

BEHAVIOUR FOR LEARNING PRINCIPLES POLICY

This policy is applicable to all students, staff and parents of The Wellington Academy.

DOCUMENT CONTROL

Responsible position:	Approved by:
Senior Deputy Head	Headteacher
Version number:	Date approved:
4.4	June 2020
Review Period:	Next review date:
Annually	June 2021

Policy Name

Safeguarding & Child Protection Policy

Additional Needs and Inclusion Policy

Exclusion and Alternative Provision Policy

E-Safety Policy

The School Discipline (Pupil Exclusions and Reviews)
(Maintained Schools) (England) Regulations 2012

Exclusion from maintained schools, academies and pupil referral units in England

The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations

National Minimum Standards – April 2015

Behaviour and discipline in schools (DfE)

REVISION RECORD

Date	Version	Revision Description
Sep 2009	1.0	Written in line with current legislation and policies
Jun 2013	2.0	Policy amended in line with related policies and updated School Discipline Regulations of 2012
Sep 2014	3.0	Updated for MAT purposes
January 2016	4.0	Annual review and update
February 2017	4.1	Reviewed for boarding purposes
March 2017	4.2	Annual review – amended section on permanent exclusion
June 2018	4.3	Annual review and update
June 2020	4.4	Annual review and update

1. INTRODUCTION

The quality of learning, teaching and behaviour are the responsibility of all students, staff and parents of the Wellington Academy. Our ethos for positive behaviour is centred around:

- Consistent, calm adult behaviour
- Respect for all and by all
- Relentless routines
- Restorative practice

1.1 Inclusion features strongly in this policy as it goes to the heart of the RWBAT as an organisation.

1.2 Positive behaviour is essential for learning to take place in a safe and well-structured environment.

1.3 The behaviour policy relates to educational activity on site and off site, including trips, visits, and sporting activities.

1.4 The Headteacher has the authority to initiate the Trust's behaviour policy when students are not subject to the conditions in the above paragraph, but where there is serious misconduct and there is a clear link between that behaviour and maintaining good discipline in their Academy.

2. UNCONDITIONAL RESPECT

2.1 The fundamental principal underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce positive behaviour conducive to good learning. All members of our community will be treated with unconditional respect. By being part of our community, students, staff, parents, visitors and others unconditionally earn our respect.

3. RIGHTS

3.1 All members of our community have the right to:

- Feel safe
- Learn
- Achieve
- Be respected

4. RESPONSIBILITIES

4.1 All members of our community have the responsibility to:

- Treat others with respect
- Support others in their learning
- Celebrate achievements

5. ROUTINES

5.1 All students and staff will be aware of the RWBAT's expectations regarding routines and be expected to adhere to these at all times. Clear routines promote positive behaviour and good learning.

6. MANAGING BEHAVIOUR

- 6.1 Managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than merely recording negative behaviour.
- 6.2 Where appropriate students should be praised publicly and always reprimanded in private.
- 6.3 Our system for managing negative behaviour is based on an escalated consequence system.

7. MONITORING REFERRAL AND SUPPORT

- 7.1 We track both good and negative behaviour. This data will be used to identify and respond to behavioural patterns of individuals and groups.
- 7.2 Staff will have a line manager who can support them with behavioural issues.
- 7.3 Subject Leaders/ Heads of Year will support members of their learning areas through class visits and monitor the behaviour management procedures operating within the subject.
- 7.4 Members of each Academy's Senior Leadership Team will support staff through advice, guidance and being available to support time with sanctions as and when required.
- 7.5 The Wellington Academy operates a Reset Room system for staff to use if they believe a student's behaviour is unsafe or causing sufficient disruption to prevent any learning from taking place.
- 7.6 Students who are identified as having repeating or severe behavioural issues will be supported through coaching, counselling or referral to specialist support services.

8. LEARNING ROUTINES

- 8.1 At The Wellington Academy, the Behaviour for Learning Code of Conduct will be displayed in every classroom and around the building. These will focus on:

- Treatment of others (manners, respect etc.)
- Communication (noise level, hands up etc.)
- Learning (how to get help/use resources etc.)
- Movement (entry and exit/walking around the class)
- Problem solving (how issues will be settled)

At The Wellington Academy, the Ready, Respectful and Safe code of conduct will be displayed in all classrooms.

- 8.2 Each teacher will follow, communicate to students and constantly reinforce the Trust's learning routines for:

- Threshold (Entry)
- Settling
- Seating plans
- Uses of cues to initiate whole class attention at any stage/to get teacher assistance
- Class discussions
- Exit procedures
- Lunchtimes

- Break times
- Arriving at and leaving school
- Appropriate use of facilities
- Assemblies

8.3 At the start of the lessons staff will:

- Arrange the learning environment so the room is tidy, interesting and engaging
- Have facilities available for storage of students' belongings
- Have a well-planned lesson ready, with all resources accessible
- Greet students at the classroom door before the lessons starts
- Focus on positive welcoming comments
- Deal with discipline issues quickly and quietly - reprimand in private
- Have a seating plan
- Have a protocol in place for formal start to lesson
- Take register

8.4 During the lesson staff will:

- Enforce learning conditions as set out below
- Manage negative behaviour as set out below

8.5 The end of the lesson staff will:

- Finish in good time
- Clear up and prepare room for the next lesson
- Have a protocol for orderly dismissal
- Say goodbye

8.6 Staff will habituate the code of conduct and routines by:

- Publishing them visually in learning area
- Constantly referring to them when negative behaviour occurs, referring always to the negative behaviour, not the child, 'That particular negative behaviour is not welcome in our classroom'
- Reinforcing rules on a day to day basis
- Modelling and praising positive behaviour

8.7 Learning conditions:

All classes will operate within these working conditions:

- Individual – silence
- Partner – quiet on-task talk
- Group – discussion with roles assigned
- Whole class – according to agreed class protocol

9. ENCOURAGING GOOD PROGRESS AND/OR BEHAVIOUR

9.1 At The Wellington Academy, respectful and safe behaviours is the primary way of rewarding students. Achievement points are awarded by staff on the SIMS database which is then communicated to parents via the SIMS App.

9.2 Publically recognising achievement, success and effort is fundamental this is done through:

- Postcards and letters home
- Commendations
- Celebration assemblies
- Celebration evenings
- Reward trips
- Roles of responsibilities – e.g. Respect Ambassadors

9.3 Senior Leaders at each setting will provide guidance for staff on expected use of praise.

10. MANAGING NEGATIVE PROGRESS AND/OR BEHAVIOUR

10.1 Our expectation is that staff will always manage behaviour by giving fair, clear messages, in the least intrusive way possible so that the workable, respectful teacher-student relationship remains intact.

10.2 Teachers should adopt a 'relaxed vigilance' style where by negative behaviour is noticed and followed up, rather than ignored or tackled in a way that leads to confrontation.

10.3 When negative behaviour starts to happen in the classroom the teacher will:

- Describe the behaviour in general terms (using eye contact) – e.g. "I notice some people are talking"
- Refer to the code of conduct
- If behaviour persists, quietly approach the student(s) and give a warning about consequences – "I notice you're talking, you could stop or if you continue talking we'll have to have a time out"

10.4 Behaviour Management Procedures covers a wide range of strategies including those below:

- Brief one to one chat within a lesson
- Movement in class seating
- Minutes out of lesson time
- Sent to colleague
- Call for support/patrol
- Chat after the lesson
- Detentions
- Completion of a reflection sheet
- Period out of school (exclusion)

10.5 Senior Leaders at each setting will provide guidance for staff on how behaviour is managed. The range of measures will include from situations arising in individual lessons and around the school, to longer term support and intervention for students who struggle with mainstream education.

10.6 The Trust expects staff to weight the balance between reward and sanction towards reward. Staff are expected to incentivise good behaviour as a way of improving behaviour.

11. MONITORING BEHAVIOUR

- 11.1 Our IT system will be used to log examples of good and negative behaviour.
- 11.2 Each category will contain a series of descriptors and actions.
- 11.3 Referral can be made to other members of staff for support in addressing negative progress and for rewarding good progress.

12. EXCLUSION

- 12.1 The decision to exclude rests with the Headteacher or Senior Deputy Headteacher.
- 12.2 The use of exclusion from an academy will always be considered carefully. Refer to the Exclusions and Alternative Provision Policy for detailed information on exclusion and alternatives to mainstream education.



Behaviour Policy
– Addendum During Coronavirus Pandemic

Approved by:	Date:
Last reviewed on:	September 2020
Next review due by:	November 2020 or sooner according to Government Guidance

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Students, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to students, parents and staff.

2. Expectations for pupils in school

2.1 New rules

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact their child's Head of Year if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

New Rules are as follows:

Arrival and Leaving School

- Students must only enter the school site via the gate allocated for their year group
- Students must walk straight to their Year Group Zone

Hygiene

- Students should use hand sanitiser upon entering classrooms
- Students should ensure good hand-hygiene before eating food
- Students must wash their hands after using the toilet
- Students should for the 'catch it, bin it, kill it' approach to sneezing/coughing into tissues and then disposal; they should avoid touching their mouth, nose and eyes with hands
- Students must speak to an adult immediately if they are feeling unwell experiencing symptoms of coronavirus
- Students must not cough at or towards, any other person
- Face coverings may be worn in communal areas, but as stated by the DFE in August 2020 should not be worn in the classroom.

Movement around the site

- Students must not access other areas of the building out of their year zone at the start/end of day or break and lunch without permission of staff; this includes not visiting, First Aid, Heads of Year, Main Reception, or the Library
- Students must stay in their year zone's dedicated eating area, or outside play area, during break and lunch
- Students must follow one-way systems, not enter out of bounds areas, and entry & exit only doors
- Students should avoid touching surfaces around the school

In Classrooms

- Should avoid sharing equipment unless advised by their teacher
- Pupils must not enter the area marked out for the teacher
- Pupils must remain in their seats during classroom lessons

2.2 Support and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

- Provide a clear explanation to all students via re-connect assemblies
- Provide regular reminders of expectation via the tutor programme
- Provide clear signage regarding movement around the site and hygiene expectations
- Adults will clearly understand the rules and will model them in a positive way

However, if students fail to follow these rules, we will:

- Apply consequences in line with the school's current graduated consequence system; all consequences from the behaviour for learning policy will continue during this period with adjustments made to mitigate risk to pupils and staff
- Apply reasonable adjustment measures for students with SEND, or students considered as vulnerable, as outlined in the school's behaviour policy
- Deliberate coughing or spitting at a student or adult will be considered as common assault and the Headteacher will have the discretion to apply the school's most serious consequences, up to and including Permanent Exclusion
- Staff will adopt a common-sense approach to applying consequences and in distinguishing between deliberate and accidental rule-breaking

3. Expectations for pupils at home

3.1 Remote learning rules

Remote learning may apply should a child need to self-isolate (without showing symptoms), or in the event of a local or national lockdown or school closure. If students are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact their child's Head of Year if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Rules for students to follow:

- Be contactable during required school hours – although the school recognises that students may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or support staff
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Ensure online safety

3.2 Dealing with problems

If there are any problems with students adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Make contact with parents/carers to see if there are any issues that the school can support with.
- Provide safeguarding advice as applicable e.g. for online safety
- Consider applying consequence on return to school if appropriate e.g. in the event of online bullying.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every term by the Deputy Headteacher (Pastoral) and Headteacher.

5. Links with other policies

This policy links to the following policies and procedures:

Safeguarding & Child Protection policy

Behaviour Policy

Health and Safety policy