



WOLGARSTON HIGH SCHOOL



Staffordshire

Behaviour

A Statement of Policy

Frequency of Review: Annually

Amendments

September 2019 - JF

Wolgarston High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim

To develop an outstanding learning culture and to foster in each member of the School a sense of citizenship *and safety* that impacts positively beyond the classroom and into our wider communities.

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Definition

Behaviour can be defined as a response made by one person to another person(s) or situation. At Wolgarston High School we promote positive behaviours towards teaching and learning, conduct in School and beyond the school gates, homework, uniform, attendance and punctuality, environment, extra-curricular activities, home-school communication, and the well-being of all members of the school community.

Intentions

To recognise the links between the suite of policies that form part of this overarching policy.

- To ensure that parents/carers understand their responsibilities, are aware of our Behaviour Policy and are encouraged to co-operate with the systems and procedures that the policy describes, including signing and supporting the Home School Agreement.
- To ensure that all fixed term and permanent exclusions are issued in accordance with the School “Exclusions Criteria.”
- To ensure that positive learning behaviours are recognised and celebrated through our school rewards system.
- To ensure that we engage students through work with the School councils.
- To provide simple, practical procedures for staff and learners that:
 - Recognise behavioural norms.
 - Positively reinforces behavioural norms
 - Promote self-esteem and self-discipline
 - Teach appropriate behaviour through positive interventions.

Other Supporting Documentation

This policy should be read in conjunction with other policies which have been adopted by the Governing Body.

If you require access to these policies, please go to the policies section on our website or, if hard copies are required, please contact office@wolgarston.staffs.sch.uk and copies will be forwarded

Responsibilities

Ultimate responsibility for this policy's introduction and implementation lies with the Headteacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents/carers have an active part to play in the evolution, development and maintenance of this policy.

Our Vision

To be recognised as an outstanding School that demonstrates excellence in:

- the quality and vibrancy of our learning culture;
- our levels of achievement;
- the ways in which we work together with our students, parents and wider community;
- our contribution to developing lifelong learners by making learning accessible and enjoyable for all;
- enabling our young people to make a positive contribution as confident and responsible citizens;
- providing opportunities to empower young people by nurturing their creativity;
- enabling young people to make informed choices about healthy lifestyles.

Our Values

- We are committed to ensuring that our School is a community based on: honesty, fairness and openness in our dealings with others;
- accepting responsibility for ourselves, our actions and our environment; respecting the right of others to learn;
- treating one and other with courtesy and respect, caring for and supporting each member of our School community;
- striving to be the best we can be, demonstrating perseverance and resilience.

Consistency in Practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring ‘certainty’ at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support and communicating with others.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviour.
- Consistent, simple rules / agreements / expectations referencing promoting appropriate behaviour.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of an excellent school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans – The Wolgarston Way.

Managing Behaviour at Wolgarston

Classroom / teaching space:

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of lessons is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

Reminder:

A reminder of the expectations for learners ‘Ready, Respectful, Safe’ delivered to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The Caution:

A clear verbal caution delivered privately to the learner making them aware of their and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

The Time Out:

The learner is asked to speak to the teacher away from others, boundaries are reset and the learner is asked to reflect on their next step. The learner is given a final opportunity to reengage with the learning / following instructions.

Recognition and Rewards for Effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is key to developing positive relationships, including with those learners who are hardest to reach.

READY, RESPECTFUL, SAFE

Aspect	School and Governing Body
Teaching and Learning	<ul style="list-style-type: none"><input type="checkbox"/> Provide a safe, pleasant and well-resourced learning environment<input type="checkbox"/> Deliver a broad and balanced curriculum that is personalised to meet individual needs<input type="checkbox"/> Ensure that young people receive the support and guidance they need to achieve and make progress<input type="checkbox"/> Ensure that young people receive the support they need to become independent learners<input type="checkbox"/> Encourage students to develop lifelong personal skills through the development of responsibility, reasoning, reflectiveness, resilience and resourcefulness in all aspects of the curriculum.
Conduct in School and beyond the School gates	<ul style="list-style-type: none">• Consult upon the School's behaviour policy and review it every two years<input type="checkbox"/> Ensure that the policy is implemented fairly and that children with difficulties are not overly represented in the School's sanctions<input type="checkbox"/> Ensure that staff implement the behaviour policy in a fair and consistent way<input type="checkbox"/> Ensure that behaviour is taught and that students are encouraged and rewarded for good behaviour<input type="checkbox"/> Ensure that sanctions reflect the offence and that young people understand why they are sanctioned and how to improve.
Independent and Personal Learning	<ul style="list-style-type: none"><input type="checkbox"/> Produce an appropriate planner for every student<input type="checkbox"/> Set homework that is relevant and purposeful<input type="checkbox"/> Ensure that homework is marked regularly and young people provided with helpful feedback
Dress and Appearance	<ul style="list-style-type: none"><input type="checkbox"/> Communicate the uniform requirements clearly<input type="checkbox"/> Ensure that young people understand the relationship between uniform, hair colour and attitudes to learning and the School community<input type="checkbox"/> Be consistent in the implementation of the School uniform regulations
Attendance and Punctuality	<ul style="list-style-type: none"><input type="checkbox"/> Publish term dates twelve months in advance of the School year<input type="checkbox"/> Encourage excellent attendance, only authorise absence in exceptional circumstances and after a formal application has been made to the School<input type="checkbox"/> Ensure that young people with a poor attendance record receive support to improve their attendance• Ensure that parents and carers understand the relationship between attendance and attainment and raise attendance at 'Parents' Evenings'<input type="checkbox"/> Be proactive in ensuring an excellent record of attendance and punctuality
Environment	<ul style="list-style-type: none"><input type="checkbox"/> Provide a high quality, safe, pleasant and well-resourced environment<input type="checkbox"/> Provide a climate of respect for each other and the School and wider environment through the taught curriculum and by praising and rewarding positive, caring behaviour

Extra Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a rich and varied programme of extra-curricular activities <input type="checkbox"/> Ensure that all students are encouraged and enabled to participate in a range of activities including those with Special Educational Needs <input type="checkbox"/> Ensure that students are kept safe on activities and that parents are provided with information well in advance
Home School communication	<ul style="list-style-type: none"> • Arrange consultation time for parents' to discuss their child's progress <input type="checkbox"/> Keep parents informed about School activities through regular newsletters <input type="checkbox"/> Communicate with students and parents about progress and behaviour <input type="checkbox"/> Consult with parents on important School issues and enable them to participate in School events
Well-being	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the School is a safe and friendly place to be in and to learn in <input type="checkbox"/> Ensure through a safe School ethos that all young people and staff understand what bullying is and that bullying comes in many forms <input type="checkbox"/> Ensure that young people know how to access help and support when needed <input type="checkbox"/> Ensure that young people understand that the choices made about their diet, exercise, and lifestyle will effect their personal wellbeing

Aspect	As a student I will
Teaching and Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Work hard and do my best at all times <input type="checkbox"/> Take responsibility for my learning; use reasoning, resourcefulness and reflection when learning and also be resilient when learning is hard. <input type="checkbox"/> Know my subject targets and try to achieve my learning goals <input type="checkbox"/> Take responsibility for being fully equipped for learning
Conduct in School and beyond the School gates	<ul style="list-style-type: none"> • Contribute sensibly to the School's behaviour policy obey the School rules so that everyone is kept safe and treated with respect. <input type="checkbox"/> Behave in a reasonable and sensible manner and never disrupt the learning of others. <input type="checkbox"/> Take responsibility for my own safety and that of others by ensuring that I am aware of the consequences of risk in my lifestyle <input type="checkbox"/> Recognise that behaviour out of School reflects upon myself, my parents /carers and the School and that good behaviour is expected on trips, buses, college placements and work experience. <input type="checkbox"/> Follow the e-safety safety policy in School and at home because it is there for my own protection and the protection of others
Independent and Personal Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise that homework is an important part of learning and submit it punctually completed to the best of my ability. <input type="checkbox"/> Use the School organiser/planner to help me record homework and hand it in to deadline.
Dress and Appearance	<ul style="list-style-type: none"> • Maintain high standards of dress and appearance at all times in accordance with the School uniform regulations.

	<ul style="list-style-type: none"> • Consult with my parents and the School before changing my hair colour.
Attendance and Punctuality	<ul style="list-style-type: none"> <input type="checkbox"/> Aim to achieve 100% attendance. <input type="checkbox"/> Be punctual to School and to lessons.
Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Respect and care for the School environment. <input type="checkbox"/> Maintain a working atmosphere by moving sensibly around the building. <input type="checkbox"/> Help staff to keep the School clean and tidy by placing litter in bins and taking care of displays. <input type="checkbox"/> Respect plants and trees in the School grounds and respect the property of others. <input type="checkbox"/> Help to keep the School environment safe by not bringing any harmful substance or weapon onto the School site
Extra Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Participate with determination and pride in sporting and other organised School events. <input type="checkbox"/> Enjoy and participate in extra-curricular activities designed and planned by staff to enrich my educational experience.
Home School communication	<ul style="list-style-type: none"> • Accept responsibility for helping the School communicate with my parents, carers by ensuring that all letters and circulars are taken home and given to my parents/carers.
Well-being	<ul style="list-style-type: none"> <input type="checkbox"/> Treat all people with respect in and out of School and through my actions and conversations ensure Wolgarston is a safe School. <input type="checkbox"/> Use social network sites and mobile phones safely and never use them to be unpleasant or cause upset to others <input type="checkbox"/> Make sure that my diet, exercise and lifestyle keep me safe and ensure that I am ready to learn.

Aspect	As a parent/carer I will
Teaching and Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Reinforce the teaching in School by assisting, supporting and encouraging learning at home <input type="checkbox"/> Ensure that my child is properly equipped for School by encouraging him/her to be organised <input type="checkbox"/> Encourage my child to learn in advance and develop their skills of responsibility, reasoning, reflectiveness, resilience and resourcefulness in all aspects of the curriculum.
Conduct in School and beyond the School gates	<ul style="list-style-type: none"> • Contribute to the School's consultation on the behaviour policy <input type="checkbox"/> Support the School in its implementation of the behaviour policy <input type="checkbox"/> Ensure that my son/daughter is aware that his/her behaviour out of School is as important as his/her behaviour in School
Homework	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a suitable environment for my child to do his/her homework <input type="checkbox"/> Take an interest in home work set by the School, monitor the homework planner/organiser and encourage my child to be an independent learner <input type="checkbox"/> Ensure that homework or coursework is submitted to deadline and completed to the best of my child's ability
Dress and Appearance	<ul style="list-style-type: none"> • Support the School in the implementation of the dress code by ensuring that my child attends School wearing the School uniform and understands the importance of being sensibly dressed

	<ul style="list-style-type: none"> • Consult with the School before allowing my son/daughter to change their hair colour
Attendance and Punctuality	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that my child attends School on published term dates as required • Not seek to remove my son/daughter from School unless it is in 'exceptional circumstances' in which case I will make a formal application to the School <input type="checkbox"/> Ensure that my child arrives punctually to School
Environment	<ul style="list-style-type: none"> • Encourage my child to contribute to maintaining the School's environment by reminding them to use litter bins in and around the School, respect displays, fittings, furniture and the property of others
Extra Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Provide appropriate support in order to enable my son/daughter to participate in extra-curricular activities <input type="checkbox"/> Encourage my child to participate in new and challenging experiences to enrich his/her education
Home School communication	<ul style="list-style-type: none"> • Attend Parents' Evenings and other meetings where appropriate <input type="checkbox"/> Respond to communications from the School and remind my child to check their bags for School/home communications
Well-being	<ul style="list-style-type: none"> <input type="checkbox"/> Work in partnership with the School to develop a safe School ethos which will identify and eradicate all forms of bullying including cyber bullying. <input type="checkbox"/> Ensure that my child knows what to do if he/she is being bullied at School and ensure that they know that some of their own behaviours may be construed by others as bullying. • Be vigilant regarding my child's safe use of their computer and mobile phone at home. Monitor social network accounts and remind my son/daughter about safe internet use <input type="checkbox"/> Encourage my child to eat healthily and take regular exercise <input type="checkbox"/> Ensure that my child understands peer pressure and is aware of the dangers of alcohol and substance abuse <input type="checkbox"/> Support the School in maintaining a safe and secure environment by ensuring that my child does not bring a weapon or dangerous substance into School

Appendix 1

Exclusions Criteria

We have a duty of care to both the school and local communities and therefore the following forms of inappropriate behaviour are likely lead to exclusion.

Likely to lead to an internal exclusion (within School):

- Inability to remain within the spirit and provision of the behaviour policy, the safe school ethos (ready, respectful, safe), school code of conduct, the home/school agreement and any subsequent behaviour contracts.
- Inappropriate conduct whilst travelling to and from home including behaviour on school transport. The Local Authority will also be informed of poor behaviour on school transport and this may result in a ban.
- Failure to attend a subject area detention or a leadership detention.
- Disruption of teaching and learning.
- Being removed from lessons for reasons of safety or disruption on more than one occasion.
- Possession of cigarettes, matches, lighters, e-cigarettes and vaping products.
- Acts of vandalism or damage. (Parents will be required to make payment towards any damage caused.)

Likely to lead to a fixed-term external exclusion (away from School):

- Repetition of any of the above.
- Acts of incitement or bullying, threatening behaviour, use of offensive language and harassment both in School and whilst travelling to and from home.
- Acts of abuse of any nature including incitement to abuse on sexual, religious, racial, age and gender related issues.
- Defiant and malicious violation of the Wolgarston High School Code of Conduct.
- Deliberately breaking the school e-safety policy.
- Possession of alcohol. Prohibited items will also be seized.
- Acts of violence or incitement to violence.
- Acts of physical assault on another student or adult.
- Irresponsible or dangerous use of substances to include matches, lighters, chemicals, weapons etc.
- Irresponsible behaviour on school transport.
- Smoking or vaping inside the school building.
- Persistent disruption of teaching and learning.

Likely to lead to a permanent exclusion:

- Repetition or serious occurrence of the above.
- Possession or dealing of drugs or similar banned substances in School.
- Acts of behaviour that are dangerous and deemed to endanger the health, safety and well-being of any person associated with the School.
- Possession of an offensive weapon, replica weapon or article deemed to be offensive or dangerous.

Note: Prohibited items will also be seized. Please see the Searching & Confiscation policy.

Appendix 2
Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Appendix 3

Behaviour for Learning Pathway

WHAT?	HOW?	WHY?
Pre-emption strategies (NOT RECORDED)		
Silent non-verbal	Hand signal, eye contact, facial expression, sharp pause, count down	All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson.
Unnamed	No names are used eg <i>'Just waiting for 100%'. I just need one or two more people facing me and now I have 100%</i>	
Verbal warning	The teacher can give a warning in a calm and neutral tone. This can be done in or outside of the classroom. <i>"I expect you to listen/follow instructions/work hard and you aren't getting that right. You have a chance now to come back in to learn and get it right or there will be consequences. Do you understand?"</i>	Student is given a final opportunity to make the right choice.
Level 1 Sanctions – Teacher sets Detention/Restorative meeting/2 minute conversation. Takes place in/out of room/Break or Lunch. (Own your tab) (RECORDED)		
Level 2 Sanction (Staff member visit Lecture theatre to repair with student)		
Detention	Detention/Consequence at lunch-time in Lecture Theatre (same day if P1-P4) or next day if received P5-6	Given for persistent disruption of lesson (talking whilst teacher is talking for eg) Low level behaviour that has not been corrected. Refusal to work.
Level 3 Sanction		
Removal from lesson	Teacher sends student to student reception. (Or a runner if needed) Office informs staff on duty or member of SLT to collect. Loss of at least one lunchtime.	Further Low level behaviour that has not been corrected or for a more serious incident eg throwing objects
Level 4 Sanction (SET BY SLT/HOUSE LEADERS ONLY)		
Leadership detention	3.30-4.30 – AFTER SCHOOL	3 or more detentions or failure to attend lunch-time detention
Level 5 Sanction (SET BY SLT/HOUSE LEADERS ONLY)		
Internal Exclusion (within School)	Including break and lunch-time	Unacceptable or persistent behaviour which may include: Removal from 2 or more lessons in a day, fighting, bullying, swearing at teacher Failure to attend Leadership detention (see Behaviour Policy)
Exclusion – Fixed term		
Exclusions criteria can be found in the Wolgarston Behaviour Policy		

Appendix 4

100% Behaviour at Wolgarston

– It is all of our jobs, all of the time. “To ignore is to condone”

3 Rules	Ready, respectful, safe
Praise	Over and above or to model expected behaviours
Routines & expectations	Clarity, consistency and certainty about what they are and how they are applied
Botheredness	A culture rooted in relationships and care.
Emotional Calm	A refusal to allow an emotional escalation. Keep focus on the primary issue.
Privacy	Correcting behaviour in private whenever possible
Recognition	Only recognise positive behaviours (don't feed the attention junkies)
Repair	Staff 'pick up their own tab' and ensure misbehaviour is corrected
Duties	Our duty time and non-teaching time provide further opportunities to encourage the kind community school that we all want to be part of.

Rewards and Praise

Type	Action
Verbal Praise	Well done etc – Model good behaviour and learning at all times.
Positive point	Award positive point when the student has acted above and beyond or consistently well.
Text Home	A positive message through Class charts. Remember to add your name to the message.
Call Home	A simple call to demonstrate how much it means.
Postcard Home	Complete praise postcard and hand to admin for sending.
Recognition board	Clear a notice board to demonstrate who the positive learners are in your room.
Library lucky dip	Staff award student lucky dip voucher. The student exchanges for stationary gift from Library/Stationary shop.
Head Teacher Postcard home	Staff to inform JF of students who deserve a HT praise card.

Focus	Routines and Expectations	Actions
Start of day entrance	All to come through the student entrance.	Send students back if they do not arrive through the entrance.
Meet and greet	Establish a clear routine for an orderly start to your lesson. Be at the door and have a presence in the corridor also.	Everybody / always

Orderly dismissal	Stand behind the desk, dismiss by rows	Routine
Uniform – 100%	As part of meet and greet – all teachers must check for blazer, tie & top button or woggle, piercings. Shirts tucked in for boys at all times.	Student must have 100% uniform or borrow. Facial piercings removed.
Equipment – 100%	All necessary equipment available in all classrooms. Tutors continue to do basic equipment checks and encourage the habit of bringing the basics (pen, pencil, ruler, rubber, and calculator).	All Challenge Detention for repeat offenders.
Keep Left	Corridors and stairwells.	All Challenge
Late to period 1	After 9.00am student reports to the office then straight to class. Student quietly sits down and waits to be informed what to do. Lates are reported by office to House Leaders for follow up.	Teacher notes time of arrival to add to SIMS at an appropriate time in the lesson.
Lateness	Don't let the lateness disrupt.	Students should make up the time unless they have a valid reason.
Movement to lessons	Challenge all students who are taking too long in getting to lessons or who are moving around in groups.	Escort to lesson if possible.
Toilet	Students to use toilet in social time only. Only allow students to go if they are desperate. Explain that loss of work time must be made up at break or lunch.	You can't go – why should they.
Water fountains	DO NOT ALLOW STUDENTS TO USE DURING LESSON TIME. Students will not be able to use the water fountains following the first bell at break and lunchtime and will be encouraged to fill their water bottles up earlier.	During lesson time, exceptions can be made at the teacher's discretion (e.g. illness, extreme hot weather).
Coats	Coats must be taken off on arrival at a venue (classroom, dining room, or in a seating area (outside the library). They can be worn along corridors. Encourage use of lockers. Not to be worn unless they have a blazer on.	All Challenge
Food	Food and drinks can be taken out of the canteen. We encourage a litter 'bin it' culture.	Litter picking task for students seen littering.
Chewing gum	Not allowed. Too much damage to carpets and backs of seats in lecture theatre.	All Challenge Detention for repeat offenders.
Countdown	Every time you want to bring the class back to listen to you, do a brief countdown.	Routine
Mobile phones	These should not to be seen or heard throughout the school day. Discourage use at the end of the day until on buses, in cars or out of the school gates.	All Challenge

Sitting on floors	No sitting on floors. If there's no seating, then it isn't a sitting area.	All Challenge
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Appendix 5
After school detention

Dear Parent / Carer

Student Detention

As a matter of courtesy, I am writing to inform you that your child failed to attend a lunchtime detention. As a result of this, they have now been issued with an after school detention.

The detention will take place on from 3:30pm until 4:30pm.

Arrangements will need to be made for your child to be collected at the end of this detention.

Should you have any queries relating to this, please contact Fenella Forrester (Office Manager) on 01785 788400. Otherwise I will assume that they will attend with the intention of reflecting on their actions.

Yours sincerely