

WOLFRETON SCHOOL and SIXTH FORM COLLEGE

Policy Document POSITIVE DISCIPLINE BEHAVIOUR POLICY

Written in June 2018 by:	
Associate Headteacher Assistant Headteacher – Behaviour and Pastoral Care	
Adopted	
Frequency of Review	Every 2 years
Review date due	April 2020

1. Statement of intent

Positive attitudes to learning supported by high standards of behaviour, are fundamental expectations of all members of Wolfreton School and Sixth Form College. Excellence, Endeavour and Respect are at the heart of our ethos and we are clear about how we communicate these expectations to all members of our school. Central to securing a culture within which student's value success and respect is a clear behaviour and discipline system that rewards success freely. At Wolfreton positives are persistently promoted, recognised and celebrated in all forms. Behind this is the shared belief that all individuals respond positively to recognition and reward, and through this are motivated to replicate and further develop these qualities. It is the responsibility of all concerned to ensure standards are upheld.

A copy of the school's written statement of behaviour principles (Appendix 1) is published on the school website.

2. Aims and Key Principles

2.1 This policy aims to:

- Ensure all students feel **valued and safe** in school enabling them to learn and to succeed to the best of their ability.
- Build and reinforce a set of **expectations and positive behaviours**, in the form of Positive Discipline, promoting high levels of **student engagement** in all aspects of their learning.
- Outline **how students are expected to behave**.
- Define what we consider to be **unacceptable behaviour**.
- Ensure students' efforts are **recognised and rewarded** consistently.
- Encourage a **consistent approach** to behaviour management that is understood by all members of the Wolfreton community and further develops partnerships with home.

2.2 Clear and simple key principles underpin the Positive Discipline Behaviour Policy. These key principles are:

- Staff and students will have a mutual respect and tolerance of each other with good manners and respect being at the heart of our relationships.
- Use of praise and rewards is recognised as an important motivating factor. Work, effort, participation and responsibilities deemed to meet or exceed expectations will be recognised, with all students regardless of need or ability having equal access to praise and rewards.

- A proactive rather than reactive approach to behaviour management will be used to anticipate and prevent future problems.
- Inappropriate behaviour will be dealt with firmly, fairly, consistently and transparently by all staff and at all levels.
- Early intervention is key to preventing behaviour impacting on the learning of the student and that of others.
- Sanctions will be used to address behaviours that don't meet expectations.
- Parents/carers will be involved at an early stage regarding any concerns.
- Students will be recognised, rewarded and sanctioned in line with the Wolfreton Model for Positive Discipline (Appendix 2).

3. Legislation and statutory requirements

3.1 This policy has due regard to relevant legislation and guidance, including, but not limited to the following:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- The Special Educational Needs And Disability (SEND) Code of Practice

3.2 This policy will be implemented in conjunction with the school policies including, but not limited to the following:

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| • Anti - Bullying Policy | • Searching and Confiscations Policy |
| • Child Protection and Safeguarding Policy | • SEND Policy |
| • Drugs, Alcohol and Legal Highs Policy | • Smoke Free Policy |
| • Exclusions Policy | • Uniform Policy |
| • Teaching and Learning Policy | |

4. Roles and responsibilities

4.1 The Local Governing Body

The Local Governing Body is responsible for monitoring the effectiveness of the school's Positive Discipline Behaviour Policy and for holding the Headteacher to account for its implementation.

4.2 The Senior Leadership Team

- The Headteacher is responsible for approving the Positive Discipline Behaviour Policy and for designating a member of the Senior Leadership Team (SLT) to lead Behaviour and Positive Discipline in the school.
- The Assistant Headteacher (AHT) – Behaviour and Pastoral Care will:
 - Lead Positive Discipline and promote a positive, respectful climate in school.
 - Lead staff to recognise and reward positives and to deal effectively with poor behaviour.
 - Review and provide Continued Professional Development (CPD) on Positive Discipline and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The SLT will support staff in encouraging positive behaviour and support fully the implementation of Positive Discipline.

4.3 Heads of House and Pastoral Managers

- The Head of House (HOH) will:
 - Lead House culture to secure the highest standards in behaviour and safety for all students.
 - Work closely with Pastoral Managers (PMs) on behaviour for learning, attendance and punctuality concerns and re-enforce the Positive Discipline Behaviour Policy.

- Pastoral Managers (PMs) will:
 - Secure the highest standards in behaviour and safety for all students in the House, consistently implementing and upholding Positive Discipline.
 - Act as the primary point of contact for parents / carers and external agencies.
 - Liaise closely with the SENDO and staff in Rushanje House
- HOH and PMs will:
 - Make full use of Positive Discipline data to enable needs to be met.
 - Work collaboratively and liaise with the AHT – Behaviour and Pastoral Care, monitoring and upholding the highest standards of behaviour to secure a positive impact on achievement.
 - Work collaboratively with class teachers and Faculty leaders to ensure a cohesive understanding and effective collaboration with the pastoral team meets students’ needs.

4.4 Middle Leaders

- Directors of Learning (DoL), Area Improvement Leaders (AILs), Lead Practitioners (LPs), Subject Leaders (SLs) will:
 - Promote Positive Discipline and monitor data to ensure consistency within their teams.
 - Meet with individual students who receive two detentions in three weeks.
 - Implement a Faculty Isolation timetable and ensure a suitable bank of work is maintained in the Isolation Room for each subject in their area.
- All TLR post-holders will:
 - Support DoLs, AILs, LPs and SLs to ensure Positive Discipline operates effectively.

4.5 Staff

- Good quality teaching and learning is essential to engage all students and reduce opportunities for disruption, including low-level disruption.
- Teachers will:
 - Model positive behaviour.
 - Be at the door to welcome students to the lesson ensuring a prompt start.
 - Provide a starter set to settle the students. This should be completed in silence.
 - Establish a clear, teacher-determined, seating plan.
 - Know students as individuals, know their needs, paying particular attention to any identified special educational needs or disabilities.
 - Have and constantly re-enforce high expectations and give meaningful praise.
 - Plan and deliver high quality, engaging lessons which take into account the needs of all students.
 - Manage transitions between different activities effectively.
 - Implement Positive Discipline consistently.
 - Provide a personalised approach to the specific behavioural needs of particular students.
 - Attempt to de-escalate a situation wherever possible.
 - Record behaviour issues, which do not meet the positive discipline standards, in the Student Planner.
 - Release students swiftly on the bell, not before, to enable the next lesson to begin well.
- Teaching Assistants and Support Staff are expected to:
 - Model positive behaviour.
 - Support Positive Discipline consistently.

4.6 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the student Code of Conduct.
- Inform the school of any changes in circumstances that may affect their child’s behaviour.
- Discuss any behavioural concerns with the Pastoral Manager or class teacher.
- Check and sign the planner each week, encouraging their child to keep up to date.

5. Student Code of Conduct / School Rules

5.1 Students are expected to follow the Wolfreton School Code of Conduct – ‘Great’, demonstrating Excellence, Endeavour and Respect.

G reat behaviour is:	Great behaviour in the classrooms is to:	Great behaviour around the school is to:
R espectful and safe	<ul style="list-style-type: none"> Put your hand up and wait for permission to speak. Listen carefully when the teacher or another person is talking. Move around the room safely, following all safety instructions. 	<ul style="list-style-type: none"> Be polite, speaking and acting respectfully to all. Respect individuals and difference: <ul style="list-style-type: none"> Have a mind to be kind Let no one come to harm Move around the school sensibly and quietly, keeping left; queue sensibly next to the wall.
E quipped and correctly dressed	<ul style="list-style-type: none"> Arrive fully equipped. 	<ul style="list-style-type: none"> Carry your planners at all times.
	<ul style="list-style-type: none"> Wear your uniform correctly at all times. Meet our ‘Smart, Business-like’ standards. 	
A lways about learning	<ul style="list-style-type: none"> Be punctual Make it possible for all students to learn. Always work to the best of your ability without disturbing others. Bring your homework on time, every time. 	<ul style="list-style-type: none"> Be on the school site by 8.25am and at your form room for an 8.35am start.
T aking responsibility for your actions	<ul style="list-style-type: none"> Place your planner on your desk opened at the correct page in every lesson. 	<ul style="list-style-type: none"> Eat and drink in the right place at the right time. Ensure online behaviour is always respectful and meets our E-Safety standards.
	<ul style="list-style-type: none"> Do as you are told by all staff – first time, every time. Keep mobile devices switched off and out of sight in bags (including headphones) when indoors. This is our school - look after the school building and environment 	

6. Student Planner

6.1 Student Planner Protocols

The student planner is central to the success of the Positive Discipline Behaviour Policy. The student planner is:

- Where all House Points are collected and recorded
- Where all Comments (which trigger sanctions) are recorded
- Central to the communication between school and parents/carers, providing immediate feedback on a student’s attitude to learning on a daily basis.

Each day:

- All teachers will expect the Planner to be on the student’s desk / workspace at the start of and throughout each lesson. In PE the planner must be available in the Sports Hub at the start and end of lessons.

- In tutor time, students will take out their planners. Students who have not brought their planners should not leave the tutor room; Heads of House or House Support Tutors will visit each tutor group to provide a temporary planner for the day and record that it is missing.

Absent planners:

- It must be emphasised that forgetting the planner is a serious matter. Any student who forgets their planner on two occasions within a term will automatically serve a detention, on the third occasion, a day of isolation will be served.
- Students may borrow a temporary planner once each term.
- Lost student planners must be replaced at a cost.

6.2 Monitoring Positive Discipline through the Student Planner

- **Student Self - Monitoring:**
 - Students are expected to carry their planners at all times.
 - Time is given to reflect on personal school performance to enable self – monitoring.
- **Parental Monitoring:**
 - Parents play a key role in monitoring the planner to reflect on their child’s performance.
 - Parents will be expected check and to sign the planner each week, encouraging their child to keep the planner up to date, including checking homework is recorded and completed.
- **Form Tutor Monitoring:**
 - Tutors are expected to monitor planners each week. Each tutor will keep a separate record of both positive and negative performance for each young person. Tutor monitoring is confirming:
 - the planner is neatly kept and free from graffiti
 - homework is recorded and ticked when completed
 - comments made in the planner are responded to appropriately
 - rewards and sanctions are being given and recorded.

6.3 The Positive Discipline Session

The Positive Discipline (PD) session is essential to the running of the system.

During the PD session Tutors will:

- Discuss individually the progress the students are making.
- Record data for rewards and sanctions from planners on the electronic Positive Discipline record.
- Recognise individual students for praise by a member of the SLT:
 - Recommendations will follow the published timetables to ensure students are met swiftly and not missed. No more than 2 students per group sent during any one PD session.
 - Students should be sent with their planners for any of the following reasons:
 - Successfully achieving a certificate level.
 - Achieving 6 or more weeks of consecutive clean slates.
 - Performing outstandingly in any way in which the tutor feels needs to be brought to the attention of the SLT.

7. Positive Discipline - Rewards

7.1 The positive acknowledgement of good behaviour lies at the heart of Wolfreton’s Positive Discipline Behaviour Policy. Staff must look to routinely recognise, praise and reward students in lessons and around school.

Rewards build progressively and include:

1. House Point Stamps – on-going from subject teachers, tutors and all staff
2. Centrally generated ‘Bronze, Silver, Gold...’ certificates - for reaching specified numbers of House Points
3. Senior Leadership Team recognition – through Positive Discipline recommendations
4. Awards assemblies
5. Annual awards ceremony

In addition, phone calls and electronic postcards and other letters of praise may be sent home to recognise student's achievements in subject areas and wider school life.

7.2 House Point Stamps

House Points are the foundation of the school's formal rewards system:

- All staff have a bespoke House Point Stamp.
- House Point Stamps are awarded to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and attainment.
- Stamps can be awarded both within and outside the classroom, offering flexibility to reward students as and when Excellence, Endeavour and Respect in all its guises is noted.
- A maximum of three stamps can be achieved per lesson.
- All House Point stamps are collected in the Student Planner.
- Additional House Point Stamps are awarded by the tutor for:
 - A clean slate in terms of no negative comments in the planner for the week.
 - Full attendance for the week.
 - Being punctual every day in the week.
 - All equipment brought every day.
- House Points can also be achieved for contributing to House competitions.
- The House Point Stamps lead to certificates and rewards (Appendix 3).

7.3 Electronic Postcards

Electronic postcards can be awarded by subject areas to recognise students who have gone above and beyond in their effort or achieved above and beyond over period of time.

7.4 Senior Leadership Team Involvement

SLT will provide a high presence during PD sessions. An identified member of SLT will be available to receive students referred by their tutors, with their planners. Students will be sent individually following published arrangements. Where students are working exceptionally well, a teacher may contact the Headteacher who will meet with the student to award the Headteacher's Stamp.

8. Positive Discipline - Behaviour Management

8.1 It is expected that the vast majority of students will simply choose to spend their time with us operating with the rewards framework. It is also expected that, of the students whose performance is deemed to be unsatisfactory, only a small minority will move to Stage 3 or beyond.

Members of staff should always check SEND information including the Learning Support Bulletin and Classroom Support Plan (CSP), as well as Individual Behaviour Plan (IBP) and Pastoral Support Plan (PSP) targets circulated by Pastoral Managers for any additional strategies that have been identified for working with an individual student.

Where a student has a recognised need that requires reasonable adjustments to be made this will be taken into account. It is essential that a consistent approach is applied.

Unfortunately there are times when inappropriate behaviour is exhibited. When a student falls short of expectations the identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

8.2 Classroom Sanctions

To enable clarity and consistency for students, staff and parents, staged sanctions will be applied:

Stage 1 - Verbal warning

Stage 2 - 1st Written warning

Stage 3 - 2nd Written warning, moved in the classroom

Stage 4 - Moved to Faculty isolation and a 50 minute detention until 4pm

Stage 5 - Isolation / Isolation Plus

Stage 6 - Contract

Stage 7 - Seclusion/Exclusion (Extended periods of internal seclusion, fixed term exclusion or permanent exclusion)

Students will receive clear explanations at each stage and at each stage the teacher will attempt to de-escalate the situation.

At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each young person to re-join the road to achievement and success. When a student does disturb the academic progress of their peers, or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

Stage 1 – Verbal Warning (after settling to work)

It is anticipated that many students will receive the occasional verbal warning. The expectation is that, as students mature and become more self-disciplined, the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the school's Code of Conduct/School Rules. Those who fail to do so can expect a verbal warning.

Purpose	Action
1. To indicate to students that they have done or are doing something which is unacceptable.	Though not recorded the verbal warning must be clearly identified: <ul style="list-style-type: none"> Move the Student Planner to the member of staff's desk.
2. To form a link to the more serious Phase 2 – Written warning, if it is required.	

Stage 2 – Second Warning (First written warning)

A student who continues to behave unacceptably despite being given a Stage 1 Verbal Warning, will move into Stage 2 and receive a Second Warning, this is a written warning.

Students could move into Stage 2 as a result of:

- Continuing the behaviour which led to the initial Verbal Warning
- Behaving in a way which is considered too serious to receive only a Verbal Warning
- Lateness, without a note
- A lack of homework

Purpose	Action(s)
1. To formally communicate expectations are not being met.	<ul style="list-style-type: none"> Staff record Stage 2 comment in the Student Planner - a brief comment followed by staff initials. Staff need also to keep a brief record in their own file of the nature of misdemeanour. If a student reaches the maximum number of written comments allowed each week (8 comments), they will move into Isolation (Stage 5).
2. To allow a clear choice to be made and behaviour modified to avoid further sanctions.	

Stage 3 – Second written warning

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a Stage 1 Verbal and a Stage 2 Second Warning. Such behaviour will result in the student moving into Stage 3. Again, the class teacher will attempt to de-escalate the situation.

Purpose	Action(s)
1. To formally communicate expectations are still not being met.	<ul style="list-style-type: none"> Student will be moved to another area of the room.
2. To allow a clear choice to be made and behaviour modified to avoid serious sanctions.	<ul style="list-style-type: none"> A further comment from the teacher must be placed in the student’s Planner.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom permanently to prevent further escalation.

Stage 4 - Moved to Faculty Isolation (50 minute detention until 4pm)

DoLs, AILs and LPs publish a Faculty Isolation timetable through the School Office.

Stage 4 could be reached as a result of a student:

- Persisting in undermining the work of everyone in the room, despite receiving three clear warnings.
- Behaving in such an unacceptable way that the teacher chooses to move straight to Stage 4. Though there is always the possibility of this occurring, the importance of working through the stages in a cumulative manner whenever possible is essential.

Purpose	Action(s)
A student who has entered Stage 4 is likely to have caused considerable disruption and inconvenience.	<p><u>The original class teacher will:</u></p> <ul style="list-style-type: none"> • Contact the Duty Teacher to remove a student to faculty isolation. All requests should be made via SIMS Alert (Appendix 4). <i>N.B. Another student should not be sent to request the Duty Teacher.</i> • Provide suitable work to be completed by the student in silence in Faculty Isolation. <i>N.B. A student refusing to go into Faculty Isolation will be considered as defiant, and would therefore be placed in isolation by the Duty Teacher.</i>
Faculty Isolation ensures that learning can continue in the classroom.	<ul style="list-style-type: none"> • Collect the student at the end of the lesson to debrief them. If this is not possible, the debriefing should take place at the earliest possible opportunity. The DoL/AIL/LP will support this on request. • Generate a School Detention by completing the detention slip. As a matter of policy this will be handed in to the Positive Discipline Office by the end of the school day. <p><u>The member of staff in the Faculty Isolation room:</u></p> <ul style="list-style-type: none"> • Ensure the student works in silence. <i>N.B. Any student misbehaving in a Faculty isolation room will receive an Isolation. The Duty Teacher should be contacted via SIMS Alert.</i>

Stage 4 detentions:

- All PD detentions are held on an evening and last until 4pm.
- **Parents/carers will be informed of any detention through the Student Planner. A separate letter will not be issued.**
- Any student who misses a School Detention will move to a Headteacher Detention on a Friday evening until 4:15 pm.
- If a student receives a third detention, parents/carers will be contacted by the Pastoral Team to discuss the severity of the situation and the consequence of further school detentions being received.
- If a fifth School Detention is received within a half term is given to any student, that student will automatically move into Stage 5 Isolation. Contact will again be made with parents / carers.

Stage 5 – Isolation / Isolation Plus

Isolation is an extremely serious sanction. This sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A student will be placed in isolation for:

- 8 written warnings in a week
- 5 detentions in a half term / forgetting the student planner 3 times in a half term
- if school expectations have not been met in faculty isolation, or
- by a member of the SLT as a result of situation or identified misdemeanour (Appendix 2)

Purpose	Isolation Protocols / Supervision
<p>Students will be 'isolated' in the fullest sense of the word.</p> <p>Lunch-break will be taken in Isolation; at no time will the isolated student be allowed to socialise with other students.</p>	<ul style="list-style-type: none"> • The Isolation Room will be a functional and purposeful environment. Mobile devices will be handed in before entry into the room. • Isolation is staffed by members of the SLT, HOH and middle leaders; Supervision at break will be shared between the staff who have supervised periods 2 and 3; lunchtime supervision will be provided by SLT, HOH, DoLs, AILs and LPs. • A student placed in isolation will remain there for the balance of the day and will then spend the following day in the Isolation Room. • The Isolation day will be from 8.25 a.m. to 3.10 p.m. A student arriving late to isolation without good reason will repeat the full day at the earliest opportunity. • A School Detention will also be served, normally at the end of the Isolation Day. • Communication to parents/carers will be through the Student Planner. • The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period with the student's performance being monitored at the end of each school day. • A student who works satisfactorily or better will re-join their normal timetable following the Isolation; a record of the period of Isolation will be recorded on the student's file.

Escalation to Isolation Plus and Support

The first period of isolation will be for one full day. This full day is in addition to the balance of the previous day when the isolation was initiated. Students who continue to under-perform will work through further periods of two, three and four days.

There will be an increased level of counselling at each level:

- 1 and 2 day isolation - Counselling by Pastoral Manager
- 3 day isolation - Counselling by Head of House (or by DoL / AIL /LP / SL if one subject only)
- 4 day isolation - Counselling by SLT

Stage 6 - Contract

Where a student has required a four-day isolation, they will be placed on a Contract and an IBP will be set up.

Purpose	Contract Protocols
To ensure and communicate clear measureable targets across all areas.	<ul style="list-style-type: none"> • A 'Contract stamp' will be placed in the weekly section of the Student Planner. • Students will remain on a Contract until they have completed 15 clear days without breaking their Contract. • Any time the Contract is broken the student would serve one day's Isolation. • If a Contract is broken for the fifth occasion, and with any subsequent breaks, the student will face a period of seclusion or fixed term exclusion.

Any Contract will continue into a new academic year; all other students will be given a 'clean slate'.

Stage 7 - Extended periods of Seclusion (Internal exclusion), Fixed Term Exclusion or Permanent Exclusion

Students who persistently break their Contract or who commit a particularly serious misdemeanour can expect to find themselves at Stage 7. At this stage a decision will be taken as to where an extended period of seclusion (internal exclusion), a fixed term exclusion or a permanent exclusion is required.

At this point a Pastoral Support Plan (PSP) will be set up.

Seclusion (Internal Exclusion)

Seclusion will normally be hosted in either Rushanje House, or at one of the Trust schools. The timings of the school day in Rushanje House are from 8:35 am – 4:00 pm. Students will be required to hand in their mobile devices for the duration of the day.

Seclusion (Internal exclusion) ensures students tackle work, meet targets and do not fall behind however they have no social interaction.

Fixed Term Exclusion or Permanent Exclusion

Prior to making any decision on fixed term or permanent exclusion, the Headteacher will consider the circumstances of the exclusion and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

The school's Exclusion Policy should be referred to for further information.

On re-entry to school after a period of fixed term exclusion a student will automatically be placed in seclusion before returning to mainstream curriculum.

8.3 Sanctions for misdemeanours committed around school

The sanctions for misdemeanours committed around school operates on a staged approach with five levels. If a student chooses to misbehaviour around the school, as a minimum a written warning will be given with the appropriate code recorded in their student planner for that week. For more serious behaviours the member of staff will liaise with the AHT – Behaviour and Discipline or another member of the SLT and a higher-level sanction will be allocated.

There is no verbal warning for misdemeanours committed around school. It is important that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. The distinction between carelessness and deliberate intent to disregard the school Code of Conduct / school rules is vital.

Tutors, through the monitoring of Student Planners each week, should keep a record of comments. A student who acquires three such comments will automatically move to Level Two.

Level 1	<u>Written Comment in Student Planner</u> If at any time a member of staff considers a student to have chosen not to behave in an appropriate way around school they should, as a minimum, make a comment in the Student Planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents.
Level 2	<u>School detention.</u> If at any time a student chooses to display a more serious out of classroom behaviour (see behaviour tariff), a PM, HOH or member of the SLT will move the student to a School Detention.
Levels 3, 4 and 5	These will operate in exactly the same way as Stages 5, 6 and 7 of the 'Classroom sanctions'.

8.4 Typical behaviours tariff

Verbal Warnings	First classroom warning. There are no verbal warnings out of class. A proportionate approach is adopted (See 8.3)	
Typical behaviours which result in a written warning	<p>Respectful and Safe:</p> <ul style="list-style-type: none"> • Inappropriate language • Moving inappropriately around school; not keeping to the left in corridors and on stairs • Not queuing single file along the classroom wall until the member of staff arrives • Being out of bounds <p>Equipped and correctly dressed:</p> <ul style="list-style-type: none"> • Failure to bring essential equipment to the lessons • Not wearing blazers between lessons • Tie not worn with 7 – 8 full stripes showing • Shirts out or top buttons undone • Missing or incorrect PE Kit • Wearing coat / hat / scarf / hoodie / non-uniform jumper in the school building after 8:35 am • Uniform – missing or non-school uniform items • Not meeting the ‘smart-business-like’ standards including heavy make-up 	<p>Always about learning:</p> <ul style="list-style-type: none"> • Lateness / time wasting on way to lessons • Into the school building after 8:30 am and 1:00 pm • Arriving at tutor time / assembly after 8:35 am • Poor behaviour in lessons and around school • Failure to bring homework <p>Taking responsibility for your actions:</p> <ul style="list-style-type: none"> • Littering • Chewing gum • Mobile phones out in the school building (followed by confiscation until the end of the day) • Eating/drinking on the move or in out of bounds areas
Typical behaviours which result in fast-tracking straight to detention	<p>Respectful and Safe:</p> <ul style="list-style-type: none"> • Bullying behaviour / abuse of other students (1st offence) • Fighting • Smoking / E-cigarettes (2nd offence) • Bringing the school into disrepute <p>Equipped and correctly dressed:</p>	<p>Always about learning:</p> <ul style="list-style-type: none"> • Truancy • Poor behaviour / defiance in lessons and around school <p>Taking responsibility for your actions:</p> <ul style="list-style-type: none"> • Forgetting planner twice in a half term • Abuse of planner (e.g. graffiti, alteration to pages / comments) • Written warnings: 6 in a week • Inappropriate use of technology, including phones / social media
Typical behaviours which result in fast-tracking straight to isolation	<p>Respectful and Safe:</p> <ul style="list-style-type: none"> • Verbal abuse of staff • Persistent bullying behaviour / abuse of other students • Fighting (if aggressor) • Vandalism of property (student or school) • Smoking / E-cigarettes (1st offence) <p>Equipped and correctly dressed:</p> <ul style="list-style-type: none"> • Inability to remove nail colour / inappropriate hair colour or cut 	<p>Always about learning:</p> <ul style="list-style-type: none"> • Persistent truancy <p>Taking responsibility for your actions:</p> <ul style="list-style-type: none"> • Forgetting planner for a third time in a half term • Refusing to hand over planner • 8 written warnings in a week • Possessing / circulation of inappropriate images of others
Typical behaviours which result in fast-tracking straight to exclusion (note this could be internal seclusion or external or permanent)	<p>Respectful and Safe:</p> <ul style="list-style-type: none"> • Verbal abuse of students and staff • Racial, homophobic, sexist, sexual or other discriminatory abuse or aggression • Malicious allegation against staff • Indecent behaviour • Actions which put the student or others in danger • Physical abuse of/attack on students and staff • Possession / supply / misuse of drugs, alcohol or new psychoactive substances (NPS) • Serious actual or threatened violence against student or staff 	<ul style="list-style-type: none"> • Theft • Carrying an offensive weapon • Arson <p>Equipped and correctly dressed:</p>

Escalation This is not an exhaustive list and there may be other situations where the Assistant Headteacher - Behaviour and Pastoral Care, or another member of the Senior Leadership Team identifies or escalates a sanction, and where Headteacher makes a judgement that exclusion is an appropriate sanction.

8.5 Lunchtime exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises or kept in isolation for the duration of the lunchtime period.

8.6 Off-site behaviour

Student's behaviour outside school on school business, for example when taking part in any school organised or school related activity, including visits to partner institutions, educational visits, sporting activities or work experience, is subject to this Positive Discipline Behaviour Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school.

For behaviour outside school but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole, or where it could:

- could have repercussions for the orderly running of the school
- pose a threat to other students or members of the public
- could adversely affect the reputation of the school.

If a student's behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the criteria for exclusion, then the Headteacher may decide to exclude. This is also included in the criteria for permanent exclusion. Incidents of cyber-bullying or other online behaviours that clearly impact on the welfare and safety of students and staff do come under the remit of 'Off-site Behaviour'.

Sanctions will only be applied when the student is on the school premises or when the student is under the lawful control of the staff member.

8.7 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8.8 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.9 Confiscation

Any prohibited items (Appendix 5) found in a student's possession will be confiscated. These items will not be returned to students.

We will also confiscate:

- Any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with a member of the SLT and parents, if appropriate.
- Mobile phones used in the school building. Students will be able to collect these at the end of the day.

Searching students is conducted in line with school policy which follows DfE's guidance.

8.10 Student support

It is essential that the school works with parents and carers, and outside agencies to support students who are persistently failing to meet our expectations. In our experience, when parents / carers and the school work together in partnership, we are most effective in being able to improve student behaviour.

Pastoral teams and middle leaders will quickly identify students who need support. Middle leaders may use Faculty Reports, while pastoral teams may use Support Plans, Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and intervention from other agencies such as:

Responses may include:

- Support Plans
- Faculty report
- Contracts
- Individual Behaviour Report (IBP)
- Pastoral Support Plan (PSP)
- Internal exclusion period at a Trust school
- Managed Move to another establishment.
- An Alternative Learning Package
- Period of support at a Student Referral Unit
- Period of support at The HUB School

Intervention may also be sought from a range of agencies such as:

- Educational Psychologist
- Youth and Family Support Service (YFS)
- School Nurse Service
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help and Safeguarding Hub (EHaSH)
- Social Services
- Safeguarding Children Board
- Local Policing Team

9. Student Transition

Changing schools can be an anxious time for both parents and young people. We recognise this and work closely with staff, students and parents / carers to achieve continuity and progress for all students who join us.

10. Training and Support

10.1 Training and Support will be provided by the AHT – Behaviour and Pastoral Care.

The Positive Discipline Behaviour Policy will be introduced to all new staff, including NQTs, ITTs and support staff. Supply staff will be provided with an overview sheet to enable them to follow school policy. All staff will be briefed on updates to the policy and training opportunities available.

CPD support is available for all staff. CPD can be provided for individuals or teams as need and request demands. Any member of staff can request additional support through their Line Manager.

10.2 Tracking Positive Discipline Rewards and Sanctions

The awarding of rewards and sanctions will be tracked by the AHT - Behaviour and Pastoral Care in order to identify where additional support may be required. All support provided as a result of such tracking will be supportive. Responses / Support for identified staff needs will be bespoke but are likely to include:

- Behaviour management support through further training on Positive Discipline.
- Observation to identify areas for support and coaching
- Tailored support provided or sourced by the school or the Trust.

With enthusiasm, commitment and team-work in its truest sense, consistency is achievable. Should a member of the school community choose to 'opt out' of the agreed framework, it should be accepted that this would be addressed by a member of the SLT.

Appendix 1: Behaviour Principles - Written statement

This document is not policy or practice, rather it is a statement to set out broad principles and values with regard to behaviour that is both expected and promoted within Wolfreton School and Sixth Form College.

The Local Governing Body believes this statement accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour. Actual, practical applications of these principles are led by the Headteacher and Assistant Headteacher – Behaviour and Pastoral Care, who will review cases in light of these principles and any relevant policies.

At Wolfreton, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Principles

Positive attitudes to learning, supported by high standards of behaviour, are fundamental expectations of all members of Wolfreton School and Sixth Form College.

- At Wolfreton, our primary concern is that **all students feel valued and safe in school enabling them to learn and to succeed** to the best of their ability; when behaviour does not meet expectations, actions are taken with the intention of upholding wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- **Excellence, Endeavour and Respect are at the heart of our ethos** and we are clear about how **we communicate expectations of behaviour and respect** to all members of our school. Expected behaviours and unacceptable behaviours are clearly defined through the Code of Conduct.
- The school's **Positive Discipline Behaviour Policy supports clarity and consistency**. Where sanctions and punishments are required and applied, they will be in line with the Positive Discipline Behaviour Policy and proportionate to the misdemeanour and inline with this policy.
- The school works to promote high levels of engagement in all aspects of learning and school life; **students' efforts are recognised and rewarded** in and around school at the discretion of staff, who will judge appropriately.
- All young people, staff and visitors should feel safe in the school environment at all times as a result of **high quality of care, support and guidance**.
- In cases of problematic student behaviour, regardless of how sustained and disruptive, the student's out-of-school circumstances and possible **special educational needs and disabilities will be taken into account**. Support is given along with any required sanctions.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- **Any kind of violence, threatening behaviour or abuse will not be tolerated**, either between students, or by students/parents/carers towards the school's staff. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises.
- Guidance on the use of reasonable force will be agreed upon by the Headteacher and Local Governing Body, and clearly set out within the school's Positive Discipline Policy.
- Staff and students will have a **mutual respect and tolerance of each other** with good manners and respect being at the heart of our relationships.

General expectations

- All members of the school community should be aware of the Code of Conduct – 'GREAT Behaviour' and the Positive Discipline and other related policies which share expectations of behaviour, and all should agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and respectful behaviour is to be maintained by all around the school, both in and out of the classroom.

- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each young person receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and students should report any case of bullying they experience or observe to school staff.
- Students should support staff by showing good behaviour in the classroom and around school, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the students and staff safe, designated members of the school's Senior Leadership Team and Pastoral Team will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Wolfreton community should understand that the school's emphasis is on encouraging and praising good behaviour and on supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all students and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Wolfreton School and Sixth Form College.

Appendix 2: Wolfreton Model for Positive Discipline

Code of Conduct			
<p>Great behaviour is:</p> <p>Respectful and safe</p> <p>Equipped and correctly dressed</p> <p>Always about learning</p> <p>Taking responsibility for your actions</p>	<p>Great behaviour in the classrooms is to:</p> <ul style="list-style-type: none"> Put your hand up and wait for permission to speak Listen carefully when the teacher or another person is talking Move around the room safely, following all safety instructions 	<p>Great behaviour around the school is to:</p> <ul style="list-style-type: none"> Be polite, speaking and acting respectfully to all Respect individual and difference <ul style="list-style-type: none"> Have a mind to be kind Let no one come to harm Move around the school sensibly and quietly, keeping left, queue sensibly and to be seen 	
	<ul style="list-style-type: none"> Arrive fully equipped 	<ul style="list-style-type: none"> Carry your planners at all times 	
	<ul style="list-style-type: none"> Be punctual Make it possible for all students to learn Always work to the best of your ability without disturbing others Bring your homework on time, every time 	<ul style="list-style-type: none"> Be on the school site by 8.30am and in your form room by an 8.35am max 	
	<ul style="list-style-type: none"> Place your planner on your desk opened at the correct page in every lesson 	<ul style="list-style-type: none"> Use your uniform correctly with items Wear out shoes, bag/strap like, etc 	
	<ul style="list-style-type: none"> Do as you are told by all staff - first time, every time Mobile devices should be switched off and out of sight at least (including headphones) when indoors This is our school - look after the school building and environment 	<ul style="list-style-type: none"> Eat and drink in the right place at the right time Stairs outside the school is always respectful and meets our 5 safety standards 	

House Point Stamps

Certificates

For reaching a specified number of House Points:

Bronze 300pts	Silver 600pts	Gold 1000pts	Sapphire 1500pts
Emerald 2000pts		Platinum 3000pts	
Diamond 4000pts			

Rewards

- Headteacher recognition
- Awards Assemblies
- Annual Awards Ceremony

Classroom Stages	1 Verbal Warning	Around School Levels
	2 Written Warning	
	3 Second Written Warning	
	4 Faculty Isolation (50 minutes detention after school)	
	5 Isolation / Isolation Plus	
	6 Contract	
	7 Seclusion / Exclusion	

Written warning

Respectful and safe

- Respectful behaviour
- Respectful behaviour around school, not keeping to the left corridor and on stairs
- Not making noise during the lesson (will limit the number of staff entries)
- Being out of lesson

Equipped and correctly dressed

- Wearing correct equipment to the lesson

Always about learning

- Not wasting lessons between lessons
- Not arriving with 7-8 full pages drawing
- Respectful behaviour in lessons
- Missing or incorrect PE kit
- Respectful behaviour (not drink/trouble/food, uniform jumps in the school building after 8.35am)
- Disruption - talking or noise without permission
- Not meeting the 'single response' list definition including heavy make-up

Taking responsibility for your actions

- Carrying out the 'single response' list

Detention

Respectful and safe

- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons

Always about learning

- Truancy
- Being late/early / absence of other students for lessons

Taking responsibility for your actions

- Being late/early / absence of other students for lessons

Isolation / Isolation Plus

Respectful and safe

- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons

Always about learning

- Truancy
- Being late/early / absence of other students for lessons

Taking responsibility for your actions

- Being late/early / absence of other students for lessons

Seclusion / Exclusion

Respectful and safe

- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons
- Being late/early / absence of other students for lessons

Always about learning

- Truancy
- Being late/early / absence of other students for lessons

Taking responsibility for your actions

- Being late/early / absence of other students for lessons

1 Verbal Warning	Supported by giving a chance in each lesson and appreciating at times that young people get things wrong.
2 Written Warning	Allows a clear choice to be made and behaviour modified to avoid serious sanction.
3 Form Tutor Support	Tutors monitor planners in Positive Discipline lessons. Individual recording and 'counselling'.
4 Subject Leader / Pastoral Manager	Two detentions within three weeks > appointment to review.
5 Head of House / Assistant Headteacher	Isolation > 'Meeting'.
6 Assistant Headteacher / Senior Leadership Team	Contract meeting > Individual Behaviour Plan > Pastoral Support Plan.
7 Extended Seclusion (Rushanje House) Exclusion (Fixed Term / Permanent)	

Appendix 3: House Points Tariff

The House Points table provides an overview for staff and students of the numbers required to achieve different levels of reward.

The Student Council contribute to the review of what is included as a reward.

Number of House Points	Award	Reward
300	Bronze	1 jump the queue / trade for 10 House points
600	Silver	3 jump the queue / trade for 30 house points
1000	Gold	5 jump the queue / trade for 50 house point
1500	Sapphire	£5 receipt against a voucher or a variety of school based products e.g. equipment, Prom ticket, School Photograph, Year Book.
2000	Emerald	£10 receipt against a voucher or a variety of school based products e.g. equipment, Prom ticket, School Photograph, Year Book.
3000	Platinum	£15 receipt against a voucher or a variety of school based products e.g. equipment, Prom ticket, School Photograph, Year Book.
4000	Diamond	£20 receipt against a voucher or a variety of school based products e.g. equipment, Prom ticket, School Photograph, Year Book.

Appendix 5: Prohibited Items

(Extract from Behaviour and Discipline in schools: Advice for Headteachers, January 2016)

Confiscation of inappropriate items

What the law allows:

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for “prohibited items”⁹ including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

