



Behaviour for Learning the Wells Academy Way.

Rationale

This policy sets out the Academy's approach to promoting positive behaviour for learning. It supports our core purpose: **To empower the Wells Academy community to achieve greatness.**

The policy outlines the behaviour that we expect from all of our students and the sanctions that will be consistently enforced if this policy is not adhered to.

Policy Aims

The aims of the policy are:

- To create a safe, inclusive and calm environment where all staff, students, parents and visitors are able to thrive free from any harassment or bullying.
- To have the highest expectations of student behaviour in order to support good learning and maximise their opportunity to achieve greatness.
- To ensure all students develop excellent learning habits that they need to be successful in school and life.
- To create an environment where students can grow and become mature, self-disciplined, hardworking and able to accept responsibility for their own actions.
- To ensure students can learn, develop knowledge and understanding and find a love for their subjects
- To develop strong partnership with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties.

The Wells Academy will ensure the school has a safe, calm and productive environment, where staff and students feel supported and their work is valued. Rich opportunities add huge value to the educational experience of every child at Wells and this is mirrored by the pastoral care provided. We understand how important it is for students to build character and resilience, to learn about themselves and develop their view of self, including discovering talents and becoming active citizens. We will work tirelessly to ensure that students seek out the best possible future for themselves and achieve it.

Equally, we appreciate how important it is for students to learn and take seriously their academic studies. This must be at the heart of what we do. Creating a climate where every child, especially our most vulnerable, achieve their full potential in their academic studies, the Academy must have effective discipline, consistent practices and high expectations for all.

The Law

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all Wells Academy staff with responsibility for students. The Academy must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The Greenwood Academies Trust has a duty under section 175 of the Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This document is written in conjunction with the Greenwood Academies Trust Pupil Behaviour and Exclusions Policy which can be found at <https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf>.

Roles & Responsibilities

At Wells Academy we expect exceptional behaviour and conduct. We expect students to adhere to and follow 'The Wells Way' at all times, we expect parent/carers to support the Academy in making sure their child meets Academy expectations and we expect a consistent approach to behaviour management from all members of staff.

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Promoting good habits of behaviour around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the school and should lead by example.

Parents

- Commit to their child following 'The Wells Way' at all times
- Ensure their child meets Academy expectations
- Support the school in maintaining high standards and expectations
- Work in partnership with the school to encourage exceptional behaviour
- Work in partnership with the school to establish improved patterns of behaviour when required.
- Be polite and respectful towards all members of the Academy community

Students

- Arrive to school every day on time
- Always wear their uniform correctly and with pride
- Arrive to school ready to learn with the right equipment
- Be polite and kind to students and staff
- Arrive to lessons on time
- Give 100% in everything they do
- Take pride in their work
- Use their indoor voices when moving around the Academy
- Follow instructions first time every time
- Be in the right place at the right time doing the right thing
- Take every opportunity to achieve recognition points

Tutors

Tutors play a key role in the life of the students at the school. The tutor should be the first port of call for every student at the Academy and the person who knows them the best.

Tutors should:

- Establish positive relationships with their Tutees
- Model and promote the Academy's six behaviour habits
- Uphold Academy standards and Expectations
- Recognise and reward success
- Support and encourage efforts made
- Monitor standards of tutees work across the Academy and follow up any concerns
- Monitor standards of tutees behaviour across the Academy and follow up any concerns
- Intervene when students need extra attention
- Regularly and rapidly communicate and work in partnership with parents/carers to support their Tutees attendance/punctuality and behaviour. For e.g. phone calls home, letters home and parent/carer meetings.

Classroom Teachers

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day. This is directly linked to Teachers' Standards -part one section 7. Refer to appendix 1.

Classroom teachers should:



- Demonstrate consistently and actively promote *'The Wells Academy Six Learning habits'*
- Never accept poor behaviour in lessons
- Demonstrate consistently and explicitly teach students how to be polite using STEPS
- Consistently and fairly apply the behaviour for learning system in every lesson and take responsibility for promoting good and courteous behaviour both in the classroom and around school in accordance with this policy
- Teachers must have high expectations of behaviour and should utilise a range of strategies, using recognitions and sanctions consistently and fairly
- Manage classes effectively, as per policy, using approaches which are appropriate to a students' needs in order to involve and motivate them
- Manage behaviour effectively to ensure a good and safe learning environment
- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment rooted in mutual respect
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary
- Encourage students to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a students' intellectual curiosity (Taken from Teaching Standards 2011)

Non-teaching Staff

The role of non-teaching staff is central to the life and work of students in the Academy.

Non-teaching staff should:

- Demonstrate consistently and actively promote *'The Wells Academy Six Learning habits'*
- Demonstrate consistently and actively encourage students to be polite using STEPS
- Non-teaching staff should model high expectations of behaviour.
- Uphold Academy standards and Expectations
- Recognise and reward success
- All non-teaching staff should expect and insist on agreed standards of behaviour and respect from students, inside and outside of classrooms.
- Follow up all poor behaviour incidents with the relevant Heads of Year or Key Stage Leaders or SLT

Wells Academy Leaders (TLR Holders at all levels) and Head of Year

The Principal and Senior Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Senior Leaders as well as Key Stage Leaders, Faculty Team Leaders and Deputy Heads of Year should always have a high-profile presence around the school and be out on the corridors actively ensuring students are responsibly and promptly making their way to their lessons, break or lunch. Leaders will be on the corridors at the start of the day, every lesson changeover, break time (when on duty), lunchtime (when on duty) and end of school day. Regular climate walks will be carried out by all leaders to ensure lessons are not being disrupted and students have access to quality first teaching across the Academy. Refer to appendix 1.

All leaders in the Academy have a responsibility for maintaining expectations which inspire, motivate and challenge students. Leaders do this by focusing on consistent 'everyday' practice. It is an expectation that all TLR holders actively monitor behaviour and progress in their areas. All Wells Academy Leaders understand that consistent application of these procedures will lead to improved behaviour. Where behaviour is not good, leading to underachievement, Wells Academy Leaders should consistently apply these procedures to swiftly intervene.



Everyday Expectations

The Wells Academy family is built on kindness, resilience and greatness. Teachers and students work together the 'Wells Way' to get the best out of each other and support each other to be the best version of themselves.

We have high expectations and accept no excuses. We believe every student has the right to have access to a high-quality educational experience that enables them to be successful and achieve greatness. As a result, the Academy has a zero-tolerance approach to disrupting learning.

Our 'warm but strict' approach to behaviour management means, we do not choose between being either the warm teacher, with strong relationships with students and their families, high regard for the emotional well-being of their students and a kind demeanour, or the strict teacher who has high standards of discipline, who demands the best efforts from their students with firm boundaries and a consistent approach, **but we are both at the very same time.** Teachers at Wells **care enough to challenge** because we want the best for our students.

At Wells, we work hard, and we are kind to one another. We explicitly teach our students how to be polite using STEPs:

S.T.E.P.S

1. Saying 'Sir' or 'Miss' - every time
2. Saying 'Thank you' - every time
3. Saying 'Excuse me' - every time
4. Saying 'Please' - every time
5. Smile - every time we greet a person inside or outside of school

Sir or Miss

Students always refer to teachers as Sir or Miss. It's a sign of respect. It's polite. Students never forget to say Sir or Miss at the end of their sentences. All teachers will treat all students with respect and be extremely polite. All students will always treat all teachers with respect and be extremely polite.

Thank you

Within the Academy all members of the school community hold doors open for one another. Students let people pass in front of them, they don't barge past and they politely let people pass. If somebody drops something, students help them pick it up, they pass books along carefully, efficiently and politely. Students queue for lunch politely and efficiently, in a single file and they have their eyes facing the front. These are all signs of mutual respect.

Excuse me

Students never push past or interrupt people. If they want to get past, they say "Excuse me" politely. Then they wait patiently if necessary. Similarly, if they want to talk to somebody, a teacher for example, they say, "Excuse me sir/miss. Do you have a minute? Could you help me with something?" Students don't take others for granted. They are polite. They are especially polite and respectful in corridors, on the stairs and when queuing. When queuing, students remain in single file, eyes front. They don't talk. They do what they have to do smoothly and efficiently. They are polite to students in lessons, students they don't know, and to all members of staff. That includes office, catering and cleaning staff. There are no exceptions.

Please

Students and teachers show gratitude every day and in every interaction they have. We say Sir/Miss, Thank you, Excuse me and Please naturally.



Smile

At Wells we always smile. Students and staff are polite and welcoming. When students greet somebody they smile, when a teacher says hello in the corridor students reply with a “Hello Miss!” or “Morning Sir!” and smile. We are professional. When students go for interviews, whether that’s for college, for university, an apprenticeship or for jobs, people are immediately impressed by their good eye contact, the way they smile and the way they articulate themselves.

Every Day Expectations-The Wells Academy Learning habit’s

At Wells Academy, we teach students to break old habits and learn new empowering habits that will make them successful in life. ‘The Wells Academy Learning Habits’ provide a framework to ensure our core values (Kindness, Resilience and Greatness) are embedded within our daily practice and routines. Our learning habits are:

1. In school on time
2. Perfect Uniform
3. Ready to learn
4. S.L.A.N.T
5. First time every time
6. Right place, right time, doing the right thing

From the very first day students start their learning journey at the Academy, they are expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate.

In doing so, each student will thrive at the Academy and will have the knowledge, skills and understanding they need to be successful at college, university, apprenticeships and in the professional world of work.

Whilst sometimes this may be challenging, we expect our students to live by our learning habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits are not met, a same-day sanction will be issued. Every time a teacher issues a student with a warning, detention or time in IEP they are reminding students of the behaviours we expect to see and the behaviour we will not accept. It is vital that sanctions are served on the same day so that students have the opportunity to reflect on their mistake. This allows the student to take the necessary next steps to ensure they improve their behaviour by making the right choices to avoid making the same mistake again.

All members of staff are expected to actively promote and model the 'Wells Academy Learning Habits':



<p>Learning Habit 1: In school on time Students who want to achieve greatness always attend school and are on time.</p>	<ul style="list-style-type: none">• Students will attend school every day (unless absent due to a diagnosed medical condition and absence is supported by GP).• Students will strive to achieve at least 97% attendance but aim to achieve 100%• Students will arrive at the academy no later than their designated year group start time every day.• Students will enter the school building through Student Entrance.• Students will arrive to all their lessons on time every day.• Teachers will take the register within the first 10 minutes of every lesson.• Any absence will be followed up with a same day text and tutor call. <p><u>Anything less than 97% attendance is not good enough</u> and the academy would expect this only to be the case for students with serious medical issues. If students are ill, then parents / carers must contact the academy on the morning of each day of absence no later than 8:30am. Refer to the Academy Attendance Policy.</p> <p>The school will always offer work to be sent home on the third day of absence for any child. If attendance falls below 97%, parent meetings will be arranged with the Attendance Officer, Deputy Head of Year or SLT. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.</p> <p>Meetings will be arranged with families and students who have attendance and or punctuality of less than 97%.</p>
<p>Learning Habit 2: Perfect Uniform Students who want to achieve greatness wear their uniform correctly and with pride.</p> <p><i>Refer to the academy uniform policy for explicit guidance on what we consider to be 'perfect uniform'.</i></p>	<ul style="list-style-type: none">• Students will arrive to school on time, wearing the correct uniform, in the correct way, every day.• Student Care Team will check students uniform every morning at the Student Entrance.• Student Care Team will make sure any missing uniform items are addressed and uniform has been corrected.• Students will make sure their uniform is worn perfectly for the duration of the school day.• Students will only take their blazers off in lessons and when authorised to do so. <p>No coats are allowed to be worn/carried around the Academy. Instead, students will be asked to leave their coats in their tutor bases. If students breach any one part of our uniform code, they will either be given some temporary uniform to wear, sent home to change, or will be sat in the Academy's internal exclusion room until their uniform meets our policy and expectations. We will do this to ensure that all our students take pride in their appearance and to make sure that all students are treated fairly. Further details around specific uniform expectations can be found on the Academy website:</p> <p>http://ransomroad.nottinghamacademy.org/page/?title=Uniform&pid=70</p>

**Learning Habit 3: Ready to Learn**

Students who want to achieve greatness always bring the right equipment to the academy every day.

- Students will arrive to school every day with a pencil case that contains 2x black/blue pens, 2 x green pens, highlighters, pencil, ruler, rubber, glue stick, pencil sharpener.
- Students will bring their drop everything and read (DEAR) reading book to school every day.
- Student Care Team will ensure students are ready to learn by carrying out equipment checks every morning at the Student Entrance.
- Students will buy any missing equipment before lessons begin from the stationery shop located at Student Entrance. All the above items are available to buy for £1.90p.

If students fail to have the correct equipment, they will receive a detention on the same day that they failed to demonstrate this vital learning habit.

Items not permitted in the Academy are:

Chewing gum,

Unhealthy snacks

Any non-uniform items

All these items will be confiscated and will only be returned to parents at the end of each academy term.

Mobile phones are not allowed to be used, seen or heard in the Academy. However, if parents/carers want their child to bring a phone to school for safety reasons, they must be switched off before students enter the green metal gates and kept in their bags until the end of day (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees or hears a mobile phone, it will be confiscated immediately. If parents/students need to contact each other they can do so by either phoning the Academy or using the Academy phone to contact home. If this is repeated, then students will have to hand in their mobile phones at the start of the day and collect it at the end of the day for the foreseeable future. One day in IEP will be issued if a student is seen using their mobile phone in the Academy, and parent /carers will be invited in to meet with a member of the SLT. Students who refuse to hand their mobile phones to a member of staff may be excluded.



<p>Learning Habit 4: S.L.A.N.T Students who want to achieve greatness always demonstrate S.L.A.N.T in lessons:</p> <p>S=Sit up L=listen carefully A= Ask and answer questions N=Never interrupt T=Track the teacher</p>	<ul style="list-style-type: none"> • All teachers will actively promote and model S.L.A.N.T • Teachers will have a seating plan and students will sit in their allocated seat • When not reading or writing, students will sit up straight • Teachers will instruct students: “3,2,1 SLANT” • Students will sit up straight, eyes front, looking at the teacher. • Students will listen carefully to the teacher when they are talking. They don’t pick up their pen or ruler, or anything else, until the teacher gives them the signal. • Students will ask and answer questions related to the learning. • Students will put their hands up and wait for the teacher to choose them. • Students will never interrupt their teacher when he/she is taking • Students will keep their eyes on the teacher whenever they are talking. • Students will deliberately concentrate on what the teacher is saying at all times. • Students will look at the board, listen to the teacher, read and practice the work set in silence.
<p>Learning Habit 5: First Time Every Time We know that students who want to achieve greatness do not answer back and trust that teachers’ instructions are to help them be successful.</p>	<ul style="list-style-type: none"> • Teachers will give students clear instructions. • All students will follow instructions first time every time. • Students will trust staff and never question an adult’s decision anywhere in the Academy. <p>If students fail to demonstrate this learning habit they could be removed from lessons and placed in our internal exclusion provision for a fixed period of time. In some circumstances, students may be excluded for displaying persistent poor behaviour. If a student feels unfairly treated, they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. We expect students to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff, they should speak to their Head of Year or Key Stage Lead in the first instance.</p>
<p>Learning Habit 6: Right place, right time doing the right thing. Students who want to achieve greatness are always in the right place at the right time doing the right thing in every lesson and behave in a purposeful manner outside of lessons.</p>	<ul style="list-style-type: none"> • Teachers will greet students at the door. • Students will arrive to all lessons on time every day with the right equipment. • Teachers will have a retrieval task ready for students to complete • Students will complete their retrieval task in silence. • Students will complete all tasks set in lessons to the best of their ability. • Students will demonstrate S.L.A.N.T in every lesson every day • Students will follow instructions first time every time • Students will walk on the left-hand side of the corridor in a single file when moving around the Academy and to and from lessons. • Students will remain in silence when asked to line up and dismissed. • Students will stand behind their chairs in silence waiting to be dismissed at the end of every lesson every day.



- During lesson transitions, teachers will move students along corridors creating a sense of urgency between lessons and to continue the controlled exit from their lesson and entry of students in to the next lesson.
- Students will behave in a sensible, responsible and respectful manner when in the playground during breaktime and lunch time.
- Students will line up in a single file, facing the front when queuing for break/ lunch food.
- Students will remain seated in the Dining Hall when eating their lunch and will use their indoor voices. They will return their tray and put all rubbish in the bin.
- Students and staff will pick up any litter seen within the Academy.
- Students will demonstrate STEPS in and around the Academy and when addressing visitors.
- Students will use indoor voices on stairwells and in corridors.
- Students will remain in silence in assemblies, year group lectures, lessons and collective learning unless they are invited to speak by the member of staff leading the lesson or assembly.
- Teachers will count down from five to show they want silence.
- All students will respond immediately and be silent by the time the teacher counts down to one.

Failure to be on-task in lessons, or around the academy, or whilst walking to and from school, will result in a same day sanction as the off-task behaviour. Failure to be on-task on more than one occasion on any given day will result in an extension to the sanction. Continued disruption in one lesson may lead to students being removed from lessons. Students may also receive a period of time in the internal exclusion provision or be excluded for persistent poor behaviour.

Outside of school

When students are wearing their Academy uniform, they are representing the school. This includes walking to and from school. If students display unacceptable behaviour outside the Academy, such as fighting, anti-social noise/behaviour or disrupting and/or being unkind to members of the public whilst in school uniform they may be excluded.

The beginning and end of lessons

At the beginning of every lesson:

- When students arrive to their lessons, they wait outside for the teacher.
- Students only enter the classroom when they are asked to by the teacher.

At the end of every lesson:

- Students are expected to stand behind their chairs in silence.
- The teacher will use the last five minutes of each lesson to pack away, ask questions, and get students ready to go off to their next lesson.
- Lessons at the Wells Academy start and end efficiently and calmly.
- Teachers do not teach right to the very last second and then pack away in a rushed and inefficient manner.
- Students pack away exactly as instructed.



- Students do not talk to their friends. They remain focused on the task of packing away and then track the teacher.
- Students then go back into SLANT.
- Around two minutes before the end of lesson the teacher will give students the signal and they will stand in silence, and the teacher will dismiss students row by row.

Students should avoid going to the toilet during lessons. Students are expected to use the toilets before lessons and at break/lunch times. If students need the toilet during a lesson the teacher will give the student a toilet pass. Students should not go to the toilets in the last five minutes of break/lunch to ensure they do not miss a single second of lesson time.

Recognition

Recognising the achievements of students is of great importance and we take every available opportunity to remind them that we are proud of them.

We want students to be motivated by the intrinsic value of achievement. This means, we want students to be motivated to achieve greatness because they want to be successful. However, we are committed to acknowledging students for developing good learning habits. It is our expectation that all students meet and strive to exceed our standards. In doing so, students will be recognised for their achievements.

Recognition in the classroom

We expect all our students to demonstrate our six learning habits 100% of the time.

To encourage and recognise this, every student starts on 10 recognition points every lesson including tutor time. At the start of every lesson, teachers remind students that they are all on positive recognition points and it is their responsibility to make sure they keep them by consistently demonstrating our six habits throughout the school day (see diagram on next page).



Every student starts every lesson on 10 Recognition Points.

All teachers, at the start of every lesson, remind students that they have 10 recognition points for displaying the six learning habits.

- 1) In school on time
- 2) Perfect Uniform
- 3) Ready to learn
- 4) S.L.A.N.T
- 5) First time every time
- 6) Right place, right time, doing the right thing



Extra Recognition-Golden Tickets

Three students every lesson will receive a 'Golden Ticket'

All teachers will give a 'Golden Ticket' to three individual students every lesson for demonstrating any of the below:

- Producing an exceptional piece of work
- Defining the learning journey
- Participating in class discussions
- Showing resilience
- Exceeding expectations

In addition to this, all teachers are expected to recognise three students' achievements every lesson for either: producing an exceptional piece of work, defining the learning journey, participating in class discussions, showing resilience and exceeding expectations to name but a few. At the end of each half term, 'Golden Tickets' are added up and if students have achieved a certain number of recognitions, they will be rewarded with a recognition badge and a certificate. If students have consistently achieved the recognition badge each half term, they will be invited to the Academy's prize giving event at the end of the year.

The Academy also recognises the achievements of students through:

Verbal recognition

Around the academy, and in lessons, staff use positive language and reinforcement to signal to students that they are demonstrating good learning habits. Heads of Year ring home regularly; this is an opportunity to provide family with positive information.

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Recognition Shout Outs

Each week, every member of the academy staff nominates one student to be recognised for demonstrating our values, strong progress or for displaying a real commitment to the academy or the local community. Recognitions are shared during assemblies each week and communicated to families.

Staff and SLT Praise Cards

Each week, during climate walks the senior leadership team will give out SLT Praise Card to students who show an exceptional attitude to learning, produced an exceptional piece of work, demonstrated improvement and made good progress.

Recognition Events

Three times each year, students who have demonstrated excellent learning habits are acknowledged with an invitation to a special event. The Senior Leadership Team decide which students attend based on the number of recognition points and Shout Outs a student has received over the term, and the student’s attendance and punctuality.

Recognition Evening

Once a year, across all subjects’, teachers nominate students for their efforts, hard work, resilience, progress, achievements outside the academy and contribution to the Academy and to the community. Students and their parents/carers are invited to attend a prize giving event where student recognitions are celebrated as a community.

Every Day Classroom Expectations-Zero Tolerance to Disrupting Learning

We will not have learning disrupted and the futures or knowledge of others disrupted. Learning is at the heart of everything we do. We are committed to ensuring that our students gain the knowledge, skills and understanding to achieve their greatness and ensure they are and highly employable and ready to lead happy and successful lives. To achieve this, all students are expected to demonstrate the ‘Wells Academy Learning Habits’ 100% of the time.

At Wells, we have a two-stage consequence process for managing disruptive behaviour in the classroom:

<p>Stage 1: A verbal warning will be issued and logged on class charts.</p>	<p>Students who display any of the behaviours below during a lesson will be issued with a warning and <u>gain 5 negative points for (This is not a definitive list):</u></p> <ul style="list-style-type: none"> • Calling out when not asked to • Making inappropriate noise • Refusal to follow instructions first time every time • Refusing to sit where told first time every time • Ignoring or arguing with your teacher • Interrupting whilst someone is talking • Chatting • Fussing • Drumming on a table using hands or equipment • Using inappropriate language • Inappropriate comments • Inappropriate gestures • Laughing when someone gets an answer wrong • Chewing gum anywhere in school • Distracting others • Mocking or teasing other students • Poking or prodding others • Throwing objects
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<p>Stage 2: Removal of the student from the classroom.</p> <p>'On call' is to be used when:</p> <ol style="list-style-type: none"> 1. A student has failed to correct behaviour following the staged warning system. 2. A critical incident has occurred. 	<p>Students who have failed to correct their behaviour after a warning is issued will be removed from the lesson and will <u>lose their recognition points and gain 10 negative points for (This is not a definitive list):</u></p> <ul style="list-style-type: none"> • Teacher will use 'on call' using class charts • Teachers will provide the name of student, location and outline of reason • The on-call member of staff will calmly and quickly enter your classroom, quietly ask the student to follow them and leave. • The adult will always respond calmly and speak quietly. • Students will be removed from the lesson and placed in Remove. • In the Remove provision, students will be engaged in self quizzing retrieval practice using knowledge organisers or private reading of an appropriate text. • Student Care Team will log the details of the 'on call' on class charts. • Parents/carers will be notified of the removal via text • Students will receive a 40-minute same day detention as a consequence for on call. • If students refuse to leave the lesson this would immediately escalate to time in IEP or FTE if student refuses to follow instructions. <p>All students receive a fresh start next lesson. If a student is removed more than once in any given week, the sanction will be escalated by the Key Stage Leads according to the Academy Behaviour for Learning Policy. If a student receives repeat warnings, more than two on calls in a day, repeated stays in IEP or repeated FTE they will be removed from lessons placed in the internal exclusion provision. A same day meeting will be arranged with parent/carers to resolve the situation and agree on a way forward.</p>
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Students who fail to demonstrate the Academy's six learning habits will gain negative points as follows:

Late to lesson	10 negative points
First Warning	5 negative points
Removal from lesson	10 negative points and same day 40-minute detention
Immediate sanction	10 negative points for every individual sanction issued
Internal exclusion	20 negative points (1 day) 40 Points (2 days) 70 points (3 days +)
Fixed term exclusion	70 negative points for each day of the exclusion



Academy Sanctions

When using sanctions Academy procedures include:

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour not the student
- A breach of the rules must lead to the appropriate sanction and should be used by all staff – **consistency is vital**
- The sanction must be proportionate and appropriate
- Always offering a positive intervention to correct the behaviour e.g. Reflection time.
- Students must be provided with a fresh start at the next possible opportunity.
- Care with tone and volume of voice

Where a student displays persistent poor behaviour, we will look to work with the student and their families to put support in place in the form of a behaviour plan or pastoral support plan to create individualised strategies to help that student get back on track. All members of staff at Wells Academy will positively encourage and support students on behaviour/pastoral support plans achieve their targets.

Sanctions that may be used:

- Same day detentions. Loss of student's own time. This can be in school or after school. The length of detention will be proportionate to the behaviour presented by the student.
- Loss of break and lunch times with students supervised for the majority of these periods of time.
- Not be allowed to curricular clubs
- Remove IT rights (e.g. email and internet academy access)
- Confiscate item/s
- Restorative conversations for up to 15 minutes after school without informing parents
- Not allowing scholars to attend recognition events
- Reports. Subject specific or aspect of behaviour, attitude to learning or progress
- Reporting to senior staff
- Discussion with parents gaining their support e.g. with compliance
- Removal from group to another class - temporarily or permanent
- Use of Pastoral Support Plans to secure aims for improved behaviour from students and parents
- Academy Disciplinary Panels are used to signpost to a student that they are approaching permanent exclusion.
- Respite placements to other schools
- Alternative provision may be considered under some circumstances
- Managed move to another school
- Exclusions, internal, fixed term and permanent.

Detentions

Lunch time and after school detentions are given when students fail to meet Academy expectations set out in this policy.

Lunch time detentions will be led by Deputy Heads of Year or SLT. After school detentions will be led by Key Stage Leads, Deputy Heads of Year and by SLT Monday to Friday from 3.20pm to 4.00pm or 3:20pm to 4:20pm.



Faculty Team Leaders will have a one to one restorative conversation with all students who have been issued with a 40 minute detention.

Immediate Sanction (same day 40/60-minute detention)	Late to school or lesson
3:20pm to 4:00pm -Same day detentions are led and supervised by: Deputy Heads of Year and Key Stage Leads- lesson removal (40 mins) SLT- Students issued with 2 immediate sanctions in one day (60mins)	Missing equipment
	Not following instructions first time every time
	Removal from lesson
	Failure to wear correct uniform
	Dropping litter in the academy
	Using mobile phone/earphones without permission
	Missing homework

Students will receive a same day 40-minute detention following an on call or for failing to meet academy expectations.

Students who receive two on calls in a day will be placed in the internal exclusion provision.

Non-attendance to subject detentions will lead to a 60-minute detention with SLT or time in our internal exclusion provision.

Refusal to attend SLT detention will lead to a fixed term exclusion.

In subject detentions students will complete work they missed in the lesson. In SLT detentions, students will be expected to engage in private reading of an appropriate text or retrieval practice of knowledge organisers. Heads of Year and Key Stage Leaders will monitor attendance at detention and ensure students attend detentions.

The Remove Room

Students will be placed in the Remove Room as a consequence of on call.

Students who arrive without there being an on-call will be collected by a member of SLT on duty. This will be treated as truancy.

Before entering 'Remove Room', on call staff will inform students of expectations in the provision:

- To be silent
- To follow instruction
- To complete appropriate work

On entry, the student will be seated as required by supervising member of staff. Details will be logged on class charts and parent/carer informed via text.

Students will engage in self quizzing retrieval practice using knowledge organisers or private reading of an appropriate text.

If a student is removed twice in one day, they will be placed in IEP for the rest of the day and attend a 60-minute SLT detention the same day.

Supervising staff are to inform the Student Care Team of this requirement at the point of the second on call. Failure to comply with the expectations in the 'Remove Room' may lead to fixed term exclusion.

Supervising staff are to alert on call staff of any issues regarding conduct in the Remove provision. Students with two removes in any given week may be issued with a FTE. Supervising staff are to inform the Senior Vice Principal and Assistant Principal (Pastoral) of this requirement at the point of the second on call.

BSI July 2020



Our 'Red Line' Approach

At Wells we have adopted the 'red line' approach to signal to students that a member of staff has a serious concern about their behaviour and to give them an opportunity to self-regulate before an incident escalates into something more serious.

We believe in isolation, education and reintegration to support students to do the right thing. A 'red line' may be given when:

Red Line Behaviour (Internal and External Exclusion)	Three immediate sanctions in one day
	Failure to attend immediate sanction
	Refusal to follow instructions
	Negatively challenging a member of staff or student
	Bullying
	Sexual Harassment
	Homophobic or Transphobic comments or behaviour
	Racism
	Dangerous behaviour-including bringing into the academy dangerous items/weapons and or illegal items.

When the 'red line' has been crossed the Head of Year or SLT should be called to take the student out of the situation.

The student will then spend time in the Academy's IEP, and the sanction will be appropriate to the behaviour.

Students families will be contacted, and a meeting will be arranged with parents/carers to resolve the situation with a member of the Senior Leadership Team.

If students are placed in the IEP, the parent/carer will be invited in to attend a meeting before the student exits IEP. During their time in the Academy internal exclusion provision, students will complete relevant work, a behaviour reflection document as well as intervention packs linked to the behaviour type and they will receive a mentoring session to support their reintegration back into the academy.

The length of time spent in the internal exclusion provision will be determined by a member of the senior leadership team and related to the severity of the incident.

When returning to mainstream lessons, students will be expected to apologise for their poor behaviour to any members of staff who have been impacted by their actions. Staff at the Wells Academy will not hold grudges and students will be welcomed positively back into the learning environment following an internal exclusion (time spent in the Academy's internal exclusion provision) or fixed term exclusion (externally excluded from the Academy for a period of time).

Our Internal Exclusion Provision (IEP)

Any behaviours or actions which are deemed to cross the 'red line' – including undermining members of staff, unkindness to others, persistent poor behaviour, breaking our learning habits and going against our values, could lead to students being placed in our IEP for a period of time.

Students may be in IEP for full or part day. Students will be placed in IEP as an alternative to a fixed term exclusion or during the investigation of an incident.



Staff are informed daily which students are in IEP and are required to provide appropriate work.

Students are expected to comply with the expectations of IEP. Failure to comply will lead to exclusion. Supervising staff are to alert on call if students are not complying with expectations.

Students will be seated as directed by supervising member of staff.

Lunch (sandwich, drink and piece of fruit) will be delivered to the students in the provision and this is where they will eat their lunch.

Supervising staff are to update the Director of Alternative Provision, Senior Vice Principal and Assistant Principal Pastoral on student conduct and work completed. Completed work will be returned to teaching staff via pigeonholes or email as appropriate.

The Director of Alternative Provision will monitor IEU, FTE and on call records to determine what additional support may be required for students to be successful within the Academy.

This may include adjustments or strategies implemented on a long- or short-term basis including: daily report, changes to teaching groups, mentoring, emotional literacy and external support.

Response to students failing to complete sanctions set

There are occasions when students fail to serve sanctions for no good reason or refuse to undertake these. In these instances, the following procedures are usual:

1. Failure to attend detentions will lead to a longer 'upscaled' detention being set.

2. Failure to attend an upscaled detention will result in one or more of the following interventions:

- A Parental meeting - Loss of break and lunch times

- A period of supervision

- Stage one PSP

- Fixed Term Exclusion from school; on re-admittance, the outstanding detention will need to be completed along with a stage two PSP or a stage three governor disciplinary panel and a further PSP.

- Repeated failure to attend detentions will lead to escalation through behaviour stages until the matter is resolved or the student is permanently excluded. The school will not accept that any individual student should be exempt from school sanctions.

All students must comply with sanctions set by the school.

Fixed Term Exclusions

The decision of a fixed term external exclusion is taken by the Principal where behaviour is deemed severe. Students may be externally excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy community.

A fixed-period exclusion can also be for parts of the school day. As per DfE statutory guidance schools/academies have the power to issue lunch time detentions if a student's behaviour at break/lunchtimes is unacceptable. Lunchtime exclusions are counted as half a school day. The Academy will follow this guidance should a student's behaviour be unacceptable during lunchtime.

The length of the fixed term exclusion will be determined by the severity of the incident which could occurred inside or outside of the academy. Students will be issued work to complete and a re-integration meeting will be arranged to discuss a robust and clear return back to school.



If a decision is taken to exclude a student for a fixed period of time:

- The parent/carer will be contacted as soon as possible and will be required to attend a meeting with the Principal or Senior Vice Principal. The decision will be confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. Details of parents' right to make representations about the exclusion will be outlined in the letter.
- A reintegration meeting with the Principal/Senior Vice Principal will be arranged for the parent/carer and student to attend following the exclusion to determine the reintegration package which will offer appropriate challenge and support.

Following this meeting:

- The student will be reinstated with a clear re-integration plan
- The student may be placed on report or another appropriate temporary sanction or support
- Behaviour support and 'reasonable adjustments' will be reviewed
- Where appropriate, an apology is given to the member or staff or other pupils involved
- A record of the exclusion and meeting is kept in the student's file. In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council Disciplinary Committee will meet to consider reinstatement of the student if the fixed term exclusion would bring the student's total number of school days of exclusion to more than fifteen (15) in a term. (P18 DfE Guidance)

Permanent Exclusion

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by a Principal:

- Where a student has brought a knife/offensive weapon into the Academy
- In response to a serious breach, or persistent breaches, of this policy; and
- Where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances **(This is not a definitive list)**:

- Physical assault against another student
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards staff or any other adult
- Sexual misconduct or assault
- Drug and alcohol incidents
- Deliberate extensive damage to property including Arson
- Carrying an offensive weapon for e.g. knives, BB guns etc
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute

Refer to appendix 2 for a list of behaviours that would result in a permanent exclusion.

Refer to the GAT Behaviour and Exclusions Policy for information on permanent exclusion processes within the Trust:
<https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf>



Power to discipline students for misbehaviour outside of School

Wells Academy teachers and other staff will regulate the conduct of students when they are off school premises. Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Depending on the circumstances, any of the above sanctions may be issued to discipline students. Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

Subject to the Behaviour for Learning policy, the teacher may discipline a student for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity; or
- Travelling to or from school; or
- Wearing the school uniform; or
- In some other way identifiable as a student at the Academy.
- Or 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.

Police Involvement

Occasionally matters are referred to the police. Where this is done by the school, the school will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the school will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.

The school will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The school will also provide school records given appropriate formal request by the police to further investigation of a serious crime.

Power to search

A search can take place if the member of staff has reasonable grounds that a student is in possession of a banned item and there is a risk of serious harm if the search is not conducted immediately.

Staff have power to search for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Cigarettes
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence
- Any item banned by the Academy rules which have been identified.



Search Expectations

- Only the following items of clothing can be requested to be removed during a search e.g. coats/blazers/socks/shoes
- 'Possessions' includes any item the student has or appears to have control of e.g. pockets/bags/desks
- Members of staff can confiscate, retain or dispose of the searchable items list, where reasonable to do so
- Any weapons, stolen items or controlled drugs should be delivered to the Police immediately.
- Pornographic images should be deleted/disposed of unless the Police confirms it constitutes a specific offence
- Any items that are evidence of an offence should be delivered to the Police immediately
- The member of staff may examine the data/files on an electronic device if they have good reason to do so (e.g. cause harm)
- Ensure parent/carer has been informed of search in a timely manner
- The Principal will decide if and when to return a confiscated item.

In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, January 2018.)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Confiscation

The Principal and authorised school staff may conduct a search without consent for 'prohibited items'. (See above) Items such as large sums of money, expensive or treasured items and mobile phones must not be brought to school; where these are brought to school these may be confiscated until parents/carers make arrangements for their collection. Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. This would be used in instances of low value items or items not collected after a reasonable period of time.

[http://www.legislation.gov.uk/ukpga/2006/40/section/91#:~:text=91Enforcement%20of%20disciplinary%20penalties%3A%20general&text=\(b\)by%20any%20other%20member,head%20teacher%20to%20do%20so.](http://www.legislation.gov.uk/ukpga/2006/40/section/91#:~:text=91Enforcement%20of%20disciplinary%20penalties%3A%20general&text=(b)by%20any%20other%20member,head%20teacher%20to%20do%20so.)

Physical Restraint

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Wells Academy is committed to ensuring that all staff and adults with responsibility for student's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour and use physical intervention only as a last resort.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student from harming himself, herself, others or property.

This form of physical intervention may involve staff:

- Physically interposing themselves between students
- Blocking a student's path
- Escorting a student
- Shepherding a student away.



In extreme circumstances, trained staff may need to use more restrictive holds. Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep communicating with the student.

The decision when to physically intervene is down to the professional judgement of the adult concerned and should always depend on individual circumstances. All restraint incidents must be logged.

Serious Incident Procedure

When a serious incident has occurred at the academy, a full and fair investigation will be undertaken. This will involve taking statements from staff and students where needed and looking at the Academy’s CCTV to gather information of the incident. CCTV is used by the Academy to maintain a safe and disciplined environment. The use of CCTV is outlined in the TRUST CCTV Policy and related legislation.

Parents/carers will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents/carer will be asked to attend the academy to discuss the incident and possible ways of resolving the situation.

Appendix 1

Classroom Teacher/Faculty Intervention

Please note the steps below must be followed in addition to the whole school central removal system.

Student name:	Year:	Tutor group:
Pupil Premium:	SEN:	CLA:
Date faculty behaviour tracker was opened:	Other key group:	

Details of poor behaviour	Concerns:		
Behaviour Intervention	Date	Reason	Notes
First Removal: DT 1 issued			
Second Removal: DT2 issued and phone call home.			
Details of call FTL/HOY Notified			



Third Removal: DT 3 issued and Class teacher/FTL meeting with student, parents/carers			
Details of meeting and support plan and targets agreed <i>DHOY Notified</i>			
Date handed to Faculty Team Leader			

Class Teacher

Faculty Team Leader

FTL Behaviour system	Date	Reason	Notes
On report to FTL on handover			
First Removal: FTL isolation plus DT and phone call home			
Second Removal: FTL isolation until meeting with parents/carers			
Details of meeting and support plan with targets agreed <i>KS Lead and DHOY notified if absent from meeting</i>			
Is the student causing concern just in faculty or across school?			
Date handed to Deputy Head of Year			

Student Care Team and SLT Intervention

Note:

- All incidents will be dealt with as individual cases and red line sanctions such as fixed term exclusions may be applied depending on the serious nature of the incident.
- Incidents include (not an exhaustive list): Disturbing learning, removals, refusal to attend detentions, refusal to follow instructions, Using mobile phone in school, rudeness towards staff, unkind to peers, verbally abusive towards staff and/or peers, damage to other people's property or school property, fighting, theft, dangerous behaviour that could cause harm to themselves and others and/or not meeting The Wells Academy standards and expectations as per the behaviour policy.

Student name:	Year:	Tutor group:
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Pupil Premium:	SEN:	CLA:
Date student care tracker was opened:	Other key group:	

Deputy Head of Year

Details of poor behaviour	Concerns:		
Behaviour Intervention	Date	Reason	Support/intervention
On report to DHOY on handover from FTL-staff notified			
First incident: Phone call home, isolation plus DT			Refer to PAR 1 for possible interventions
Details of call logged, and support put in place KS Lead and AP Pastoral Notified			
Second incident: IEP/PSP1 initiated			Refer to PAR 1 for possible interventions
DHOY meeting with parent/carer and student-PSP 1 -targets shared with staff			
2-week review of PSP1 targets			
Third incident: IEU plus PSP2a initiated DHOY/KSL meeting with parents and student-targets shared with staff			Refer to PAR 2 for possible interventions
2-week review of PSP2a targets			
Date handed to Key Stage Lead			

Key Stage Leader

	Date	Reason	Support/Intervention
On report to KSL on handover			Refer to PAR 2 for possible interventions
Review of report impact			Refer to PAR 2 for possible interventions
First incident: KSL Isolation			Refer to PAR 2 for possible interventions
Second incident: PSP 2B initiated by KSL -meet with parents and student-set targets & share with staff			Refer to PAR 2 for possible interventions



3-week review of PSP 2b target progress (unless non-compliant)			Refer to PAR 2 for possible interventions
Date handed to Assistant Principal Pastoral			

Assistant Principal Pastoral/Senior Leader for Key Stage 4

	Date	Reason	Support/Intervention
AP Pastoral/SL for KS4 meets with parent and student on handover and behaviour contract signed and placed on report. Share arrangements/targets with staff			Refer to PAR 3 for possible interventions
Review of report impact			
First incident-IEP/FTE			Refer to PAR 3 for possible interventions
Date handed to Senior Vice Principal			

Senior Vice Principal/Principal

	Date	Reason	Support/Intervention
SVP/Principal meets student and parents and student placed on report.			Refer to PAR 3/4 for possible interventions
SVP send letter home			Refer to PAR 3/4 for possible interventions
Review of report impact			



First incident: Fixed term exclusion			Refer to PAR 3/4 for possible interventions
Second incident: Fixed term exclusion			Refer to PAR 4/5 for possible interventions
Parents and student meet with Academy Council			Refer to PAR 4/5 for possible interventions
Referral to Alternative Education Provision			Refer to PAR 4/5 for possible interventions
Permanent Exclusion			

Appendix 2

Permanent Exclusion

Permanent Exclusion is a legal process which may be used by the Academy for dealing with more serious incidents of poor behaviour when Internal or Fixed Term Exclusion may not be seen as appropriate. At all times, the Principal will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority.

At Wells Academy the Principal will permanently exclude students for the following behaviours:

- Persistent refusal to follow school rules and Academy expectations
- Persistent, disruptive behaviour
- Persistent attitudes or behaviour which are inconsistent with the ethos of the Academy
- Extreme defiance, refusing to follow instructions and endangering members of the Academy community



- Physical assault against another student
- Physical assault against a member of staff or any other adult
- Sexual misconduct or assault on staff/students
- Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
- Deliberate extensive damage to property including Arson
- Bringing into the Academy an offensive weapon with the intent to harm for e.g. knives, BB guns etc
- Carrying an offensive weapon
- Using an offensive weapon on a student/member of staff
- Malicious allegations against members of staff
- Intentional manipulation of students to cause harm
- Repeat incidents of a racist, sexist, homophobic or other forms of discriminatory nature
- Serious incidents that bring the academy or GAT into disrepute (single or repeat incidents on or off school premises)
- Gang affiliation

