



BEHAVIOUR FOR LEARNING PRINCIPLES POLICY

This policy is applicable to all students, staff and parents of The Wellington College Academy Trust.

DOCUMENT CONTROL

Responsible position:	Approved by:
Heads of Academy	Executive Principal
Version number:	Date approved:
4.2	March 2017
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Annually	March 2018

RELATED POLICIES AND DOCUMENTS

Policy Name	Date Issued
Safeguarding & Child Protection Policy	September 2014
Additional Needs and Inclusion Policy	September 2014
E-Safety Policy	September 2014
The School Discipline (Pupil Exclusions and Reviews) (Maintained Schools) (England) Regulations 2012	Mar 2012
Exclusion from maintained schools, academies and pupil referral units in England	Feb 2015
The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations	January 2015 (in force)
National Minimum Standards – April 2015	April 2015
Behaviour and discipline in schools (DfE)	January 2016

REVISION RECORD

Date	Version	Revision Description
Sep 2009	1.0	Written in line with current legislation and policies
Jun 2013	2.0	Policy amended in line with related policies and updated School Discipline Regulations of 2012
Sep 2014	3.0	Updated for MAT purposes
January 2016	4.0	Annual review and update
February 2017	4.1	Reviewed for boarding purposes
March 2017	4.2	Annual review – amended section on permanent exclusion

1. INTRODUCTION

- 1.1 The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff, students and parents of the Wellington College Academy Trust (Trust).
- 1.2 Inclusion features strongly in this policy as it goes to the heart of the Trust as an organisation.
- 1.3 Good behaviour can be learnt and poor behaviour is not an inevitable consequence of past experience.
- 1.4 Poor behaviour can affect the safety and welfare of members of our community, the ability of students to learn and teachers to teach. Therefore it cannot be tolerated.
- 1.5 The fundamental principal underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to good learning.
- 1.6 This policy relates to behaviour within the Trust, when students are engaged in academy activities outside an Academy, within the immediate vicinity of an Academy and on the journey to and from an Academy.
- 1.7 The Executive Principal / Head of Academy has the authority to initiate the Trust's behaviour policy when students are not subject to the conditions in the above paragraph, but where there is serious misconduct and there is a clear link between that behaviour and maintaining good discipline in their Academy.

2. UNCONDITIONAL RESPECT

- 2.1 All members of our community will be treated with unconditional respect. By being part of our community, students, staff, parents, visitors and others unconditionally earn our respect. Respect is not conditional on past experience or current behaviour but given because we are one community. The delivery of unconditional respect will not be easy and we will all fall below this high expectation at times. Despite this it will remain our ultimate goal and all our Rights, Responsibilities and Routines will be shaped to help us all deliver unconditional respect to those around us.

3. RIGHTS

- 3.1 All members of our community have the right to:

- Feel safe
- Learn
- Achieve
- Be respected

4. RESPONSIBILITIES

- 4.1 All members of our community have the responsibility to:

- Treat others with respect, unconditionally
- Support others in their learning
- Celebrate achievements

5. ROUTINES

- 5.1 All staff and students will be coached in the Trust routines and be expected to adhere to these at all times. Good routines promote good behaviour and thereby good learning.



6. MANAGING BEHAVIOUR

- 6.1 Praise is a more effective tool in modifying poor behaviour than sanctions. As such, managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than merely recording poor behaviour.
- 6.2 Although, poor behaviour must be tracked to establish patterns and support effective intervention.
- 6.3 We will base our system for managing poor behaviour on the consequence system which recognises that poor behaviour leads to consequences which escalate in severity. This ultimately leads to removal from the lesson in order to allow others to continue their learning and triggers further actions including restorative work.

7. MONITORING REFERRAL AND SUPPORT

- 7.1 In order to build a culture of good behaviour we will track both good and poor behaviour. This data will be used to identify and respond to behavioural patterns of individuals and groups.
- 7.2 Staff will have a line manager who can support them with behavioural issues.
- 7.3 Curriculum Leaders/ Key Stage Leaders will support members of their learning areas through class visits and the Behaviour Management Procedures operating within the learning area.
- 7.4 Members of each Academy Leadership Team will support staff through advice, guidance and being available to support time out initiatives.
- 7.5 Students who are identified as having repeating or severe behavioural issues will be supported through coaching, counselling or referral to specialist support services.

8. LEARNING ROUTINES

- 8.1 When starting with a new class each teacher will involve the students in co-constructing a classroom agreement mirroring the Trust's Rights and Responsibilities and Learning Routines.
- 8.2 Each teacher will have 4 to 6 positively framed agreements, which they plan with students. In the Primary Academy, the Behaviour for Learning Code of Conduct will be displayed in every classroom and around the primary.

These will focus on:

- Treatment of others (manners, respect etc.)
 - Communication (noise level, hands up etc.)
 - Learning (how to get help/use resources etc.)
 - Movement (entry and exit/walking around the class)
 - Problem solving (how issues will be settled)
- 8.3 Each teacher will follow, communicate to students and constantly reinforce the Trust's learning routines for:
 - Room entry
 - Settling
 - Seating plans
 - Uses of cues to initiate whole class attention at any stage/to get teacher assistance
 - Class discussions
 - Tidying work space and exit procedures



- Lunchtimes
- Break times
- Arriving at and leaving school
- Appropriate use of facilities
- Assemblies

8.4 Classroom routines will be co constructed and agreed with staff and displayed prominently in all rooms. At the start of the lessons staff will:

- Arrange the learning environment so the room is tidy, interesting and engaging
- Have facilities available for storage of students' belongings
- Have a well-planned lesson ready, with all resources accessible
- Greet students at the classroom door before the lessons starts
- Focus on positive welcoming comments
- Deal with discipline issues quickly and quietly
- Have a seating plan
- Have a protocol in place for formal start to lesson
- Take register

8.5 During the lesson staff will:

- Enforce learning conditions as set out below
- Manage poor behaviour as set out below

8.6 The end of the lesson staff will:

- Finish in good time
- Clear up and prepare room for the next lesson
- Have a protocol for orderly dismissal
- Say goodbye

8.7 Staff will habituate agreements and routines by:

- Publishing them visually in learning area
- Constantly referring back to them when poor behaviour occurs, linking the behaviour to the agreement, not the child, and stressing its co-construction and key focus 'What's our class agreement about shouting out?'
- Reinforcing rules on a day to day basis
- Modelling and praising behaviour in line with the agreement



8.8 Learning conditions:

All classes will operate within these working conditions:

- Individual – silence
- Partner – quiet on-task talk
- Group – discussion with roles assigned
- Whole class – according to agreed class protocol

9. ENCOURAGING GOOD PROGRESS AND/OR BEHAVIOUR

9.1 A variety of rewards will be used which may include:

- Use of Praise
- Stickers
- Rewards
- Postcards and letters home
- Commendations
- Celebration assemblies
- Celebration evenings
- Behaviour rewards
- Roles of responsibilities – e.g Respect Ambassadors

9.2 Senior Leaders at each setting will provide guidance for staff on expected use of praise.

10. MANAGING POOR PROGRESS AND/OR BEHAVIOUR

10.1 Our expectation is that staff will always manage behaviour by giving fair, clear messages, in the least intrusive way possible so that the workable, respectful teacher-student relationship remains intact.

10.2 Teachers should adopt a ‘relaxed vigilance’ style where by poor behaviour is noticed and followed up, rather than ignored or tackled in a way that leads to confrontation.

10.3 When poor behaviour starts to happen in the classroom the teacher will:

- Describe the behaviour in general terms (using eye contact) – e.g. “I notice some people are talking”
- Refer back to the agreements – “Remember our class agreement about individual tasks”
- If behaviour persists, quietly approach the student(s) and give a warning about consequences – “I notice you’re talking, you could stop or if you continue talking we’ll have to have a time out”

10.4 Behaviour Management Procedures covers a wide range of strategies including those below:

- Brief chat to the side of the room within a lesson
- Movement in class seating
- Minutes out of lesson time
- Sent to colleague
- Call for support
- Chat after the lesson
- Call back at break, lunch or after school
- Completion of a reflection sheet
- Call back with another member of staff
- Call back with parents present
- Behaviour contracts
- Fresh start programmes
- Longer period out of lessons
- Period out of school (exclusion)



- 10.5 Senior Leaders at each setting will provide guidance for staff on how behaviour is managed. The range of measures will include from situations arising in individual lessons and around the school, to longer term support and intervention for students who struggle with mainstream education.
- 10.6 The Trust expects staff to weight the balance between reward and sanction towards reward. Staff are expected to incentivise good behaviour as a way of improving behaviour.

11. MONITORING BEHAVIOUR

- 11.1 Our IT system will be used to log examples of good and poor behaviour.
- 11.2 Each category will contain a series of descriptors and actions.
- 11.3 Referral can be made to other members of staff for support in addressing poor progress and for rewarding good progress.

12. EXCLUSION

- 12.1 The decision to exclude rests with the Executive Principal/ Head of Academy or his/her designated representative in his/her absence.
- 12.2 The use of exclusion from an academy will always be considered carefully.
- 12.3 The length of exclusion will be determined by the intervention needed to complete the 3Rs process.
- 12.4 The Trust will follow the procedures as described in 'The School Discipline (Pupil Exclusions and Reviews) (Maintained Schools) (England) Regulations 2012', 'The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014' and the guidance in 'Exclusion from maintained schools, academies and pupil referral units in England 2015'
- 12.5 A student will be excluded if despite all efforts the process has failed to produce resolution and/or reconciliation and:
- They continue to pose a threat to the safety or well-being of another student or member of staff
 - There is a likelihood of continued disruption to learning
- 12.6 Permanent exclusion will be considered if a student:
- Brings illegal drugs into school with intent to encourage others to use them
 - Brings an offensive weapon into school
 - Uses or threatens to use serious violence against a student or member of staff
 - Carries out sexual abuse or assault
 - Persistently and wilfully disrupts the learning environment and the wellbeing of other students despite substantial and sustained support and interventions.

