

# WEALD SCHOOL BEHAVIOUR FOR LEARNING POLICY

(Autumn 2015 update)

## Aims

The Weald is an inclusive and supportive community. Weald students are encouraged to reflect on their role within our community and understand how their actions can promote our positive values and impact on those around them. This enables us to:

- a) Maintain an atmosphere of good order in which staff and students can achieve their potential.
- b) establish a secure environment in which all students are free of bullying and intimidation.
- c) promote an environment in which all individuals are valued, regardless of race, gender, class or ability.

## Overall Philosophy:

- The Weald School expects high standards of personal conduct and behaviour from all members of the community; we promote respectful and polite relationships that enhance everyone's ability to work and learn.
- There is a recognition that everyone is allowed to make mistakes but that these should represent a learning curve from which one grows and develops. The school supports all students in learning from their mistakes.
- There is an understanding that students who repeatedly commit breaches of the behaviour policy will face increasing levels of sanction commensurate with the repetition of the behaviour.

Basic expectations are set out clearly in the student planners under the section entitled "Get it Right".

The Behaviour for Learning policy covers not just time within the school day and on site, but activity off site which has an impact on students within the school and its reputation. This would include the journey to and from school and actions near the school site whilst still in uniform, including trips and activities off site and days at college.

## Rewards:

Students in all year groups need a consistent approach to rewards which provides a variety of opportunities for praise and motivational incentives for all students.

- Gold awards for all year groups.
- Appropriate students in all year groups receive congratulatory letters home from DOLs following tracking reports.
- Commendations:** Commendations are awarded via the report system. Remember to use the "issue" column to award commendations using the following criteria:
  - High academic achievement against target
  - Consistent effort and hard work
  - Most improved
  - Contribution to extra-curricular activities and the wider life of the school
- Students in all year groups are able to earn HOUSE POINTS. These can be logged very simply via Sims and viewed on the Sims front page by form tutors and Heads of House. Totals are accumulated over a term with a termly House Cup being awarded. All totals lead towards the **House Cup** awarded at the end of the year.

House Points can be earned in the following ways (as examples)

**ONE POINT:**

- Taking part in a house competition,
- a good piece of work or effort on a particular task,
- behaviour on an occasion that is above expected,
- contribution to the community that is above expected (taking part in a tour, interview panel, speaking to guests etc.)
- or other similar.....

**FIVE POINTS:**

Consistent achievement over a half term

- Commendation on Tracking
- Consistent participation for half a term in a team or club
- “Weald Community Award” - consistently very good attendance and behaviour records for a half term.

Students will be rewarded in the following ways:

Half Termly	<ul style="list-style-type: none"> <li>• Certificates awarded in House assemblies to individual students who achieve a “top level” each half term</li> </ul>
Termly	<ul style="list-style-type: none"> <li>• Head of House letter home.</li> <li>• Certificates</li> <li>• A House Cup awarded to the best performing House each term</li> </ul>
Yearly	<ul style="list-style-type: none"> <li>• An End of Year Cup and treat awarded to the best performing House overall.</li> </ul>

They are awarded within the following categories:

- Resilient attitude to learning
- Achievement and progress
- Enthusiasm and engagement
- Contribution to the community
- Consideration of others

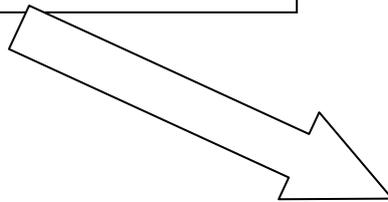
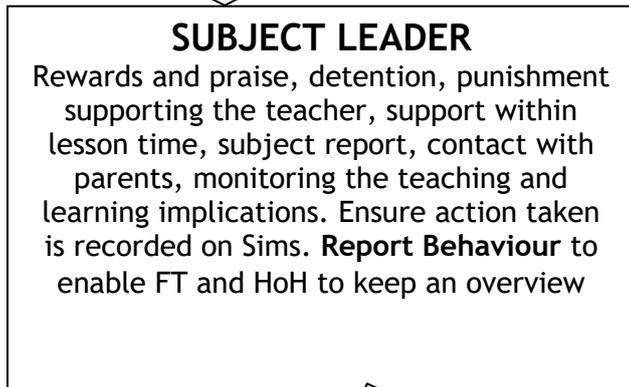
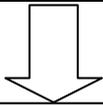
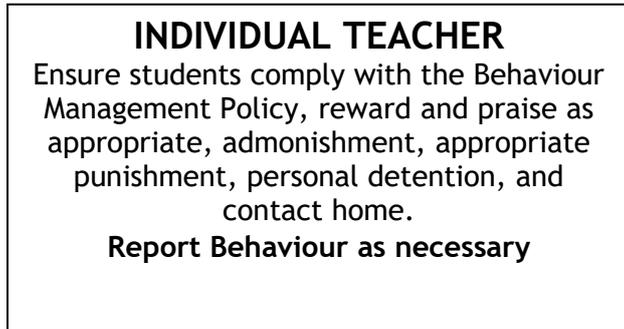
The Reward system only works if implemented consistently by all staff. We want to make sure that our students are thanked and rewarded for their efforts, while also hopefully inspiring all students to aim higher.

## Sanctions

These follow a clear pathway and potential escalation, whilst allowing for a student to change and adapt behaviours as required at key points.

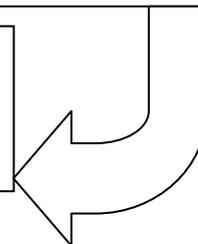
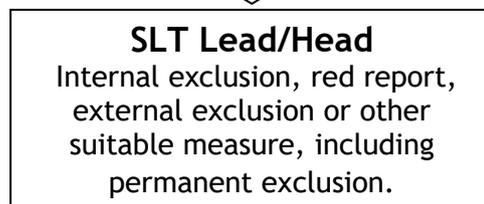
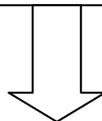
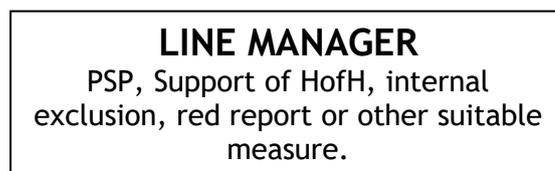
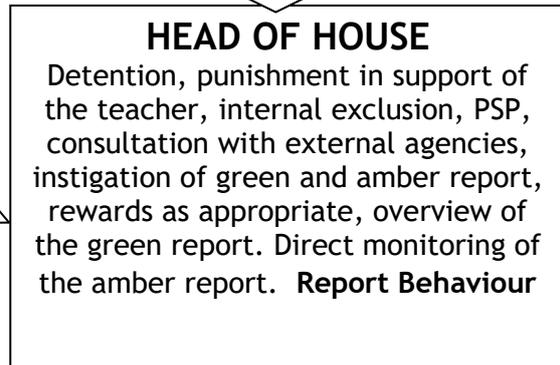
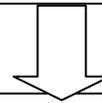
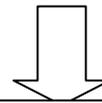
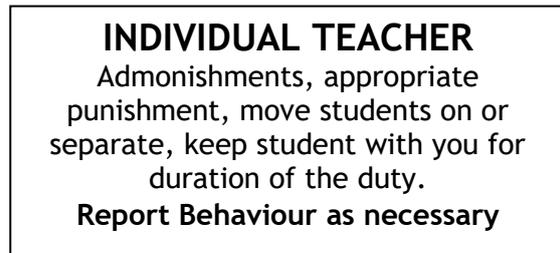
There is an understanding that **warnings will often but not always be used before a sanction is applied**. Sanctions may increase in severity.

### In Lessons



### Around school

(Between lessons, break and lunch time)



## Sample Sanctions

These are a sample and not to be viewed as an exact hierarchical structure to prevent an occurrence later. The key element in application is to consider the overall likely impact on the student and their future behaviours.

Sanction	Who Issues?	What for? (examples only)
Class Teacher detention	Subject teacher	Persistent low level disruption to lesson, one off event.
Subject Level Detention	Subject leader	Persistent issues involving subject teacher that have not been resolved (3 times). One off significant event in a lesson.
Form Tutor detention	Form Tutor	Lateness, behaviour in form time, response to issues reported regarding behaviour in other areas of the school.
Head of House detention	Head of House	Persistent issues relating to form time that have not been resolved (3 times). Immediate loss of social time for poor behaviour at break or lunch.
Head of House social time detention	Head of House	Consecutive loss of break/lunch time over a number of days as part of an escalated sanction.
School detention - Wednesday	Head of House	Serious single incident not addressed in the above methods, repeated failure to attend the above sanctions.
SLT Detention - Friday	SLT	Serious incident or as part of an escalated sanction.
Restorative Justice Conference	Head of House / SLT	To resolve bullying or incidences of conflict, as part of an escalated sanction which might include Internal or external exclusion.
Internal Exclusion	Head of House / Line Manager / SLT Lead	Truancy, fighting (unless an unprovoked or premeditated attack), Refusal to follow instructions, not meeting targets on amber report, swearing, theft. Can be given for 1 or 2 days.
External Exclusion/Permanent exclusion	Headteacher / SLT Lead	Repeated incidents of swearing, aggressive or dangerous behaviour, theft. Significant other incidents.

## EXCLUSION

There are two types of exclusion, fixed term or permanent. The maximum any student can be excluded in one term is 45 days. If a pupil is excluded for any more than 5 days then it is the responsibility of the school to provide an alternative, full time education for the length of the exclusion. The school must follow the guidelines laid down by County explicitly. Failure to do so is likely to lead to either the Governors or the LEA insisting on the reinstatement of excluded students. SLT and HoH must be fully appraised of the County Guidelines so that they are in a position to follow them.

This means:

1. The documentary background to incidents leading to exclusion must be complete, which includes the standard proforma as well as supporting papers. In most cases, in addition, there will need to be a historical background to the child's behaviour record appended. This process is the responsibility of the HoH.
2. Arrangements for generating work at home for students and ensuring that it is sent, is the responsibility of the HoH.

3. In line with the guidance, a pastoral support programme must be put in place for pupils who have been excluded more than three times in a term or for more than 15 days. This is the responsibility of the HoHs in conjunction with either the SLT lead or the Headteacher, with support from the line manager.

## **Support**

There are a range of support structures which are available internally and externally which are layered to suit a student's need alongside any sanctions for behaviour. They are varied and on-going and ensure that students are able to learn from their mistakes and be supported in changing their behaviours.

These are available as part of the Supportive Intervention Strategies Document (Appendix 4)

## APPENDIX 1: Guidance on School Detention and Leadership Detention

### School Detention:

School Detention is part of the structure of rewards and sanctions. A log is kept on the shared area by PCA and monitored by the Heads of House and KFU. Letters for school detention are issued from the Pastoral office by PCA.

School Detention: <i>principle based on the duration after school is the punishment - the activity should remove the area of conflict ready to return to lesson/school day with no remaining barriers to learning</i>	
Reason	Issues which are curriculum based or issues which are pastoral based (missed subject detentions, repeated missed coursework, truancy, etc) <b>up to 3 times in a term.</b>
Location	Maths rooms
Duration/ staffing	Duration of 1 hour on Wednesday continue with a rota of duty staff drawn from middle leaders with SLT in support in place
Submission	Via HoH, letter sent home
Activity	The activity should remove the area of conflict. E.g: missing h/w or coursework can be completed (BUT not other homework set routinely) alternatively it can include pastoral activities related to the "offence"
Sanctions	If students behave poorly in school detention the student is sent home with immediate effect and the sanction is escalated (ref duty of care, this is explained in the letter home and a phone call to parents will take place at the time of dismissal)
Follow up	A follow up sheet is sent along with the work done to the form tutor so the detention and reasons for it can be discussed by the tutor with the student.

### Leadership Detention

Leadership Detention is part of the structure of rewards and sanctions. A log is kept by PCA and monitored by KFU. Letters for leadership detention are issued by PCA.

Leadership Detention: <i>an escalated sanction for repeat offences or significant incidences.</i>	
Reason	When a student has been submitted 3 times in a term for a school detention <i>for the same/similar reason</i> . For a significant breach of school behaviour policy at the discretion of the senior leadership team.
Location	SLT Office
Duration/ staffing	Duration of 1 hour on Friday run by the SLT
Submission	Via KFU, letter sent home
Activity	Related to the activity that resulted in the detention or to addressing wider issues relating to success at school

## **APPENDIX 2: Guidance on Removal from classrooms**

Removing a student from a classroom will be a temporary measure for no more than 2-3 minutes. It serves to defuse the situation and allow the student to reflect and compose themselves before engaging in a positive and reconstructive conversation

Should this not prove sufficient and the student should be removed from the class for the duration of the lesson, this must be done in accordance with the Parking rota for the Area. The Subject Leader must be involved in this process and the follow up remains with the class teacher to sanction the actions of the student and arrange for a time when they can address the issues and discuss the successful reintegration to the lesson next time.

It is important this restorative discussion takes place soon after the event. All actions must be recorded as outlined in the policy above to ensure pastoral staff are aware of the actions taken.

Each subject leader must ensure that a parking rota is set up at the start of the year and clearly displayed in all classrooms for that subject.

## **APPENDIX 3: Guidance on Internal Isolation**

Placing a student in internal exclusion is the decision of the HoH in consultation with KFU or the line manager, not the subject teacher.

It will be part of the structure of sanctions and rewards.

In response to the repeated failure of individuals to respond to the SLT line managers / Deputy Head / Headteacher.

Internal exclusion aims to serve two main purposes:

- i) To act as a punitive sanction in response to continued or repeated poor behaviour
- ii) To address the reasons for the poor behaviour and ensure the student is able to reintegrate successfully back into lessons following the sanction.

It will therefore function in 2 parts

- i) Students complete work in silence from the lessons they are removed from in the day whilst supervised by a member of staff.
- ii) Students reflect on their actions and the choices they made that led to their actions and carry out reflective and restorative tasks guided by a trained member of staff. Students complete a behaviour contract.

Consequently internal exclusion operates from 9am until 4.15pm.

Follow up:

Following a day in internal exclusion, students have a reintegration meeting the following morning with the HoH to go through the behaviour agreement and to establish the appropriate level of monitoring to ensure progress is maintained.

A log of which students have been placed in internal exclusion and the reasons associated is kept on the shared area by PCA and monitored by KFU. Students who are placed in the internal exclusion room for more than 3 times for the same reason receive an escalated sanction to be determined appropriate to the individual and the presenting issue.

<b>Appendix 4: The Supportive Intervention Strategies Document</b>			
	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>Academic</b>	<ul style="list-style-type: none"> <li>• Informal intervention conversation</li> <li>• Detention (subject teacher)</li> <li>• Green Report/Subject Report</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring (short or long term: peer/staff/SLT)</li> <li>• Detention (subject leader/head of house)</li> <li>• Attendance on INSET days</li> <li>• Alternative lesson time activities</li> <li>• Extra support (break, lunch, after school - homework club)</li> <li>• Dyslexia Group</li> <li>• A35 literacy support, organisation support, catch up, homework club, Literacy &amp; Numeracy Tutors</li> <li>• Round Robin</li> <li>• Amber Report</li> <li>• PARM, Ed Psych referral</li> </ul>	<ul style="list-style-type: none"> <li>• Detention: Wednesday School detention/Friday SLT detention</li> <li>• Withdrawal from lessons (PE/RE Langs etc)</li> <li>• Drop subjects (A35 support time)</li> <li>• Red Report</li> <li>• IEP</li> <li>• PSP</li> <li>• statutory assessment process</li> <li>• Learning Mentor programme</li> </ul>
<b>Pastoral</b>	<ul style="list-style-type: none"> <li>• Informal intervention conversation</li> <li>• Form tutor support</li> <li>• Detention (form tutor)</li> <li>• Parental contact</li> <li>• HeartMath</li> <li>• Lunchtime clubs/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring (social or maternal: peer or staff)</li> <li>• PSO support (formal/informal)</li> <li>• Behaviour Workshops - specific focus and outcome</li> <li>• Intervention Workshops (new term)</li> <li>• Over to you</li> <li>• Anger Management group</li> <li>• Self-assertion workshops</li> <li>• Lunchtime activities</li> <li>• Parental meetings</li> <li>• Counselling (one off)</li> <li>• Behaviour logs sent home</li> <li>• TA support in lessons</li> <li>• Neglect Log</li> <li>• Forest group</li> <li>• The Lodge Tier 1</li> <li>• Taster College Courses</li> <li>• Firebreak/Revolutions</li> <li>• School Nurse referral</li> <li>• Police Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Detention: Wednesday School detention/Friday SLT detention</li> <li>• Counselling ongoing</li> <li>• IBP</li> <li>• PSP</li> <li>• statutory assessment process</li> <li>• Reduced timetable/part days</li> <li>• Governors meeting/Final warning</li> <li>• IX, FX and reintegration</li> <li>• Restorative Justice Conference</li> <li>• WEX (internal / external)</li> <li>• SC referral</li> <li>• PAYP</li> <li>• PRU placement</li> <li>• Full Time college</li> <li>• Learning Mentor programme</li> <li>• CAHMs referral</li> <li>• EWO referral</li> <li>• CAF/TAC</li> </ul>

As a member of The **Weald School Community** I know I am working at my best when...

**APPENDIX 5**

				
<b>Enthusiasm and engagement</b>	<ul style="list-style-type: none"> <li>I often do not follow rules about school uniform, attending lessons on time or bringing in equipment</li> <li>I don't often join house events or clubs.</li> <li>I find it hard working with others</li> <li>I do not try to achieve my target grades in lessons</li> <li>I can distract and disrupt other students' learning</li> </ul>	<ul style="list-style-type: none"> <li>I know what the school rules and expectations are and I try to stick to them. I respond promptly to teachers instructions</li> <li>I mostly wear the right uniform and equipment although sometimes make mistakes, bend the rules or forget items</li> <li>I am willing to try out new experiences (art, culture, sport) and then I am able to reflect on what I gained from it</li> </ul>	<ul style="list-style-type: none"> <li>I know what the school rules are and I stick to them, I understand and agree with the schools expectations and ethos</li> <li>I wear the correct uniform and bring the right equipment</li> <li>I am happy to engage with house, class or form events and experiences, I engage with extracurricular activities and willing to try new things out</li> </ul>	<ul style="list-style-type: none"> <li>I am highly engaged in the school, I make sure I learn well and that others can too</li> <li>I uphold the school's rules and expectations both explicitly and implicitly</li> <li>I show enthusiasm in all activities and am willing to try new things</li> </ul>
<b>Positive Learning Behaviours</b>	<ul style="list-style-type: none"> <li>I often don't listen or acknowledge teachers instructions</li> <li>In lessons I do not always work hard or concentrate</li> <li>I often don't have the right equipment for the lesson</li> <li>I do not know what my targets are or how I need to improve</li> <li>I often do not meet deadlines</li> <li>I do not attend after school workshops</li> </ul>	<ul style="list-style-type: none"> <li>I occasionally disrupt learning by calling out or talking over someone else</li> <li>In lessons I mostly work hard</li> <li>In lessons I show that I want to improve</li> <li>I understand what areas I need to improve on and have shown some improvements over time</li> <li>I mostly meet deadlines</li> <li>I will go to extra support sessions if I am invited or told to do so</li> </ul>	<ul style="list-style-type: none"> <li>I am engaged in my lessons and follow teacher's instructions</li> <li>I show independence but ask for clarification or help if I need it.</li> <li>In lessons I am motivated and participate.</li> <li>In lessons I am mostly confident</li> <li>I do not distract or disrupt the learning of others</li> <li>I understand my targets and the aspects I need to work on to improve</li> <li>I meet deadlines and hand work in on time</li> <li>I attend some extra support sessions</li> </ul>	<ul style="list-style-type: none"> <li>I work hard to understand my targets and goals, have a clear idea of how I am going to achieve them and am willing to work consistently towards them</li> <li>In lessons I am engaged and interested.</li> <li>In lessons I show resilience and independence, I work hard to manage my own learning and resolve problems; I am also proactive about finding solutions to these problems when I can't</li> <li>I often take a lead in activities and events and encourage others to try things</li> <li>I am willing to hold leadership positions</li> </ul>
<b>Personal values, empathy &amp; appreciation of others</b>	<ul style="list-style-type: none"> <li>I don't always show respect for the feelings of other students or staff</li> <li>I sometimes use offensive language</li> <li>I sometime respond negatively to people and have used racist, sexist or homophobic language towards others</li> <li>I do not always demonstrate eye contact when I am spoke to or show positive body language when in communication with others</li> <li>I do not try to reflect the ethos or expectations of the school</li> <li>I often ignore the main messages given through assemblies or PD</li> </ul>	<ul style="list-style-type: none"> <li>I understand the difference between good and bad behaviour</li> <li>I understand what good manners are and sometimes make both good and bad choices relating to this</li> <li>I can show consideration for others</li> <li>I understand my actions have an impact on others</li> <li>I understand that people live in different ways to me and believe different things I don't always understand what those are</li> <li>I can get on with people from different backgrounds</li> <li>I often need help to resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate good manners and respect to my fellow students and staff</li> <li>I show empathy and consideration in my dealings with others</li> <li>I demonstrate an understanding that others may have a different perspective to me that is equally valid</li> <li>I use positive eye contact and body language when communicating with others</li> <li>I work well with others in a range of situations</li> <li>I can sometimes resolve a problem myself, I also know where to get help</li> </ul>	<ul style="list-style-type: none"> <li>I am courteous and considerate of all members of the school community</li> <li>I show empathy in my dealings with others, and demonstrate a willingness to understand and appreciate different perspectives</li> <li>I can resolve conflict independently</li> <li>I establish positive eye contact and body language when communicating with others. I work well with others in a wide variety of situations with a range of different people</li> </ul>
<b>Staying safe</b>	<ul style="list-style-type: none"> <li>I have misused social networking sites and mobile technology in relation to my peers at school</li> <li>I don't always behave safely with regard to myself or others</li> <li>I have sometimes been involved in bullying or name calling</li> </ul>	<ul style="list-style-type: none"> <li>I feel safe at school and behave safely most of the time</li> <li>I understand the potential risks</li> <li>I am rarely involved in bullying or name calling but I have gone along with it when others have done this</li> </ul>	<ul style="list-style-type: none"> <li>I am aware of how to recognise and seek help in dealing with verbal, physical and cyber bullying, homophobic and racist behaviours</li> <li>I feel safe at school; I am aware of the support structures and act positively to ensure the safety of myself and others</li> </ul>	<ul style="list-style-type: none"> <li>I conduct myself safely both in and out of school and in my interaction with others.</li> <li>I keep myself safe and take supportive action to ensure the safety of others</li> <li>I am aware of different forms of discrimination and bullying and act to prevent and challenge these</li> </ul>

<b>Attendance punctuality</b>	<ul style="list-style-type: none"><li>I have attendance below the average of the school; I miss more than the equivalent of 9 days of school in the year. I can be late to lessons</li></ul>	<ul style="list-style-type: none"><li>I attend school reasonably well; I do not miss more than the equivalent of 9 days in a school year. I am rarely late to lesson</li></ul>	<ul style="list-style-type: none"><li>I am punctual throughout the school day and my attendance is good, I never miss more than the equivalent of 6 school days a year</li></ul>	<ul style="list-style-type: none"><li>I have high attendance and punctuality, rarely missing any school days across the year</li></ul>
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