



# Academy @ Worden

## BEHAVIOUR FOR LEARNING POLICY

2023-2024

---

***A POSITIVE DISCIPLINE POLICY ENCOURAGING AND  
SUPPORTING THE RIGHT TO LEARN AND THE RIGHT TO TEACH***

Updated: September 2023  
L Wood

## **BEHAVIOUR FOR LEARNING**

Academy@Worden supports the right of every child to be able to achieve his or her potential and the Behaviour for Learning Policy plays an integral part in helping each child to do this. It is a statement that emphasises the school's aim to create a positive, motivated environment in which every child has the right to learn and develop academically, culturally, and socially. Equally, it allows every teacher to teach and to promote the good practice that encourages individual learning and development.

**This policy takes into account the five outcomes of the Every Child Matters agenda, namely:**

- Keeping every child **safe** from bullying, harassment, and discrimination.
- Encouraging every child **to value and enjoy education to help him or her to achieve** and to appreciate that **education is the key to success in later life.**
- Ensuring that every pupil **attends school regularly** and can **have a voice and contribute positively to school life.**
- Promoting **positive behaviour and relationships** and the right of every child **to develop an active and healthy lifestyle.**

To this end **Academy@Worden's policy aims to** create a climate in which pupils' self-esteem is raised and misbehaviour becomes a less attractive way of obtaining attention so that the school can:

- ❖ **Ensure that each pupil has the opportunity to achieve their highest academic standard.**
- ❖ **Ensure that each pupil achieves his or her full potential across a balanced academic, cultural, and social curriculum.**
- ❖ **Create a school in which staff, pupils and parents share a positive attitude towards learning.**
- ❖ **Encourage every pupil to take responsibility for their behaviour and achievement and to respect the right of others to learn.**
- ❖ **Recognise, celebrate, and encourage diversity.**
- ❖ **Create a school in which all pupils and staff feel valued, supported and fulfilled.**
- ❖ **Create a strong school community through positive behaviour which shares a sense of pride in the school and its wider community.**

**Aims of the policy:**

- To create an environment where the ethos of good attendance and good behaviour is the norm.
- To ensure that effective teaching and learning can take place in a safe and well-ordered environment.
- To promote positive behaviour and consistency of practice to reinforce awareness of the school's expectations of high standards of behaviour.
- To create an atmosphere of mutual respect and co-operation.
- To gain the support of pupils, teachers, non-teaching staff and parents.

## Principles

The Governing Body of Academy@Worden believes that good behaviour in all aspects of school life is essential for effective teaching and learning to take place and for the school to continue to raise standards. It supports a safe, caring and learning environment in the school by:

- Promoting regular attendance, positive behaviour and discipline within the school.
- Promoting self-esteem and self-discipline.
- Expecting proper regard for authority and positive relationships based upon a mutual respect.
- Promoting early intervention and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment for all, free from disruption, violence, bullying and any form of harassment or discrimination.
- Ensuring that all pupils receive their entitlement to an inclusive education service where each individual's needs are met.
- Encourage a positive relationship with parents and carers to develop a shared approach and involvement in the implementation of the school's policy and associated procedures.

## Roles and Responsibilities

- a. The **Governing Body**, in consultation with the Headteacher, staff and parents/carers will support the policy for the promotion of good behaviour and learning and keep it under review. It will also ensure that it is communicated to all staff, pupils, parents and carers, is non-discriminatory and that its expectations are clear. The Governors will support the school in maintaining high standards of behaviour.
- b. The **Headteacher**, with the support of the Senior Leadership Team (SLT) responsible for behaviour, will be responsible for implementing the policy and for its day-to-day management and the management of relevant procedures. It is also the responsibility of the Headteacher and SLT to support staff members faced with challenging behaviour.
- c. **All staff**, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and applied consistently and fairly. It is important that mutual support is given in the implementation of the policy and that staff members teach self-discipline and good behaviour by example and by making the school's expectations clear to all pupils. All staff members have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They must also create, with the support of the Headteacher and SLT, a stimulating and high-quality learning environment.
- d. The **Governing Body, Headteacher and staff** will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- e. **Parents and carers** are expected to take responsibility for the behaviour of their child inside and outside of school. They will be encouraged to work in partnership with the school and to assist the school in maintaining high standards of behaviour. They will have the opportunity to raise with the school any issues arising from the implementation of the policy and procedures.
- f. **Pupils** will be expected to take personal responsibility for their choices and behaviour and they will be made fully aware of the school policy, procedures and expectations of them. Pupils must also ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the appropriate staff members.

## **Code of Conduct inside and outside the classroom**

This Code of Conduct is intended to encourage pupils to develop responsibility for their own behaviour, both inside and outside of the classroom, and it can be applied to an infinite number of situations.

### **GENERAL BEHAVIOUR**

**We are a school that values: CARE**

**Community, Achievement, Respect and Effort**

**Where pupils have PRIDE in themselves and are PROUD of their school**

**We expect every pupil to:**

- Attend regularly and to be punctual.
- Be well behaved, polite and respectful towards others both in school and as ambassadors of the school when outside of it so that pupils enhance its reputation at every opportunity.
- Wear the correct school uniform and to be tidy in appearance.
- Arrive at lessons properly equipped and on time.
- Enter and leave rooms in an orderly manner.
- Remain seated until asked to move.
- Try to always work to the best of their individual ability.
- Not call out in lessons but to wait for acknowledgement from the teacher before answering or speaking.
- Listen to and follow instructions when given to them.
- Respect their right and the right of others to learn and the right of staff to teach effectively.
- Complete homework properly and on time.
- Make the most of opportunities offered by the school.
- Contribute fully to school life.
- Respect the school environment, for example: classrooms, corridors, and grounds and to keep the school free from litter and graffiti.
- Not bring items into school which can cause damage to school buildings, personal property and members of the school. These include fireworks, chewing gum, glass bottles, vapes, penknives, blades, cigarette lighters and laser pens, this is not an exhaustive list.
- Not to bring in or consume energy drinks/sugary drinks on school premises
- Only bring small amounts of essential money into school. If a large amount is brought into school, a member of staff will be asked to look after it.
- Not bring into school any alcohol, tobacco products or substances, harmful to health. There will be serious consequences for doing so.
- Regard any form of bullying as unacceptable and to support this view.

### **REWARDS**

This is a positive Behaviour and Discipline Policy resulting in appropriate behaviour being encouraged, celebrated, and rewarded. It is therefore essential that praise and rewards have considerable emphasis within the school and that pupils receive recognition for their positive behaviour, achievement, and contribution to school life. It can include good academic work and effort, good behaviour and attendance, help and support to others and contribution to other aspects of school life.

In the classroom, staff will always apply this 'Positive Discipline Policy' so that **all** pupils' achievements are recognised and rewarded accordingly. By **consistently applying** this policy, it is expected that good standards of behaviour will be encouraged and developed by pupils.

## Rewards

These should be used as often as possible, both for and to encourage good behaviour, good attendance, effort, academic and social achievement and to develop pupil's self-esteem:

- Verbal praise and encouragement should be a key feature in lessons, form periods and in assemblies. It is important that this approach is used as much as possible.
- Comments on work should also be a regular feature, offering praise, encouragement and appropriate advice and guidance for further improvement.
- The Headteacher or other members of SLT should be invited to praise individuals, groups or classes and be invited into classrooms as appropriate.
- Pupils' work should be displayed.
- Postcards or texts/letters home to parents or carers.
- Stickers.
- Departmental awards.
- Merits awarded on synergy
- Certificates.
- Bronze, Silver and Gold Badges
- Non-uniform days
- Headteacher Awards.
- Sport Awards.
- Participation in end of term reward trips (attendance must be at least 94% except pupils with medical conditions and/or at the discretion of the pastoral team)
- Extra-curricular activities and clubs, etc.
- Termly Presentation assemblies.
- Film rewards
- Mars 4 Stars awards
- Top Ten Merit awards
- Pastoral weekly rewards such as canteen fast passes

# The R System

The R system means that merits are consistent around school and good work leads to rewards which are deserved.

The R system is to run alongside the C system, both in and out of the classroom. If you receive a C1 in a lesson, you get the chance to redeem yourself and climb the 'R' ladder. However, a C2, or more, in a lesson means you cannot access the R system as you have already had a pre-advanced merit.

**R1**  
**= Good Learner**

Pupils acquire knowledge, understanding and skills of the subject taught. Pupils acquire skills in reading and writing, communication and maths (RWCM) and apply them to their work. Pupils work hard and want to improve their progress during the lesson. Pupils respond promptly to the teacher's expectations and pupils are engaged in learning. Pupils display positive attitudes to teachers' expectations, learning and respect each other's' needs and interests, within the subject. *Homework deadline met.*

**R2**  
**= Excellent Learner**

Pupils completing work all work set to a high standard. Pupils have secure knowledge and understanding of the subject. Pupils develop and apply a wide range of skills, including reading and writing, communication, and maths (RWCM). Pupils learn well and listen to all instructions. Pupils are self-motivated to participate in lessons. Pupils excel and show enthusiasm throughout the lesson, managing their own behaviour. *Homework deadline met and of a good standard.*

**R3**  
**= Outstanding Learner**

Pupils learn exceptionally well, acquire knowledge quickly and in depth. Pupils develop and apply a wide range of skills 'to great effect', including reading and writing, communication, and maths (RWCM). Pupils make rapid and sustained progress throughout the lesson. Pupils learn exceptionally well across the subject area. Pupils show high levels of engagement, interest, resilience, confidence, and independence during the lesson. Pupils 'make every effort' to ensure that others learn and thrive in lesson. *Homework deadline met, pupils achieve over their target grade or good progress made by the pupil.*

**R4**  
**=Leading Learner**

R4 can only be achieved by going above and beyond

R4s will be awarded inside the classroom as a leading learner. You will need to take responsibility as a leader to engage others and ensure they also progress during the lesson.

R4s will be awarded outside of the classroom by representing school in a competition, and/or help in school events such as open evening, parents' evening, school council, peer mentoring and representing the school in the community.

**R5**  
  
**= Gold Standard**

R5 is the highest academic achievement.

These will be given out on special circumstances for those pupils who excel themselves in every way. For example, not getting on the consequence system for a whole term, 100% attendance, exceptional performance, competition winner, etc...

## **IN THE CLASSROOM**

### **The Positive Discipline Policy will be the routine for conduct in the classroom**

**Basic Principles:** All pupils have the right to learn without disruption.  
All teachers have the right to teach without disruption.

#### **Pupils have the right:**

- To expect a positive learning environment in which their achievements are recognised and rewarded.
- To have the correct level of help from all staff, including clear guidelines for their behaviour and the prevention of being bullied by others.
- To choose how to behave and to know and understand the consequences of not following the behaviour code.

#### **All staff have the right:**

- To create a safe and positive learning environment for all pupils.
- To have expectations of appropriate behaviour that is explained clearly to the pupils so that they can meet these expectations. This will allow a positive social and educational environment to develop in which all pupils can learn and achieve.
- To receive appropriate levels of support from parents, carers and the Head teacher so that they can do their job effectively and to the best of their ability.

Pupils need to learn the consequences of their choices and actions and recognise that they are responsible for them. Just as doing something well should gain a reward, doing something wrong should carry a punishment.

#### **The following rules make a basic routine for each lesson:**

1. Arrive on time and enter and leave the room quietly.
2. Remain in your place until asked to move.
3. Come properly equipped for each lesson.
4. Listen to and follow instructions given.
5. Indicate that you wish to answer or speak and wait to be acknowledged by the teacher before doing so.
6. Treat others, their work and all property with respect.

***NB. If rule 3 is broken in a subject where this will mean that the pupil cannot participate in the lesson, e.g. no PE kit, Accelerated Reader book or ingredients for Food Technology etc, this will automatically result in a C4 unless there is a parental letter of explanation which is deemed to be a valid excuse.***

Staff members will verbally make their expectations clear to all pupils in lessons and employ various normal behaviour management strategies to control pupils' behaviour during the lesson before resorting to the sanctions or consequences for misbehaviour. Accelerated Reader pupils will receive a C3 for test scores under 50% and a C4 therefore for failed tests in the same half term. It is essential that an individual pupil is verbally warned about inappropriate behaviour, that it is explained what is expected of them and that the pupil is given time to remedy their behaviour before using the **consequences for misbehaviour**.

Failure to meet expectations after this will lead to:

**Consequences for classroom misbehaviour C System**

<p><b>C1=Initial Warning</b></p>	<p>Pupils to be reminded that they will enter the C system if their choice of poor behaviour continues</p>
<p><b>C2= Formal verbal Warning</b></p>	<p>Name on the board and loss of reward. No name can be removed from the board or the reward re-instated. The pupil will be encouraged to think about their behaviour C2C (choice 2 change) and meet expectations set by the teacher. C2 form to be completed if necessary.</p>
<p><b>C3a/C3b= Subject Detention</b></p>	<p>Name on the board for continued misbehaviour; this will lead to a C3 which automatically triggers a 10-minute subject detention at break with the subject teacher. Failure to attend the detention will result in a C3b detention (15 minutes) Failure to attend this will result in a lunchtime detention (C4).</p>
<p><b>C4= 30-minute detention</b></p>	<p>Persistent low-level disruption or more serious misbehaviour will result in a pupil being <u>exited</u> from the lesson and a 30 minute detention at lunchtime. <i>Home will be informed by Synergy. If a pupil does not turn up for the detention, it will lead to a Pastoral detention from 3-4pm the same day.</i>  <i>Failure to follow staff instructions during a pastoral detention or successfully complete a pastoral detention could result in a C5</i>            Failure to attend a pastoral detention will result in a C5 the following day</p> <p>Any Exits during period 5&amp;6 will be served during lunch the following day.</p>
<p><b>C5= 8.40am till 4pm Isolation</b></p>	<p>More serious offences will result in a C5 AUTOMATIC EXIT to their form tutor and the C5 Isolation will be issued the following day. Home will be informed by the member of staff and parents may be called in to meet with the pastoral team, at their discretion. Misbehaviour whilst in isolation can lead to exclusion.</p> <p>Failure to comply with a reasonable request will result in a C5</p> <p>Failure to successfully complete the isolation will result in an additional day of isolation.</p> <p>If a pupil walks out of isolation, a meeting will be arranged for the following morning between a member of SLT and the parent. The pupil will remain in isolation until the meeting has taken place and the isolation period has been served.</p> <p><b><u>5 x C5 ISOLATIONS IN ONE TERM WILL RESULT IN A SECLUSION/ 2 DAY EXCLUSION</u></b></p>



<p><b>Pastoral detention</b></p> <p><b>3pm till 3.45pm afterschool or after the scheduled finish time of school</b></p>	<p>A pastoral detention is issued to pupils who:</p> <ul style="list-style-type: none"> <li>• Fail to attend C4 detentions – same day</li> <li>• Fail to successfully complete C4 detentions – same day</li> <li>• Receive too many negative comments on their report card – same day</li> </ul> <p>These detentions are either served on the same day or scheduled according to the scenario.</p> <p>If a pupil walks out of a pastoral detention, then a BMC is issued for the following day and a meeting is arranged with the parent for the following morning with a member of the pastoral team.</p>
<p><b>SLT detention</b></p> <p><b>3pm till 4pm afterschool on a Friday or for 1 hr after the scheduled finish time of school on a Friday</b></p> <p><b>N.B. Sometimes SLT detentions will be on other days than a Friday</b></p>	<p>A SLT detention is issued to pupils who:</p> <ul style="list-style-type: none"> <li>• Break the school rules but it is deemed that a C4 is too lenient and a C5 is overly strict.</li> </ul> <p>If a pupil walks out of an SLT detention or refuses to attend after being collected/asked at the end of the day by a member of staff to stay, two C5s will be issued.</p>
<p><b>BMC Behaviour Manager Correction</b></p> <p><b>Loss of all social time at break, lunch and after school until 3.45pm</b></p>	<p>A Behaviour Manager Correction is issued to pupils who:</p> <ul style="list-style-type: none"> <li>• Break the school rules but it is deemed that a C4 is too lenient and a C5 is overly strict</li> </ul> <p>If a pupil walks out of a BMC or refuses to attend after being collected/asked at the end of the day by a member of staff to stay, then a C5 will be issued.</p>

**Where an abuse of the learning environment takes place, e.g., dangerous behaviour in a science laboratory or misuse of the Internet, this will result in at least a C4/SLT detention, C5 or suspensions.**

These expectations must also be applied to behaviour on school buses, trips, and other school activities.

Homework is dealt with using the Reward and Consequence system. See Learning & teaching Policy for more detail.

## **BEHAVIOUR OUTSIDE THE CLASSROOM**

Good behaviour is always expected as pupils are representing the school, whether journeying to or from school or whilst on school activities and trips. Where misbehaviour occurs, it will be judged individually, consistently, and fairly. Pupils will normally receive a verbal warning for minor misdemeanours. Should the behaviour warrant more than this a C4/SLT detention or C5 will be issued depending upon the severity of the incident.

Parents/carers will be notified of the detention in the usual way by Synergy. Failure to attend will result in Isolation. Serious incidents will automatically lead to C5 or suspension. Parents/carers may be required to come into school to discuss the incident before the pupil can return to lessons.

## **BEHAVIOUR OUTSIDE OF SCHOOL**

Pupils are expected to behave appropriately outside of school and on the way to and from school. Pupils, who behave in an inappropriate manner whilst outside of school (whether in school uniform or not) can be sanctioned for behavioural and conduct incidents that cause disturbance, cost, damage, distress and/or alarm and those that bring the school into disrepute. Pupils will face serious sanctions and, where deemed necessary, suspension and exclusion. Parents/carers may be required to come into school to discuss the incident before the pupil can return to lessons.

## **Bullying**

The school is committed to providing a caring, friendly, and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying, in any form, is unacceptable and instances of proven bullying will be recorded, and disciplinary sanctions will be imposed, including Exclusion where appropriate. If a pupil is witnessed name calling another pupil it will result in a C4 sanction. The school wants an ethos in which pupils regard bullying as unacceptable. Repeated incidents will lead to more serious sanctions being imposed.

## **Smoking and Electronic Cigarettes**

An SLT detention will be issued for a first smoking offence. If a pupil is caught smoking on more than one occasion in a week, they will receive a 'same day detention' that evening until 4pm. School will make every effort to contact parents to inform them that this is the case. If offences are persistent, then further sanctions will be given. A third offence will result in Isolation and a further offence will result in a fixed-term exclusion. A pupil caught smoking inside the actual school building/premises (including the yard) will be excluded. Pupils suspected to have smoking materials on their persons will be searched by SLT in accordance with the screening and searching policy. Pupils involved in smoking on the school premises may be receive support from outside agencies such as the school nurse and parents will be contacted.

## **Illegal Substances/illegal highs** (drugs and alcohol)

Academy@Worden has a zero-tolerance approach to the possession and/or use of illegal substances on the school premises, pupils caught in possession of illegal substances/highs could be excluded and/or permanently excluded. The academy will also report the incident to the Police if deemed necessary.

## **Mobile Phones, Electronic Devices and Smart Watches**

If pupils are found to have contacted home, have their phone on their person's (be in possession of) their phone/electronic device/smart watch between the times of 0815 and 1630 hours by a member of staff then their mobile phone/electronic device/smart watch will be confiscated and a C4 issued.

This policy will also apply during lunch and break periods on the school grounds. If a pupil refuses to surrender their phone/electronic device/smart watch, then they will be placed in C5

isolation the following day. Subsequent refusal to handover an electronic device/mobile phone will result in a fixed term exclusion.

See separate policy on Mobile phones, electronic devices, and Smart Watches in the appendix for more details.

### **Confiscation of inappropriate items\***

Staff can confiscate, retain, or dispose of a pupil's property as a punishment for bringing into school items that are banned or pose a health and safety risk.

The school will not allow the following items in school for health and safety reasons:

- Chewing gum
- Glass bottles
- Laser pens
- Energy drinks/Sugary drinks

Power to search without consent for 'prohibited items' include:

- Knives and weapons
- Alcohol
- Illegal substances/highs/drugs
- Stolen items
- Tobacco products & e-cigarettes
- Fireworks, Lighters, matches etc.
- Pornographic images
- Any item that has been or is likely to be used to commit an offence or cause personal injury or damage to property
- Any item banned by school rules

*\*This is not an exhaustive list*

***NOTE- Academy@Worden adopts Lancashire County Council policy on Searching and Screening. The Head can direct staff to search pupils without parental permission for banned items that have been known or believed to be brought into school. The Head can also direct staff to search pupils and their bags if deemed necessary. School will not return the items and these will be disposed of. Weapons and knives and extreme child pornography must be handed to the Police.***

### **Power to use reasonable force**

**Schools can use reasonable force to:**

- Remove disruptive pupils from the classroom where they have refused to follow instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip, or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil attacking a member of staff or another pupil, or to stop a fight and
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **Isolation**

If the seriousness of the incident (either inside or outside the classroom) merits it, the pupil will be sent to Isolation e.g., for physical aggression or verbal abuse to staff members or for persistent refusal to follow instructions, etc. For incidents outside of the classroom, a pupil will be placed in

Isolation via a member of SLT responsible for behaviour. The use of Isolation is a last resort and therefore leads to formal exclusion as the next consequence. Parents and carers of pupils in Isolation will be informed by telephone and letter.

### **Isolation @ Worden**

As it states in our policy, Isolation is a last resort and is usually given for extremely serious incidents. Isolation will take place in the Hub unless this not possible and pupils then serve their punishment with a member of staff. A pupil receiving five C5s will receive a minimum of two-day seclusion in another local high school, refuse to attend or further misbehaviours will result in a two-day fixed term exclusion.

#### **Procedure**

If a C5 incident occurs, the member of staff checks with a member of SLT that the incident merits a C5 Isolation. If a C5 Isolation is appropriate, the member of SLT signs the C5 form and the form is given to the behaviour and attendance administrator.

- Parents are then informed by telephone and letter about the reason(s) for the C5 Isolation.
- A list of pupils in C5 Isolation is emailed to staff so the work can be prepared.
- It is very rare that a pupil who is on a C5 Isolation will not be in the Hub. However, if a pupil is not in the Hub, then they will be supervised by a senior member of staff or one of the pastoral staff. They can be seated in the back of a classroom, or directly outside a room where they can be closely monitored by the allocated member of staff.
- The Isolation room has its own set of rules and pupils who do not adhere to these will serve a repeat Isolation on the following day.
- Work is provided for pupils in Isolation by their normal teachers. Work is sent to the Hub and then given to pupils to complete. Staff will assist pupils where work set is proving difficult to complete.
- Work may also be set by staff supervising the Isolation from a bank of resources in the Hub.
- Staff members supervising Isolation will also work with pupils with the aim of changing their behaviour so that further Isolations are avoided.
- Pupils who receive multiple Isolations may be referred to other agencies if it is felt that this may be of benefit.

If a pupil walks out of isolation, they will be issued with another day of isolation and a meeting between a member of SLT and the parent will be arranged for the next morning. The pupils will remain in isolation until their parent attends school for the meeting.

### **PSP**

A Pastoral Support Plan may be devised for a pupil who has exhibited poor behaviour over a period of time. Parents/Carers will be invited into school to discuss their child's problems and they will be asked to countersign the contract.

### **Managed Moves/Incidents off site/Intervention/respite at another school (Seclusion)**

All teachers have a statutory authority to discipline pupils for misbehaviour. This includes the power to discipline pupils when they are not at school or in the charge of a member of staff. This could be as a result of incidents witnessed by a member of staff or reported to the school.

Following repeated disruptive behaviour the pastoral team may recommend a Managed Move or (Seclusion) respite at another school in the local area as a strategy to try and change or modify a pupil's behaviour.

With agreement from the parent/guardian an application form will be submitted so the pupil can be discussed at the South Ribble MM panel (once a half term) and then a place will be offered for a 6 week trial at the chosen school.

This placement should be supported by a letter of direction to the off-site provision and to the parent/carer as per DfE Guidance on Exclusion from maintained schools, Academies and pupil referral units in England 2012 (Part 3, para 14)

Section 89 (5) of the Education and Inspections Act 2006 states;

**(5) The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.**

Therefore a failed Managed Move or incident off site could result in a permanent exclusion if this direction is the final strategy used by the Head teacher.

Academy@Worden believes that there is a need for an overall set of objectives for regulating behaviour off the school premises for the following reasons:

- To maintain good order as pupils travel to and from school, education visits or other placements such as work experience or college courses.
- To secure behaviour that does not threaten the health and safety of pupils, staff or members of the public.
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- To provide protection to individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

Academy@Worden will act reasonably both in relation to expectations of pupil behaviour and in relation to any measures used to regulate behaviour of pupils when off the school site and not under the lawful control or charge of a school staff member.

Academy@Worden will consider carefully what is taken into account in deciding whether a rule or sanction is reasonable and justified. These could include (not all may apply):

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Related to the above, whether the pupil(s) in question was wearing school uniform or was otherwise readily identifiable as a member of Academy@Worden.
- The extent to which the behaviour in question would have repercussions for the orderly running of the school.
- The extent to which the behaviour in question might pose a threat to another pupil or member of staff (e.g bullying, violence, threats or insulting members of the school community).
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school
- Whether the misbehaviour in question was whilst the pupil was on work experience, taking part in a college or similar course as part of a school programme or participating in a sports event with another school, where a pupil might be expected to act as an ambassador for the school, which might affect the chances of opportunities being offered to other pupils in the future.

## **Suspensions/Exclusions**

In the case of persistent poor behaviour or very serious incidents the sanction of suspensions/exclusion will be used. The Head teacher has the authority to suspension/exclude a pupil who is not on the school site at the time of the misdemeanour. This is where a pupil will be removed from the school community for a period of time. Usually this will be a temporary fixed term removal but in rare cases it could be on a permanent basis.

## **Suspensions (Fixed Term Exclusions)**

Following a fixed-term exclusion there will be a reintegration meeting with the Behaviour Manager/SLT. This will take place in a morning and will remind the pupil of the school's expectations and will be an opportunity for strategies to be discussed to enable the pupil to avoid a recurrence. Failure to attend a reintegration meeting will mean the pupil being isolated until the meeting can be rearranged.

## **Permanent Exclusions:**

This is an inclusive school but a decision to permanently exclude a pupil will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **SUPPORT FOR PUPILS**

Apart from rewards there are a number of systems in school that are available to those pupils who need help and support to have a more positive attitude towards behaviour and attendance and to encourage them to become more responsible for their own actions.

- Exit Passes – issued in certain circumstances by the Behaviour Managers for some time out.
- Access to the services of the Behaviour Managers in the Hubs where one to one sessions may be undertaken as part of a Pastoral Support Plan devised to help the pupil to improve their behaviour.
- Access to Learning Support.
- Form Tutors meet with pupils to discuss issues.
- Traffic Light System of report cards – Green, Amber and Red.
- Early intervention through identification in areas and subjects using existing communication systems.
- Participation in extra-curricular activities and trips.
- Outside agencies in school e.g. School Nurse, Wearewithyou, Signposts, etc.
- Mentoring service.
- Contact with parents and carers – first day absence and telephone calls or letters of concern to promote early identification.
- A buddy system.

## **SUPPORT FOR STAFF**

All staff members are involved in helping to manage and deal with minor and occasional misbehaviour and poor attendance at the time and wherever it occurs in the school. However, if a member of staff is having difficulty with an individual or class they should inform their HOD and the SLT.

- SLT will always endeavour to always help and support staff in matters concerning attendance, behaviour and achievement.
- False allegations against staff from pupils will result in a suspension.
- 'Pupils of concern' are monitored and discussed via a weekly multi-agency meeting and all staff can nominate individuals or groups to be discussed.
- Staff morning briefings are used to raise issues regarding individual pupils.
- 'Synergy' will be used to keep a register of pupils' behaviour and achievements.

## **Parental Support**

- Parents have a clear a role in making sure their child is well behaved at school
- Parents are asked to support the school and to ensure that their child attends school regularly.
- Parents are asked to inform school on the first day of their child's absence.
- Parents must take responsibility for their child, if suspended/excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of any suspension/exclusion, if they do not, the school may apply for a penalty sanction.
- Parents and carers are encouraged to be involved in their child's education with regular communication regarding behaviour through parents' evenings, meetings, planners, synergy, telephone calls and letters.

## **Consultation**

The Headteacher will seek the widest possible agreement for this policy and will report annually to the governing body on its implementation.

## **MONITORING AND EVALUATION**

### **Monitoring:**

- The school monitors behaviour incidents in order to identify issues and trends.
- The school makes effective use of ICT to support the policy via 'School Synergy'.
- Staff will receive individual and collective feedback, as appropriate, on outcomes.
- The school monitors incidents of disruptive behaviour in terms of:

#### **A. Type of incident including racist, sexist and homophobic incidents**

Any incident of racial harassment will not be tolerated and all incidents will be recorded with details of the incident and action taken. Parents or carers and governors will be informed of any incident and action taken. The governing body will inform the LEA annually of the pattern and frequency of such incidents.

#### **B. Critical days and times**

#### **C. Critical places**

#### **D. Pupils involved**

#### **E. Profile of pupils involved e.g. ethnicity, age, gender, SEND**

#### **F. Timing of the response and action**

#### **G. Outcomes**

- The school ensures that its pupil record systems provide analysis of the impact of the behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- The school ensures confidentiality when necessary.

## **Appendix- Pupil Mobile Phone/Electronic Device and Smart Watch Policy**

Mobile phone/electronic device and smart watch usage by pupils has recently caused increased disruptions to learning and has, on occasion, resulted in adversely affecting pupil behaviour. To reduce and tackle these trends, the school is implementing a policy whereby all mobile phones/electronic devices must be switched off throughout the school day and remain in their school bag until school finishes and you have left the school site.

If pupils are found to have contacted home, used their phone, out or in their pocket (be in possession of) their phone/electronic device/smart watch between the times of 0815 and 1630 hours by a member of staff then their mobile phone/electronic device/smart watch will be confiscated and a C4 issued. This policy will also apply during lunch and break periods on the school grounds. If a pupil refuses to surrender their phone/electronic device/smart watch, then they will be placed in C5 isolation the following day. Subsequent refusal to handover an electronic device/mobile phone will result in a fixed term exclusion.

In the event of a pupil having their phone/electronic device confiscated, a parent will be required to attend 24 hours later to collect the phone/electronic device from the school between the hours of 0830 -0930 or 1505-1615. **The mobile phone /electronic device/ smart watch will not be returned to the pupil immediately (even on a Friday).**

In the event of a parent being unable to collect the phone/electronic device/smart watch during the specified time that day, then the phone/electronic device will be kept in a secure place until such time that the parent or a person over 18 is able to do so with prior arrangement from the pastoral team, or until the following half-term holiday break where the phone/electronic device/smart watch will be returned to the pupil. A written log of all confiscated phones/electronic device/smart watch will be kept at the school office.

Should you need to contact your child in the event of an emergency then this can be done via Synergy or by contacting the school office and a member of staff will then ensure the message is passed as soon as is practicable. If a pupil needs to make an emergency call, then they can notify the nearest member of staff or see their Behaviour Manager.

The school understands that the confiscation of mobile phones/electronic device/smart watch may cause some inconvenience to some parents, but we would hope that pupils will realise the implications of not following the school rules and ensure that this does not become an issue. Our priorities and focus during the school day is on the continued wellbeing of your child and that they can thrive in the best teaching and learning environment.

We appreciate your continued support in the implementation and enforcement of the school policies. The school does not accept any responsibility for loss or damage to mobile phones/electronic devices/smart watches brought into school and would prefer if phones/electronic devices/smart watches were left at home as this would greatly reduce the chances of loss and damage.



## Uniform and Appearance

Academy@Worden promotes the core values of pride and proud and with this at the forefront it is important pupils are dressed smartly and presentable daily for school. Facial hair must be neat and look smart.

In addition to the uniform list and guidance below, students must have a bag large enough to carry A4 folders, a clear pencil case with equipment, water bottle (without labels) and a coat if required. Hoodies and similar jackets are not permitted.

**Without exception the school will be the final arbiter regarding suitability of dress and appearance.**

### Uniform

1. Purple blazer with Worden embroidered crest
2. Plain white school shirt
3. Worden clip on tie
4. Plain black school trousers or Black Box Pleat or stitch down pleat skirt (skirts are only available from Impressions school shop and must be worn at knee length)
5. Plain black leather school shoes without coloured trim, logos or laces. (No training shoe or boots)
6. Black socks or thick black tights
7. Plain black V – necked Jumper (optional)

**The uniform and PE kit is only available from our local stockist; Impressions school shop**

### Jewellery and Appearance

For Health and Safety reasons, no jewellery other than a wrist watch is permitted and long hair **MUST** be always tied up. Blazers **MUST** be removed when involved in practical lessons in the Food, Art and D&T areas.

1. No make-up, natural looking eyebrows only. No false lashes/nails, false tan, nail-varnish, or body piercings are permitted. No other piercings are allowed, and all jewellery must be removed for Sport and PE
2. No extreme hairstyles (No less than No.2 and tramlines or patterns are not permitted)
3. No hair extensions to be worn
4. No colourings to hair should be worn (the pupil's natural hair colour only).
5. Plain dark coloured belts and hair bands only.
6. Hair must be tied back if longer than the collar and must not cover an individual pupil's eyes.
7. No temporary or permanent body art is permitted
8. School bags only (satchels and rucksacks preferred). **No hand bags or fashion style bags are permitted.**

**Note:** If parents are unsure, we strongly advise that they contact the Behaviour Managers in the first instance. Any contravention of the school's uniform and appearance policy will necessitate parents being contacted and students being placed in isolation, until it is rectified. Pupils will be issued with a C4 detention and subsequent infringements of the school's policy may result in a fixed-term exclusion.

It is our policy to maintain a high standard of dress, this includes days when pupils may be allowed to wear non-uniform. On non-uniform days students should not wear make-up, any clothing deemed inappropriate, and pupils should not expose body parts.

Students not wearing full uniform will be offered spare items from school if available. If pupils refuse or items are not available, students will be placed in Isolation until the uniform issue is addressed.

**Note:** This list contains examples of the types of shoes and bags that are permitted and those that are prohibited. It does not provide an exhaustive list and should be only used as guidance.

**If you are in doubt to the suitability of a shoe or bag, please check with the school beforehand**

*Suitable shoes MUST be worn in the food and technology rooms with non-slip soles*

**The following types of shoes are permitted by our uniform policy**

**A plain black leather closed shoe (without logo, coloured trim or coloured laces)**



**The following types of shoes are prohibited by our uniform policy**

No boots/ankle boots are permitted

No Logos are permitted

No coloured laces or trims are permitted



No canvas shoes or pumps are permitted

No trainer-style school shoes are permitted



No ornate buckles



**The following types of bag are prohibited by our uniform policy**



No handbags, fashion bags or bags of a similar nature are permitted.

**The following types of school bag are permitted by our uniform and appearance policy**



**Most backpacks and traditional schoolbags are permitted if they are large enough to hold the required school equipment.**

**PE Uniform List**

- Black PE Shorts
- Polo shirt with embroidered logo
- Purple socks
- Trainers (non-marking soles)
- PE Q-Zip Top with embroidered logo (outdoor and optional)
- Tracksuit pants (outdoor and optional)
- Football Boots (optional)
- \* Gum Shield for Rugby



\*Strongly advised