

# Wootton Upper School



## Behaviour Policy

- a) This policy applies to Wootton Upper School, part of Wootton Academy Trust
- b) This policy was adopted by Wootton Academy Trust in September 2012
- c) This policy is written from the WAT Behaviour Principles Statement
- d) The policy is reviewed annually by the Head of School.
- e) The Behaviour Policy was last reviewed in September 2022
- f) The next review is due to take place in September 2023

## **1.0 Introduction**

Wootton Upper School's Behaviour Policy is based on Wootton Academy Trust's agreed Behaviour Principles Statement. The Trust's philosophy is to provide real opportunities for learning in a caring, supportive and, above all, positive environment across its academies.

Wootton Upper School [WUS] believes that individual pupils should be encouraged to take responsibility for themselves and if we set our pupils very high standards and expectations they will strive to meet them.

Wootton Upper School's Behaviour Policy is therefore, a statement of good practice that covers all aspects of school-life and contributes to the development of a positive, inclusive ethos and the maintenance of good behaviour.

1.01 The Trust's Behaviour Principles Statement emphasizes high standards and individual responsibility across all WAT academies. At its heart is treating all pupils equally and fairly. Wootton Upper School's Behaviour Policy is appropriate to its pupils 13 – 16 age ranges and their educational setting.

1.02 All adults and young people at WUS are expected to help create an atmosphere conducive to learning, where courtesy and mutual respect are basic requirements. The successful implementation of this statutory policy, across Wootton Upper School will have greatest impact where it is developed and shared with key stakeholders, namely staff, pupils and parents/carers.

To ensure clarity for all, our rules are that all pupils are **Ready, Respectful** and **Safe**. All staff should use these terms when interacting with pupils to clarify where expectations have not been met. This use of 3 rules is to build consistency of expectation in all of our pupils.

1.03 WUS acknowledges that all young people have different needs and therefore, the Behaviour Policy which applies across our school seeks to recognize these needs and signpost examples of support for the school to develop given the different needs of its pupils.

1.04 Wootton Upper School's Behaviour Policy is written with the principles of treating all pupils equally and fairly is at as well as insisting on very high standards of attitude to learning [ATL] both to the benefit of individual pupils and for the school as a whole.

## **2.0 Aims**

Wootton Upper School's Behaviour Policy will have greatest impact if all stakeholders understand the eight overarching aims; they are to:

2.01 protect the right of all pupils to feel safe, to learn and to be respected;

2.02 ensure a consistent approach to the positive management of behaviour;

2.03 place an emphasis on recognising, recording and rewarding positive behaviour;

2.04 promote behaviour that will maintain a positive ethos in and around Wootton Upper School;

2.05 secure a climate for effective teaching, learning and achievement;

2.06 encourage and teach pupils to accept their personal and social responsibilities whilst being accountable for their own behaviour conduct and actions;

2.07 provide a framework for managing and improving behaviour of pupils where necessary;

2.08 deal fairly, but robustly, with persistently disruptive pupil behaviour inside the classroom and in the wider school environment.

### **3.0 Underpinning Principles**

3.1 The views and feedback of staff, pupils/carers, and local governors will be sought to foster, enable and shape mutually agreed high standards of behaviour; Staff will build positive professional relationships with pupils and use restorative justice principles to support this:

- all staff should play their part in reinforcing the school's rules by using the **ready, respectful** and **safe** terminology when speaking with pupils, and being visible in the school;
- teachers should plan engaging and ambitious lessons appropriate to individual pupils, using all provided information including data and Pupil Profile Sheets;
- teachers will ensure their lessons content is appropriately sequenced, and is planned to revisit and reinforce learning to support all learners access work;
- good behaviour should be rewarded regularly through school procedures, including using the lesson grading system, class charts and commendations;
- staff will intervene and remind pupils of what best behaviour and attitude looks like;
- sanctions should always be applied as consistently as possible for unacceptable behaviour;
- there should be effective and timely partnership work between the school and its parents/carers and between the school and external agencies to improve pupils' behaviour;
- pupils should be given frequent opportunities to be ambassadors for WAT on, for example, school trips, work placements, sports events and journeys to and from WAT academies;
- all staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills;
- staff will support each other in a no blame culture, giving and accepting support and coaching to underpin improving practice;

#### 4.0 **Definitions**

- 4.1 WUS defines high standards of behaviour as those which promote courtesy, consideration and co-operation from all pupils in terms of their relationships with:
- other WUS pupils within/outside the school;
  - all WAT staff;
  - other persons within and beyond WUS and WAT school premises;
- 4.2 WUS defines good or outstanding behaviour as that which is seen as essential for pupils to enhance their own life chances and to avoid negatively impacting upon the aspirations of others;
- 4.3 WUS defines **unacceptable behaviour** as behaviour which does not protect the rights of pupils in the school, namely the right to learn, the right to feel safe and the right to respect. Therefore, unacceptable behaviour may include, but not be limited to, non-compliance, name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying, cyber bullying and harassment, including racist, sexist and homophobic abuse, deliberate damage or theft of WUS property, bringing in offensive weapons or illegal substances. *Please also see the Peer on Peer Abuse (including Bullying) Policy and Procedures.*
- 4.4 WUS defines **attitude to learning [ATL]** as the skills and attitudes needed to learn within and outside the school, and to do so rapidly. WUS recognizes a link between the way young people learn and their social knowledge and behaviour. **ATL** encompasses issues such as poor punctuality, low level disruption, lack of equipment, failing to submit homework and unacceptable levels of effort in class etc.
- 4.5 Amongst the incidents that WUS defines as serious incidents are:
- bringing into, or being in possession of within, our school; weapons [e.g. knives, blades, pen knives], or substances [e.g. alcohol, cannabis, tobacco, other drugs or drug paraphernalia], fireworks, matches, lighter or other such products,
  - serious actual or threatened violence against staff or pupils, physical assault, or threatened physical assault on staff or pupils,
  - peer-on-peer abuse,
  - cyber bullying,
  - homophobic, sexist and racist bullying,
  - downloading illegal material from the internet including hate crime, pornography and extremist material;
  - making, possessing and distributing of indecent images,
  - arson, setting a firework off, setting off the fire alarm and any action which brings the school into serious disrepute or put any member of the school at risk.

This list should not be considered exhaustive.

## **5.0 Roles and Responsibilities**

The successful implementation of the WUS Behaviour Policy is dependent on all stakeholders understanding their key responsibilities and roles:

### **5.01 MAT Board**

- 5.01.1 ensure WAT Behaviour Principles Statement is in place and shared with Local Governing Boards and Heads of School and Heads of College.
- 5.01.2 that the policy is available to parents/carers;
- 5.01.3 ensure that policies and procedures are reviewed regularly.

### **5.02 Local Governing Board**

- 5.02.1 ensure the Head of School updates the Behaviour Policy annually in line with the Trust's Behaviour Principles Statement;
- 5.02.2 ensure that the policy is on the school's website;
- 5.02.3 receive regular reports on standards of behaviour;
- 5.02.4 give the collective views of the LGB in the annual questionnaire on standards of behaviour;
- 5.02.5 review decisions made by Head of School in respect of permanent exclusions, and other exclusions as necessary.

### **5.03 Head of School**

- 5.03.1 The Head of School will be responsible for updating the Behaviour Policy on an annual basis, involving and delegating responsibility for doing this to other appropriate staff, before confirming it as the current policy.
- 5.03.2 the implementation and day-to-day management of the policy and procedures. In addition, the Head of School will provide support for staff who encounter challenging behaviour.

### **5.04 Staff**

- 5.04.1 WUS staff have statutory authority to discipline pupils for misbehaviour which occurs in the school and, in some circumstances, outside the school. Teachers' powers include disciplining pupils even when they are not at the school or in the charge of a member of staff.
- 5.04.2 All WUS staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head of School, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- 5.04.3 A teacher may discipline a pupil for any misbehaviour where the child is:
  - Taking part in any school-organised or school-related activity or
  - Travelling to or from the school or within the environs of the school
  - Wearing the school's uniform or
  - In some other way identifiable as a pupil at the school
- 5.04.4 Misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another student or member of the public or
  - Could adversely affect the reputation of the school

### **5.05 The Local Governing Board, Head of School and staff:**

- 5.05.1 Will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- 5.05.2 Will ensure that the concerns of pupils, parents and carers are listened to and appropriately addressed.

### **5.06 Pupils and parents/carers**

- 5.06.1 Pupils and parents/carers will be made fully aware of the WUS Behaviour Policy, procedures and expectations and will be expected to conform to them. Pupils will respect the authority of staff. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- 5.06.2 Parents and carers have responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to maintain high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

## **6.0 Implementation of the Behaviour Policy**

All staff, pupils, parents/carers and local governors have an obligation to ensure the policy is implemented and must understand their roles and responsibilities outlined in Section 5. All need to recognise that behaviour that disrupts learning will not be tolerated. Active and successful implementation requires:

- 6.01 Adherence to WUS Code of Conduct and in class, out of class and general expectations that forms the basis of the WUS Home/School Agreement for all pupils. Parents/carers and pupils will be expected to sign the agreement as an indication of support;
- 6.02 the Behaviour Policy will be communicated to all new and existing pupils through the school's prospectus, the school's guidance sessions with form tutors, assemblies and within the curriculum. It will be communicated to parents/carers through the school's Home/School Agreement, the school's prospectus, newsletters and website;
- 6.03 all stakeholders to be consulted regularly about the policy and its implementation, and new staff will be familiarised with the policy during induction;
- 6.04 continuing professional development for ALL staff in the school to ensure consistency and maximum impact;
- 6.05 all Trust staff are expected to model and uphold the Trust's high standards of conduct.

## **7.0 Reviewing the Behaviour Policy**

The Behaviour Policy will be reviewed by the Head of School annually, involving other stakeholders and also on an on-going basis in response to developing patterns of behaviour and the views expressed in-year by pupils in the school:

- 7.01 WUS will monitor the views of stakeholders and contribute to the evaluation process instituted by senior leaders in the school;
- 7.02 WUS will gather and analyse the views of its key stakeholders on behaviour in the school;
- 7.03 in-year evaluation will enable the vast majority of school pupils, whose behaviour meets WUS expectations, to know that they are valued, listened to and play a part in shaping future developments;
- 7.04 in-year evaluation will enable the small number of pupils whose behaviour requires support to become increasingly aware of expected 'norms' of behaviour among their peers;

- 7.05 the views of parents/carers expressed in-year with respect to the Policy will help to support and shape the implementation of the policy within the school and for them to be heard in terms of their understanding and expectations of 'norms';
- 7.06 the Local Governing Board will review school data on the standards of behaviour in its meetings and, acquire first-hand observation on the standards of behaviour within the school through their visits and by asking senior leaders challenging questions. The views of school governors, as expressed in local governing board meetings, will form part of the annual review of behaviour the Head of School.

## **8.0 Rewards**

WUS believes its pupils respond well to positive reinforcement and, therefore, a key element of the WUS Behaviour Policy is recognizing the importance of rewards where pupils' attitudes to learning are excellent, and where they make positive contributions to assist the attitude to learning of others. WUS recognizes that praise and rewards have a considerable emphasis and influence on its pupils.

- 8.01 WAT staff are expected to give first attention to the best behaviour and recognise the behaviour and attitudes that are wanted; this recognition may come in the form of awarding ATL3, ATL4 and ATL 5 grades in lessons, verbally praising good behaviour, awarding certificates, sending postcards home or making calls home to parents/carers
- 8.02 Praise and rewards at WUS is not limited to those whose work is outstanding but also includes supportive behaviour towards others, consistently high level of effort, exceptional contribution to the wider community, outstanding attendance.

## **9.0 Consequences where behaviour that does not meet expectations**

We believe that building relationships and supporting a pupil to improve their behaviour is most appropriate for low level disruption.

- 9.01 Where behaviour does not meet the expectations of the school there are a range of consequences graduated according to the nature, and also frequency of the behaviour displayed. WUS will deem that a more serious consequence is usually warranted for persistent displays of the same behaviour;
- 9.02 The range of consequences used by WUS include:
- 9.02.1 detentions and restorative conversations at break or lunchtime;
  - 9.02.2 detentions and restorative conversations after school within departments or with Pastoral/SLT colleagues where warranted
  - 9.02.3 subject report – to allow closer scrutiny of the pupil on a lesson-by- lessons basis;
  - 9.02.4 contact with parents/carers;
  - 9.02.5 involvement and meeting with the Subject Leader who may set and agree targets for the pupil to meet in the subject;
  - 9.02.6 removal from subject lesson for a fixed period of time, either to another teacher's lessons in the same subject, or alternatively to the WUS Learning Recovery Centre [LRC];, or where necessary, one to one supervision by a member of the Senior Leadership Team;
  - 9.02.7 intervention sessions linked to behaviours/social skills;
  - 9.02.8 referral to WUS Inclusion Panel to trigger further assessments and support;
  - 9.02.9 withdrawal of access to trips and opportunities, but not educational visits linked to the curriculum;
  - 9.02.10 meetings for pupils and parents with senior staff including the Year Lead, Assistant Head, Deputy Head of School;

- 9.02.11 involvement of outside agencies;
- 9.02.12 internal re-location to the WUS Learning Recovery Centre [LRC];
- 9.02.13 consideration for a managed move to another school as part of the local Fair Access Protocol
- 9.02.14 suspension (previously called a fixed term exclusion)
- 9.02.15 permanent exclusion
- 9.03 In lessons and around the school all staff will model and describe clear expectations;
- 9.04 In lessons all staff will have seating plans designed to the needs of the pupils;
- 9.05 In lessons all staff will give pupils reminders of expectations in response to low level infringements before issuing a consequence;
- 9.06 If behaviour is unsafe or disrespectful in a lesson, or around the school, our policy is not to issue reminders of expectations but to immediately issue a consequence. In these instances, our policy is that the Year Leader or other senior staff will support the Subject Leader and teacher to resolve the issue;
- 9.07 Persistent disruptive, aggressive or dangerous behaviour, and behaviours which could or do put the safety of others at risk may lead to suspension or exclusion from the school;
- 9.08 Only the Head of School has the authority to exclude a pupil; the Head of School will utilise the WUS Exclusion Policy and current DfE Exclusion Code regulations;
- 9.09 In any instance where the WUS Exclusion Policy conflicts with the DfE Exclusion Code regulations, then the DfE Exclusion Code regulations will take precedence.
- 9.10 The Head of School has the discretion to determine what consequences different seniority of staff have the authority to impose. In general terms, the more serious the consequence the more senior the staff determining its appropriateness.
- 9.11 When issuing consequences, all school staff should make clear they are dealing with the behaviour, rather than stigmatising the pupil.
- 9.12 Consequences should be applied in a calm, controlled manner and seen as inevitable and consistent.

## **10 Actions to Improve Behaviour**

- 10.01 WUS expects all WAT staff to seek to build effective relationships with pupils in the school. This is the basis for all effective management of behaviour, and attitude to learning;
- 10.02 WUS expects all WAT staff to apply consequences fairly, consistently, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.
  - 10.02.1 A WUS flowchart showing steps to take is displayed in all classrooms;
- 10.03 WUS expects all WAT staff to recognize the power of "pupil voice"; it believes that pupils in the school should be listened to regarding how behaviour is managed and improved in the school, both in the long and short term:
  - 10.03.1 The views of pupils will be gathered annually by questionnaire and analysed as part of the wholesale review of the policy;
  - 10.03.2 The views of pupils will be gathered during the year through Pupil Leadership groups through their comments to staff about day-to-day and lesson-by-lesson behaviour;
- 10.04 WUS does not allow WAT staff to issue whole-group sanctions that punish the innocent as well as the guilty.



- 10.05 Consequences should be applied in a calm and controlled manner and seen as inevitable and consistent.

## **11.0. Intervention, Prevention and Support Strategies**

In common with all academies and schools, WUS has pupils who need additional support, through intervention and prevention strategies. WUS will identify these pupils, partly based on information provided by the previous schools/academies from which these pupils join a WUS, partly by what the pupils, parents/carers and others tell the school itself. Additionally, the school will be informed by the analysis of **ATL** data collected at the school. Using all the above information and data, WUS will identify what intervention and prevention strategies are most appropriate for the pupil.

- 11.01 Support for pupils is offered in a number of ways:
- 11.01.1 Learning Recovery Centre located within the school;
  - 11.01.2 Specialist Teaching Assistant/Pastoral Support Officer [PSO] to support pupils and ensure the impact on learning and progress by poor behaviour is minimised;
  - 11.01.3 Dedicated PSO to monitor, mentor and liaise regularly with key stakeholders
  - 11.01.4 Pupil Targets monitored via **ATL** grades in each lesson and average over time;
  - 11.01.5 Provision of appropriate and timely support linked to a Pupil Passport where appropriate;
  - 11.01.6 Development of more widely differentiated curriculum resources;
  - 11.01.7 Pupil Profile Sheets with guidance for SEND pupils and others;
  - 11.01.8 Encouragement and support to participating in the school, such as leadership;
  - 11.01.9 Involvement of parents/carers;
  - 11.01.10 A key worker to provide additional support;
  - 11.01.11 Additional study support;
  - 11.01.12 Counselling - either through (agreed) teacher referral or through self-referral;
  - 11.01.13 Bespoke courses to meet pupil need (e.g. anger management);
  - 11.01.14 Personalised/alternative curriculum/timetables;
  - 11.01.15 Restorative justice;
  - 11.01.16 External deliverers of support such as social skills;
  - 11.01.17 Referral to the local Fair Access Panel (Managed Moves)

## **12. Investigating Serious Incidents**

WUS will investigate all reported incidents of poor behaviour in the school and whilst travelling to and from it.

- 12.01 WUS does not have a full prescriptive list it defines as serious incidents. In section 4 there are examples of serious incidents, but it is not an exhaustive list;
- 12.02 It is WUS policy to inform parents/carers of serious incidents; however, an incident may not be recognized as serious until statements have been gathered, pupils have been interviewed and CCTV and internet footage scrutinized;
- 12.03 WAT staff receive training, support and advice for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- 12.04 Where it is appropriate to do so, WUS will notify and consult with the police and other relevant bodies of incidents before determining next steps.
- 12.05 The Head of School, or the Head of School's designated deputy will be informed of any serious incidents;

- 12.06 Feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 12.07 A copy of the notes of an investigation will be retained by the school. If a pupil receives a consequence for their part in the behaviour a copy of the notes will be held on the pupil's records until the pupil has finished their education at the school.
- 12.08 WUS pupils are expected to comply with investigations including searches, in line with the DfE Searching, Screening and Confiscation guidelines for Headteachers, School staff and governors, [January 2018.] The school is authorised to impose a consequence in any case where the pupil fails to do so;
- 12.09 If a pupil refuses to hand over an item, then they will be subject to the school consequences and sanctions as deemed appropriate;
- 12.10 Where an investigation finds that there is no case to be heard, the report will be retained by the school, but will not be kept within the pupil's file.
- 12.11 Witness statements will be formally recorded and kept on file for all incidents investigated. Statements must be gathered from all pupils involved in the incident and any witnesses (staff and/or pupils). Interview notes will supplement where appropriate.
- 12.12 All serious incidents must be reported by staff - using the WUS Serious Incident Form -to a Pastoral Support Officer, Year Leader or the appropriate Assistant Headteacher or Deputy Head of School, so that the investigation may be monitored and advice provided, where appropriate;
- 12.13 The school should identify a designated area for pupils being investigated as part of a serious incident to be located. The pupil should remain there until decisions are made on consequences, if appropriate.
- 12.14 Once all the information has been gathered with regards a serious incident the Pastoral Support Officer, Pastoral Leader or appropriate member of the Senior Leadership Team will present it to the relevant Assistant Headteacher and who will decide on an appropriate sanction. If the Assistant Headteacher, feels that the consequence required is exclusion, the notes must be handed over to the Head of School to consider whether a fixed term suspension or permanent exclusion is warranted.
- 12.15 Only the Head of School can make a decision to issue a fixed term suspension or permanent exclusion [please see Suspension and Exclusion Policy].

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The named contact for this policy is: Mr. J. Kane, Assistant Headteacher (Standards of Behaviour & Attendance).

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## **APPENDIX:**

1. Provision at Wootton Upper School

### **OTHER DOCUMENTATION**

- ❖ Wootton Upper School Suspension and Exclusions Policy
- ❖ Wootton Upper School Restorative Justice Policy
- ❖ Wootton Upper School Physical Intervention and Use of Reasonable Force
- ❖ Wootton Upper School Peer on Peer and Anti-Bullying Policy

The policy should be read in conjunction with the Department for Education document: Searching, screening and confiscation, January 2018.

**Wootton Upper School & Arts College and Kimberley 16-19 STEM College are operated by Wootton Academy Trust, registered in England and Wales, Company No 7740758**

## **Appendix 1**

### **Provision at Wootton Upper School**

Wootton Upper School has a Student Centre to provide bespoke programmes for individual and small groups of pupils. The Student Centre houses Pastoral Support Officers and Year Leaders who work together to best meet the need of the school's pupils.

#### **Monitoring and Recording**

WUS uses Class Charts to record a range of information relating to Rewards and Consequences. Teachers record an Attitude to Learning grade each lesson between 5 and 1:

5= Outstanding learning

4= Excellent learning

3= Expected learning

2= Learning needs improvement: support and restorative justice to be undertaken as necessary

1= Unacceptable learning: this will be followed up by "on-call" staff removing the child from the learning environment.

Tutors and Year Leaders play a key part in discussing Attitude to Learning grades with pupils and groups of pupils to ensure engagement in the system, and improved attitude to learning by individuals and groups of pupils. Parents and pupils have access to Class Charts and are encouraged to monitor and discuss ATLs on a regular basis.

#### **Rewards**

There are minimum ATL requirements for participation in rewards activities. These are made clear when the event is published.

WUS has the following strands to rewards and recognition:

- Verbal recognition and praise, including that given by a teacher, a tutor or year leader.
- Reward postcards and phone calls (1 each per week per full time member of staff)
- Commendations
  - These can be awarded for going 'above and beyond' in and outside of lessons
  - Bronze, Silver, Gold, Platinum Certificates will also be awarded
  - Bronze, Silver, Gold, Platinum Badges will also be awarded
- Star of the Week/Departmental Recognition
  - Departments identify and display pupils who make particular achievements in their area using class charts
- Assemblies
  - This builds on verbal praise and underpins the values of the school. Regular successes or improvements will lead to pupils being named and involved in assemblies by their year leader.
- Awards Evenings
  - Sports Awards, Year Celebrations, GCSE Awards, Duke of Edinburgh Awards etc.
- Attendance Prizes
  - Awarded throughout the year