



Wreake Valley Academy

Behaviour Policy

Date of review	Autumn 2022
Date approved by Local Advisory Board	14 th November 2022
Date of next review	Summer 2023

Signed on behalf of the Local Advisory Board
Chair of Governors



BEHAVIOUR POLICY

Overview

At Wreake Valley Academy and Bradgate Sixth Form the expectations for behaviour and conduct are clear and consistently applied.

People perform best when they understand how to be successful and when there are regular reminders in place about the expectations of them.

- All members of the school community should be treated with respect.
- The school uniform should be worn smartly and in adherence to the uniform rules.
- Bradgate Sixth Form students to adhere to the dress code.
- Attendance is expected to be over 97% for students, support will be put into place to support this expectation.
- Disruption to learning will always be challenged because learning is why we are here.
- Students should behave in a calm and sensible manner at all times.
- Students should not take part in or encourage the bullying of any other person either physically, verbally or in any other way.

Although good learning behaviour is expected at all times, due regard will be given to an individual's circumstances before any strategy is employed.

Expectations / Rules

- Be on time
- Respect those around you and the school
- Show kindness and consideration to others at all times
- Wear the correct uniform around the school at all times
- Bradgate Sixth Form students to follow the dress code at all times.
- Students in Yr7-Yr11 must stay on the school site at all times
- Mobile phones/devices should be turned off and concealed at all times on the school site
- Energy drinks, cigarettes, alcohol, vapes and any form of illegal stimulus will not be tolerated on the school site

Not meeting these expectations will result in an appropriate sanction.

Most of our learning takes place in our classrooms, to be successful students must:

- Arrive to lessons on time.
- Have the right uniform and equipment.
- Respect others.
- Always try their best.
- Complete all work set.
- Leave the classroom tidy.
- Co-operate with staff at all times.

Celebrating Success

We believe in celebrating and rewarding success. If young people are rewarded consistently for meeting our expectations and achieving their best, others will be encouraged to act similarly.

Praise will be well received if it is personal, genuine, consistent and appropriate. Students must know what they are being praised and rewarded for.

All members of staff will show a genuine interest in the students, establish positive relationships with them, welcome them, and greet them at the door at the start of lessons.

Rewarding Students**Every day rewards in lessons.**

Students are praised and rewarded for following our shared school values. Praise is recorded using positive points on our Arbor platform and use of random on the spot rewards throughout the school year.

In addition, members of staff will also recognise when students meet expectations, through regular feedback. We encourage staff to have regular positive contact home.

Positive Points

Points	Action taken
50 Positive Points	Bronze Certificate. Head of Year Contact Home
125 Positive Points	Silver Certificate. School Behaviour Lead Contact home
200 Positive Points	Gold Certificate, Deputy Head of School contact home
250 Positive Points	Platinum Certificate. Head of School contact home.

Rewards for sustained achievement

Departmental Awards.

All faculties/departments must identify and agree opportunities to issue departmental awards. Students demonstrating sustained achievement in a specified area will be recognised through tutor activities and celebration assemblies.

In the summer term we will hold a celebration evening where we celebrate students academic achievements with students and parents

Rewards for attendance

Regular attendance is a significant contributor to achievement. Students will be rewarded for good punctuality and attendance as outlined in our attendance policy.

Guidelines for sanctions for dealing with inappropriate behaviour

These guidelines are intended to help staff decide which sanctions to apply in response to different situations. It is impractical to provide an exhaustive list. We have identified a series of red line behaviours which will lead to serious sanctions including exclusion

It is important that whenever possible the incident is handled at its point of origin and by the staff directly involved.

Students must understand what they have done wrong and how they can put it right.

A positive working relationship must be re-established by the teacher as soon as the sanction is completed.

Tutors will be involved and kept informed of issues to do with students in their tutor group.

All sanctions should be recorded on Arbor by the person sanctioning the behaviour

The Removal System

To maintain the learning environment for all, students who choose not to follow expectations will receive sanctions and guidance from staff. Initially a student will be redirected for displaying inappropriate behaviour. If such behaviour continues then the student will be removed from the classroom for the remainder of the lesson. For each removal, there is a further sanction for the student, depending on which number removal it is.

Students who misbehave in lessons are redirected, warned about their behaviour, and supported to modify this to get their learning back on track. For those who make choices to continue to disrupt learning, they are removed from the lesson to the internal supervision room where they are supported to carry on with their learning away from the class. The school considers a removal from a lesson to be serious and the classroom teacher will contact parents to inform them of removals. Where there are subsequent removals from the same lesson, Heads of Department will also work with students, parents, and teachers to support the behavioural changes needed. The school operates a graduated response for multiple removals in a half-term block.

The response to removals is outlined in the table below. Please note number of removals is across all lessons and this ladder operates across a half-term. Where students are being removed with high frequency from a particular subject, then the Head of Department will be involved with the teacher detention and liaise with the School Behaviour Lead / Deputy Head of School to plan to resolve this. Students may be supported with learning breaks following a redirection to prevent escalation to a removal, and to reset the student mindset so that they can return to lessons after a short break and continue with learning.

The table below outlines the responses to removal from lessons

Removal number in the half-term	Consequences
10	<p>Two-day exclusion</p> <p>Head of School meets with Parents/Students for reintegration revised school offer/referral to behaviour partnership is implemented</p>
9	<p>One-day exclusion</p> <p>Head of School meets with Parents/Students for reintegration revised school offer/referral to behaviour partnership is implemented</p>
8	<p>Half-day exclusion.</p> <p>Head of School/ deputy head of school meets with Parents/Students for reintegration revised school offerSupport plan is agreed</p>
7	<p>Teacher logs removal and phones home to discuss removal</p> <p>Internal Exclusion</p> <p>Head of School/ Deputy Head of school meet with Parents/Students for reintegration and to discuss future school placement and outcomes.</p>
6	<p>Teacher logs removal and phones home to discuss removal</p> <p>2 hour Seclusion completed with the Head of School</p> <p>Deputy Head of School meets with Parents/Students for reintegration. Review of support arrangements</p>
5	<p>Teacher logs removal and phones home to discuss removal</p> <p>2-hour seclusion completed with Head of School</p> <p>School Behaviour lead /Deputy Head of School meet with Parents and student to set up behaviour plan –Head of Student Services/Head of Year to support student in lessons.</p>
4	<p>Teacher logs removal and phones parents to discuss removal</p> <p>1 Hour afterschool detention</p> <p>Student continues with report to Head of Year and Head of Year to support student in lessons. Head of Year monitors report and liaises with parents</p>
3	<p>Teacher logs removal and phones parent to discuss removal</p> <p>1 hour detention completed with head of Student Services</p> <p>Student placed on report to Head of Year and Head of Year to support student in lessons. Head of Year monitors report and liaises with parents.</p>
2	<p>Teacher logs removal and phones parents to discuss removal</p>

	30 minute detention completed with School Behaviour Lead
1	Teacher logs removal and phones parents to discuss removal 30-minute detention completed with School Behaviour Lead

Negative Behaviour Points

Negative behaviour points may be given for behaviours inside and outside of lessons. These are tracked for each student and used as part of our wider pastoral support package. These are treated separately from the removal sanctions which do not have points attached.

Negative Points	Action taken
0 -20	Tutors to monitor and support. They may wish to contact home.
20 – 40	Heads of Year will meet with young person and offer support. Heads of year will phone home to discuss concerns.
40 -60	Heads of Year will organise meeting with parents. Head of Year report card to support young person.
60- 80	School Behaviour Lead/ Deputy Head of School to have a review meeting with parents. School Behaviour Lead report to support young person .
80 -100	Headteacher/ Deputy Head Teacher to meet with parents. Young person to be put on SLT report.
100 – 130	Executive Head Teacher to meet with parents. Future school placement discussed /behavioural contract agreed

Bradgate Sixth Form Guidance

Students in Years 12 and 13 will be given negative behaviour points and redirections for Behaviour for Learning. Negative behaviour points will be monitored by the Head of Sixth Form and the Sixth Form Centre Manager. Students will be spoken with by their Form Tutors each time a negative behaviour point is received. If a student receives 5 or more negative behaviour points then the Head of Sixth Form will speak with the student and will contact home.

Our expectations are that no student should give us cause to be removed from a lesson as outlined for students in Years 7-11.

If a student is removed from their lesson, they will be taken to work in the Sixth Form Centre with the Head of Sixth Form and the Sixth Form Centre Manager. The Head of Sixth Form will also contact parents to inform them of the removal and arrange a meeting with parents and the student to discuss the removal.

If a student is removed more than twice from their lessons, the student and parents will have a meeting with the Head of Sixth Form and the Head Teacher to discuss their place at Bradgate Sixth Form.

Wreake Valley Academy and Bradgate Sixth Form uses the Bradgate Education Partnership's Exclusion Policy. Please see the following link for the full policy.

<https://www.wvacademy.org/our-academy/policies/>

Protocol for Internal Exclusion**Internal Exclusion**

A full investigation needs to occur with recommendations for the sanctioning of the student being discussed with SLT line managers. Should the decision be an Internal Exclusion a letter will be sent home on the day informing parents of internal exclusion and a phone call **must be** made home.

Students that are Internally Excluded must report at 9.30am and wait at Student Reception to be collected. They will follow a specified day with time set aside for collecting/eating lunch or toilet breaks.

9.30 – 11.00	Independent Silent Learning
11.00 – 11.30	Activity/ task related to their behaviour
11.30 – 1.30	Independent Silent Learning
1.30- 2.00	Independent Silent Learning
2.00 – 3.00	Contribution to school community
3.00 - 3.30	Exit Activity/task related to their behaviour
3.30 – 4.00	Reflection – discussion with a member of the pastoral team.

Failure to meet expectations whilst Internally Excluded will automatically lead to a fix term exclusion.

Parents will be called for a reintegration meeting before the student can return to normal lessons. The meeting will be with the Head of Year. A record of this meeting should be taken.

In the reintegration meeting a return to lessons form must be filled in. This will identify the support that is required to ensure the student has a successful return into their lessons and the wider school community. A copy of this form and any notes from the meeting must be placed into the student's file.

The Power to Discipline

The Education and Inspections Act 2006 produced changes to the way we are required to work with young people in schools.

Since April 2007 teachers and other school staff have statutory powers to discipline students. i.e. school staff (teachers and other paid members of staff who are in lawful control or charge of students) have a clear statutory authority for sanctioning students whose behaviour is unacceptable, who fail to follow the Code of Conduct or who fail to follow reasonable instructions.

This power is applicable to any student at the school and also to misbehaviour outside school premises when they are not in the direct lawful control or charge of a member of staff. This includes activities arranged by the school, on the way to and from school and when wearing uniform in a public place during these times.

The power to discipline also covers the use of defamatory or intimidating messages/images, inside or outside school, by means of mobile phones, internet sites or chat rooms. If these are used to embarrass or bully students or staff or bring the school into disrepute disciplinary sanctions will be applied.

This power to discipline also covers abuse or intimidation of staff outside school. Appropriate sanctions will be applied when the student next attends school.

Unlawful or dangerous activities will be referred to the police.

The staged approach to our Behaviour Policy makes it clear which staff are involved at each stage.

Detention

We will always inform parents of any detentions set through an email, text message or telephone call. As a school we expect parental support. Inconvenience or disagreement with the penalty on the part of the parent is no excuse for non attendance. Under exceptional circumstances and following consultation with the Head of Year a change may be made to the timing of the detention with parental agreement.

If a detention is not attended further action will be taken. Please see the section on Guidelines for Dealing with Inappropriate Behaviour.

Detentions will be organised in the following way:

Detentions will run every day after school. Detentions will be supervised by the school behaviour lead or SLT. Students will be supported to change their behaviours and reflect on their conduct during detentions.

Summary Table.

Confiscation

The Act provides the power to confiscate items of property that may not be conducive to maintaining a successful learning environment or if it poses a health and safety risk. Teaching staff, Cover Supervisors, Heads of Year and SLT can confiscate items. For example;

- A laser pen that could be used to distract or harm.
- A football being kicked around inside or near the building.
- Mobile phones and other electronic devices.
- An item against school uniform rules – hat.
- Cumbersome jewellery.
- Racist or pornographic material.
- Cigarettes, lighters.
- Weapons, drugs.

Property that has been confiscated should be dealt with as follows:

- Cigarette paper, cigarettes, lighters, e-cigarettes. Should be disposed of or collected by the parents
- Hats, jewellery, footballs to be returned at the end of the school day – parents are contacted after 3 confiscations for the same item.
- Electronic devices and mobile phones kept in a secure location in the Pastoral Hub.
- Illegal/dangerous items – advice will be sought.

Physical Restraint

Teaching school staff have the legal power to use force in exceptional circumstances and as a last resort to control or restrain students. The use of 'such force as is reasonable' is allowed to stop a student

- Committing an offence e.g. stealing.
- Injuring herself/himself or another.
- Damaging property.
- Prejudicing the maintenance of good order and discipline at the school.

Searching

This will only be carried out by senior members of staff.

Students may be expected to undergo random screening for weapons, without suspicion, if thought necessary by the Headteacher as is their duty to manage risk.

Searching without consent has been a statutory power since 2007.

The Headteacher can conduct a search without consent where there are reasonable grounds to suspect the possession of a weapon. The search can take place on school premises or on a school visit. The searcher can seize anything that he/she reasonably suspects is a weapon or evidence of an offence e.g. drugs. The Headteacher has deemed members of SLT and Heads of Year to conduct searches. Two members of staff must be present at all times.

Further Guidance

- Training must be received before a member of staff is authorised to search without consent.
- The power to search should only be carried out if it is deemed safe.
- The police should be contacted if it is unsafe.
- Searchers must be the same gender as the student being searched. It is advised that this member of staff is authorised and trained to search.
- The searcher can require the student to remove outer clothing.
- If a weapon is found it must be passed to the police.
- Where it is deemed necessary to search a mobile phone, the student will be informed and a reason provided.

Exclusions

Only the Headteacher or his appointed Head of School is authorised to exclude students. A fixed term or permanent exclusion is given after repeated or persistent incidents, for serious breaches of the code of conduct or for failure of a student to respond to support or sanctions.

Wreake Valley Academy and Bradgate Sixth Form follow the Bradgate Education Partnership Exclusions Policy. The full policy can be found here:

<https://www.wvacademy.org/our-academy/policies/>

Managing allegations from students against staff.

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

Students that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the Academy will consider Fixed Term or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Complaints Procedure

The Behaviour Policy is to encourage good order and a productive, conducive learning atmosphere for all young people. Lines of action are appropriate and proportionate. Thresholds of behaviour that warrant sanctions are clear and support systems implemented where appropriate. Students are taught the skills and behaviours needed for the Code of Conduct and parents are made aware of our Behaviour Policy at parents' meetings and it is available on the school website.

If parents have serious concerns about actions taken by staff they should refer them in writing, to the Headteacher.

Should the situation still cause concern the complaint should be referred in writing to the Chair of the Local Advisory Board, via the Clerk to Governors at clerktogovernors@wreake.bepschools.org