

Behaviour for Learning Policy

Version 3

‘Child centred, progress focused allowing our young people to grow and thrive’

This policy applies only to Pre-16 New Collaborative Learning Trust institutions.

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1.0 Introduction

- 1.1 In everything we do we remain 'child centred, progress focused' which enables all our young people to grow and thrive.
- 1.2 We believe that in order for our young people to grow and thrive successfully they must develop self-discipline and be given autonomy to make the right choices within a clear framework of high expectations that are driven by our student values of **respect, responsibility** and **resilience**.

2.0 Student Values

- 2.1 These values are embedded within our daily practice and routines. From the first day at the academy, students are expected to adopt and develop these values in everything they do.

2.1.1 Respectful

- Be polite and well mannered
- Be kind and considerate
- Listen to others without interruption
- Respond quickly and positively
- Keep yourself and others safe

2.1.2 Responsible

- Look smart (Adhere to our Academy uniform expectations)
- Accept responsibility for the choices you make
- Take pride in your work and the environment
- Be independent, conscientious learners
- Attend, be punctual and equipped

2.1.3. Resilient

- Approach learning with a positive 'can do' attitude
- Persevere when learning is challenging
- Absorb yourself in learning
- Accept that failure is necessary for success
- Work hard

- 2.2 We have high expectations of our students and will not compromise or accept excuses. We will however, always listen and support the individual needs of every student in a 'child centred, progress focused' way. Although, meeting our expectations for some students maybe challenging, we do expect all students, without exception to live by our values 100% of the time. This includes when students are:

- In learning
- Out of class during unstructured time (Corridor movement, break and lunchtime)
- Taking part in any Academy-organised or Academy-related activity.
- Travelling to and from the Academy.
- Whilst wearing Academy uniform in public.

- In some other way identifiable as a student at the Academy.

2.3 If they do this, their hard work will be recognised. However, the Academy will not hesitate to challenge, correct and sanction individual students who do not meet the expectations. After all, our priority is the learning, progress and wellbeing of all our students and no one individual should be allowed to jeopardise that for others without consequence.

2.4 This policy is supported by regular staff CPD and twice weekly staff practice sessions focusing on: core routines and developing appropriate strategies for managing behaviour; bespoke teaching and learning strategies and how to ensure the highest quality of provision for all students including those with special educational needs and disabilities.

3.0 Academy Uniform Expectations

3.1 At Wingfield Academy we will uphold the highest standards of uniform. To 'look smart' is the first steps towards demonstrating the Wingfield Values.

3.2 Students are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in and top button fastened
- Academy tie
- Academy lanyard, **including the plastic card holder and timetable card**
- Plain black tailored trousers, with no ankles showing
- Wingfield Jumper/Cardigan with logo (During half term 6 this is not compulsory)
- Formal plain black, flat shoes with a solid base/bottom
- Plain black, full length socks must be worn

3.3 The only items of jewellery permitted to be worn are one pair of earrings that are no bigger than a 5p coin, one signet ring and a watch.

3.4 Items that should not be worn:

The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style. Trousers that show a student's ankle
- Trainers, sandals, flip flops, plimsolls, ballet style shoes, high heeled shoes, **shoes with fashion logos on, Kickers ('Tovni' style) or boots (Examples of shoes which are not permitted under this policy can be seen below).**



- Skirts
- Bandanas of any colour
- Headbands that are not plain black
- Shoe laces other than black.
- Hoodies

- Hats
- Coats and outdoor clothing in the Academy building
- Jumpers/Cardigan/ hoodies with designer logo or non-Wingfield motifs
- Body, facial or tongue piercings including plastic retainers
- Ankle/trainer socks/ coloured socks

3.5 Makeup

Y7 and Y8 students are not permitted to wear make-up, for students in Y9, Y10 and Y11 make-up must be minimal and discreet (looking entirely natural). Eye shadow, false lashes, heavy mascara, heavy eye brows and brightly coloured lipstick would not be acceptable for any student. Excessive make-up will have to be removed. False nails, such as acrylic/gel, and any coloured nail varnish are not regarded as acceptable. Brightly coloured dyed hair which is not natural looking, hair that has patterns shaved into it or other types of extreme hairstyles will not be accepted.

3.6 Tattoos (Under 18s)

It is illegal to tattoo young people under the age of 18 under UK law. Even with parental consent, in the UK it is illegal for anyone to have a tattoo under the age of 18. If seen by the school, it can be classed as neglect and/or abuse by parents/carers. The designated lead for safeguarding will in the first instance contact parents / carers to raise questions and / or concerns prior to contacting Rotherham Social Care to pass on parental/carers details and share concerns.

3.7 Mobile Phones

The Academy does not permit the use of mobile phones or earphones whilst on the Academy site unless directed by staff in learning. Students seen with a mobile phone or wearing earphones will have such items confiscated. Following 3 occasions when items are confiscated, parents will be notified and asked to collect on a students' behalf.

3.8 Supporting the Uniform Policy

As a parent you are encouraged to contact the Academy before buying/sending your child to the Academy with anything you feel may be deemed unacceptable due to the expectations stated above.

Students in breach of the Academy uniform expectations will have items confiscated and placed in the Academy safe. Students will be able to collect the items at the end of the week from the Academy's reception from **3.00pm**. Where items of non-Academy uniform cannot be removed/confiscated, parents will be contacted in order to rectify. Where this is not possible students will be placed in the consequence room until resolved.

4.0 Student Behaviour during Unstructured Time

4.1 Students at Wingfield Academy are expected to demonstrate the highest standards of behaviour at all times, this includes when they move around the building and during break and lunch time. Students should always conduct themselves in a responsible and respectful way that maintains a safe and secure environment.

5.0 Corridor Expectations

- Always walk on the left **in single file**
- Avoid socialising and moving in large groups
- Avoid physical contact and respect other people's space
- **Use inside voices**, and use appropriate language
- Follow the instructions and requests of adults at all times
- **Be prompt to learning, moving along corridors with pace and purpose**

6.0 Attend, Be Punctual and Equipped

6.1 Punctuality is a core life skill. Something we value a great deal at Wingfield Academy. When students are not punctual vital information is missed and will be detrimental to progress. Learning is disrupted when students arrive late and therefore affecting others too.

6.2 Lateness to school:

Students should be in school by 8:25am as the gate will be locked shortly after. Students must be in learning by 8:30 am. Any student arriving after the gates are closed at 8:25am will need to enter via the attendance office and a detention will be set for after school on the following day with a text/MCAS message sent to confirm this. For regular lateness parental contact will be made and where necessary meetings arranged. For further information, please see the Academy Attendance Policy.

6.3 Lateness to lessons:

All students are expected to take the shortest route possible in order to attend learning on time. Where a student is late for learning, a 30-minute after school detention (**3.00pm - 3.30pm**) will be set for the following day, unless there is already a pre-planned detention, in which case a 60-minute after school detention will apply (**3.00pm - 4.00pm**).

Failure to attend the detention will result in an **escalation of the sanction. See 8.4.3 for the escalation process.**

6.4 Being Equipped

We expect every student to arrive every day to the Academy fully equipped. This means they must have:

- 1 bag/ rucksack large enough to carry at least 5 A4 exercise books and a PE kit
- 2 Black pens
- 2 Green pens
- Pencil
- Ruler
- Eraser
- Whiteboard pen
- Calculator (Casio fx-85GT X classwiz)

- Year 7/8: Day book (Reading book of their choice)

Clutch bags/man bags are not permitted as these are not sufficiently big enough to carry all required items. Examples of acceptable school bags can be seen below as well as examples of bags which are not permitted.



7.0 Recognition and Reward

7.1 At Wingfield we encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded. We acknowledge the importance of praise and reward and seek to promote and reinforce our student values of:

- Respect
- Responsibility
- Resilience

7.2 We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can inspire and motivate those who may be disenchanted. Finding ways to reward our young people is at the heart of our teaching. We will reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently

7.3 We ensure that students of all ability levels in all Year groups across the Academy can benefit from our rewards processes and that there is consistent application of policy across departments, Year groups and from teacher to teacher.

7.4 Rewards in our Academy are linked to:

- Approach to learning
- Attainment and progress
- Student who demonstrate the core student values consistently
- Good attendance (At least 95%)

7.5 The rewards highlighted in this document have been developed together with students and staff from the academy.

The strategy will:

- Support the vision and ethos of the academy;
- All students making at least good progress
- All students respectful, responsible and resilient
- Promote good behaviour and a positive attitude to the academy
- Support the academy's Attendance and Behaviour for Learning policies by valuing the achievements of all students and recognising the widest range of student success
- Support learning by enabling students to recognise their achievements and the achievements of others
- Support personalised learning through encouraging student engagement and responding to the flexibility of students' achievements
- Develop and promote a climate of encouragement, praise and respect for achievement by supporting students to value their own successes and those of others
- Motivate students through the celebration of improvements and progress as well as attainment and consistency
- Be applied consistently and regularly across the academy by all staff

7.6 Within this strategy 'Wingy Wonga' will be used as the academy's currency for rewarding students. There are to be two areas of performance that will be recognised:

1. Attendance
2. 3 R's (Behaviour)

Within each of the above areas there will be two concurrent rewards in place:

- A. A tutor group
- B. An individual

7.7 The 'tutor group' reward will have a theme of 'TEAM' (Together Everyone Achieves More) which the whole tutor group will contribute to, select and partake in the reward.

7.8 The 'individual' reward will be earned through a student's own positive behaviour choices and their attendance to the academy.

7.9 Attendance Rewards Strategy – Tutor Group

Weekly Recognition		
<p>Each week during year group assemblies the previous week’s attendance and the running attendance of each tutor group will be shared. Tutor groups with an attendance of 97%+ to be recognised/praised for this achievement</p>		
Short term rewards (50WW)	Medium term rewards (100WW)	Long term rewards (500WW)
1-day fast track pass - Early Lunch	5-day fast track pass - Early Lunch	Pizza/takeaway lunch
Tutor time computer room slot	Drink & snack	Bowling (Subject to availability)
Tutor time video/music	Free period with tutor	Wingfield cinema afternoon
A tutor group football	Tutor time breakfast	Non-uniform day
Tutor group sweets	Tutor group chocolates	Tutor group Goldfish
Tutor group phone time	Tutor group £10 voucher (Meadowhall/Amazon/ JustEat)	
	Trainers allowed day	
	No tie day	
<p>Each tutor group can earn ‘Wingy Wonga’ (WW) on a weekly basis linked to their weekly attendance. The following criteria will be used for all tutor groups and indicates the amount of ‘Wingy Wonga’ to be received:</p> <p>97% - 100% (20WW)</p> <p>95% - 96.99% (10WW)</p> <p>93% - 94.99% (5WW)</p> <p>90% - 92.99% (0WW)</p> <p>0% - 89.99% (-5WW)</p> <p>Tutor groups can save up their weekly ‘Wingy Wonga’ and purchase anything from the above reward list for their tutor group throughout the Academic year. The ‘Wingy Wonga’ sheet will be emailed out at the beginning of each week. Tutors</p>		

- All students with 95%-96.99% attendance accumulative for the Academic year
- All students with 100% attendance for the term
- All students with 97%-99.99% attendance for the term
- All students with 95%-96.99% attendance for the term

7.11 Behaviour Rewards Strategy – Individual

Weekly Recognition		
Shout Outs/Appreciations		
<p>Each week staff will nominate students for having a positive ATL. These nominations will be shared every week on social media channels and in assemblies.</p> <p>2 students per year group will be drawn from the ‘shout outs/appreciations’ and they will receive a certificate & chocolate.</p> <p>Year group ‘recognition boards’ and assembly slides will display the following;</p> <ul style="list-style-type: none"> • Top 10 students in the year group for Wingy Wonga credits accumulative for the current academic year. • Top 10 students in the year group for Wingy Wonga credits accumulative for the current term. • Top 10 students in the year group for Wingy Wonga credits accumulative for the current week. 		
Termly - Reset figure each term		
150 or > WW	200 or > WW	250 or > WW
Certificate & entry into a £10 draw	Certificate & entry into a £25 draw	Certificate & entry into a £50 draw
End of Year		
450 or > WW	600 or > WW	750 or > WW
Certificate, parental letter home & entry into £50 prize draw	Certificate, parental letter home & entry into £100 prize draw	Certificate, parental letter home & entry into iPad/Electronic device prize draw

- Rewards will be issued to individual students each week, term and at the end of the academic year for each year group.
- There will be three categories of rewards/recognition for individual 'Wingy Wonga' for each term as well as at the end of the academic year.
- Staff can issue 'Wingy Wonga' to individual students via a positive Bromcom log. Staff will issue using the Academy AtL descriptor 1: Has an Excellent attitude to learning
- Resilient - They are working as hard as they can, both in every lesson and in all ILT activities.
- Resilient - They strive for excellence in everything they do.
- Resilient - Classwork and ILT are always completed to the highest standard, demonstrating excellent effort and resilience in all activities.
- Resilient - They show high levels of motivation and enthusiasm in learning and maximise every opportunity on offer to further their progress.
- Responsible - They are always on time, fully equipped and prepared to learn.
- Respectful – Always respond quickly and positively to staff requests.
- Respectful – Always polite, kind and considerate towards others.
- There is no limit to the number of 'Wingy Wonga' that students can receive in one period of learning from staff, for e.g:
- During Period 1 in Maths, Miss Vickers may issue a student 'Wingy Wonga' for completion of an outstanding piece of ILT, excellent piece of classwork and answering a question to a high standard. Therefore, Miss Vickers has awarded 3 'Wingy Wonga' to that student during one lesson.
- Staff to use the 'Wingy Wonga' boards, to act as a visual for students that they have been recognised for positive AtL, by writing the students name and a number to signify the number of 'Wingy Wonga credits' to be awarded for that lesson.
- Heads of Year to update year group notice board weekly by listing:
 - Top 10 students in the year group for Wingy Wonga credits accumulative for the Academic year
 - Top 10 students in the year group for Wingy Wonga credits for the term
 - Top 10 students in the year group for Wingy Wonga credits accumulative for the week

8.0 Consequence System in Learning

8.1 Our Consequence system is designed to give students choices and an opportunity to 'get it right'. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts lessons and undermines the authority of the teacher.

8.2 During lesson time where teachers feel that the flow of learning is being disrupted by an individual or group of individuals, a series of warnings will be issued, providing an opportunity for students to 'correct their actions and get it right'. Where students do not respond positively, despite these warnings, students will be removed from the lessons and a series of sanctions will follow. (Listed below)

8.3 The consequence system works in conjunction with our pastoral Support system, a progressive system of structured intervention led and designed by our **pastoral** team to address underlying causes of poor behaviour and disengagement wherever possible.

8.4 Detentions

8.4.1 The expectation at Wingfield Academy is that no student will disrupt the learning and progress of themselves **or others** and where this happens a detention will be used in the first instance. We expect all parents to support this sanction without question.

8.4.2 It is stated in the Education Act of 1997 that the Academy does not require permission from parents/carers to keep students for a detention. "Detentions outside school hours **are** lawful despite absence of parental consent". However, they will be notified.

8.4.3 Detentions will run as 'next day detentions' for either 30 or 60 minutes.

8.4.3.1 30-minute detentions may be issued for the following reasons; lateness to the academy and learning, C3 in learning, C3 'Other' (C3 issued outside of the classroom), Incomplete ILT or Incorrect Uniform.

8.4.3.2 60-minute detentions may be issued for the following reasons; Non-attendance to a 30-minute detention, Failing a 30-minute detention or receiving two C3 logs in one day

8.4.3.3 Non-attendance of a 60-minute detention, failure in a 60-minute detention or more than 2 C3 logs issued in one day will result in an escalation of the sanction to a Consequence Room day, finishing at 4.00pm

8.4.4 Parents/Carers must ensure they have logged on to their MCAS account where they can monitor their child's progress, attendance and behaviour. Parents/Carers will be informed of detentions via MCAS.

8.5 Consequence room

The Consequence room is sanctioned for more serious incidents or for persistent low level disruption (See appendix 1). Students can spend from 1 to 5 days in isolation. **The school day for students in the Consequence room starts at 9:00am and finishes at 4.00pm.** Students must enter the Academy via attendance. **Any student who arrives prior to 9:00am will be turned away from the Academy and will be asked to return at the appropriate time.** Learning set will reflect the student's normal curriculum offer. The use of the consequence room as a sanction is a last resort before a fixed term exclusion is issued.

8.6 Internal suspension

Students will serve between 2-5 days within the consequence room or at **an** alternative setting. A readmission meeting will be held between parents, the pastoral leader and a member of the senior leadership team **upon the students' return to their usual timetabled lessons.**

8.7 Managed Moves

Students at the risk of **suspension** can sometimes benefit from a managed move to an alternative secondary school for an allocated period of time. Managed move documentation is completed alongside a pre-visit for the student and parents/carers as stated by the Local Authority. A managed move as a preventative measure or as an alternative to permanent exclusion should involve the agreement of the family.

8.8 Alternative Provision

8.8.1 For some students, securing an alternative provision is an option. The Academy works within a local behavioural partnership. In the case of on-going difficulties, the parents will have been involved in meetings with middle and senior leaders, including the Headteacher/Deputy Headteachers/Assistant Headteacher.

8.9 Off-site direction

8.9.1 Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

8.9.2 When possible, in-school interventions or targeted support from AP schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

8.9.3 Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

8.9.3 The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 201022 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative provision guidance section does legally apply to maintained schools, academy trusts are also encouraged to follow this guidance.

8.9.4 The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. For maintained schools, the governing board must ensure that parents (or the pupil if 18 or older) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day.

8.9.5 Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing board hold a review meeting. When this happens, governing boards must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

8.9.6 The length of time a pupil spends in another mainstream school or AP and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.

8.9.7 The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews.

8.9.8 For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g., a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews

should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.

8.9.9 The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.

8.9.10 To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

8.9.11 The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

8.10 Suspensions

8.10.1 Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted'.

(DFE **suspension** from maintained schools, Academies and pupil referral units in England)

8.10.2 All decisions to **suspend** are serious and only taken as a last resort. All decisions will be lawful, reasonable and fair. The Academy pays due regard to the principle legislation, namely:

- the 2011 Education Act
- the School Discipline Regulations 2012
- the Education and Inspections Act 2006
- the Education Act 1996
- the Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007, as amended by the Regulations 201
- The most up to date guidance released by the DfE

8.10.3 The following examples maybe reasons for a **suspension** (the number in brackets indicates the recommended number of days **suspension**):

- Failure to comply with a reasonable request from a senior member of staff. (1)
- Failure in the Consequence room/ internal **suspension**. (1)
- Behaviour that endangers or may endanger the student's own safety (5)
- Behaviour that endangers or may endanger the safety of others (10 HT)
- Violent or threatening behaviour towards a student or member of staff (10 HT)
- Directed use of foul, derogatory /or abusive language towards a student or member of staff (10 HT)

- Possession and /or consumption of alcohol **or drugs** (5)
- Deliberate activation of the fire alarm without good intent. (5)
- Making a false allegation against a member of staff that does not lead to a referral to outside agencies. (10 HT*)
- Persistent or repeat incidences of bullying (10 HT*)
- Serious incidence of theft (5)

8.10.4 When making a decision regarding a **suspension** we are mindful not to discriminate against children on the basis of protected characteristics such as disability. Children with identified special educational needs and disabilities (SEND) will need more support to meet expectations, although they must not present a health and safety risk to staff or students and must be within the control of the academy. The Headteacher will pay due regard to the SEND Code of Practice when **suspending** a child with an identified need. **Reasonable adjustments for identified children will be agreed under the direction of the Director for Inclusion.**

8.10.5 A student may be **suspended** for one or more fixed-term periods (up to a maximum of 45 school days in a single academic year) or permanently. Students can be **suspended** for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Where the Headteacher believes an incident may warrant more than a five day **suspension**, the academy has the duty to make an arrangement for education following the fifth day. Where students are **suspended** for the same repeat incident the number of days **suspension** sanctioned will increase with severity.

8.10.6 The Academy has the power to sanction pupils for misbehaviour outside of the academy premises to such an extent as is reasonable and will use appendix 1 as the guideline for setting sanctions. Conduct outside the academy premises, including online conduct, that we will sanction for:

- when on any academy-organised or academy-related activity
- travelling to and from the academy
- when wearing academy uniform
- when in some way identifiable as a pupil at the academy
- where there will be repercussions for the orderly running of the academy
- posing a threat to another pupil
- adversely affecting the reputation of the academy

8.11 Roles and Responsibilities of all parties with regards **to suspensions**

8.11.1 The Headteacher

Only the Headteacher has the power to **suspend** a student and this is only on disciplinary grounds. When establishing facts, the Headteacher must apply the civil standard of proof: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher has the right to direct a child to off-site education. Parents will be informed initially by telephone. This will be followed up with a letter.

8.11.2 The Parent/Carer

The parents have a duty to ensure their children are not in a public place at any time during the school day. Failure to comply with this could lead to a fixed penalty notice

or prosecution. The parent may write to the Advisory Group to ask them to review a **suspension**, although the Advisory Group does not have the power to overturn such a decision if it is less than five days.

In the case of a permanent exclusion, a meeting will be arranged and the parent may arrange representation and/or bring a friend. Parents have the right to apply for a review by an independent review panel within 15 days of the notification.

8.12 Reintegration

Following any fixed-term **suspension**, the academy will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and also to discuss the student's reintegration. This meeting will be chaired by a member of the senior leadership team. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

8.13 The decision to permanently exclude

A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the Academy's Behaviour for Learning Policy.
- Where allowing the student to remain in the Academy would seriously harm the education or welfare of the students or others in the Academy'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2015 guidance)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual physical assault against another student or a member of staff;
- Possession of an illegal drug with or without an intent to supply;
- Carrying an offensive weapon; (See appendix 2 for guidance)
- Potentially placing members of the public in significant danger or at risk of significant harm.
- Persistent disruption and/or breaches of the Academy behaviour policy despite Academy interventions
- These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

8.14 Advisor Intervention

8.14.1 Under DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England', a meeting of the Local Academy Council Behaviour Committee must be convened by the Local Academy Council Behaviour Committee when:

- A student has received over 15 days' exclusion in one term;

- Recommendation of permanent exclusion is made by the Head Teacher for a one-off incident, or through the Consequences system.

8.14.2 The Behaviour Committee or in our case, the Academy Advisor committee will comprise of 3 members of the Advisory Group who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

8.14.3 As a precautionary measure, Wingfield Academy will also convene a meeting with parents and advisors following ten days of fixed term exclusions in any one term. This will act as supportive meeting to intervene before the 15 day period.

8.14.4 After 45 days of exclusion in any one academic year, the Advisors recognise that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Advisors recognise that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support.

Appendix 1: Consequence system framework

The following table provides a framework for the consistent application of the behaviour learning policy.

Types of consequence given	Verbal & Non-verbal cues	C1-C2 Warnings given in learning for Low level disruption	C3 Removed from learning to CTL classroom Students receive only 2 warnings or one of the following incidences occur	C3 Other/ Correction slip: For failure to follow the 3 R's whilst outside of learning time including on their way to and from the Academy	Consequence Room (1 day) *To be spent with Teaching Head of Year	Internal Suspension (2- 5 days Consequence room: This may involve alternative provision) (Investigation required and readmission following sanction served) The DSL/HT to be made aware of all incidents of sexual harassment and violent behaviour within the Academy	Suspension (A maximum number of days tariff is included against each incident.) The DSL/HT to be made aware of all incidents of sexual harassment and violent behaviour within the Academy *1st time incident to be sanctioned at an alternative educational setting for 5 days and not a suspension. A suspension is used for repeated incidents
List of incidents (This list is not exhaustive)	<ul style="list-style-type: none"> Overheard swearing Wearing outdoor clothing or trainers inside the Academy building Students off task Slow to start work or follow instructions e.g signs of stillness or tracking the speaker Chewing gum, eating or drinking Uniform breach Mobile phone seen or heard Littering Failure to clear away after lunch 	<ul style="list-style-type: none"> Student disturbing other children Student off task despite one reminder Talking over others including the teacher Calling out without permission Slow to start work or follow instructions e.g signs of stillness or tracking the speaker despite one reminder Leaving seat without permission Answering back Showing disrespect to others including negativity Chewing gum, eating or drinking despite one reminder Uniform breach despite reminder 	<ul style="list-style-type: none"> Continued low level disruption following C1 & C2 Any behaviour that could breach the health and safety of others. *Disruption of live learning Missed ILT (But remains in learning) No Pe kit (But stays within the PE lesson) 	<ul style="list-style-type: none"> Smoking by association Refusal to pick litter up Refusal to clear away after lunch Refusal to correct uniform issues Mobile phone seen or heard despite one reminder 'Hands on' with other students Using Inappropriate language in conversation despite a reminder Running on corridors Refusal to leave 'no go' areas of the building 	<ul style="list-style-type: none"> Failure in C3 classroom *Non-attendance to a 60-minute detention Walking away from a member of staff when being spoken to Refusing to hand over items which are not allowed in the Academy Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request Smoking/ vaping or in possession of 	<ul style="list-style-type: none"> Failure to comply with a request from a member of middle leadership or pastoral leader Bullying/Discrimination including homophobia and racism Perpetrator of verbal sexual harassment (name calling) Inappropriate intentional physical contact of a sexual nature Inappropriate contact with others not of a sexual nature Theft 	<p>Suspension</p> <ul style="list-style-type: none"> *Failure to comply with a reasonable request from a senior member of staff. (1) *Failure in the Consequence room/ internal suspension. (1) *Behaviour that endangers or may endanger the student's own safety (5) Behaviour that endangers or may endanger the safety of others (10 HT) Violent or threatening behaviour towards a student or member of staff (10 HT) Threatening sexual violence towards a student or member of staff (10 HT) *Directed use of foul, derogatory /or abusive language towards a student or member of staff (10 HT) Possession and /or consumption of alcohol (5) *Deliberate activation of the fire alarm without good intent. (5) Making a false allegation against a member of staff that does not lead to a referral to outside agencies. (10 HT*) Persistent or repeat incidences of bullying (10 HT*) Serious incidence of theft (5)

		<ul style="list-style-type: none"> • Mobile phone seen or heard despite reminder 		<ul style="list-style-type: none"> • Being loud and disruptive on corridors despite warning • Failure to attend P6 • Lateness to lesson <p>Missing items of uniform:</p> <ul style="list-style-type: none"> • Missing Shoes • Missing Tie • Missing Wingfield jumper/cardigan • Missing Full lanyard • Missing Card holder • Missing timetable 	<p>contraband materials</p> <ul style="list-style-type: none"> • Altercation with another student • Wilful damage to property • Behaviour which calls into question the good name of the Academy in or beyond school time • Truancy from learning 	<ul style="list-style-type: none"> • Repeat referrals to the consequence room (5 incidents in a 5 week period) 	<p>Consideration of PX</p> <ul style="list-style-type: none"> • Serious actual physical assault against another student or a member of staff; • Possession of an illegal drug with or without an intent to supply; • Carrying an offensive weapon; • Potentially placing members of the public in significant danger or at risk of significant harm. • Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network. • Persistent disruption and breaches of the Academy behaviour policy despite Academy interventions including Advisory Group disciplinary meeting • Sexual violence against pupil/staff • Sustained pattern of harmful sexual behaviour (HSB)
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Appendix 2: Supplementary guidance to aid the implementation of policy

The Academy's Guidance on Offensive Weapons

The Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Academy to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

Screening, Searching and Confiscation

Wingfield Academy follows closely the guidance from the DfE:

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and Governing Bodies'.

Where there are serious concerns that a student may have on their possession a contraband item, the Headteacher, or other designated member of staff may search a student, following the guidance below from the DfE:

“School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.”

In addition to the practice identified in the DfE guidance, any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the Academy or be detrimental to Academy practice will be confiscated.

- Academy staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to academy discipline.
- Staff should hand the confiscated item to reception as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head Teacher thinks there is a good reason to do so.
- Where the Academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where alcohol has been confiscated the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where a member of staff finds tobacco, cigarette papers, lighters, matches they will be disposed of. These will not be returned to the student.
- Staff will also confiscate the following items if they are seen or heard anywhere on the Academy site:
 - Mobile phones, MP3s, headphones, personal game players/cameras, hats/bandanas (except a plain woolly hat in very cold weather), non-regulation jewellery e.g. body, nose and tongue studs (including retainers).
 - Mobile phones will be confiscated for the day, unless this has been directed by staff) and maybe collected by students from the Academy reception at 14:45pm on the same day.
 - All other items including MP3 players, earphones or any other items listed above will be confiscated until Friday of that week.
 - If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.

The Academy is not responsible if any of the above items are lost or stolen whilst in the possession of students.

Peer on peer sexual harassment and violence

School will respond to all concerns and reports of child on child sexual harassment, including those which have happened outside of school and / or on-line. Victims of sexual harassment or violence will be supported via the Academy and their accounts will be taken seriously. When necessary multi-agency support will be sought and all incidents will be managed on a case-by-case basis with the DSL taking a leading role using their professional judgement, supported by other agencies such as children's social care and police as required.

CCTV

Wingfield Academy may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, Staff and Governing Bodies'.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

Malicious or unfounded allegations against staff

Wingfield Academy will investigate all allegations about staff misconduct and allegations that staff actions have comprised the safeguarding of students (see Safeguarding policy). If these allegations are proven to be unfounded or malicious, then the Academy will take disciplinary action against those students involved in making the allegation. This may include fixed term, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and for the reputation of the Academy.

Appendix 3: Department for Education (DFE) References

Please note that the Wingfield Academy Behaviour Policy has been developed using information from the following DfE documents:

1. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension and Permanent Exclusion guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)
2. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour in Schools guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)
3. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour in Schools guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)
4. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
5. [DfE and ACPO Drug Advice for Schools;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)
6. [Use of Reasonable Force;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
7. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching screening and confiscation advice 2014 updated 2018 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018_.pdf)
8. [DfE dealing with allegations of abuse against teachers and other staff:
https://www.keepingchildrensafeineducation.co.uk/part_four_alleg.html](https://www.keepingchildrensafeineducation.co.uk/part_four_alleg.html)

All documents should be read in conjunction with this policy. Wingfield Academy reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

Appendix 4: Academy Contract of Expectations

	Academy will:	Parents will:	Students will:
Respectful	<ul style="list-style-type: none"> • Treat everyone with respect • Recognise and reward students who are respectful • Implement the Academy's behaviour for learning policy with fairness and consistency • Respond to every student by name • Be polite and well mannered, using good morning/good afternoon • Make sure we listen to parents' concerns and do our best to support • Make sure that all staff, students and parents know what is expected of them 	<ul style="list-style-type: none"> • Support and reinforce the expectations identified in the 'students will sections'. • Support the Academy's implementation of the consequence and rewards system as laid out in the behaviour for learning policy • Give praise at home for good behaviour and attitude at school • Encourage the use of good manners • Engage with Academy staff in an appropriate manner 	<ul style="list-style-type: none"> • Be polite and well mannered • Be Kind and considerate • Listen to others without interruption • Respond quickly and positively • Keep yourself and other safe
Responsible	<ul style="list-style-type: none"> • Recognise and reward students who are responsible • Check your child's uniform and equipment daily • Contact parents of students who regularly arrive late to the Academy • Keep parents informed about home learning (ILT) • Provide suitable materials for independent learning activities • Set appropriate sanctions for the non-completion of ILT • Embed a culture of taking responsibility for one's own actions • Challenge poor attendance 	<ul style="list-style-type: none"> • Make sure my child wears the correct uniform everyday • Make sure my child comes to school with the necessary equipment and books • Make every effort to make sure that my child will attend the Academy every day and on time • Inform the Academy as soon as possible about any absence and the reason for it • Avoid taking my children on holiday during term time • Attend parents evening • Encourage my child to complete all Independent Learning Tasks • Encourage my child to take responsibility for their actions 	<ul style="list-style-type: none"> • Look smart complying with full uniform expectations (see Academy uniform policy) • Attend every day; be punctual and prepared for learning: Academy bag, equipment. • Accept responsibility for the choices they make • Be Independent, conscientious learners; recording ILT (Independent Learning Task) • Take pride in their work and their environment
Resilient	<ul style="list-style-type: none"> • Provide an enriched curriculum which challenges and motivates students • Ensure that each student has the opportunities, support and guidance to achieve his/her full potential • Use regular assessment to track student progress and share this with parents on a regular basis 	<ul style="list-style-type: none"> • Encourage my child to participate in any extra-curricular opportunities offered by the Academy • Encourage my child to work hard and support them with their learning and progress • Promote the importance of education as a foundation for future success 	<ul style="list-style-type: none"> • Approach learning with a positive 'can do' attitude • Persevere when learning is challenging • Absorb yourself in learning • Accept that failure is necessary for success • Work hard

Policy Status

Policy Lead (Title)	Assistant Headteacher	Review Period	Annually
Reviewed By	Trust Executive Team/Board of Directors	Equality Impact Assessment Completed (Y/N)	N

POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1* *This is the first version since WFA joined NCLT	TET 08/07/2021			WFA Staff, students and parents	Uploaded onto NCLT website
Version 2 Updated by Lee Hill	TET 26/04/2022	Pg. 8, para 8.5.1	Updated start time for consequence room	WFA Staff, students and parents	Uploaded onto NCLT website
Version 3 Updated by Lee Hill & Adam Pyott	TET (via RF and PD) 04/10/2022 BoD 06/02/2023	Throughout the policy	Throughout the policy	WFA Staff, students and parents	Uploaded onto NCLT website