



Winterton Community Academy

Behaviour, Rewards and Sanctions Policy

Behaviour

At Winterton Community Academy we aspire for all pupils to be safe, happy and successful. To that end, we have built an inclusive behaviour system based around three core values:

1. Hard work
2. Respect
3. Positivity

All stakeholders at the academy are expected to adhere to these values with the intention of promoting a supportive, inspiring and harmonious learning environment.

Hard work

We reasonably expect all students to demonstrate a good work ethic in their lessons or when representing the school in any activity or event. Independence, resilience and concentration are expected and will be fostered so that all students can be successful and realise their full potential.

- I will come to school every day and arrive on time.
- I will arrive to class 'Good to Go' with all my necessary equipment.
- I will stay focussed on what I need to learn without distracting others or letting others distract me.
- I will my absolute best on all classwork, homework and assessments.

Respect

All students are expected to treat all stakeholders with mutual respect. This includes demonstrating simple behaviours such as: politeness; following instructions; speaking appropriately to each other and staff; using appropriate language; demonstrating acts of kindness; taking care of the school environment; and looking after oneself. Acts of gross defiance, rudeness, foul and abusive language and physical aggression will not be tolerated as they are in complete contradiction of our mission to be 'safe, happy and successful'.

- I will respect my classmates, my teachers, my school property and myself.
- My teachers hold the key to my future; I will always treat them with special respect. When they ask me to do something, I will do it without hesitation.
- I also know that my classmates are my team mates, I will never put them down or let them down

Positivity

Our core value of 'positivity' is visible when students present an optimistic and energetic approach to school life. (Not just in lessons and learning, but around the school too). Positive manners; helping and supporting staff and peers; and fully embracing every opportunity provided are key attributes of a positive mind-set and culture and will be expected and nurtured at the academy.

- I will approach all aspects of my school life with a positive attitude.
- I will not give up or say that I can't.
- I will always participate actively in class.
- I will answer and ask questions and positively share my thoughts and opinions often.

Rewards

We aim to build and promote a culture where the positive contributions of all students are valued and recognised.

Rewards and recognition can occur formally in assemblies and speech day presentations. Recognition can also be captured more informally via phone calls, postcards and messages home to parents. Rewards and recognition can happen at whole school level, within subject areas or through individual teachers.

Positive Rewards System

The Raffle Draw

Any students who demonstrate behaviours associated with one of our core values of 'hard work, respect or positivity' has the potential of receiving a 'raffle ticket entry'.

Raffle tickets can be achieved by:

- Demonstrating a positive attitude to learning
- Demonstrating a positive attitude or contributing to the wider life of the school
- A full week of 100% attendance
- A full week of perfect punctuality
- Representing the school in any activity or event
- Academic achievement or progress in any subject area
- Polite, considerate or helpful behaviour

(In short, demonstrating behaviours reflecting our core values).

Each half term there will be an awards assembly driven by a 'raffle draw'. Any student who has received a 'raffle ticket' is entered for the draw for a range of exciting prizes such as: bikes, iPod's, vouchers, music etc... (The school council will help to determine the main prizes). There will be a minimum of two 'big' prizes and up to fifteen smaller prizes.

The more routinely a student demonstrates any of our core values, the more raffle tickets can be achieved, and therefore, the more opportunities there are of winning a prize.

In addition to the routine positive rewards system, there will be trips and activities planned for positive attendance, excellent punctuality, academic progress and achievement and positive behaviour in lessons.

Consequences and Sanctions

There are clear expectations that all students behave in a way that upholds our core values of 'hard work, respect and positivity'. It is expected that all staff will challenge the behaviour of any student that fails to demonstrate any of these values whilst at the academy.

In the classroom, staff will use a simple warning system to help encourage and modify any unacceptable behaviour.

In the first instance, staff will use their professionalism and skills to manage any inappropriate behaviour (in line with the teaching standards). This could include cajoling, reminders and setting clear, high expectations. If this approach fails to have the desired impact on promoting positive behaviour, then a first 'formal warning' will be given. This warning will be logged formally on SIMS so that patterns of poor behaviour can be monitored. At this point any student who receives a formal warning will be expected to stay behind at the end of the lesson for a brief restorative conversation with their classroom teacher.

If poor behaviour persists, a second formal warning will be given. Again, this will be formally logged on SIMS. And the student will be referred to an 'inclusion mentor' in the inclusion room.

Once a referral has been made the pastoral inclusion mentor will either:

- a) Isolate the pupil in the inclusion room for the duration of the lesson and support them to complete their work – at the same time as discussing behaviour, next steps and strategies to bring about the desired improvements.
- b) Take the student back to lesson and work with them in the classroom

(The appropriate course of action will be determined dependent on the reason for removal).

If a student 'fails' the inclusion room they will be referred to a member of the senior leadership team – which could result in isolation or a fixed term exclusion from school.

Fixed Term Exclusions

Winterton Community Academy will not accept or tolerate any serious breaches of our three core values. It is very likely that the behaviours listed below will result in a fixed term exclusion from school.

- Gross defiance
- Aggressive behaviour, physical assault or fighting
- Swearing and abusive language towards staff
- Threatening and intimidating behaviour to staff or students
- Repeated poor behaviour and referrals from lesson

Following a fixed term exclusion, a student will not be reintegrated back into lessons until a formal meeting has taken place between a member of staff and parents. This meeting is formally logged and all parties need to agree and sign key actions and an understanding of the Academy's expectations.

Behaviour Thresholds

For those students who persistently fail to comply with our behaviour expectations and do not demonstrate behaviours in line with our three core values, a simple series of behaviour thresholds and consequences are in place:

- If a student receives two referrals in a day this will result in a Senior Leader's afterschool detention. Failure to attend this detention will result in a day's isolation.
- If a student accumulates three referrals in a week they will be placed in isolation until a behaviour review meeting has taken place with parents.
- If a student receives two fixed term exclusions during any half term this will trigger a behaviour review meeting. This behaviour meeting will involve a senior leader, pastoral leader, parents and student. At this point it will be made clear that a referral to the North Lincolnshire Fair Access Inclusion Panel (FAIP)– with the likely scenario being a managed move to another school or alternative education provider will be the next step.

In addition, if a student repeatedly exhibits behaviour in conflict with our core values they will also face a referral to the FAIP.