



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 focused 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.

As a result of a referral to the inclusion room, students will then be placed in an afterschool detention for one hour the following evening.

This detention is not negotiable.

A student that fails to attend their detention will be expected to attend the following evening. Failure to attend a second time will result in a full day in isolation. In addition, the afterschool detention will be completed on that day.

Any student who receives multiple detentions, will still have to repay those detentions and may also be isolated for a period of time.

If a student refuses or fails isolation they will be excluded for a minimum of 1 day.

Trustee Behaviour and Discipline Committee

If a student is excluded on 3 separate occasions within a 6 month period, a behaviour panel meeting with the trustees, parents and student will be convened. The significance of this should not be understated. Clear expectations with timescales will be set by the Committee and will be monitored by the school in order to support the student further. At this panel it may be recommended that a student is subject to a managed move to another school.

EXCLUSIONS

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 lessons

Pupils who persistently refuse to work in accordance with our Code of Conduct may be excluded from School for a fixed period or, ultimately, they may be excluded permanently.

This sanction can be invoked at the discretion of the Head Teacher and will always be as a result of serious misbehaviour.

Any pupil who has been given a fixed term exclusion will be expected to remain at home and continue their studies, without being seen in a public place during school hours.

On the expected day of return, he/she will meet with a member of the Senior Leadership Team or their head of Year to agree the terms of the return. The pupil will also be placed on report.

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The board of trustees must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- The fixed term exclusion brings the total for the pupil to 15 school days in a term
- It results in the pupil missing a public examination

FAIR ACCESS AND INCLUSION PANEL (FAIP)

In extreme cases, pupils may be referred to the Fair Access and Inclusion Panel, to continue their studies at another location. This will happen if the school feels that there is no other

option and that the structures and support of the school are not having a positive effect on the individual (see point 7 on the Formal Procedure).

As a consequence, the pupil may be educated at an alternative provider or given the opportunity for a fresh start at another mainstream school. This would follow the protocols of the FAIP whereby the pupil would be expected to complete a six week 'managed move' to determine whether the school is the appropriate destination. If so, the pupil would continue at the new school. If not, the pupil would be again referred to the FAIP.

