

WOLFRETON SCHOOL and SIXTH FORM COLLEGE

Policy Document

POSITIVE DISCIPLINE BEHAVIOUR POLICY - THE WOLFRETON WAY

Written in June 2018 by:	
Assistant Headteacher – Behaviour and Pastoral Care	
Adopted	July 2018
Revised	July 2020
Frequency of Review	Every 2 years
Review date due	June 2021

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 academy. Central to securing a culture within which young people 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 academy's written statement of behaviour principles (Appendix 1) is published on the academy website.

2. Aims and Key Principles

2.1 This policy aims to:

- Ensure all young people feel **valued and safe** in the academy 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 **engagement** in all aspects of their learning.
- Outline **how young people are expected to behave**.
- Define what we consider to be **unacceptable behaviour**.
- Ensure each young persons' 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 – The Wolfreton Way. These key principles are:

- Staff and young people 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 young people 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 young person 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.
- Young people will be recognised, rewarded and sanctioned in line with the Positive Discipline Policy – The Wolfreton Way.

3. Legislation and statutory requirements

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- Searching, screening and confiscation at school
- 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 Academy policies including, but not limited to the following:

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|--|--------------------------------------|
| • Anti - Bullying Policy | • Exclusions Policy |
| • Anti-Smoking Policy | • Use of Restraint Policy |
| • Academy Uniform Policy | • Quality of Education Policy |
| • Child Protection and Safeguarding Policy | • Searching and Confiscations Policy |
| • Complaints Procedure Policy | • SEND Policy |
| • Drugs, Alcohol and NPS Policy | |

4. Roles and Responsibilities

4.1 The Local Governing Body

The Local Governing Body is responsible for monitoring the effectiveness of the academy'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 Discipline in the academy.
- The Assistant Headteacher (AHT) – Behaviour and Pastoral Care will:
 - Lead Positive Discipline and promote a positive, respectful climate in academy.
 - Lead staff to recognise and reward positives and to deal effectively with poor behaviour.
 - Review and provide Continued Professional Development and Learning (CPDL) on positive behaviour management 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:
 - Visibly promote the academic ethos and values of Excellence, Endeavour and Respect through ensuring the highest standards as communicated through the Wolfreton Way.
 - Create a house culture in line with the academy's published mission, values and goals.
 - To recognise and reward success, effort, resilience and the qualities encapsulated within the Wolfreton Way.
 - To lead and support the Pastoral Managers to secure the highest standards of behaviour, attendance and punctuality and reinforce academy policies including the positive discipline and anti-bullying policies.
- Pastoral Managers (PMs) will:
 - Secure the highest standards in behaviour and safety for all young people 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 SENDCO and staff in Rushanje House.
- HOH and PMs will:
 - Make full use of Positive Discipline behaviour data to enable needs to be met.
 - Work collaboratively and liaise with the AHT – Behaviour and Pastoral Care and AHT – Safeguarding and Personal Development, monitoring and upholding the highest standards of behaviour to secure a positive impact.
 - Work collaboratively with class teachers and Faculty Leaders to ensure effective collaboration and to meet to the young persons' needs.

4.4 Middle Leaders

- Faculty Leaders (FL) and Subject Leaders (SLs) will:
 - Promote Positive Discipline and monitor data to ensure consistency within their teams.
 - Implement a Faculty Isolation timetable and ensure a suitable bank of work is maintained in the Isolation Room for each subject in their area.
 - Utilise and monitor Faculty Reports as required.
- All TLR post-holders will:
 - Support Faculty and Subject Leaders to ensure Positive Discipline operates effectively.

4.5 Staff

Good quality teaching and learning is essential to engage all young people and reduce opportunities for disruption, including low-level disruption.

- Teachers and other adults will follow the classroom routines set out below:
 - Model positive behaviour and consistently apply the Positive Discipline Behaviour Policy to reward and sanction
 - Welcome the young people at the door
 - Ensure that the young people are correctly dressed in uniform
 - Establish and maintain clear routines and whole academy expectations
 - Establish a purposeful learning environment at the outset through the first activity
 - Communicate behaviour expectations with non-verbal cues in the first instances (e.g. through classroom displays, eye contact, body language and movement)
 - Highlight, promote and reward good behaviour
 - Use positive reinforcement to address negative behaviour
 - Establish a seating plan and ensure this is followed
 - Conclude the lesson positively and start the next lesson afresh
 - Plan effectively for the individual needs of each young person
 - Where necessary, engage in restorative dialogue with a young person
 - Start and end the lesson promptly

- Record rewards and sanctions in the Planner and on Class Charts behaviour management software.
- 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 Code of Conduct – The Wolfreton Way for Positive Discipline.
 - Inform the academy of any changes in circumstances that may affect their child’s behaviour.
 - Discuss any behavioural concerns with the Head of House, Pastoral Manager or class teacher.
 - Check and sign the planner each week and encourage their child to keep up to date.

5. Code of Conduct – The Wolfreton Way

5.1 Young people are expected to follow The Wolfreton Way, demonstrating Excellence, Endeavour and Respect (Appendix 2 Poster).

Wolfreton learners are proud to be recognised for following The Wolfreton Way		
Excellence	Endeavour	Respect
We aim to inspire - to be the best we can be	We promote the qualities of determination and courage	We are firm advocates of friendship and equality
<ul style="list-style-type: none"> ● We aim to be the best we can be, always focusing on learning and responding first time every time ● We are always punctual, equipped and prepared to learn ● We wear our uniform correctly and with pride at all times 	<ul style="list-style-type: none"> ● We act with courage – we give 100% effort, do our best and never give up ● We are determined – we value and respond positively to feedback and act to improve further ● We take responsibility for our actions 	<ul style="list-style-type: none"> ● We are respectful and safe – we respect our school environment, equipment and all people ● We listen, respond politely and ensure mobile phones and headphones are never seen in the building ● We value friendship, equality and kindness – we don’t tolerate bullying or discrimination

6. Recording and Reporting on Positive Discipline

6.1 Planner Protocols

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

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

Each day:

- All teachers will expect the Planner to be on the young persons’ 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, young people will take out their planners. Young people 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. This would be recorded, monitored and addressed.
- Lost planners must be replaced at a cost.

6.2 Monitoring Positive Discipline

- **Self - Monitoring:**
 - Young people are expected to carry their planners at all times.
 - Time is given to reflect on personal performance to enable self – monitoring through tutor time.
- **Parental Monitoring:**
 - Parents play a key role in monitoring their child’s performance behaviour using the information provided by the academy.
 - Parents will be expected check behaviour and rewards information each week as a minimum, encouraging their child to follow The Wolfreton Way.
- **Form Tutor Monitoring:**
 - In tutor time the Form Tutor will review behaviour and rewards and discuss any issues with tutees.
 - Tutors are expected to monitor behaviour and rewards each week. Tutor monitoring is confirming:
 - the planner is neatly kept and free from graffiti
 - homework is recorded
 - comments made in the planner are responded to appropriately
 - rewards and sanctions are being given and recorded.

7. Positive Discipline – Rewards

7.1 The positive acknowledgement of good behaviour lies at the heart of The Positive Discipline Behaviour Policy. Staff will routinely recognise, praise and reward young people in lessons and around the academy for demonstrating Excellence, Endeavour and Respect.

Rewards build progressively and include:

1. House Points on-going from subject teachers, tutors and all staff
2. Centrally generated incremental certificates - for reaching specified numbers of House Points
3. Senior Leadership Team recognition
4. Awards assemblies and events

7.2 House Points (Appendix 3)

House Points are the foundation of the formal rewards system:

- All staff have a bespoke House Point stamp.
- House Points can be awarded to all young people regardless of age, ability or gender when they demonstrate the attributes associated with The Wolfreton Way.
- House Points can be awarded both within and beyond the classroom, offering flexibility to reward young people as and when Excellence, Endeavour and Respect in all its guises is noted.
- A maximum of 3 House Points can be allocated in one lesson.

Typical behaviours which may be rewarded though House Points:

Tutor time	Excellence	<ul style="list-style-type: none"> • Attendance and punctuality • Uniform and equipment • To be the best we can be
	Endeavour	<ul style="list-style-type: none"> • Improved attendance and punctuality • No written warnings • Contributions to tutor time • Showing determination and courage in tutor time
	Respect	<ul style="list-style-type: none"> • Good manners • Show kindness and friendship to others • Treat everyone with respect
Lessons	Excellence	<ul style="list-style-type: none"> • A piece high quality of work • Contribution in class • To be the best we can be
	Endeavour	<ul style="list-style-type: none"> • Showing determination in learning • Demonstrating courage when trying something new • Contributions to the lesson
	Respect	<ul style="list-style-type: none"> • Good manners • Show kindness and friendship to others • Treat everyone with respect
Around the academy and in the wider community	Excellence	<ul style="list-style-type: none"> • Excellent contribution to academy activities and events • Achievement in the wider community • To be the best we can be
	Endeavour	<ul style="list-style-type: none"> • Participation in academy activities and events • Demonstrating courage when trying something new • Determination to make a difference to our community
	Respect	<ul style="list-style-type: none"> • Good manners • Show kindness and friendship to others • Respecting the environment
This is not an exhaustive list and there may be other situations where a member of staff identifies young people for recognition of exemplifying the Wolfreton Way.		

7.3 Postcards

Postcards can be awarded by a subject area, in recognition of a young person who has gone above and beyond in their effort, or who has achieved above and beyond over a period of time.

7.4 Certificates

Certificates will be awarded certificates when young people achieve a specified number of House Points.

Leaders will be able to recommend a young person for a Headteacher Certificate for something noteworthy in line with the The Wolfreton Way.

8. Positive Discipline - Behaviour Management

8.1 Managing Behaviour

It is expected that the vast majority of young people will choose to spend their time with us following The Wolfreton Way.

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 staff for any additional strategies that have been identified for working with an individual young person.

Where a young person 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 young person 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 Behaviour Stages

To maintain a disruption free learning environment, if a young person fails to respond to direction from the teacher, the teacher should implement a 3 Stage Plan – **WARN (1) – MOVE (2) – REMOVE (3)**.

STAGE 1 – WARN

If a young person triggers the first stage '**WARN**' both in the classroom or around the academy, the teacher will inform the young person and will record a written warning in line with academy systems.

STAGE 2 – MOVE

In a classroom, where space is available, if a young person triggers the second stage '**MOVE**', the teacher will inform the young person and will direct them to MOVE to a different place in the classroom. A MOVE warning will be recorded in line with academy systems.

In a classroom where there is not space to physically move, they will be advised this level has been reached; this will be recorded.

If a young person continues to choose not to behave in an appropriate way around the academy, the member of staff may judge there is a need for the young person to be supervised over a break and/or lunch time. A move warning will be recorded in line with academy systems.

STAGE 3 – REMOVE

If a young person triggers the third stage of '**REMOVE**', the teacher will call the Duty Teacher to remove the learner to Faculty Isolation. The learner should be provided with work wherever possible and will be taken to the allocated room for the remainder of the lesson. The teacher will issue a 50-minute detention and record this detention in line with academy systems.

Following a Stage 3 '**REMOVE**', prior to the young person's next lesson, the class teacher is responsible for contacting parents to discuss the removal from class. The class teacher will also seek to meet with the young person for a restorative conversation to ensure a positive start to their next lesson.

If a young person continues shows either continued or serious disregard of expectations around the academy, a member of staff will issue the young person with a detention or isolate them as required and record this in line with academy systems.

STAGE 4 – ISOLATION

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 young person will be placed in isolation for:

- 6 written comments in a week
- 3 removes / detentions in a half term
- If academy 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)

The first period of isolation will be for the equivalent of one full day from the start of the isolation.

If a young person is isolated, the Pastoral Manager will meet with the young person to discuss the behaviour(s) which led to the isolation; the Pastoral Manager will also contact the parent / carer.

STAGE 5 – FACULTY REPORT / PASTORAL MANAGER REPORT

A young person will be placed on Faculty Report (where behaviour relates to one subject only) / Pastoral Manager Report, in the event of receiving:

- 3 occasions in faculty isolation for one subject (Faculty Report)
- 3 occasions in academy isolation (Pastoral Manager report)
- The duration of this report will be three weeks, after which a review will take place. The purpose of this report is to ensure and communicate clear, measurable targets to secure improvement. If the Faculty Leader / Pastoral Manager judges that a young person has failed to make satisfactory improvements, a Head of House (IBP) Report will be initiated.

STAGE 6 – HEAD OF HOUSE REPORT (IBP)

A young person who persistently fails to meet targets set on a Faculty Report / Pastoral Manager Report, or who commits a particularly serious misdemeanour, will move to Stage 6. At this stage, an Individual Behaviour Plan (IBP) planning meeting will take place with parents and targets for improvement will be agreed. These targets will form the Head of House Report. A Head of House Report (IBP) will be for an initial period of three weeks, after which there will be a review with parents / carers. If a young person to make satisfactory improvements, either a further three-week IBP report will be agreed with the Head of House or, where no improvement the young person will move to a Senior Leadership Team Report.

STAGE 7 – SENIOR LEADERSHIP TEAM (PSP) REPORT

A young person persistently who fails to meet the targets set on their Head of House Report (IBP), or who commits a particularly serious misdemeanour, will move to Stage 7. At this stage, a Pastoral Support Plan (PSP) planning meeting will take place with parents and where appropriate other agencies. At this meeting, targets for improvement will be agreed. These targets will form the SLT Report.

8.3 Sanctions

At each stage a range of sanctions are available.

Detentions:

- All detentions are held on an evening and last until 4pm.
- Parents/carers will be informed of any detention.
- Any young person who misses an academy detention will move to an SLT detention on a Friday evening until 4:15 pm.
- If a young person receives a detention, the member of staff will record this in line with academy systems.
- If a young person receives a third detention in one week, parents/carers will be contacted by the Pastoral Team to discuss the severity of the situation and the consequence of further academy detentions being received.
- If a third academy detention is received within a half term, that young person will automatically be isolated for one day. Contact will be made with parents / carers by the Pastoral Team.

Isolation

- The Isolation Room will be a functional and purposeful environment. Mobile devices will be handed in before entry into the room.
- The Isolation Room is staffed by experienced staff.
- A young person placed in The Isolation Room for a 'one off' incident will remain there for an equivalence a full academy day.
- A young person 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 young person's file. A young person who fails to work or respond in an acceptable manner will repeat the isolation.

- Lunch and break will be taken in the Isolation Room; at no time will the young person be allowed to socialise with others.

Extended periods of Internal exclusion, Fixed Term Exclusion or Permanent Exclusion

A young person who persistently fails to follow The Wolfreton Way or who has committed a particularly serious misdemeanour will be at risk of a higher level of sanction. At this stage a decision will be taken as to whether an extended internal exclusion in the academy or at one of the Trust academies, a fixed term exclusion or a permanent exclusion is required in consultation with the SLT lead and for exclusion the headteacher.

Internal Exclusion

Internal exclusion will normally be hosted in either Rushanje House, or at one of the Trust academies. The young person will be required to hand in their mobile devices for the duration of the day.

Internal exclusion ensures that the young person tackles work, meets targets and can continue to learn 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 young person. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

The Academy Exclusion Policy should be referred to for further information.

Fixed Term Exclusion or Permanent Exclusion

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

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

On return to the academy following a period of fixed term exclusion, a reintegration meeting will be held with parents before returning to mainstream lessons.

8.4 Lunchtime exclusion

A young person whose behaviour at lunchtime is disruptive may be excluded from the academy premises or kept in the Isolation Room for the duration of the lunchtime period.

8.5 Off-site behaviour

Young people's behaviour outside the academy on academy business, for example when taking part in any academy organised or academy 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 the academy.

For behaviour outside the academy but not on academy 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 academy
- pose a threat to other young people or members of the public
- could adversely affect the reputation of the academy.

If a young person's behaviour in the immediate vicinity of the academy or on a journey to and from the academy 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 young people and staff do come under the remit of 'Off-site Behaviour'.

Sanctions will only be applied when the young person is on the academy premises or when the young person is under the lawful control of the staff member.

8.6 Malicious allegations

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

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

8.7 Physical restraint

In some circumstances, staff may use reasonable force to restrain a young person 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

8.8 Searching and confiscations

Any prohibited items (Appendix 4) found in a young person's possession will be confiscated. These items will not be returned to young people.

We will also confiscate:

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

Searching a young person is conducted in line with the academy policy, which follows DfE's guidance.

9. Support for young people

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

Pastoral teams and leaders will quickly identify young people who need support.

Responses may include:

- Emotional Literacy Support Assistant (ELSA) intervention
- Trust Counsellor Service
- Pastoral Manager Report
- Faculty Report
- Head of House Report - Individual Behaviour Report (IBP)
- SLT Report – Pastoral Support Plan (PSP)
- Period of internal exclusion (IE) at a Trust academy

- Time at The Hub School (offering specialist services for students with social, emotional and behavioural difficulties)
- Period at an alternative Behaviour Referral Unit
- Managed Move to another establishment.
- Alternative Provision e.g. Commissioned Place

Intervention may also be sought from a range of agencies including:

- SMASH (Social Mediation and Self Help)
- Educational Psychologist
- Early Help – Family Support
- Youth and Family Support Service (YFS)
- School Nurse Service
- Child and Adolescent Mental Health Service (CAMHS)
- Corner House
- Mind
- Kooth – online counselling
- Early Help and Safeguarding Hub (EHaSH)
- Social Services
- Safeguarding Children Board
- Local Policing Team
- Cruse Bereavement Care

10. Transition

- Changing schools can be an anxious time. We recognise this and work closely with staff, young people and parents / carers.
- Young people follow our in-year transition programme designed to support effective transition and secure continuity and progress for all young those joining us.

11. Typical Behaviour Tariff

<p>Typical behaviours which will result in a 'Warn' Comment</p>	<ul style="list-style-type: none"> • Wearing coat / hat / scarf / hoodie / non-uniform jumper in the academy building after 8:35 am • Incorrect uniform • Not meeting the 'smart-business-like' standards including heavy make-up • Failure to bring essential equipment to the lessons • Missing or incorrect PE Kit • Lateness • Time wasting on way to lessons • Lack of effort in a lesson • Poor behaviour in lessons and around the academy • Failure to bring homework • Inappropriate language • Moving inappropriately around the academy; not keeping to the left in corridors and on stairs • Being out of bounds • Littering • Chewing gum • Eating/drinking on the move or in out of bounds areas • Mobile phones out in the academy building (followed by confiscation until the end of the day)
<p>Typical behaviours which will result in fast-tracking straight to detention</p>	<ul style="list-style-type: none"> • Bringing the academy into disrepute • Bullying behaviour / abuse of other young people • Graffiti • Truancy • Being removed from a lesson • Poor behaviour / defiance in lessons and around the academy • Fighting • In the presence of smokers including E-cigarettes • Inappropriate use of technology, including phones/social media

<p>Typical behaviours which result in fast-tracking straight to isolation</p>	<ul style="list-style-type: none"> • Inability to remove nail colour / inappropriate hair colour or cut • Persistent truancy • Fighting (if aggressor) • Vandalism of property (young person or academy) • Smoking / E-cigarettes • Possessing / circulation of inappropriate images of others • Verbal abuse of staff • Persistent bullying behaviour / abuse of other young people
<p>Typical behaviours which result in fast-tracking straight to exclusion (note this could be internal or external or permanent)</p>	<ul style="list-style-type: none"> • Unacceptable persistent poor behaviour • Persistent refusal to accept academy sanctions • Malicious allegation against staff • Indecent behaviour • Actions which put the learner or others in danger • Physical abuse of/attack on young people and staff • Possession / supply / misuse of drugs, alcohol or new psychoactive substances (NPS) • Verbal abuse of young people and staff • Racial, homophobic, sexist, sexual or other discriminatory abuse or aggression • Serious actual or threatened violence against learner or staff • Theft • Carrying an offensive weapon • Arson • Vandalism / damage to property
<p>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.</p>	

12. Training and Support

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

All new staff, including NQTs and ITTs will be receive training in the Positive Discipline Behaviour Policy; support staff will also be introduced to the policy in a way required by their role. Supply staff will be provided with an overview sheet to enable them to follow academy policy. All staff will be briefed on updates to the policy and training opportunities available.

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

12.2 Tracking Rewards and Sanctions

The Head of House, House Team and the AHT - Behaviour and Pastoral Care will track the awarding of rewards and sanctions in order to identify trends and where additional support may be required. All intervention 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
- Lesson reviews to identify areas for support and coaching
- Tailored support provided or sourced by the academy or the Trust.

With enthusiasm, commitment and teamwork in its truest sense, consistency is achievable. Should a member of the academy 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 Academy'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 young people feel valued and safe in the academy 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 academy.
- Expected behaviours and unacceptable behaviours are clearly defined through the Code of Conduct.
- The academy'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.
- The academy works to promote high levels of engagement in all aspects of learning and academy life; **young peoples' efforts are recognised and rewarded** in and around the academy at the discretion of staff, who will judge appropriately.
- All young people, staff and visitors should feel safe in the academy environment at all times as a result of **high quality of care, support and guidance**.
- In cases of problematic behaviour of young people, the young person'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 academy 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 young people, or by young people/parents/carers towards the academy's staff. If a parent/carer does not conduct himself/herself properly, the academy reserves the right to ban them from the academy 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 academy policy.
- Staff and young people 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 academy community should be aware of the Positive Discipline Behaviour Policy and The Wolfreton Way and other related policies that 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 academy.
- Polite and respectful behaviour is to be maintained by all around the academy, 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 behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and a young person should report any case of bullying they experience or observe to academy staff.
- Young people should support staff by showing good behaviour in the classroom and around the academy, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the academy's standards.
- To keep the young people and staff safe, designated members of the academy'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 academy'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 young people and staff inside and outside of the academy, 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.

The Wolfreton Way

Wolfreton learners are proud to be recognised for following...



Excellence

We aim to **inspire**, to be the best we can be.



We aim to be the best we can be, always **focusing on learning** and responding **first time, every time**.

We are always **punctual, equipped** and **prepared to learn**.



We wear our **uniform correctly** and with **pride** at all times.

Endeavour

We promote the qualities of **determination** and **courage**.

We act with courage. We give **100% effort**, **do our best** and **never give up**.

100%



We are **determined**. We value and **respond positively to feedback** and **act to improve further**.



We **take responsibility** for our actions.

Respect

We are firm advocates of **friendship** and **equality**.

We are **respectful and safe**. We respect our school environment, equipment and all people.



We **listen, respond politely** and ensure **mobile phones and headphones are never seen** in the building.

We value **friendship, equality and kindness**. We don't tolerate **bullying or discrimination**.



The Wolfreton Way

Excellence. Endeavour. Respect.

Rewards



Rewards 'EXTRAS'
Annual Celebrations Events
Headteacher Certificate
Rewards Shop
Headteacher Stamp
Hot Chocolate Friday
Subject Recognition
Electronic Postcard

Sanctions



The House Points table provides an overview for staff and young people of the number of House Points required to achieve different levels of reward.

Number of House Points	Award
300	Bronze
600	Silver
1000	Gold
1500	Sapphire
2000	Emerald
3000	Platinum
4000	Diamond

Each year, rewards are agreed at each threshold. These may include:

- Jump the queue pass
- Vouchers
- Stationary
- Academy Photograph
- Discounted prom ticket
- Discounted year book

Appendix 4: Prohibited Items

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

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 lawfully. 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” including:

- knives and weapons
- alcohol
- illegal drugs and new psychoactive substances
- stolen items
- tobacco and cigarette papers, E cigarettes
- fireworks
- offensive materials including pornographic, homophobic, racist and anything inciting hatred, material
- 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.

Sanctions

Stage		Action	Reason
Warn		<ul style="list-style-type: none"> Written comment in Planner and on Class Charts 	<ul style="list-style-type: none"> Failure to follow the Wolfreton Way including: Uniform infringement, lack of equipment, lateness, lack of effort, poor behaviour in lessons and around the academy, inappropriate language, littering, chewing gum, eating out of bounds, mobile phone use.
Move		<ul style="list-style-type: none"> Written comment in Planner and on Class Charts. Move seats in the classroom. 	<ul style="list-style-type: none"> Continued failure to follow the Wolfreton Way as above
Remove		<ul style="list-style-type: none"> Removal to Faculty Isolation by Duty Teacher Detention set by the Teacher via Class Charts Teacher/Learner Resolution Meeting prior to next lesson. (FL support as required) Teacher contact home. 	<ul style="list-style-type: none"> Continued failure to follow the Wolfreton Way as above
		<ul style="list-style-type: none"> Detention 	<ul style="list-style-type: none"> Graffiti, Truancy, defiance, bullying, in the presence of smokers, inappropriate use of technology.
Isolation		<ul style="list-style-type: none"> 1 full day (equivalent) in Isolation. Phone call home by PM. All information to be recorded on Class Charts. 	<ul style="list-style-type: none"> Continued failure to follow the Wolfreton Way as above and including: Fighting, vandalism, smoking including E Cigarettes, verbal abuse of staff, persistent bullying, persistent truancy, refuse to resolve uniform infringement <p>AND</p> <ul style="list-style-type: none"> 6 comments in a week 3 detentions in a half term One off serious incident Poor behaviour in Faculty Isolation
Faculty Report	Pastoral Manager Report	<ul style="list-style-type: none"> Faculty Report / Pastoral Manager Report as appropriate with specific targets for improvement; phone call home at outset and a follow up letter. Daily review of electronic report with PM and young person during Tutor time Weekly review of electronic report with Faculty Leader young person. Parental meeting at end of 3 weeks. 	<ul style="list-style-type: none"> Continued failure to follow the Wolfreton Way as above <p>AND</p> <ul style="list-style-type: none"> 3 days of Isolation 3 days of Isolation from one subject
Head of House Report (IBP)		<ul style="list-style-type: none"> Head of House Report with specific targets for improvement; phone call home at outset and a follow up letter. Daily review of electronic report with Head of House and young person. Parental meeting at end of 3 weeks 	<ul style="list-style-type: none"> Continued failure to follow the Wolfreton Way as above <p>AND</p> <ul style="list-style-type: none"> Failed Faculty / Pastoral Manager Report
SLT Report (PSP)		<ul style="list-style-type: none"> SLT phone call home at outset and a follow up letter. Daily review of electronic report with SLT and young person. Regular parental meeting throughout PSP (every 4 weeks). 	<ul style="list-style-type: none"> Continued failure to follow the Wolfreton Way as above or: <p>AND</p> <ul style="list-style-type: none"> Failed Head of House Report
Final Stage		<ul style="list-style-type: none"> Internal or Trust based Exclusion, Fixed Term Exclusion, Permanent Exclusion. 	<ul style="list-style-type: none"> Malicious allegations against staff, indecent behaviour, actions which put the learner or others in danger, physical abuse of/attack on young people and staff, verbal abuse of young people or staff, racial, homophobic, sexist, sexual or other discriminatory abuse or aggression, serious or actual threat of violence against learner or staff, theft, carrying a weapon, arson, vandalism/damage to property