



# Behaviour Policy

## Endeavour Learning Trust

2023-2024

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\*Throughout this document we have used the term ‘families’ to refer to our pupils’ parents, carers or those that hold parental responsibility (PR)’, including the Corporate Parent for those to whom that applies.\*

## Statement of Intent

Endeavour Learning Trust believes that all members of our communities have the right to a safe and positive educational environment where they can learn and thrive. Every member of our Trust has a responsibility to demonstrate behaviour which will facilitates this. Endeavour Learning Trust is committed to:

- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting self-esteem, self-regulation, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Encouraging positive relationships with families as partners in their child's education.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour and seek to establish any underlying cause.

The Trust acknowledges that behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, and supports each school to address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), all of our schools will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are supported to develop resilience.

All our schools will ensure:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – schools proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Endeavour Learning Trust acknowledges the impact that adversity, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008

- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between pupils in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping pupils safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following Trust and school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Policy
- Anti-bullying Policy
- School Uniform and Appearance Policy
- Supporting Pupils with Medical Conditions Policy

## Roles and responsibilities

The board of trustees will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher, with the support of the Executive Team will be responsible for:

- Establishing a culture of positive behaviour of all stakeholders.
- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Board of Trustees on the implementation of this policy.

Teaching staff will be responsible for:

- Address all incidents of behaviour in line with this policy.

- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant staff up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- All students have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves, their peers or any adult in the academy or wider academy community
- Reporting any unacceptable behaviour to a member of staff.
- Being open and willing to develop positive relationships with each other and the adults there to support them.

Families will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## Definitions

For the purposes of this policy, The Trust defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Sexual harassment/violence** – unwanted conduct of a sexual nature or sexual assault
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the Trust defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of themselves or other pupils. “Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

## Managing behaviour

Endeavour Learning Trust believes in working preventatively, embedding clear and consistent rules and routines, clear rewards and sanctions, communication with families and planned interventions, including support from external agencies to help all pupils in understanding and developing appropriate behaviour.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Incidents of behaviour will be recorded using the Trust’s systems to help identify pupils whose behaviour may indicate unidentified underlying causes. All staff will be alert to changes in a pupil’s behaviour that could indicate they are in need of help or protection.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

For discipline to be lawful, all schools will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

A pupil's behaviour online and via media (e.g. by text message or phone call), including outside of school hours, will be considered within our policies whenever that behaviour could impact on members of our Trust communities or the reputation of the school/ Trust itself.

All known and suspected criminal behaviour will be reported to the police without delay. Staff will refer to the NPCC guidance 'When to Call the Police: Guidance for Schools and Colleges'.

## Rewards and sanctions

Acknowledging good behaviour encourages repetition and communicates the Trust's expectations and values to all stakeholders, but particularly the pupils themselves. Rewards and positive reinforcement should be applied clearly and fairly to enforce routines, expectations and the norms of each school's culture and ethos.

When a pupil disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly. Sanctions should not be considered in opposition to rewards, but rather as two complementary strands of intervention that reinforce the school's positive behaviour culture.

It is the responsibility of each individual school to set out a clear system of possible behaviour rewards and sanctions, in line with guidance and this policy, communicate it to all staff, pupils and families, and ensure that it is upheld on a day to day basis.

Sanctions are lawful if they are reasonable in the circumstances, proportionate to the circumstances and any special circumstances, such as age, SEND or religious requirements, have been considered.

## Removal from classrooms and isolation

Removal from the classroom is considered a serious sanction and only used when necessary to restore order and calm following unreasonable levels of disruption and to enable pupils who have been removed to continue to be educated in a managed environment. Removal from the classroom will only be used once classroom behaviour strategies have been attempted or if the behaviour is extreme enough to warrant immediate removal.

All of our schools have the authority to use supervised isolation rooms as a disciplinary sanction and often as a way of avoiding fixed-term exclusion. All schools will ensure that time spent in any such room is used as constructively as possible, that there is continuation of education, and that pupils are allowed to eat, drink and use the toilet.

In all schools where isolation spaces are in use, the Headteacher must make it clear to families that this form of sanction may be used, ensure an appropriately located and resourced space for it to take place, ensure appropriately trained and knowledgeable staff are in place to supervise, and that data and trends are analysed to inform whole academy and targeted preventative work.

It may be that a pupil needs to be removed from the classroom to an isolation space for the immediate, continued education of both the student and their peers, but each case then should be subject to the following considerations:

- The sanction is proportionate to the situation and any special circumstances, such as SEND or having an allocated social worker, have been taken into account:
- Consideration of any underlying factors which may require further assessment



- Analysis of any patterns of behaviour that may be indicative of a need for support
- The student is supported to reflect on their behaviour and identify positive ways forward
- That any statutory plans that are in place (Child Protection or Child in Need Plan, or Personal Education Plan for Pupils Looked After by the local authority) have been reviewed, the allocated Social Worker and where appropriate, Virtual Headteacher are informed.
- There is a clear reintegration plan with appropriate support in place to facilitate success.
- Removal spaces such as these should be distinguished from the use of separation spaces used for non-disciplinary reasons, for example sensory rooms or nurture provisions.

## Detentions

DfE guidance defines a detention as ‘... a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to a break.’

In our Trust, detentions and the specifics of their use will be individual to each school

In all cases, a detention incorporates the following:

- an element of restoration, guidance and / or support as relevant to the situation
- if taking place at lunch or break, sufficient time to eat, drink and use the toilet
- if taking place out of school hours, consideration of any impact on the student’s safety and wellbeing:
- travelling to / from the academy safely
- known caring responsibilities in the home
- conflict with medical appointments, including mental health appointments
- if the arrangement is in any way likely to put the student at increased risk of harm

Use of detention outside of the normal school day is lawful if safety considerations have been made the student is under 18, the Headteacher has clearly communicated to families that this form of sanction may be used, and it is on one of the following days:

- any school day on which the student does not have permission to be absent
- weekends during term time (not including a weekend that directly precedes or follows a school holiday)
- non-teaching days i.e. training days, but not public holidays; the day preceding the first day of term; during a half term; or after the last school day of the term

## Mobile phones

All our schools prohibit the use of mobile phones during school hours, unless they are required for an identified purpose, e.g. needed for a medical condition or to provide information to staff in relation to online incidents.

Pupils who bring mobile phones to school for use whilst travelling to and from school must ensure they are switched off and stored safely and securely during school hours.

## Prohibited items, searching pupils and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence
- to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in The School Regulations 2012
- tobacco and cigarette papers
- fireworks
- pornographic images

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- E-cigarettes/vapes
- Electronic devices – including where there are concerns over digital content
- Lighters

Being in possession of a prohibited item may mean that the pupil is involved, or at risk of being involved, in criminal behaviour including child exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority Children's Social Care services.

All searches must be carried out by at least two members of staff, of the same gender as the pupil being searched, and with the prior knowledge and agreement of the Senior Leadership Team. Searches will be recorded using school's recording systems.

Parents should always be informed of any search for a prohibited item listed in this policy that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

## Child on child sexual abuse/violence

The Trust does not tolerate any form of abuse, including all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

Whilst not intending to be an exhaustive list, sexual abuse, harassment and violence includes:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

All schools will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where a report is made of child on child sexual abuse, harassment or violence, the child making the report will be reassured and taken seriously.

All reports of child on child sexual abuse must be immediately shared with the Designated Safeguarding Lead for the school. The reporting staff member must make sure the DSL is aware of the incident, and the information shared verbally in the first instance. Reports will be recorded and logged using the school’s electronic safeguarding recording system.

Each report will be addressed on a case-by-case basis with the DSL considering all information available, seeking advice from the Trust’s Head of Safeguarding and Welfare, the Local Authority School Safeguarding Service or police, where required, and consulting AIM Checklists ([aimproject.org](http://aimproject.org)) to help assess the level of behaviour in line with pupils’s stages of development.

The DSL will decide on an appropriate course of action. This will be one of the four options below:

1. Manage internally. In some cases of sexual harassment, for example, one-off incidents, school may decide that it would be appropriate to handle the incident internally, perhaps through utilising sanctions outlined in this behaviour policy and by providing pastoral support.
2. Early Help. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence.
3. Referrals to local authority pupils’ social care. Where a child has been harmed, is at risk of harm, or is in immediate danger, school will make a referral to local authority pupils’s social care.
4. Reporting to the police. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains.

All schools will not wait for the outcome (or even the start) of a local authority Children’s Social Care investigation before implementing appropriate measures to protect the child that may have been harmed and the child who may have harmed. Immediate actions/sanctions will be implemented when an incident is reported. This will allow schools to gather information to be able to inform any necessary further actions and sanctions. All schools will ensure that there are appropriate risk management plans in place.

Immediate actions might include the following, but not exclusively:

- Removal from circulation to an internal learning space away to ensure the pupil who may have harmed is appropriately supervised and supported whilst further investigation takes place.
- Internal exclusion
- Fixed Term Exclusion

Decision on the course of action may change once full information is obtained and on advice from external agencies, where they are involved.

All schools will provide ongoing support for the child who has been harmed and the child who has harmed through discussion with the pupils, families and any external agencies involved, where requested and deemed to be appropriate.

## Reasonable force

Reasonable force can be used to prevent students from committing a criminal offence, hurting themselves or others, from significantly damaging property, or from causing disorder.

All our schools will comply with the law and guidance on Use of Reasonable Force in Schools (2013).

## Fixed term and permanent exclusion

All our schools work tremendously hard to avoid fixed term and permanent exclusion but, at times, it can be necessary to address a more serious behaviour matter when considering the safety of the school community. All our schools will comply with the law and communicate with families as clearly as possible.

## School Procedures

All of the procedures outlined throughout the rest of this document have been developed in line with the school's core values and mission statement.



# Wellfield Academy

## Rewards and Behaviour Guidance 2023-2024

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### Contents:

1. [Rewards](#)
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# Introduction

Our Rewards and Behaviour guidelines have been developed to ensure that all of our students are provided with ‘Nothing but the Best’ to help create a culture of high challenge and high support. Our mission is to provide the very best for all of our **community**. This means creating an **inclusive** environment where staff and students are **known as individuals** to **aspire** to be the best they can be in a highly **ambitious** learning community.

We expect all staff and students to consistently uphold ‘The Wellfield Standard’ each and every day. Where the Wellfield Standard is met, we celebrate and reward success. In cases when the standard is not met, we have a culture of high challenge along with high support.

# The Wellfield Standard

The Wellfield Standard has been developed with our students to ensure clarity around our core principles and expectations. It is a standard that all colleagues are committed to and, in a supportive manner, we continue to strive on a daily basis to ensure students uphold the standard by being aspirational, inclusive and community centred. These are the ‘agreed consistencies’ that all of the Wellfield community commit to.

**Wellfield Academy**

Community Centred Inclusive Aspirational

### Being Aspirational

Our students commit to upholding the Wellfield standard by being aspirational.

I attend Wellfield Academy to learn and develop. Therefore, I will:

1. Aim to complete all work to the best of my ability
2. Challenge myself every lesson of the day
3. Arrive to lesson ready to learn and fully equipped
4. Never give up when learning gets challenging
5. Work hard throughout every lesson to achieve the best I can

**Wellfield Academy**

Community Centred Inclusive Aspirational

### Being Inclusive

Our students commit to upholding the Wellfield standard by being inclusive.

I am part of the Wellfield family and I will ensure that we are included, supported and challenged by:

1. Accepting and embracing individual differences
2. Listening to the thoughts and opinions of others
3. Respecting everyone's right to learn
4. Supporting and caring for others when needed
5. Following all school rules and policies which will help everyone to learn effectively

**Wellfield Academy**

Community Centred Inclusive Aspirational

### Being Community Centred

Our students commit to upholding the Wellfield standard by being community centred.

As students and ambassadors for Wellfield Academy, we commit to upholding the Wellfield standard by:

1. Treating all members of the Wellfield community with respect whilst being polite and well mannered
2. Following all instructions politely and with respect
3. Wearing our uniform with pride
4. Looking after school property and our environment
5. Respecting my local community and those in it

# 1. Rewards

We aim to create a culture of celebration in an environment where students are supported to become the best they can be whilst feeling valued in doing this. To this end, these guidelines have been developed to;

- Encourage and acknowledge consistently positive engagement in learning for each subject;
- Acknowledge good attendance and punctuality;
- Acknowledge the positive contributions and/or impact made by students both in and outside of the classroom;
- Acknowledge students who make a special contribution to school events or aspects of school life;
- Ensure that achievement points and rewards are consistently and fairly applied;
- Develop a sense of community and acknowledge year group, tutor and/or house achievements;
- Celebrate myriad occasions of success

## 1a. Monitoring Individual Rewards/ Merits

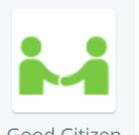
To ensure the success of these guidelines, Wellfield Academy seeks to build a partnership between the school and parents. Parents can actively track their son/daughter’s rewards on a daily basis through the ClassCharts app. The school will also seek to inform parents when other rewards are achieved. Students are also able to track their own ClassCharts to identify when rewards have been provided.

## 1b. Achieving Merits

Every student has the opportunity to earn additional merits on a daily basis in recognition of their contributions, effort, achievements, engagement and progress. These merits can be issued by all staff members, both teachers and support colleagues. These merits should be consistently and fairly awarded to each student’s individual total throughout the year and all staff should actively look to find opportunities to praise and reward students.




### 1b(i) General Merits

All staff members are encouraged to praise and reward students on a daily basis.

Category	ClassCharts	Category	ClassCharts
Being inclusive	 Inclusive	Being aspirational	 Aspirational
Being community centred	 Community centred	Giving ‘nothing but the best’	 Nothing but the Best
Excellent uniform	 Excellent uniform	Good citizen award	 Good Citizen





### 1b(ii) Teacher Merits

Whilst there is no limit to the amount of merits that can be awarded within a lesson, they should only be issued when student does something **beyond that which is ordinarily expected.**



Category	ClassCharts	Category	ClassCharts
Fully equipped	 Fully equipped	Homework	 Homework
Classwork	 Classwork	Sparx Star	 Sparx Star
Contribution to the lesson	 Contribution to the lesson	Numeracy Achievement	 Numeracy Achievement
Leading Learning	 Leading Learning	Bedrock Star	 Bedrock Star
Giving 'Nothing but the Best'	 Nothing but the Best	Literacy Achievement	 Literacy Achievement
Progress	 Progress	Extra-curricular awards	In separate folder

### 1b(iii) Additional Merits

Additional merits can be issued at any time by a staff member. All of these (aside from SLT Award) will result in 2 merits being awarded.




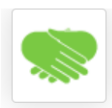
Category	ClassCharts	Category	ClassCharts
Prefect Duty (1pt)	 Prefect Duty	Special contribution (5pts)	 Special contribution
SLT award (5pts)	 SLT award	Subject Star award (5pts)	 Subject Star Award



Positive Attendance (5pts)	 Positive Attendance	Parent award (neutral)	 Parent award
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### 1b(iv) Weekly Merits

Additional merits can be issued on a weekly basis. All of these will result in 2 merits being awarded.

Category	ClassCharts	Category	ClassCharts
Student of the Week	 Student of the Week	Tutee of the Week	 Tutee of the Week
Hot Chocolate with the Head	 Hot Chocolate with the Head	Head of Year award	 Head of Year award

### 1b (v) Other Merits

At various stages throughout the year, students may receive individual rewards for a wider variety of reasons. These include:

Category	ClassCharts	Category	
Student Report Merits (issued during every report cycle in multiples of 10)	 Engagement Data x10	Subject Awards and Faculty/Department Stars	Given during tutor time and end of term assembly

### 1c. Celebrating individual success on a regular basis

We acknowledge that it is important to recognise and celebrate success on a regular basis and, although there are half termly/termly rewards for students to work towards, we aim to acknowledge good engagement on a regular basis. Some rewards may be issued on a weekly or fortnightly basis whilst others might be issued sporadically.

- Phone calls home
- Postcards
- Stickers
- Hot chocolate with the Head
- Weekly tutor presentations (every Monday)
- Dining room fast pass
- SLT Award (certificate)
- Headteacher's Award (certificate)
- 'Nothing but the Best Work Wall' and celebration of work displays- staff to email recommendations

All staff within the school will have access to postcards and stickers which will be distributed occasionally as they see fit. Similarly, certificates, both hard and electronic copies, will be available for distribution to students as appropriate.

All of the above will be celebrated and acknowledged in different ways. For example, some will be highlighted in our weekly celebration newsletter, called Rewards Round Up, whilst others will be posted on social media and/or communicated via ClassCharts.

## 1d. Half termly rewards

Each house/year will hold a rewards assembly to recognise and celebrate the successes of individuals and tutor groups during that term/half term. At the end of every half term, some students will receive rewards to acknowledge their effort and engagement. These include;

- **Subject Awards**  
One student per class in every year group with one overall winner
- **Faculty/Department Star**  
One student per year group

## 1e. Termly rewards

At various points in the year, students will receive rewards to acknowledge their effort and engagement.

### **Gold, Silver, Bronze Merit Awards**

Achievable at the end of each term:

#### ➤ **Gold**

The top individual merits achiever, along with the next highest male and female merits achiever from each year (approximately 15 students in total) will be provided with a free VIP lunch meal and be awarded an educational voucher.

#### ➤ **Silver**

The next highest merits achiever, along with the next highest male and female merits achiever, from each year (approximately 15 students in total) who did not receive a gold award will be provided with a free VIP lunch meal and have their names put into a random prize draw to win prizes such as an educational voucher.

#### ➤ **Bronze**

The top 20% merits-achievers from each year will have their names put into a random prize draw to win prizes such as an educational voucher.

## 1f. End of Year Rewards

### **1f(i) Endeavour Awards**

- Achievable at the end of the school year
- Nominations completed by subject teachers to acknowledge students who have consistently demonstrated 'Endeavour' qualities of resilience, perseverance and commitment
- Bronze, silver, gold and platinum awards are made dependent on overall frequency of nominations and this may vary by year group
- Awarded in end of year assembly with parents invited as appropriate depending on numbers (e.g. only Platinum, Gold and Silver)
- Individual subject awards (1 or 2 for example) that don't meet bronze threshold acknowledged by letter

### **1f(ii) Subject Learner of the Year**

- Awarded to one student in every year group based on nominations from subject teachers

### **1f(iii) Learner of the Year**

- Awarded to one student in each year group based on a range of data, evidence and nominations from all staff. Certificate, voucher, VIP lunch and parents invited in for assembly.

## **1g. Receiving Team Rewards (Tutor/Year/House)**

At key stages during the year, merits totals will be used to reward individuals, tutor groups, years and houses. These will include:

- Tutor group of the week- rewarded with a trophy on a Monday morning
- Tutor attendance winners- rewarded with a trophy on a Monday morning
- Tutee of the week- rewarded with a further merit and small 'Star' trophy for each individual
- House and year group net merits winners- announced within Rewards Round Up newsletter

## **1h. Extra-Curricular Rewards**

Our extensive menu of extra-curricular activities allows our students to experience and enjoy a broad range of activities and pursuits that allows them to extend their enjoyment of particular areas as well as encouraging them to pursue new interests and develop their talents. Our clubs are underpinned by the LORIC principles; developing and refining students' **leadership, organisation, resilience, initiative** and **communication** skills.

### **1h (i) Achievement Points and Club Badges**

In recognition of dedication and commitment to their extra-curricular studies, students are awarded a merit each time they attend a club and are awarded a club badge upon achieving 20 merits (per club). These awarded during end of term celebration assemblies.

### **1h (ii) Extra-Curricular Stars**

Throughout their time at Wellfield, students will continue to add to their cumulative total leading to the following awards:

- Students who collect a cumulative total of 50 extra-curricular merits will be awarded with a **Bronze** Star Badge. Students who achieve this award will choose a club to represent and **Encourage** others to attend.
- Students who collect a cumulative total of 100 extra-curricular merits will be awarded with a **Silver** Star Badge. Students who achieve this award will have the opportunity to **Lead** others at their chosen club; including opportunities to work as a mentor/coach and deliver club focussed input.
- Students who collect a cumulative total of 150 extra-curricular merits will be awarded with a **Gold** Star Badge. Students who achieve this award will have the opportunity to **Teach** others at their chosen club; developing others knowledge, skill level and technique.
- Students who collect a cumulative total of 200 extra-curricular merits will be awarded with a **Platinum** Star Badge. Students who achieve this award will have their name added to the 'Extra-Curricular 'Wall of Fame/Leader board/Plaque'

### **1h (iii) Weekly Recognition: Inclusion in the Tutor Time Rewards Programme**

Build into the Tutor Time Rewards Programme, students will celebrate:

- Students from each year group with the highest total of extra-curricular merits
- Tutor group with the highest total of extra-curricular merits
- House with the highest total of extra-curricular merits
- Students for each club with the highest total of extra-curricular merits

### 1h (iv) Monthly Recognition: Extra-Curricular Excellence

Each month, the student(s) who have accumulated the highest total of extra-curricular merits will be issued with an Extra-Curricular Excellence certificate. These will be distributed during tutor time and celebrated within tutor groups. Along with this, the Extra-Curricular notice board in Buttermere Building will be updated, displaying the winning students' names for the wider school to celebrate.

### 1h (v) End of Term Celebration Assemblies

As part of our End of Term Celebration Assemblies, the whole school will celebrate (each term):

- Students from each year group with the highest total of extra-curricular merits (certificates)
- Tutor group with the highest total of extra-curricular merits (1<sup>st</sup> place receives a framed certificate)
- House with the highest total of extra-curricular merits (1<sup>st</sup> place receives a framed certificate)
- Badge presentation (with certificates of achievement)
- Students who have already achieved *at least 50%* of points required for a badge (certificates of participation)

## 2. Responding to misbehaviour

When a member of our staff becomes aware of misbehaviour, they should respond calmly, predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of students and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques should be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. The intention and focus should be on upholding The Wellfield Standard.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- **protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced trauma/abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

## 3. Trauma Informed Practice

Wellfield Academy strives to create a school community which embodies our aspiration to build an inclusive, nurturing, caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for students to thrive, both academically and in relation to their wellbeing.

Our trauma informed approach to behaviour management benefits all students and staff for the following reasons:

- Relationships and a young person's sense of safety and security are placed at the heart of classroom management.
- Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging.
- Individual circumstances are taken into account.
- A sense of community and belonging is promoted.

### 3a. Our Aims

- To ensure that all members of the school community feel respected and safe.
- To encourage relationships between all members of the school community that facilitate effective learning.
- To allow students to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, nurtured through our expectations of a Wellfield student.
- To teach students how to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.

### 3b. Key Principles

**Principle One:** Building relationships, empathy and a feeling of safety take precedence over other means of discipline. The root of "discipline" is the word disciple, which means "student", "student", and "learner". A disciple is not a recipient of punishment, but one who is learning through instruction. (Siegel and Payne Bryson, 2018).

**Principle Two:** Discipline represents an opportunity to teach and nurture. When students exhibit challenging behaviours, in the first instance, we use the four steps of emotion coaching to build relationships, empathy and a feeling of safety:

- What was the function of (i.e. the reason behind) the behaviour?
- What lesson do I want to teach at this moment?
- How can I best teach this lesson?

**Principle Three:** We aim to understand the function behind the behaviour

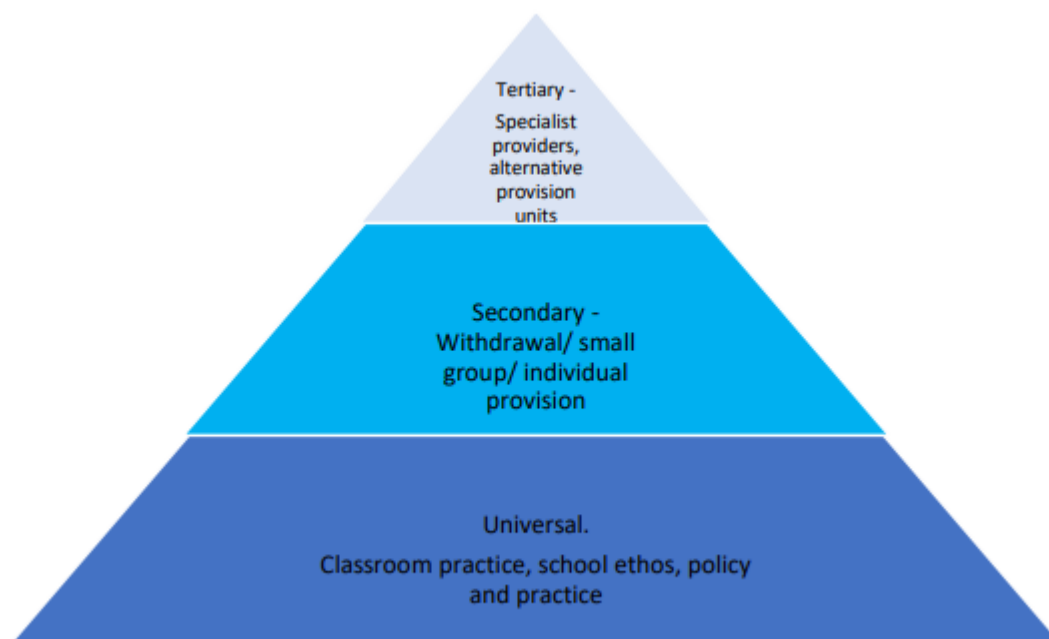
**Principle Four:** The student is separate from their behaviour

**Principle Five:** Routines help people to feel safe, but some students need differentiation within an overall structure. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

At Wellfield, we aim to understand what a student might be trying to say to us through their behaviour. Behaviour that challenges is not always seen as a choice, but as being a communication of a possible unmet need. At Wellfield, we see students as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the student and their behaviour. Whilst the majority of students will thrive when our whole school approach to behaviour is applied, we recognise that some of our students will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual's level of need.

## 4. Whole school behaviour management/ Universal offer

Our policy and guidelines have been created to ensure clarity and consistency for the whole school community. All staff members, not just teaching staff, are expected to clearly adhere to these guidelines.



### 4a. Universal offer

All staff are empowered to deal with students and show therefore consistently provide rewards/celebrations as well as dealing with any behaviour issues themselves, where appropriate. This means that all colleagues within the school should regularly communicate to provide the best possible support and intervention to a student. This includes discussions with:

1. Class teacher
2. Head of Department/Subject/ Faculty
3. Personal Tutor
4. House Progress Leader
5. Head of Year
6. SEND
7. Safeguarding and Wellbeing Manager
8. Attendance Manager/Office
9. SLT

All colleagues are empowered and trusted to deal with incidents themselves, where appropriate, to avoid further escalation. For example, a class teacher might call home to a parent regarding a concern in the classroom rather than referring to the student services team first of all. However, should issues persist, it would be encouraged to escalate to the Head of Dept/Faculty/Subject, for example. In all cases of communicating with parents, logs should be made on CPOMS.

## 5. Basic standards & outside the classroom misdemeanours

Students who cause general disruption during unstructured times should have this behaviour brought to their attention. Sanctions for poor behaviour outside of the classroom will always be determined based upon the severity of the offence. However, repeated poor behaviour may lead to an escalation through the sanctions process.

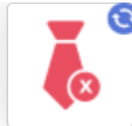

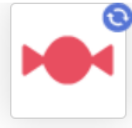
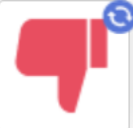
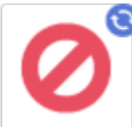


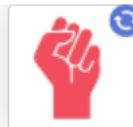
## 5a. Sanctions for inappropriate behaviour during unstructured times


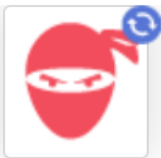

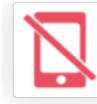
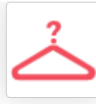
### 5a(i) Verbal warning/reminder

All staff members should address any concerns verbally and, in many cases, this is enough to address the concern raised. Many students will accept responsibility for their misdemeanour and correct their behaviour immediately. Colleagues may therefore decide that logging the incident is not always necessary. However, if a student is uncooperative, does not respond quickly and positively to correct their behaviour, the incident should be logged under the most appropriate category below.

### 5a(ii) General demerits

Demerits can be issued by every member of staff within the school. These are outlined below and all result in one demerit on each occasion.



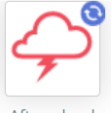
Category	ClassCharts	Category	ClassCharts
Incorrect uniform & appearance	 Incorrect uniform &	Refusal to follow reasonable request	 Refusal to follow
Chewing/Eating/Drinking in class/on corridors	 Chewing/Eating	Misbehaviour in toilets	 Misbehaviour in toilets
Littering	 Littering	Boisterous behaviour	 Boisterous behaviour
Unnecessary lateness to lesson	 Unnecessary lateness to	Play fighting/wrestling	 Play fighting/wrestling

Unacceptable language	 Unacceptable language	Damage to property	 Damage to property	
Out of bounds	 Out of bounds	Confiscation of item - where an item is confiscated (phone, jewellery etc), this should be taken to the office for safe keeping. The office staff will log the item and apply the demerit	 Confiscation of item (phone)	 Confiscation of item (other)

### 5a (iii) Detentions

A detention (break, lunch or after school) may be issued for poor behaviour outside of the classroom when:

- A student has not responded to a warning from a member of staff. For example, if a student continues to be disruptive on corridors despite being clearly warned by a member of staff
- A student has been disrespectful, ignored or challenged a member of staff
- A tutor, HPL or Head of Year identifies a concerning pattern of behaviour (eg persistently eating on corridors) and requires further escalation
- Detentions, which are centralised within the school, can be logged by SLT or a member of Student Services by using the following buttons in the non-teaching staff folder:

Category	ClassCharts
Breaktime Detention	 Breaktime behaviour
Lunchtime Detention	 Lunchtime behaviour
Afterschool Detention	 Afterschool behaviour



## 5a(iv) Loss of unstructured time

At the discretion of members of the Student Services Team and SLT, it may be deemed appropriate for a student to 'lose' their unstructured time. In these instances, a member of the Student Services Team is expected to clearly communicate with the student the reason for this decision and the time limit for this decision. Parents should also be informed.

## 6. The Classroom

We are all responsible for the standards and behaviour in our school; a teacher and other supporting adults are responsible for creating a positive climate for learning in a classroom. We aim to have simple rules and expectations which are communicated consistently and fairly applied. There is a predictability about our work because we establish routines, share information and repeatedly give signals about transitions. As a staff team, we will explicitly teach the behaviours we expect so that everyone has the best opportunity to succeed – students should not need to guess our expectations. This will ensure that all of students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Our principle is 'warm strict' with high challenge and high support centred around our expectations of 'Nothing but the best' and core values of aspirational, inclusive and community centred. A caring approach and definite boundaries are not mutually exclusive. To have defined boundaries and high expectations for conduct and learning demonstrates care.

Our aim is for our students to be engaged in the learning process. Supportive measures and reasonable adjustments should be made for students with additional needs as suggested by the Learning Support Team and especially the student's Passport.

In order to achieve the behaviours and attitudes we expect, we will:

- Explicitly teach these at whole school level, through the tutor programme and in every classroom
- Model behaviours as the norm (social behaviours or learning behaviours)
- See the opportunity to reboot as a normal part of school life that reinforces our commitment to our standards.

We expect:

Kind words and actions	Positive body language for learning
Good manners	One person talking, everyone listening
Appreciation of others	Following specific instructions
Respect for a range of opinions	On task and engaged in learning

We will reteach, encourage, praise and reinforce the behaviours **when things are going well**; everyone is more receptive and will listen to correction in moments of calm. As adults we must establish, observe, celebrate and narrate the positive (rather than seeking the negative). In doing so, we flood our students with the social norms that are acceptable in our classrooms, and thus we create the culture of our school, where learning can flourish.

For example:

<b>Teacher Explanation or Direction</b>	Related to a learning activity
<b>Front-loaded expectations</b>	'Answer this question by writing <b>on your whiteboards.</b> '
<b>Specify the conditions in which you expect an activity to be completed</b>	'This task should be completed <b>in silence.</b> '




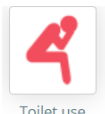

	'In a moment, I'll ask you to <b>stand</b> in order to discuss this question with your partner.'
<b>Praise those who are doing the right thing</b>	'Thank you to those of you whose pens are down and are ready to listen to my next explanation.'
<b>Check for understanding</b>	'Niamh, please summarise the explanation for the class.'
<b>Celebrate mistakes/misconceptions when they arise</b>	'I'm really pleased you've made that mistake, Tom! Let's see if we can dig into that a bit further and correct that...'
<b>Specify the time limit students have to complete a piece of work</b>	'It is 11.45, you have five minutes, 11.50 to compose your ideas before we share. Go!'
<b>Be seen looking – observe</b>	Be a vigilant presence around the room, especially the perimeter for maximum line of sight.  <i>'Watch the classroom at all times for rudeness, bullying, mocking or discrimination, and banish these things forever.'</i> Bennett, Tom. Running the Room: The Teacher's Guide to Behaviour (p. 75).
<b>Narrate (and gesture) the positive</b>	'Thank you, so far I can see ideas and there is evidence of use of the key vocabulary from the board.'
<b>Constantly celebrate the values you want to inculcate.</b>	'Fantastic, Lucy, I'm really glad to see <b>you didn't give up</b> and really tried your best to check all your spellings. <b>Perseverance</b> helps you to improve your work.'
<b>Anonymous individual correction</b>	'Nearly everyone has a growing list of ideas, just over four minutes left.'
<b>Private individual correction</b> Eye contact/Non-verbal cues and gestures	Pen tap/gesture or 'Jack, explain the task to me.'

## 7. Classroom sanctions

### 7a. Demerits

#### 7a (i) Classroom demerits (Teacher folder)

Whilst most very low-level behaviours can be addressed quickly and easily by the classroom teacher/personal tutor without the need to log concerns, it might be appropriate for some to be logged by the teacher to allow patterns of behaviours to be tracked. These must be treated separately to the Chance, Choice and Consequence process.

Category	ClassCharts	Category	ClassCharts
Poor entrance/exit to classroom	 Poor entrance/exit	Late to lesson AWOL (neutral)	 Late to lesson  AWOL
Toilet use during lesson (neutral)	 Toilet use during lesson	Exit pass use (neutral)	 Exit pass use

## 7b. Removals for serious disciplinary reasons

### 7b(i). Removal Guidance

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the student.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- c) to allow the student to regain calm in a safe space.

### 7b(ii). Collection Process

Having employed a combination of the above strategies, if the teacher feels that the student is choosing not to correct their behaviour to meet the expectation despite individual encouragement, then we use the school's behaviour interventions to prioritise the learning in the room:

<b>Classroom - Responsibility of the Teacher</b>	<b>CHANCE</b>	<ul style="list-style-type: none"> <li>• Having given students an opportunity to engage with the activity in the room through a variety of strategies, students who are then opting out and are actively not meeting behaviour expectations should have this brought to their attention.</li> <li>• This <b>must</b> be a clear VERBAL (Not to be displayed anywhere) warning with an explanation given to the student at an appropriate time with positive framing utilised and a reminder of how they can be the best version of themselves</li> </ul>	No log made on ClassCharts
	<b>CHOICE</b>	<ul style="list-style-type: none"> <li>• Students who, having been given a clear verbal chance to improve their behaviour, are still not meeting expectations should have this brought to their attention</li> <li>• Issue a clear warning using the language of 'Choice' and redirect the student indicating the behaviour that is desired</li> <li>• The student must be fully aware that they have received and understood the formal warning. It can be written on a whiteboard but there is no expectation for this</li> <li>• Teacher <b>must</b> record the Choice on ClassCharts</li> </ul>	Teacher logs on ClassCharts by clicking the most appropriate button


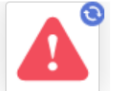




	<b>CONSEQUENCE</b>	<ul style="list-style-type: none"> <li>• If the same student resumes behaviour that is disruptive to the learning of themselves or others, then the member of staff should ring the school office for the student to be collected from class as a Consequence. They must state the name of the student and year group to be collected</li> <li>• Teachers <b>must</b> complete the log on ClassCharts immediately</li> <li>• Teachers must have <b>written</b> work available which allows the student to access the learning outcomes of the lesson without teacher input. This can be copying from a text book etc</li> <li>• The work <b>must</b> be ready when the student is collected</li> <li>• The teacher must verbally explain the reason for the consequence to the Head of Year completing the collection</li> <li>• If appropriate the teacher should seek to discuss the consequence/collection with the student at an appropriate time after the collection so that the professional relationship between the teacher and the student is not adversely affected and a fresh start is given</li> <li>• On <u>rare</u> occasions, a consequence may be issued without a Chance due to the severity of the behaviour</li> <li>• <b>If a HOY is unavailable to complete a collection, office staff should then contact, in order, SLT, HPLs and HoD/HoF therefore ensuring a collection takes place within 5 minutes</b></li> </ul>	<p>Teacher logs on ClassCharts by clicking the most appropriate button plus writing an explanation</p>
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<p style="text-align: center;"><b>Following the consequence</b></p> <p style="text-align: center;"><b>Head of Year/Other adult remover</b></p>	<p style="text-align: center;"><b>Reflection Zone &amp; Removal Room</b></p>	<ul style="list-style-type: none"> <li>• Once a student has been collected, they will be escorted to the Student Services area of school and will spend a short time in the 'Reflection Zone'</li> <li>• There may be occasions when a student does not need to go straight to the reflection zone and, instead, should be escorted to the removal room. Eg, if they have quickly accepted their misdemeanour.</li> <li>• Once a Head of Year establishes that the student is ready and regulated, a conversation will take place with the student about why they have been removed</li> <li>• The aim of this initial intervention is to ensure that the student reflects and understands what they could have done differently to avoid being removed and to take ownership of their choice</li> <li>• Discussion will then take place regarding the work set to ensure the student understands what they need to do to achieve the learning outcome</li> <li>• Once completed, the student will then move to the Removal Room in school to complete the work set</li> <li>• The student will stay in the Removal Room, which is supervised by a Head of Year at all times, until they are deemed '<b>Ready to Learn</b>' and therefore ready to return to lessons and, occasionally, this might mean they spend longer than one lesson/hour there</li> <li>• Students will not be returned to any lesson that they have just been removed from</li> <li>• Students may, however, return to a different lesson part way through. In these instances, a Head of Year should provide a 'return to lesson' slip to confirm where the student has been and what time they were sent back to lesson. The student should knock on the classroom door and wait outside until invited into the room by the teacher although this should happen within a short period of time (no more than 5 minutes).</li> <li>• For any student returning to PE, the HOY should radio the staff member to inform of the student's return.</li> <li>• On some occasions, for safeguarding reasons, the HOY may phone the classroom teacher to advise of the student returning and agree an appropriate time for them to enter the classroom. This is to ensure every opportunity of success for the student.</li> <li>• The student receives a 45-minute detention the following day for their removal</li> <li>• If a student receives two removals in a day, they will be kept in the Reintegration Room for an appropriate length of time deemed by a Head of Year. Parents and carers will be informed and this might continue into the following day.</li> </ul>	
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### **7b(iii). Choice and Consequence folder**

Whenever a student is verbally given a Choice, this must be logged under the most appropriate category below. This will trigger one demerit.



This must be logged as soon as possible by the class teacher and would normally be expected to be logged by the end of a lesson although it is accepted that this may not be appropriate for some lessons (eg, PE). It is therefore expected to be logged by 3.30pm on the day it is given.

Category	ClassCharts	Category	ClassCharts
Unsafe behaviour	 CHOICE Unsafe behaviour	Persistent disruption	 CHOICE Persistent
Verbal abuse	 CHOICE Verbal abuse	Disrespectful behaviour	 CHOICE Disrespectful
Failing to follow instructions	 CHOICE Failing to follow	Walking out of lesson	 CHOICE Walking out of

### 7b(iv). Logging of Consequence

Whenever a student is verbally given a Consequence, this must be logged using the button shown below. This will trigger one further demerit (the Choice must have also been logged by the Classroom teacher).

This must be logged **immediately** by the class teacher although it is accepted that this may not be appropriate for some lessons (eg, PE). In these instances, Consequences should be logged as soon as possible at the end of the lesson.

Category	ClassCharts	Second Consequence in one day
Consequence	 CONSEQUENCE	 second CONSEQUENCE...

The log must include the following:

- Factual details
- No emotive language

## 8. Escalations and interventions beyond the classroom

There may be occasions when further escalation through the school's behaviour policy is deemed appropriate.

### 8a. Reintegration

Reintegration will be utilised by SLT, Assistant Head for Behaviour and Culture and Heads of Year to ensure that a student is ready to return to lessons.

The reintegration room will always be supervised by a Head of Year to allow positive, productive and targeted conversations to take place with students.

**Why?** Reintegration will always be used when a student returns to school following a suspension. It will also be used when a student needs to spend more time out of lessons for a variety of reasons before they return to lessons.

**Time?** The amount of time required for students to spend in the Reintegration Room is determined by the Head of Year. They must establish that the student is 'Ready to Learn' before they leave the room.

**Where?** This room is located in Removal/reintegration in Buttermere Building

**Supervision?** From 8.45-3pm and always supervised by a Head of Year.

**Work?** When it is planned that a student will spend time in Reintegration, this will be added to the daily 'work request' and teaching staff will be expected to signpost HOY and students, on a shared document, to appropriate lesson resources for that day. This does not need to be extensive pieces of work as the student may return to the class if they engage positively within reintegration. Students who are placed into reintegration may also complete 'unplanned' work in this room as the amount of time spent in here is not known.

### 8b. Isolation (resulting in 3 demerits)

Isolation will be utilised by SLT, Assistant Head for Behaviour and Culture and Heads of Year as an escalation process within the policy.

**Why?** Isolation is used as a sanction to prevent students being able to mix with peers throughout the whole school day.

**Time?** 8.45-3pm

**Where?** This room is located in the Isolation Room (next door to the library- bottom of Ambleside building)

**Supervision?** From 8.45-9.05am is supervised by Head of Year. All lessons are supervised by subject teachers. Break and lunch are supervised by a member of SLT.

Break? 10.45-11am. This will take place in the old gym.

Lunch? 12.45-1.15pm. This will take place in the old gym.

During break and lunch, students may be allowed to talk.

**Work?** When it is planned that a student will spend time in Isolation, this will be added to the daily 'work request'. Teachers must set work, either paper copies or on Chromebooks by 8.45am. This should be clearly labelled to avoid any issues with students not knowing which work to complete.

**Support?** If a student is demonstrating challenging behaviour within this room, the teacher should call the school office to request support. The office staff should follow the same process as a Consequence when requesting support by contacting a HOY, SLT, HPL, HOD/F.

### 8c. Suspension (resulting in 4 demerits)

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusion will be used in

response to serious incidents or in response to persistent poor behaviour/breaches of school policy which has not improved following in-school sanctions and interventions.

We are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a student. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England including student movement guidance'.

## 9. Faculty/Subject detention

### 9a(i) Teacher standards

As highlighted earlier in this document, a classroom teacher is expected to utilise a range of behaviour management and behaviour for learning strategies to improve student engagement within a lesson. All staff are empowered to deal with behaviour themselves and, in many cases, escalation can be avoided.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 9a(ii) Teacher communication

It is expected that teachers engage with colleagues on a regular basis and, if appropriate, communicate with parents/carers. Where a student's behaviour is a concern, teaching staff may consider discussing the issue with:

- Colleagues about strategies to utilise
- Head of Dept/Faculty/Subject
- House Progress Leader
- SEND team (if appropriate)
- Parent/carer via email, ClassCharts and/or phone call
- Head of Year

### 9a(iii) Classroom teacher detentions


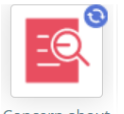
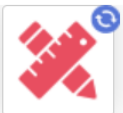

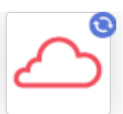
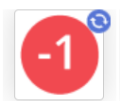

In some cases, a classroom teacher may decide that it is appropriate to request a student returns to their room during unstructured time to complete a task or further classwork. On these occasions, the teacher should verbally inform the student and ensure expectations are made explicitly clear to the student. No communication is expected to parents about this. In all cases, a teacher should ensure that a student is given at least the minimum amount of time for their break/lunch as highlighted below although more can be given at the teacher's discretion.

- Break- minimum of 5 minutes
- Lunch- minimum of 10 minutes
- After school- kept no longer than 10 minutes

### 9a(iv) Faculty folder




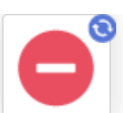
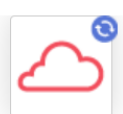
Teaching staff should refer to additional working guidelines which underpin faculty detentions and different thresholds for allocating these.


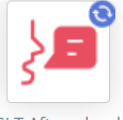
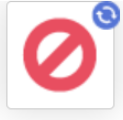
Category	ClassCharts	Category	ClassCharts
<b>Failing to complete homework/meet deadline</b>	 Failing to complete	<b>Concern about work</b>	 Concern about work
<b>Lack of Equipment</b>	 Lack of Equipment	<b>No Chromebook or Chromebook not charged</b>	 No Chromebook
<b>No ingredients (neutral) No PE Kit (-1pt)</b>	 No ingredients  	<b>HPL Referral</b>	 HPL referral

## 10. Detentions

### 10a. Detention Types (Non-teaching folder)

An overview of detentions is given below:

Type of detention	ClassCharts	Time of Detention	Issued by	Supervised by
Lates Detention		Break / Lunch / After school	Attendance Manager/ Officer	Attendance Manager/ Officer
Consequence Detention	 CONSEQUENCE	After school (45 minutes)	Class teacher	Head of Year
Behaviour Detention	 Breaktime behaviour	Break/lunch/after school	SLT / Student Services staff	Head of Year

Faculty/Departmental Detention	 Faculty Detention	After school (45 minutes- Monday to Wednesday)	Teachers	Heads of Faculty/Subject/ Department (HPL support)
SLT Detention	 SLT Afterschool Detention	Friday after school (one hour)	SLT/ staff supervising detentions	SLT
Detention Escalations button	 Failing to attend	Break to Lunch or Lunch to Afterschool		

#### Break Time Detention (10 minutes in length)

- Late to school first time in week
- Used as a sanction for poor behaviour during unstructured time that cannot be resolved immediately by a staff member (persistent boisterous behaviour/misbehaviour in toilets) – check who can apply this

#### Lunch Time Detention (15 minutes in length)

- Missed break detention
- Three strikes in break detention
- Second late to school in a week
- Unnecessarily late to lesson twice in one day
- Four lates to lesson in one week
- Used as a sanction for poor behaviour during unstructured time that cannot be resolved immediately by a staff member (persistently out of bounds/unkind or unsafe behaviour) – check who can apply this

#### After School Detention (45 minutes in length)

- Missed lunch detention
- Three strikes in lunch detention
- Third late to school in a week
- CONSEQUENCE
- Used as a sanction for disrespectful behaviour towards staff (including indirect swearing and inappropriate language) – check who can apply this

#### SLT Detention (60 minutes in length)

- Three strikes in after school detention
- Any other reason as decided by SLT
- Any CONSEQUENCE issued on Thursday will also undertake their 45 minute detention within SLT

#### **10b. Expectations in detentions**

Students are expected to demonstrate exemplary behaviour within all detentions. Students must be punctual to their detentions. If late, or demonstrating any disruptive behaviour, staff member will issue 3 strikes only. If a student

reaches 3 strikes, they will be asked to leave the detention and escalation will take place. Escalation from after school detention will result in escalation to a one-hour SLT detention on a Friday, 3-4pm.

Within detentions, students may:

- Complete homework
- Complete mindfulness colouring
- Complete other appropriate tasks such as reading/revision
- Engage with the 'thought of the week'
- Reading

Students are not allowed to place their heads on desks but may sit in silence throughout the whole of detention.

If a student arrives late for an after-school detention without a reasonable explanation, the time will be added onto the end of the detention. The length of the detentions should always match what is stated in this policy (eg after school should always be for 45 minutes).

## 11. Systems and processes- Intervention & Support

### 11a. Use of data to inform interventions

The tracking of behaviour warnings, removals, detentions, lateness, internal and external exclusions is managed by the Student Services Team. The vast majority of this information is available for all to view on ClassCharts and records are routinely shared with Form Tutors, Heads of Faculty/Department, House Progress Leaders, Student Services and SLT to ensure that the necessary interventions take place. Ongoing discussions should take place at all levels to ensure that interventions are taking place.

All staff are aware of how to utilise dashboards via ClassCharts to assist with monitoring their class, tutor group or year/house. These should be monitored on a regular basis and, along with effective use of intelligence events, appropriate intervention and support should be put in place.

### 11b. Intervention Support

As part of our student centred and trauma informed approach, all data created should be used to identify support required for the student and should not be used to identify the next step in escalating sanctions. The intervention or support may be in the form of discussions with:

- Class Teacher
- Personal Tutor
- Head of Dept/Faculty/Subject
- Head of Year
- House Progress Leader
- Safeguarding and Wellbeing Manager
- Attendance Manager/Officer
- SLT

All discussions should be utilised to identify the correct support required and to ensure that the student is aware, where appropriate, of the need to address their behaviour. The intention should also be to assist in avoiding further escalation through the policy.

### 11c. Escalations

Whilst the standard escalation procedure captures most incidents we are well aware that all situations and students are different. In order to acknowledge this and ensure that we monitor all behaviour interventions, the following issues are monitored with the appropriate interventions. This is not an exclusive list.

Issue	Time Frame	Escalation / Intervention
One Consequence from class	Any day	After school detention (45 mins)
Two removals from class	Within one day	Out of lessons for the remainder of the day and time in reintegration the following morning
5x Refusal to follow reasonable staff requests	Within 5 days (Monday to Friday)	SLT detention
5x Choices	Within 5 days (Monday to Friday)	Intelligence event triggered to HOY and Personal Tutor for intervention
5x Demerits	Within 5 days (Monday to Friday)	Intelligence event triggered to HOY and Personal Tutor for intervention
Pattern of warnings	Regularly reviewed by the Students Services Team. Faculty and teacher review via line management	Pastoral - Detention, parental discussions/meetings and additional interventions Faculty – Teaching and Learning strategies and interventions
Pattern of removals	Regularly reviewed by the Students Services Team. Faculty and teacher review via line management	Pastoral - Detention, parental discussions/meetings and additional interventions Faculty – Teaching and Learning strategies and interventions
Indication of a pattern of warnings/removals/behaviour points or other behaviour issues	At any point	Student placed on Behaviour report by HOY Parents and Teachers informed
Behaviour report escalation	Within the period of report	Escalation to Behaviour Support Plan
Poor behaviour in Isolation	At any point	Either a further Isolation or/and Suspension
Poor behaviour in detention	At any point	3 strike system to be used in all detentions and escalation to the next detention to take place (eg, break escalated to lunch detention)
Non-attendance at detention	At any point	Escalation dependent on circumstance and parental discussion – further detentions or Internal
Return from a suspension	On return	Reintegration meeting, behaviour report and time spent in reintegration

### 11d. Reports and Behaviour Support Plans

When students are placed on behaviour report by a staff member, appropriate targets are set and monitored on a daily basis. Staff are informed of these targets and students monitored for a short period 2/3 weeks. At the end of this period the outcome of the intervention is shared with staff and parents. All report start/end dates should be recorded on CPOMS.

- SEND- GREEN
- Tutor Report- BUFF
- Department/Faculty report- PURPLE
- Head of Year- YELLOW
- HPL Engagement/Progress report- PINK
- SLT- RED

#### 11e. Restorative Conversations

After any behaviour incidents students will be spoken to by the appropriate member of the Pastoral or Senior Leadership team and a restorative conversation may be held with either staff or other students involved. Teachers are expected to ensure that a 'fresh start' is given to every student following a consequence/ removal or other incident.

#### 11f. Search, Screen and Confiscation

Detailed guidance for schools can be found in Searching, screening and confiscation at school. Headteachers and school staff should read this guidance.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Whilst the School has the power to search students as outlined in the Education Act 1996 and the DfE guidance 'Searching, screening and confiscation at school' staff should not attempt to **search or screen** any student without the authorisation of the Headteacher. Any concerns that arise should be immediately reported to the Pastoral Team Leader or the Headteacher.

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence
- to cause personal injury to, or damage to property of; any person (including the student)
- an article specified in The School Regulations 2012
- tobacco and cigarette papers
- fireworks
- pornographic images
- water guns
- energy/fizzy drinks
- grab bags of sweets/crisps

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- E-cigarettes/vapes
- Electronic devices – including where there are concerns over digital content
- Lighters

Being in possession of a prohibited item may mean that the student is involved, or at risk of being involved, in criminal behaviour including child exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority Children’s Social Care services.

### 11g. Mobile phones

Our mantra regarding mobile phones is simple and consistent. We do not expect mobile phones to be used at any point during the school day so the message is that phones should be **‘off and in school bag’**. If seen by a staff member at any point during the school day, the mobile phone will be confiscated and must be handed to the main office at the earliest opportunity. Once confiscated, the staff member should check the condition and inform the student of any cracks/marks to ensure there are no allegations that a phone has been damaged whilst in school’s possession.

The Education and Inspections Act 2006 confirms the right of schools as a 'disciplinary penalty' to seize a student's possession, or to retain a possession of a student, or dispose of it. The staff concerned will not be liable in any proceedings if he/she proves that the seizure, retention or disposal was lawful (see below). Nor will staff be liable for any damage or loss as a consequence if the seizure, retention or disposal is lawful. Parents and students should note that this includes mobile phones, other expensive digital items or jewellery.

[https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile\\_phones\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf)

The seizure, retention or disposal will be lawful if in breach of any statutory requirement, and therefore will be reasonable in the circumstances.

### 11h. Safekeeping

Staff are obliged to take reasonable care of confiscated property, in which case no liability will attach to the school for any loss or damage.

The school will make every reasonable effort to ensure that confiscated property will be locked away and a record taken of the owner, who confiscated it and when and how long the confiscation is to last. All confiscated items will be handed to the Reception in a sealed envelope with the student’s name, tutor, date and time of confiscation together with the name of the member of staff who confiscated the item written clearly on the outside.

Staff may confiscate students' property where it is necessary for disciplinary reasons. This is at the discretion of the staff member.

## 12. General School Rules

### 12a. Uniform:

All students are expected to adhere to the school’s uniform and appearance policy. These can be found on the school website via the link below:

<https://wellfieldacademy.org/about-us/school-uniform>

### 12b. General standards and expectations

- Chewing gum is not allowed at all in school

- Energy/fizzy drinks/grab bags of sweets are not allowed in school
- Students should not eat or drink on corridors or between lessons
- Students should always keep left when walking on corridors
- Ambleside block stairs/entrance and exit- students should enter at front of building and exit via the back. Front stairs should be used for going upstairs back stairs for going down. At break and lunch only, the front entrance can be used to leave the building.
- Toilets- students should use toilets at break and lunch and requests to go during a lesson should be politely refused (unless they have a toilet pass). Students are not allowed to go between lessons. Any requests to go to the toilet during lesson are at the discretion of the teacher when professional judgement will be applied.

Abbreviations used in this document	
Abbreviation	Definition
HPL	House Progress Leader
HOF	Head of Faculty
HOD	Head of Department
HOY	Head of Year
SLT	Senior Leadership Team
SEND	Special Educational Needs & Disabilities