

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. Trackit Lights is programmed on every school computer and links with Bromcom to update and prepopulate 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 and this can be monitored by all staff in school.

To ensure early intervention, Heads of Year work closely with their tutor teams on a weekly basis to review Trackit Light data and discuss this with students and parents where necessary.

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 hard work
- 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).

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.

Each half term there will be an awards assembly driven by a 'rewards draw'. Any student who has received a positive behaviour point is entered for the draw for a range of exciting prizes and vouchers. In addition, prizes are awarded for the demonstration of the school values in tutorial time – as nominated by tutors. Subject prizes are also awarded at the end of each half term, with class teachers nominating students from each and every class in every year group and every subject to ensure a full range of students are recognised for their positive efforts.

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.

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 line with Trackit Lights, a first orange 'warning' will be given. Using trackit Lights the teacher should highlight the student and assign the school value that has been broken. This warning will be logged formally on Trackit Lights so that patterns of negative behaviour can be scrutinised. 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.

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 removal from a lesson should be considered a serious sanction and should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space

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. In the vast majority of cases,

students receiving a red will be escorted to 'The Junction' where they will work independently and with the support of a learning mentor to complete their class work.

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 or learning mentor will:

- 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 lunchtime detention is completed the next day following any removal from the lesson and a restorative conversation will also take place. This can be supported by subject leaders, learning mentors, heads of year or ALT if desired.

If a student 'fails' The Junction, they will be referred to a member of the academy leadership team – which could result in isolation, an internal exclusion, or a fixed term exclusion from school.

SUSPENSIONS and EXCLUSIONS

Suspensions

Winterton Community Academy endeavours to use suspension as a last resort and would readily chose an internal exclusion over a suspension. However, 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 suspension 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 core values may be suspended 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 suspension 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 suspension brings the total for the pupil to 15 school days in a term
- It results in the pupil missing a public examination

SEXUAL HARRASSMENT / VIOLENCE / BULLYING / ONLINE / SOCIAL MEDIA MISUSE

In addition, serious breaches of our care values that involves behaviours such as: online / social media misuse / abuse; sexual harassment or any form of sexual violence or assault; or repeated incidents of bullying will be investigated thoroughly and in-line with our anti bullying policy and Child Protection Policy will be treated seriously and investigated thoroughly. In line with DfE guidelines, we will not distinguish whether these behaviours occur in school or outside of school. They will be treated seriously and investigated regardless.

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.

An individual pupil support plan will be agreed upon to ensure that all parties are aware of behaviour expectations. This support plan will be reviewed after a six-week period to monitor progress (or sooner if the behaviour is continuing to escalate).

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. This will routinely follow a period where a student has been on a behaviour support plan and there has not been an improvement in the behaviours and attitudes demonstrated.

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.

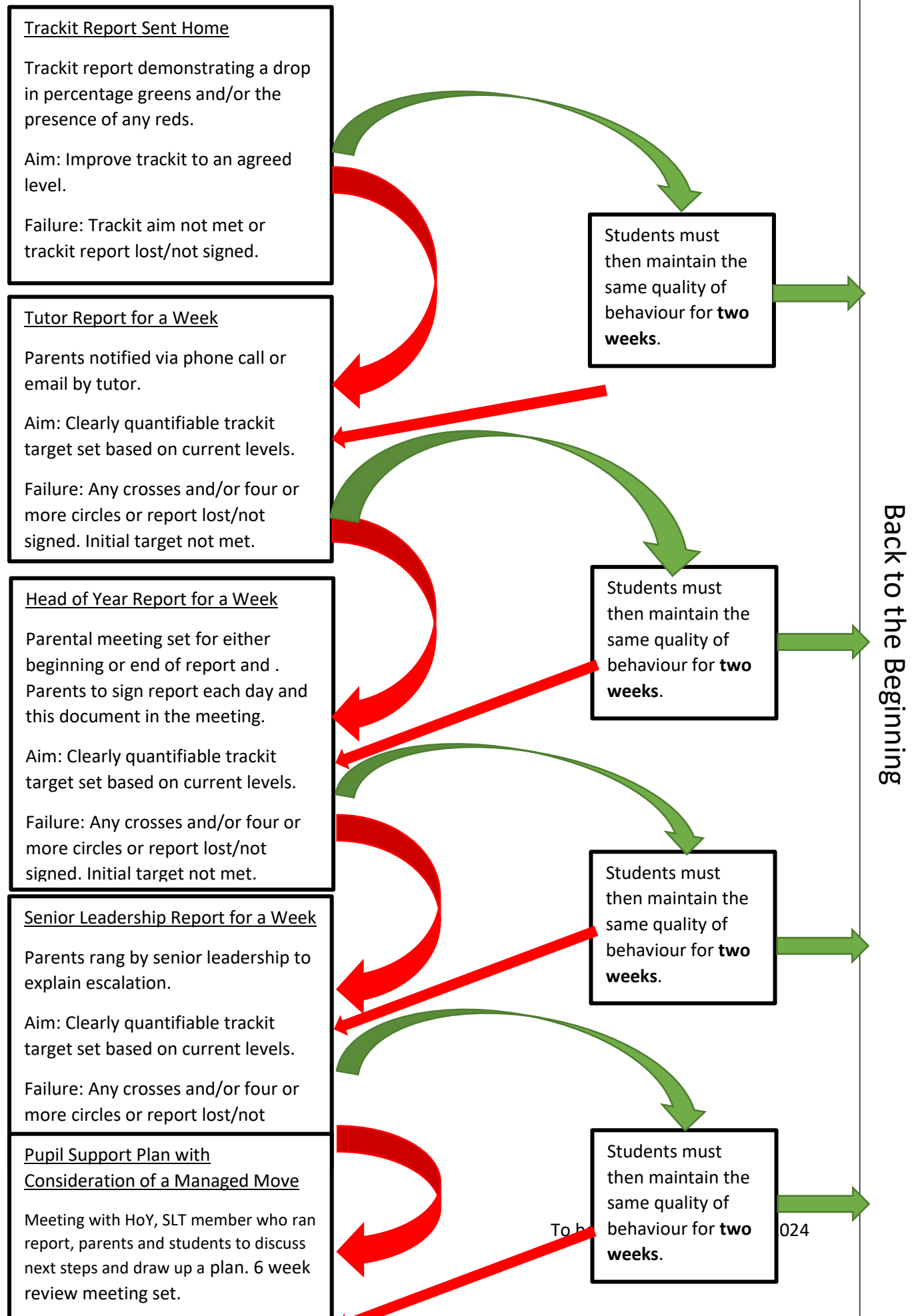
Behaviour Thresholds

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.

In the first instance the Head of Year will work closely with their tutor team to identify students who are receiving repetitive entries on Trackit Lights. These entries can be for oranges, yellows or reds. But in every instance, a student who receives three reds should be placed on a report to their tutor.

The following flow diagram should then be implemented to ensure timely identification of behaviour needs and therefore supportive actions including communication with parents can be promoted.

Behaviour Escalation Overview



By signing this agreement all parties acknowledge that they have seen and been explained the behaviour procedure which will be followed if _____ does not improve their behaviour both within lessons and the corridor and therefore accept the consequences if an improvement is not seen.

Student signature _____

Parent Signature _____

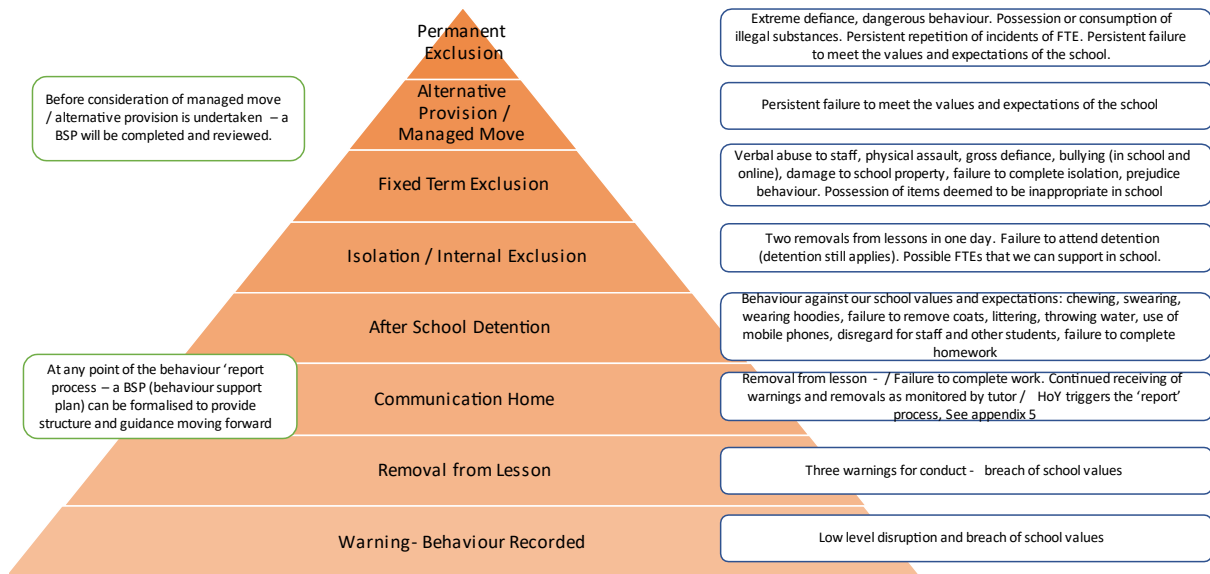
Head of Year Signature _____

Senior Leadership Signature

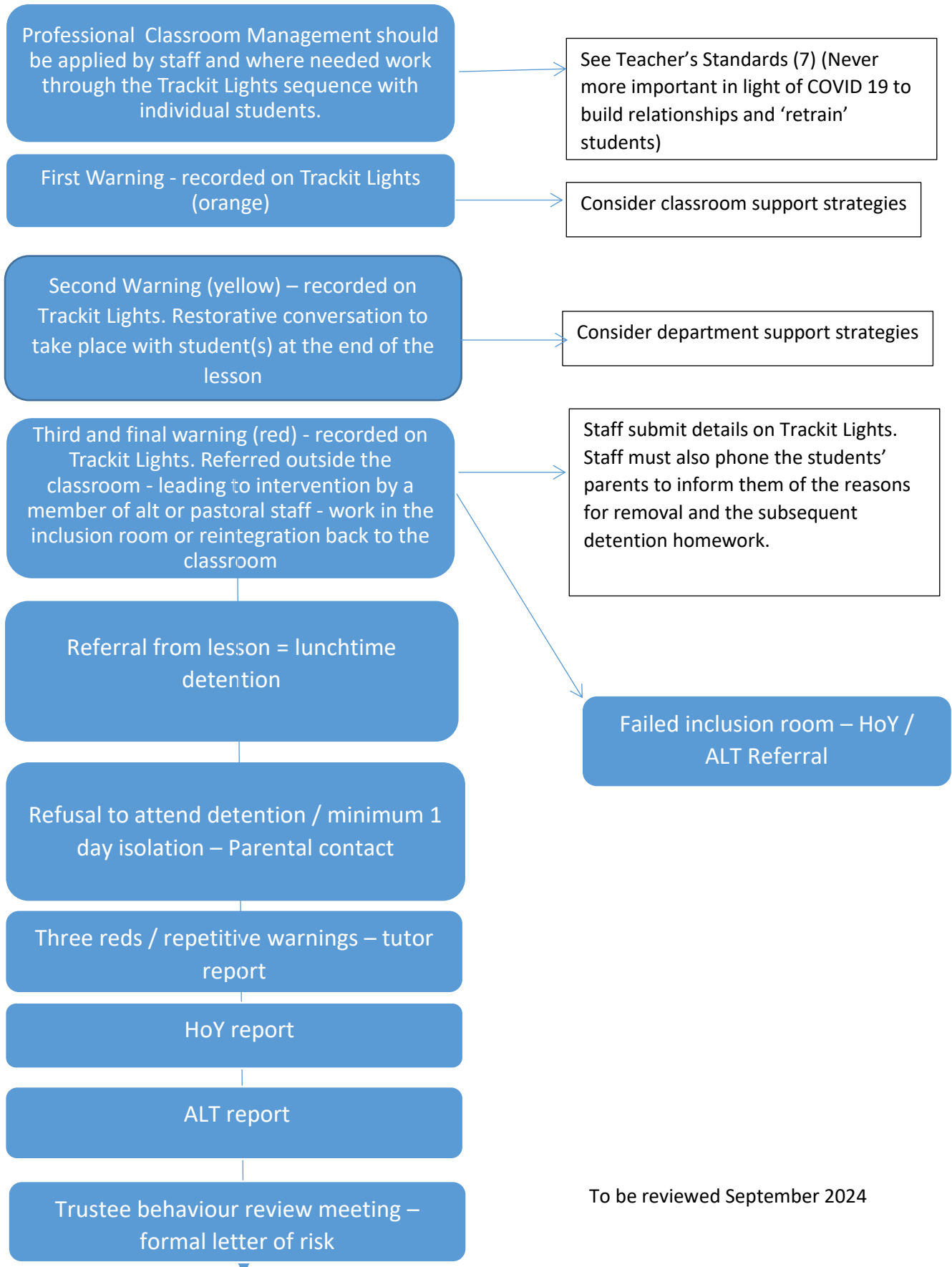
- If a student receives two fixed term exclusions during any half term this will trigger a behaviour review meeting. This behaviour meeting will involve a senior leader, pastoral leader, parents and student. At this point it will be made clear that a referral to the North Lincolnshire Fair Access Inclusion 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



The Behaviour Chain (Staff)



To be reviewed September 2024