



BEHAVIOUR POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	Jul 2017
Next Review Due	Sep 2018
Agreed with Teacher Trade Unions and Professional Associations	n/a

Aims

Welland Park Academy is fully committed to providing the highest quality education for each individual student, regardless of age, ability, gender or ethnic background. It expects high standards of achievement and behaviour in a positive, caring environment in which there exists a mutual respect between students, staff and parents.

This policy has been written in conjunction with the schools Equality and Diversity policy (Equality Act 2010), Exclusion from maintained schools, Academies and Pupil Referral Units in England (2012) and Behaviour and Discipline in schools (DfE guidance February 2014).

Principles

Welland Park Academy believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment by:-

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention for challenging student
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures

Roles & Responsibilities

The **Governing Body** fully supports the Academy in maintaining high standards of behaviour. In consultation with the Principal, staff and parents, they have established this policy for the promotion of good behaviour throughout all aspects of Academy life. They will ensure that it is communicated to students and parents, is non-discriminatory and that its expectations are clear.

The **Principal** is responsible for the implementation of the policy and procedures and with other members of the Senior Leadership Team, will organise support for implementing the policy.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. At Welland Park Academy we recognise that mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy, for creating a high quality learning environment and modelling the high standards of behaviour and punctuality expected from students.

Parents and carers will be expected to take responsibility for the attendance and behaviour of their child, both inside and outside the Academy. We believe it is vital that they work in partnership with the Academy to assist in maintaining high standards of behaviour and are encouraged to raise with the Academy any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Student guidance & support

At Welland Park Academy we acknowledge that there will be some vulnerable students who need extra support to help them manage their behaviour and attendance. As such, we as an Academy are fully committed to providing appropriate support and working to pre-empt escalating behaviour problems, truancy and unauthorised absence.

Strategies for behaviour support

- Continuity of Form Tutor
- Early identification of problems
- Working in partnership with parents
- Student Support Plans
- Monitoring reports for behaviour, homework etc
- Mentoring with key members of staff
- Collaborative work with the SEN Department - Short intervention courses to address issues ie. Emotional literacy/social-communication skills
- Referral to specialist advice and support agencies – Educational Psychology Service, School nurse, etc.
- Alternative provision/programmes
- Re-integration programmes
- Peer mentors
- Staff training

Rewards

Welland Park Academy seeks to establish and promote a positive culture of encouragement and achievement. We believe that rewards are much more effective than punishment in motivating students and in helping them to realise that their good behaviour and achievements are valued.

Students are constantly rewarded for their efforts on an informal basis through praise, levels or general feedback about their work and behaviour. A more formal recognition is provided through our Reward System – please refer to our Medal Reward System ‘Going for Gold’.

Expectations

At Welland Park Academy we use the following opportunities to promote good behaviour and make clear our expectations:-

- Assemblies
- PSHE / Citizenship
- Home / Academy Agreement
- Student Council

- Newsletters
- Communication with home via letter, postcard or email
- Academy Prospectus
- Achievement board
- School Facebook page
- Staff modelling our expectations through lessons, form time and extra-curricular activity

The Academy's expectations are set out in the **Student Code of Conduct**.

Expectations of students outside of lessons

Walking around the building

In an orderly fashion and where possible, students should walk on the left at all times and be aware of points of congestion. Staff should monitor those carefully at change-over times.

At break

A break service is available in the dining hall and when the weather is fine all students must either eat their snacks in the dining hall or leave the building. Eating is only allowed in the designated areas where the picnic tables are set out, where more litter bins are provided.

In bad weather two bells will indicate that students can either make their way to the Octagonal Hall or stay in form rooms supervised by their tutor. Students are not allowed to leave the school site at break. In very bad weather students may not be allowed outside if it is considered too dangerous.

At lunchtime

Lunch is served on a cafeteria system and students may also bring a packed lunch. Students are not allowed to leave the school site at lunch time. Certain areas of the school are closed to students at lunch time unless the students are directly supervised by a member of staff. Students must respond positively to lunchtime staff who are responsible for supervision during the lunch break and liaise closely with the member of staff on duty. Where a student displays unacceptable behaviour, parents will be asked to make alternative lunch time arrangements for a fixed period.

To and from school

Students are expected to behave sensibly on the journey to and from school, being considerate towards other students and showing respect towards members of the public. Students can expect sanctions to be applied if their behaviour to and from school is below that expected in school.

Lateness – refer to the Academy's Student Attendance Policy

On trips and visits

The highest standards of behaviour are expected from students making educational visits. Students must remember that they are representing the school and not do anything to damage its reputation.

The pastoral team

When a student's behaviour starts to give cause for concern, a Pastoral Support Plan will be put into place. This is led by the relevant Student Support Manager.

At all times, Welland Park Academy is committed to finding appropriate alternatives to fixed term exclusion and operates an internal alternative provision.

The Isolation Room serves as an alternative to fixed term exclusion and as a base for intensive and targeted support. This can be offered to those who require more specialist input helping them to adopt a solution focused approach. Restorative work may also be undertaken. Some students may access internal behaviour support and receive targeted bespoke interventions to make sustained and effective changes to their behaviours.

Bullying

*see the Anti Bullying Policy for full details.

Bullying and conflict resolution often get confused. One off incidents where groups of children temporarily fall out with each other is not the same as bullying. The school will investigate alleged incidents in a firm and fair manner and use a variety of methods in dealing with anyone found to be bullying. ICT has allowed the possibilities of bullying via chat rooms, web sites or text messages. These occurrences will be subject to the same sanctions as face to face bullying in school.

Racist / homophobic / sexist comments

Welland Park Academy is a multicultural, multi faith school and all forms of racist/homophobic/sexist behaviour is seen as unacceptable and will not be tolerated. Racist/homophobic comments and sanctions are treated as an extremely serious offence and home contact is usually made. Racist/Homophobic/Sexist comments made by students are logged.

Physical violence

Physical violence is an unacceptable form of behaviour. Students can expect severe punishment if they involve themselves in this type of behaviour including fixed term or permanent exclusion.

Possession of drugs or offensive weapons

Offences of this nature will be dealt with most severely (see separate drugs policy) to include fixed term and/or permanent exclusion.

Dangerous objects will not be returned to students and in some cases the parents will be asked to collect the items, or in other cases, with the knowledge of the Principal, the police may be informed.

Searching students & confiscation

Under powers laid down in the Education Act 2006 and following advice in screening, searching and confiscation, staff may search a student if:

- They have the students consent – for any item.

Without consent if they have reason to suspect that a student may have in their possession:

- Knives of other weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco, cigarette papers, E-cigarettes, vaporiser
- Fireworks
- Pornography
- Any item that the staff member reasonably suspects has been, or is likely to cause damage or harm to another student, staff member or Academy property

Such requests will be carried out by two members of staff one of whom will be of the same gender as the student. In cases of weapons, drugs or stolen property, the police may be asked to carry out the search. Staff should not search through messages or images on a student's phone but can ask a student to reveal them voluntarily.

Consequences

Welland Park Academy is committed to excellent behavioural standards built around our school aims. Those who fall short of these face sanctions in line with the severity of the transgression.

Sanctions

Welland Park Academy has high expectations of students which are clearly outlined in the Behaviour and Anti-Bullying Policies. If any student's behaviour or work falls below these expectations it is important that staff take immediate, appropriate action. A range of sanctions are available to staff, who must judge each incident on its merit and then choose the appropriate one for the situation and the individual student. All incidents will be recorded on the Academy's management information system (SIMS) and form part of the Medals Reward System.

Staff will administer sanctions dependent on the transgression of our behaviour code. At Welland Park Academy we use a series of sanction which include:

- Detentions at break, lunchtime or after school
- On Report to a Student Support Manager, Progress Leader or member of the Senior Leadership Team
- Isolation in the Isolation room
- Removal of privileges such as access to the Internet, attendance on trips
- Alternative school arrangements such as working in isolation from 8 – 1 pm
- Fixed term exclusions

Fixed period exclusions

It is expected that the consequence system will be sufficient for dealing with the majority of incidents of poor behaviour. When this is deemed not to be the case the school reserves the right to issue more significant sanctions. These may include internal or external exclusions.

Fixed period exclusions are kept to a minimum and given in response to serious breaches of the behaviour policy.

It is the responsibility of parents to ensure that their child is not present in a public place in school hours during the first five days of any fixed period, or permanent exclusion from school. Parents could receive a fixed penalty notice if their child is found in a public place without justification. It can be expected that the Academy will provide appropriate work to be completed at home.

From the sixth day of any period of fixed period exclusion, it is the duty of the Academy to provide a full-time education for the student. Alternative arrangements will normally be made for students, such as attending a neighbouring school or a setting provided by the Learning South Leicestershire Behaviour Partnership. For permanent exclusions, the Local Education Authority must arrange suitable, full-time education from day six.

The Learning South Leicestershire Behaviour Partnership aims to provide alternative solutions to permanent exclusion. These alternatives may include a managed move to a partner school or a range of alternative academic provision.

Permanent Exclusions

Welland Park Academy adheres to a minimum permanent exclusion protocol. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the student to remain in school would seriously harm the education or welfare of others in the academy or where there are serious and/or repeated breaches of the Academy's behaviour policy. Only the Principal can exclude a student. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

Permanent exclusions will only take place when all other options have been exhausted. These shall include:

- Input from the Learning South Leicestershire Behaviour Partnership
- Consideration given to managed move arrangements
- Consideration given to an off-site arrangement
- And in the case of a student with an Education, Health, Care Plan or Statement of SEND - an emergency annual review.

There will, however be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic), sexting and/or assault against another student or member of staff
- Supplying an illegal drug and incidents relating to illegal drugs
- Possession of an offensive weapon or object which could cause harm

Possession of mobile phones or media players etc.

Mobile phones are a distraction in lessons and are easy targets for theft. Lengthy investigations will not be undertaken as these consume time which can be better spent supporting student learning. Mobiles can be misused for bullying purposes, through sending messages or recording incidents that happen inside school. As such, students are discouraged from bringing them into school. If students are in possession of a phone and are found using it, the phone will be confiscated and returned at the end of the day. In cases of repeated infringements, parents will be contacted. If phones are brought into school, they must be switched off.

Intervention and restraint of students

There may be rare occasions where it is necessary to physically restrain a student or physically intervene to prevent a significant risk of harm. These shall include:

- To prevent a student self-injuring
- To prevent a student injuring another person
- To prevent a student committing an offence
- To prevent a student damaging property
- To prevent a student engaging in any behaviour prejudicial to maintaining good order and discipline at school, whether that behaviour occurs during a teaching or non-teaching session or otherwise

The following members of staff have been trained in student restraint:

Mrs J Hollingsworth	Student Support Manager
Mrs K Hardy	Student Support Manager

For information on student restraint please refer to the Physical Intervention/Restraint of Students Policy.

Attendance & punctuality

The College provides a challenging and supportive environment, which positively encourages **all** students to attend **all** sessions. We believe that good attendance is essential to educational success and place great emphasis on partnership with parents. Please refer to the Academy's Attendance Policy for detail.

Policy review

The Assistant Principal (Inclusion), in consultation with the staff, will undertake systematic monitoring and regular reviews of this policy and procedures in order to evaluate their effectiveness.

The Principal will keep the Governing body informed.

Associated documents

Teaching and Learning Policy

Home Academy Agreement

Anti-Bullying Policy

Equal Opportunities Policy

Attendance Policy

Child Protection Policy

Physical intervention/restraint Policy

SEN Policy