for review, although there is no legal duty for the Academy to mark this. Students, and where appropriate, parents/carers, will be invited to attend a reintegration meeting with the relevant Assistant Principal on the first day the student returns to the Academy; details will be included in the exclusion letter.

Below is a list of actions that may lead to fixed-term exclusion from the Academy. The duration of the fixed-term exclusion will be at the discretion of the Principal; however, the duration will be fair and proportionate. Repeat offences will incur extended periods of exclusion totalling no more than 45 days in any academic year. A further exclusion after this will result in a permanent exclusion. In exceptional circumstances, some situations may lead to an immediate, permanent exclusion from the Academy. Please

note that where serious incidents occur, the Academy may choose to involve outside agencies. This list is not exhaustive and is illustrative of actions that may lead to a fixed-term or permanent exclusion:

- physical violence towards another student or member of staff;
- abusive or derogatory comments to another student or member of staff;
- persistent, disruptive behaviour;
- serious defiance;
- racial/ homophobic/gender-phobic/sexual harassment;
- sexual abuse;
- repeated bullying of any kind;
- possession, use, supply or sale of banned items in the Academy (see section 6);
- excessive property damage;
- serious e-safety breaches or misuse of ICT, a mobile device or social media (e.g: cyberbullying, inappropriate comments/posts linked to the Academy or directed towards members of our Academy community, sharing of pornographic or indecent images)
- any other incident or inappropriate behaviour as defined by the Academy that puts members of the Academy community at risk of harm;

vi. 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 Board as laid out in the Exclusion paperwork, if they so wish.

There are two main types of situation where a permanent exclusion may be necessary:

- Final stage of disciplinary procedures, after all other avenues are exhausted. Parents/carers will already be aware that this is the likely outcome if behaviour is not adjusted by the student 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 student or member of staff;
 - sexual abuse or assault;
 - carrying a weapon;
 - possession, use, supply or sale of banned items (as listed in section 6) in the Academy;
 - arson.

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

All exclusions will occur in accordance with the current Department for Education exclusion guidelines. Parents/carers can make representations to the Governing Board in regard to any fixed-term or permanent exclusion and the Governing Board must review the exclusion in certain circumstances including all permanent exclusions as outlined in the *DfE Exclusion Guidance (Sept 2017)*. Where the Governing Board upholds the decision, parents/carers have the right to appeal to an independent review panel.

Where permanent exclusion occurs, the Local Authority where a student resides has a duty to provide suitable full-time education from the 6th day of the exclusion or earlier, if possible.

f. 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 students. The *DfE Statutory Guidance on the Confiscation of Inappropriate Items* indicates that staff can confiscate, dispose of or retain a student's property as a punishment.

Under Section 2 of the Education Act 2011, schools have the duty to search for and confiscate any items that they believe pose a danger or threat to students or any other persons, on school premises. This does not require consent, but wherever possible, staff will seek permission in the first instance.

All members of staff have protection against liability for damage to, or loss of, any confiscated item provided they have acted lawfully, reasonably and taken measures to safeguard the property. Members of staff can search students 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*.

List of items (not exhaustive):

- illegal drugs;
- new psychoactive substances (NPS);
- alcohol;
- knives and weapons;
- fireworks;
- pornographic materials;
- tobacco, cigarette paper and other smoking paraphernalia;
- any other item that could be deemed to put other students or Academy staff in danger.

The relevant Assistant Principal along with either the Year Manager or a member of the SLT will usually conduct a search. Where possible, a member of staff of the same gender will conduct the search and students will only be required to remove outer clothing such as blazers or jumpers, socks and shoes. Searches will be non-invasive to reduce embarrassment or distress.

Searching a student's possessions includes searching their bag, kit bag and other belongings they may have with them. The searching of lockers without consent and not in the student's presence is permissible. Where a student refuses a search, this will be a disciplinary matter in itself. The Principal may deem it necessary to involve the Police in a search.

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. Illegal or offensive weapons confiscated during a search will be made available for the Police to collect.

9. Use of Reasonable Force

In the Academy, staff should refrain from the use of reasonable force, unless it is for two main purposes; namely to:

- control students; or
- restrain students from injuring themselves or others.

A member of staff must not feel compelled 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 have a responsibility to follow these guidelines. Within the Academy, force is a last resort after all other behaviour management strategies have failed or when students, staff or property are at risk of harm.

Reasonable force covers a range of actions that members of Academy staff may use that involves a degree of physical contact with students. Guidelines refer to, 'any member of staff at the school and any other person, whom the Principal has authorised to have control or charge of students' (*DfE Guidelines on Use of Reasonable Force July 2013; Behaviour and discipline in schools, advice for headteachers and school staff – updated Jan 2016*). 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 students or blocking a student's path, or active physical contact, such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is for more extreme circumstances, for example, when two students 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 student.

The decision on whether to intervene physically 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, due thought should be given to the age and gender of the student(s) concerned. Even then, force should be at a minimum to achieve the desired outcome. Where possible, staff should summon the assistance of another member of staff before intervening.

Below are examples of when reasonable force may be used to prevent a student:

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

The most appropriate action might be to remove other children from the situation who are co-operative, rather than trying to remove an agitated student.

For the purposes of clarity, physical intervention may involve:

- stepping between students;
- blocking a student's path;
- escorting a student;
- shepherding a student away.

Where physical intervention has been necessary to manage a student, the Principal and Vice Principal for Safeguarding will be informed and a written, central Academy record kept and managed by the Principal's PA. The Academy will endeavor to inform parents as soon as possible if such physical intervention has been necessary.

If a student complains about the use of force on them, the Academy will investigate in line with the guidelines set out in *DfE Guidelines on the Use of Reasonable Force July 2013*.

There may be times when other physical contact occurs in proper and necessary circumstances. Examples include: congratulating a student 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.

10. Roles and Responsibilities

a. Expectations of Teaching Staff

- Provide opportunities for students 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.
- Model our core Christian values in their daily interactions with members of the Academy community.
- Foster a mutually respectful relationship with students, and teach respect by treating students with fairness and consistency.
- Teach interpersonal skills by promoting positive, supportive relationships within teaching groups.
- Take an electronic register, for each class they teach so they can monitor attendance and raise a concern if a child is missing lessons under the Missing Child protocol.
- Support the Academy's Behaviour for Learning Policy by issuing rewards and sanctions in line with the policy.
- Set useful and relevant work if there is a planned absence from a lesson.
- Avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about students.
- Do not use 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 student(s) not respond.
- Use the LAC or POD if the need arises.
- Remember **'to ignore is to condone'**.

b. 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 need returning to the attendance officer during or 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.
- Promote the use of Firefly to access form-time materials and follow, where practical, suggested form time activities.
- Support the Academy's Behaviour for Learning Policy by monitoring demerits, placing and monitoring students on green report if necessary.
- Work collaboratively with POD staff to monitor students in their form.

c. Expectations of Learning Area Coordinators

- 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 positive behaviours.

- Monitor the behaviour and learning of students within the Learning Area by implementing sanctions in line with the Behaviour for Learning Policy.

d. Expectations of Student Support Managers and Family Liaison and Safeguarding Manager

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

e. Expectations of Year Managers

- Lead and manage a team of Form Tutors.
- Lead assemblies and distribute rewards to celebrate positive contributions to Academy life.
- Monitor the attitude to learning of students, and liaise with relevant stakeholders and implement intervention.
- Meet with parents and students to solve problems that interfere with their learning and that of others.
- Monitor student attendance and punctuality.
- Consistently implement, uphold and support the Academy's Behaviour for Learning Policy.

f. Expectations Learning Support Assistants

- Support students with SEND in 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.
- Support the teacher to implement the Academy's Behaviour for Learning Policy.

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

- Support staff in managing student 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 and bespoke CPD that 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 student 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, where appropriate CPOMs and the Reflect and Exclusion Log.

h. Expectations of the Reflect Coordinator

- Supervise students from within and outside of the Academy during their placement in Reflect.
- Coordinate the request for and dissemination of work for students from St Wilfrid's who are placed in Reflect.
- Ensure high standards of behaviour in the Reflect room.
- Liaise with parents/carers via phone and letter about Reflect and/or JPP referrals
- Maintain the central log for Exclusions and Reflect referrals.
- Work alongside students referred to Reflect to discuss strategies to reduce the risk of further placements and develop Behaviour Action Plans and Pastoral Support Plans.

i. Expectations of the Governing Board

- 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.

j. Expectations of Parents and Carers

Parents/carers are expected to support the Academy by meeting actions outlined in the St Wilfrid's Home Academy Agreement, Appendix 1a (Years 7-11), and/or the St Wilfrid's Sixth Form Learning Agreement, Appendix 1b (Years 12 and 13).

k. Expectations of Students

Students are required to meet the expectations laid out in the St Wilfrid's Home Academy Agreement, Appendix 1a (Years 7-11), and/or the St Wilfrid's Sixth Form Learning Agreement, Appendix 1b (Years 12 and 13).

Complaints Procedure

The Academy hopes any difficulties surrounding the operation of the Behaviour for Learning Policy can be sensitively and efficiently handled by the relevant POD, before it becomes necessary to contact the Principal. Where a formal complaint thought necessary, the complaints procedure is available from the Academy website. Where necessary, an investigation will commence in line with the procedures outlined in the Complaints Policy and in compliance with DfE guidelines.

Appendix 1a: St Wilfrid's Home Academy Agreement

	As an Academy, we will:	As a parent, I will:	As a student, I will:
Christian Distinctiveness and Academy Life	<ul style="list-style-type: none"> ensure staff are positive role models demonstrating our Christian distinctiveness; welcome all students whether Christian, of other faiths or none, helping all to develop a genuine sense of belonging to the St Wilfrid's family; provide inclusive practice for all students regardless of ethnicity, gender, religious belief and individual preference; be open and welcoming at all times, keeping parents informed about life at St. Wilfrid's; understand the needs of each student so that their achievements can be celebrated and needs supported where necessary; seek student's opinions and value their ideas so that they are actively involved in improving all aspects of life at the Academy. 	<ul style="list-style-type: none"> accept and value the Christian distinctiveness of St Wilfrid's, supporting its links with the church, embracing its core values, whilst respecting the beliefs of all; support St Wilfrid's to provide equal opportunities for all students; attend all meetings and respond to all communications about my child; keep the academy informed of any change in family circumstances and contact details; do all I can to help St. Wilfrid's to understand and best support my child; encourage my child to share ideas which will contribute to the improvement of all aspects of the Academy; ensure prompt collection of my child following any Academy event. 	<ul style="list-style-type: none"> understand what it means to be part a Church of England Academy and to embrace St Wilfrid's values as indicated in the Academy pebbles; participate in all acts of collective Worship in St. Wilfrid's. These will normally take place in assemblies or in tutor time. If not a Christian I will reflect quietly and bow my head during prayer; contribute to the wider-life of the Academy; respect the right of all to be valued equally within the community of St. Wilfrid's; pass on all communications from St. Wilfrid's to my parents/carers; attend Parents' Evenings alongside my parents or carers; communicate with St. Wilfrid's to let them know if I have concerns or issues regarding any aspect of Academy life; share my opinions when asked; respect and support the actions of St. Wilfrid's.
Learning	<ul style="list-style-type: none"> encourage each student to become an enthusiastic and resilient lifelong learner by instilling habits and attitudes which enable them to face challenges calmly, confidently and creatively; create a safe and stimulating learning environment so that work is engaging and accessible to all students; ensure students receive feedback which allows them to make the best possible progress; set homework via Firefly, in line with St. Wilfrid's policy and ensure that tasks are appropriate to the needs of each student; provide clear guidelines on the equipment needed for students to be organised, effective learners; reward progress, achievement and outstanding attendance; ensure appropriate and timely intervention to facilitate the progress of all learners; report on all students' progress regularly. 	<ul style="list-style-type: none"> take a daily interest in my child's learning and their life at St. Wilfrid's; encourage my child to complete all work to the best of their ability; provide a quiet environment at home, where my child can complete their homework/independent study; check Firefly on a daily basis so that I am aware of the homework that my child needs to complete and ensure that my child completes these tasks; ensure my child is always fully equipped for their learning with correct uniform, PE kit, pencil case and books; support my child's learning by ensuring they arrive on time, attend every day they are fit and well, and by refraining from taking holidays in term time; discuss reports on progress with my child to help them to set achievable goals. 	<ul style="list-style-type: none"> develop a positive attitude to learning by applying myself fully in every lesson; take responsibility for my own learning and respect the rights of other students to learn; set out work in my books in the '<i>Wilfridian Way</i>'; respond to feedback from my teachers and upgrade work so that it reflects my true potential; check Firefly each day so that I am able to meet all homework deadlines set by my teachers; strive for 100% attendance and outstanding punctuality; organise myself so that I am always fully equipped for a day's learning; attend any intervention as required before, during or after school so that I am able to reach my full potential; act positively on the advice given by teachers in my written report.

Behaviour	<ul style="list-style-type: none"> ensure that all students are able to learn in a positive atmosphere where the highest standards of behaviour are maintained; ensure all students understand our three basic principles of being <i>'in the right place, at the right time, doing the right thing'</i>; recognise and reward the students who display these principles on a regular basis; respond promptly to any report of poor behaviour from students, parents and the public, so that students have the opportunity to understand the full impact of their actions and make amends; check uniform daily to ensure that high standards of appearance are being maintained; apply Academy rules fairly and consistently; ensure parents/carers are updated about key issues concerning their child. 	<ul style="list-style-type: none"> support St. Wilfrid's in promoting the highest standards of behaviour at all times; encourage my child to follow St. Wilfrid's rules and to demonstrate positive behaviour at all times by being <i>'in the right place, at the right time, doing the right thing'</i>; ensure that my child wears their full uniform correctly to and from St. Wilfrid's; support all elements of the Academy uniform policy; support St. Wilfrid's if a sanction has been issued because of non-compliance with the Behaviour for Learning policy; ensure my child follows the expected code of conduct when on a visit representing St. Wilfrid's. 	<ul style="list-style-type: none"> live out the three basic principles of being <i>'in the right place, at the right time, doing the right thing'</i>; follow instructions from staff in St. Wilfrid's the 'first time, every time' obey all rules, care for St. Wilfrid's environment and accept appropriate sanctions and rewards; not bring or encourage any others to bring anything into St. Wilfrid's which is dangerous, illegal or classed as a banned item; follow all rules when representing St. Wilfrid's at any event either in the UK or abroad; follow all aspects of the uniform policy both within the Academy, during a visit and on my way to and from St Wilfrid's.
Relationships	<ul style="list-style-type: none"> provide support, care and guidance in a respectful and polite way to help every student grow and develop academically; enable our students to become well-rounded individuals; provide opportunities for our parents/carers to develop their understanding of how to support their child to make excellent academic progression. 	<ul style="list-style-type: none"> treat both staff and other students respectfully at all times; encourage my child to treat all members of St. Wilfrid's community with respect and courtesy; encourage my child to inform staff of any incidents of name calling or bullying and support my child in the subsequent proceedings; telephone to arrange an appointment with the relevant POD if I wish to discuss any concerns or complaints. 	<ul style="list-style-type: none"> be respectful, polite and caring to all members of our Academy community appreciating their work, views, property and individuality; promote positive relationships at all times; inform a member of staff if I see or hear any behaviour which upsets or demeans myself or others.
Use of technology	<ul style="list-style-type: none"> provide opportunities to embrace new and emerging technologies that will benefit learners in our classrooms and prepare them for fields of work and study beyond their studies at the Academy; provide a safe environment to study when online in the Academy; encourage students to use technology in a safe and responsible way that benefits their learning. 	<ul style="list-style-type: none"> support my child in their use of new technologies and talk to them about the activities they have been undertaking at school and at home; help my child look after any personal technological devices and ensure they are fit for study, fully charged and in protective cases; provide a safe online environment at home, minimising the dangers of social media and inappropriate online content. 	<ul style="list-style-type: none"> abide by the Academy's iPad acceptable use policy to keep myself and others safe; keep my iPad's protective case on at all times; not play games on devices in the Academy; not use apps to attempt to bypass school filtering systems; act responsibly when using devices to study, access online content or complete homework; use social media in a responsible way, in order to foster appropriate relationships and not to cause harm or increase risk to myself, staff or students.

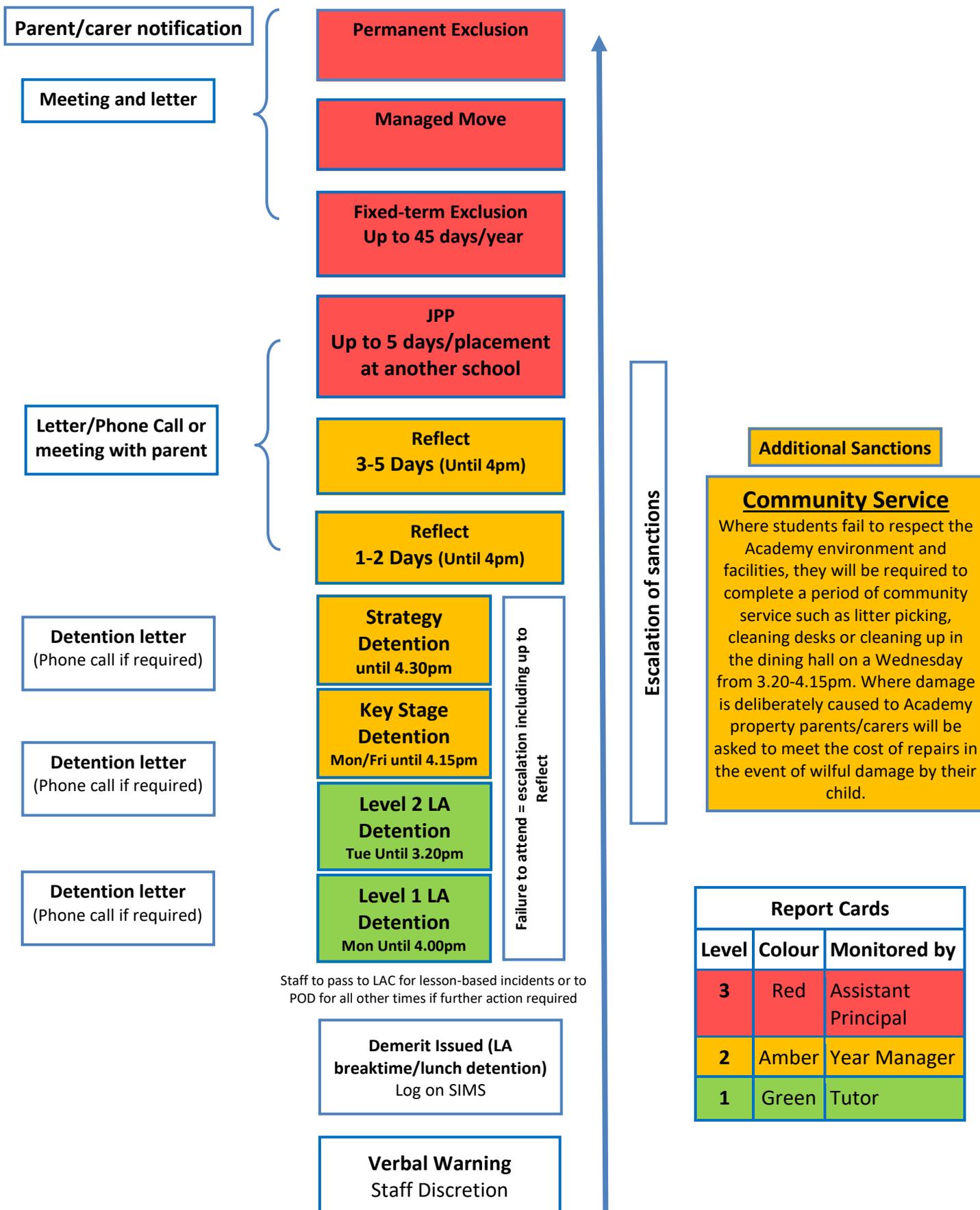
Student signature:	Name:	Form:	Date:
Parent signature:	Date:	Teacher signature:	Date:

Appendix 1b: St Wilfrid's Sixth Form Learning Agreement

	As an Academy, we will:	As a student, I will:			
Learning	<ul style="list-style-type: none"> • encourage each student to achieve their potential; • create a positive learning environment; • ensure students receive feedback which allows them to make the best progress; • set regular homework via Firefly; • ensure appropriate and timely intervention facilitates progress of all learners. 	<ul style="list-style-type: none"> • apply myself fully in every lesson, taking responsibility for my own learning; • check Firefly messages and tasks daily; • study independently for 5 hours per week per subject, completing homework, review work, wider reading or past questions; • act positively on all advice given by teachers; • submit all work on time; • attend all timetabled periods. 			
Behaviour	<ul style="list-style-type: none"> • ensure that all students are able to learn in a positive atmosphere where the highest standards of behaviour are maintained; • respond promptly to all reports of poor behaviour; • check uniform daily to ensure that high standards of appearance are being maintained; • apply all Sixth Form rules in a fair and consistent manner; • update parents/carers about key issues concerning students. 	<ul style="list-style-type: none"> • adhere to all rules; • care for the St. Wilfrid's environment; • not bring in anything which is dangerous or illegal; • follow all rules when participating in any St. Wilfrid's activity; • follow all aspects of the uniform policy; • seek to uphold the positive reputation of St Wilfrid's students. 			
Christian Distinctiveness and Academy Life	<ul style="list-style-type: none"> • promote Christian values which are central to Academy life; • ensure staff are positive role models demonstrating our Christian distinctiveness; • welcome all students whether Christian, of other faiths or none, helping all to develop a genuine sense of belonging to the St Wilfrid's family; • provide inclusive practice for all students regardless of ethnicity, religious beliefs, gender or sexual orientation; • understand the needs of each student so that their achievements can be celebrated and they can be supported where necessary; • be open and welcoming at all times, keeping parents informed about life at St. Wilfrid's; • seek student opinion and value their ideas so that they are actively involved in improving all aspects of life at the Academy; • encourage inter-faith understanding. 	<ul style="list-style-type: none"> • embrace the Christian values of the Academy; • contribute to the wider-life of the Academy; • act as a role model, inspiring younger students; • participate in all acts of collective Worship. These will normally take place in assemblies or in tutor time. (If I am not a practising Christian, I will reflect quietly and bow my head during prayer); • respect the right of all to be valued equally within the community of St. Wilfrid's; • attend Parents' Evenings along with my parent(s)/carer(s); • communicate with relevant staff to let them know if I have concerns or issues regarding any aspect of Academy life; • support the actions of St. Wilfrid's staff. 			
Use of IT	<ul style="list-style-type: none"> • provide opportunities to embrace new and emerging technologies that will benefit learners; • provide a safe environment to study when online in the Academy; • encourage students to use technology in a safe and responsible way that will benefit their learning. 	<ul style="list-style-type: none"> • act responsibly when using technological devices to study, access online content or complete homework; • not use apps to attempt to bypass school filtering systems; • use social media in a responsible way, in order to foster appropriate relationships and not to cause harm or increase risk to myself, staff or students. 			
Relationships	<ul style="list-style-type: none"> • provide support, care and guidance in a respectful to prepare students for work or study at the next level; • encourage our students to become well-rounded individuals through enrichment. 	<ul style="list-style-type: none"> • be respectful, polite and caring to all members of our Academy community appreciating their work, views, property and individuality; • promote positive relationships at all times; • inform a member of staff if I see or hear any behaviour which upsets or demeans myself or others. 			
Student Name		Student Signature	Parent Signature	Tutor Signature	Date

Appendix 2a: St Wilfrid's CE Academy Behaviour for Learning Sanctions Flow Chart

This flow chart provides staff with an overview of sanctions. Staff should use their **professional judgement** and apply sanctions in line with the Behaviour for Learning Policy. Staff may refer a student for Key Stage Detention if they fail to attend a Learning Area Detention. The Principal or Assistant Principal may place a student at any stage of the flowchart in line with the Behaviour for Learning Policy.



Appendix 2b: Guidance for Staff.

Staff should keep a copy of this available to aid behaviour management. 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 any action that impedes the flow of the lesson and interrupts learning and teaching. A teacher will record any action on SIMS either as a demerit or as an INFO item. The table below outlines the varying levels of poor behaviour with suggested actions for staff within the Academy:

Level	Behaviours displayed - examples	Suggested action taken and by whom
1	LA break time/lunch detention. For low-level classroom disruption, forgetting book or equipment, arriving late to lesson, no homework)	Classroom teacher: give first time offenders a warning, or issue a demerit if second or subsequent offence. Short break or lunchtime detention for latecomers. Discussion with student.
2	LA after-school detention Level 1 For persistence of type 1, or inappropriate language, lack of respect)	For more serious breaches of discipline, such as refusal to follow instructions, continual disruption to lesson, or disrupting a test the classroom teacher may decide to issue a LA afterschool detention. In more serious or persistent cases , the classroom teacher may refer to the LAC. In these occurrences students may be required to work in a designated room on the departmental supervision plan, in accordance with departmental policy. In both these instances, and a LA detention will be issued (Monday - 40 min). Letter issued and a conversation with parents by the LAC or classroom teacher. Referral to Year Manager/POD if appropriate.
3	LA after-school detention Level 2 – Reflect (Failure to attend LA after-school detention Level 1)	Failure to attend a Level 1 LA detention will lead to a Level 2 LA detention in Reflect on a Tuesday afterschool from 2.20pm – 3.05pm supervised by the Reflect co-ordinator.
4	Referral to POD: Key Stage and Strategy after-school detentions	Where a student fails to attend a Level 2 LA detention or is involved in persistent disruptive behaviour despite LAC intervention, vandalism, inappropriate behaviour towards a student or member of staff, fighting, truancy or any other behaviours that are deemed to be in breach our Academy student code of conduct, the POD staff will determine the appropriate sanction with regard to the status of the student within Appendix 2a. This may include a Key Stage (55 min detention usually on a Wednesday from 3.20pm) or Strategy detention 70 min detention on a Friday from 3.20pm* for repeated breaches of discipline.
5	Referral to Assistant Principal: Internal isolation, Joint Partnership Placement or Exclusion	Where there are 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 students; serious misuse of ICT; theft; discrimination; cheating in a formal external exam or controlled assessment (including breaches of JCQ guidelines for examinations); failure to attend a Strategy detention without reason - the Assistant Principal will determine the appropriate sanction with regard to the status of the student within Appendix 2a. Sanctions at this level are likely to include referral to Reflect (internal isolation), a placement at a local partner school (JPP) or a fixed-term exclusion, as directed by the Principal. For persistent behaviour of this type, students may face a managed move or a permanent exclusion. In the event of a serious breach involving possession of, taking, supplying or selling a banned item within Academy grounds, buildings, in uniform or on a trip organised by the Academy, the student may face the ultimate sanction of permanent exclusion.

*All after school detentions start at 3.20pm unless it is the Strategy detention starting at 12.30pm at the end of each full term on the day of closure for a holiday.

Appendix 3: Wet Break and Lunch Protocol

3 bells will sound to indicate wet break or wet lunch. Students should then make their way to the following locations straight away.

	Break	Start of Lunch	After eating
Year 7	LRC / Pupil Entrance Corridor	Queue for lunch	LRC or Pupil Entrance
Year 8	Sports Hall	Sports Hall	Return to Sports Hall
Year 9	Sports Hall	Sports Hall	Stay in Canteen
Year 10	Main Hall	Sports Hall	Return to Sports Hall
Year 11	Main Hall	Queue for lunch	NCR or Corridors

Years 8, 9 and 10 will queue for the canteen in the Sports Hall in line with canteen rota timings. Once Years 8 and 10 have eaten lunch they will return to Sports Hall. Y9 have permission to stay in Main Hall.