

Behaviour, Rewards and Sanctions at Winterton Community Academy

(Encompassing COVID19)

The behaviour policy below features some refinements in light of completed risk assessments and the necessary measures put in place to respond to the DFE Guidelines for the full re-opening of schools from September 2020.

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 try 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.

The use of Trackit Lights as a tool to record behaviour in the classroom and recognise the contributions of all students across the school.

The school uses the Trackit Light tool to monitor behaviour in the classroom. Trackitlights is programmed on every school computer and links with SIMS to update and repopulate students' details. Trackit Lights is used to recognise both positive behaviour and attitudes and also to record and monitor infringements of our school values in the classroom. It is our school ambition that over 90% of all entries on Trackit Lights are positive.

All staff are provided with log on details.

Positive Rewards System

The Rewards 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 positive behaviour entry on Trackit Lights and being entered into the rewards draw or acknowledged with a reward based on their accumulative scores on Trackit Lights.

An entry into the draw can be achieved by:

- Meeting classroom expectations
- Demonstrating a positive attitude to learning through hardwork
- Demonstrating the school value of respect
- Demonstrating the school value of positivity (this includes through tutorial time and the recognition of excellent attendance and punctuality).
- Demonstrating a positive attitude or contributing to the wider life of the school

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

Each half term there will be an awards assembly driven by a 'rewards draw'. **(In keeping with guidance around COVID19 – these assemblies will be held in Year group bubbles if the current local context allows)**. Any student who has received a positive behaviour point is entered for the draw for a range of exciting prizes and vouchers.

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

Positive behaviour points will be awarded through the Trackit Lights system in each and every lesson. This will be gathered electronically and the points tracked and monitored.

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. **(COVID guidelines permitting)**.

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.

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. But whilst doing so will begin to apply the Trackit Light warnings to students who need them. Low level behaviour disruption impacts and affects too many other learners and therefore we must be quick to address it.

In light of the impact of COVID19 and the disruption to education for the vast the majority of our students for an extended period of time, there will need to be additional support, training and reminders of the school standard. This will happen through year group assemblies and through tutors on a regular basis. Now that school has adapted to 'learning to live' with the virus and bubble closures and isolations are no longer contained in DfE guidance, we now need to raise the bar of expectation and assume that students have had

adequate time to readjust to the routines, rigour and expectations of a school setting. Staff are conscious of the devastating impact of COVID on some of our students and will provide additional pastoral support where needed.

In line with Trackit Lights, a first orange 'warning' will be given. Using trackit Lights the teacher should highlight the student and assign the undesirable behaviour. This warning will be logged formally on SIMS so that patterns of poor behaviour can be monitored. Trackit Lights is monitored throughout the day by the pastoral team and ALT alike so that early intervention and support can be provided before undesirable behaviour escalates. 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 yellow 'warning' will be given. Again, this will be formally logged on trackit lights.

If a red or a 'final warning' is then given the student will be referred to stand outside the classroom.

A member of the ALT or pastoral team will be 'on call' and constantly monitoring Trackit Lights. It is that staff members responsibility to intervene in lessons where they can see students accumulating warnings and also to collect a student on 'red' who has been referred outside the classroom. Colleagues will discuss the reason for the red and make a judgement call as to whether they take the student to 'The Junction' or attempt a restorative conversation with the member of staff and try to support the student back in the lesson. This will only be attempted with the consent of the member of staff.

When a removal from the lesson is necessary, students will be referred to 'The Junction'

There are clear expectations of conduct in 'The Junction' that enable all students to be supported in a calm and caring manner.

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

- a) Locate the student in The Junction for the remainder 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. A homework detention is completed following any removal from the lesson and a restorative conversation will take place the following morning.
- b)
- c) 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 academy leadership team – which could result in isolation or a fixed term exclusion from 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 lesson

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 Academy 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

TRUSTEE BEHAVIOUR AND DISCIPLINE COMMITTEE

If it is apparent that the sanctions and support given to an individual pupil is not having the expected positive outcomes, it may be appropriate to refer the pupil to the Trustee Behaviour and Discipline Committee. 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 pupil further.

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.

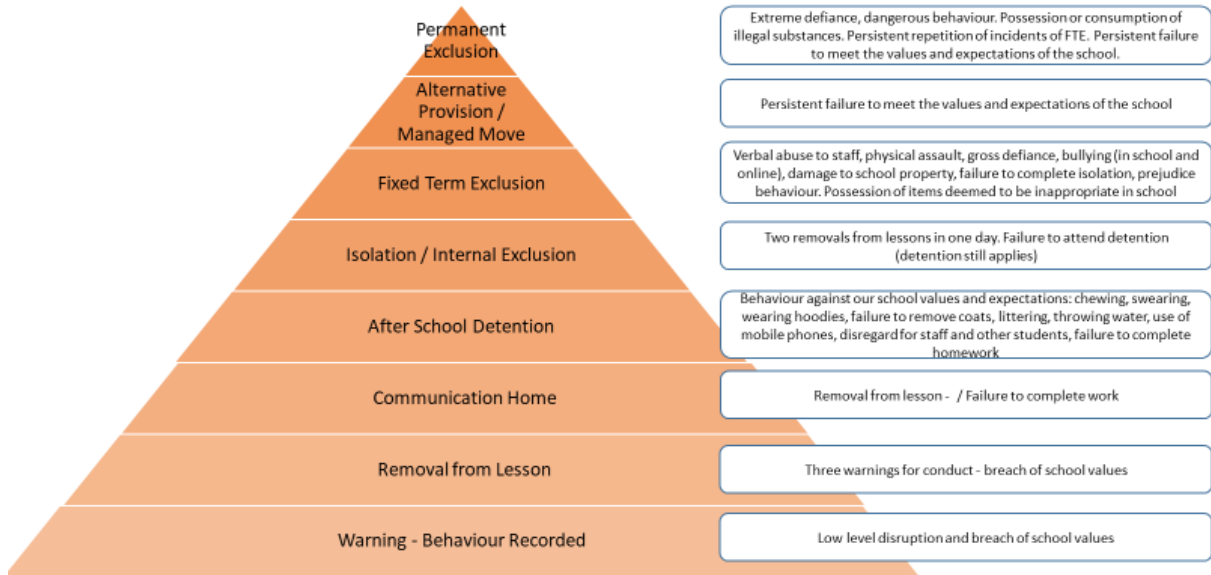
Behaviour Thresholds

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:

- 5 removals from lessons – tutor report and initial parent meeting.
- 10 removals - HoY report and parent meeting held.
- 15 removals - ALT report and parent meeting
- 20 removals – Trustee discipline behaviour review meeting. Formal letter of risk.
- 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.

The Behaviour Pyramid





WINTERTON COMMUNITY ACADEMY

HOMEWORK REFLECTION SHEET

AFTER YOUR REMOVAL FROM LESSON TODAY YOU ARE REQUIRED TO COMPLETE THIS SHEET AS PART OF YOUR HOMEWORK. PLEASE COMPLETE IN FULL SENTENCES USING ALL THE SPACE AVAILABLE, AND RETURN IT TO YOUR TEACHER WHERE A RESTORATIVE CONVERSATION WILL TAKE PLACE. PLEASE ASK YOUR PARENT(S)/GUARDIAN(S) TO SIGN THE SHEET TO MAKE THEM AWARE OF YOUR COMMENTS.

NAME _____

DATE _____

I WAS REMOVED FROM MY _____ LESSON TODAY.

WHAT INAPPROPRIATE BEHAVIOUR DID YOU DISPLAY?

HOW DID YOUR BEHAVIOUR AFFECT THE LEARNING OF OTHERS?

WHAT DID YOU SAY AND DO, THAT THE TEACHER DID NOT APPROVE OF?

HOW DO YOU THINK YOUR TEACHER FELT ABOUT THIS?

WHAT COULD YOU HAVE DONE DIFFERENTLY?

HOW WILL YOU BEHAVE IN YOUR FUTURE LESSONS?

HOW DO YOUR PARENT(S)/GUARDIAN(S) FEEL ABOUT YOUR REMOVAL?

STUDENT SIGNATURE _____

PARENT/GUARDIAN SIGNATURE _____

BEHAVIOUR POLICY

AT WINTERTON COMMUNITY ACADEMY WE ASPIRE FOR ALL STUDENTS 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.

HARDWORK

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.

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; 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’.

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.

IS MY TEACHER SATISFIED WITH THE COMPLETION OF THIS FORM? YES/NO

HAS A RESTORATIVE CONVERSATION TAKEN PLACE? YES/NO

STAFF SIGNATURE _____

The Behaviour Chain (Staff)

