



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 focused 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 80% 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.

An entry into the draw 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 'rewards draw'. **(In keeping with guidance around COVID19 – these assemblies will be held in Year group bubbles).** Any student who has received a positive behaviour point is entered for the draw for a range of exciting prizes and vouchers. The rewards assembly will also feature house point competitions and attendance competitions.

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.

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.

In light of the impact of COVID19 and the lack of formal 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. Therefore, staff are encouraged to proceed with the application of the classroom warning system with caution and when all other forms of support and encouragement have been utilised. This is not a 'dumbing down' of standards and expectations – but an acknowledgement that life has changed and all young people have experienced some element of trauma over the past year due to COVID19.

If this approach fails to have the desired impact on promoting positive behaviour, then a first 'informal 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 'formal warning' will be given. Again, this will be formally logged on trackit lights.

If a red or a 'second formal warning' is then given the student will be referred to 'The Junction' our inclusion base.

In light of the necessary adaptations to the pastoral structure due to COVID19 the use of 'The Junction' has been modified for September 2020.

When a removal from the lesson is necessary, Years 7-10 will be referred to 'The Junction'

- Year 7 – Ancholme base – White
- Year 8 – Neutral zone
- Year 9 – Trent base – Blue
- Year 10 – Humber base – Maroon
- Year 11 – Report to ALT. (Reception)

If a Year 11 student is removed from a lesson they will be referred to a member of ALT and report to reception.

Once a referral has been made the pastoral inclusion mentor (**ALT member**) will either:

- a) Isolate the pupil in the inclusion room (**their office or other relevant space**) 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 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 Chain (Staff)

