



BEHAVIOUR POLICY

Policy adopted by the Governing Body of The Wordsley School	
Date adopted by the Governing Body	18th October 2023 - CS1 meeting
Signed by the Chair of Governors	N Cooper

1. Introduction

We strive to ensure that every single pupil enjoys attending school and contributes to a positive learning ethos.

As a school, we encourage good behaviour through a combination of high expectations, a clear policy and an ethos which fosters mutual respect between pupils and between staff and pupils. All members of the school community have a responsibility to enhance our school further through building upon our school philosophy.

Our Mission

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

Our Vision

We promote high levels of aspiration and achievement, and support each other to be the best that we can be

Our Values

Curiosity

We have enquiring minds and are keen to learn

Integrity

We are honest and have strong moral principles

Resilience

We respond well to challenge and are keen to improve

Respect

We have an appreciation and awareness of others

Kindness

We are friendly and considerate of each other

Our Motto

“Believe Achieve Inspire”

2. Links to other policies/statutory guidance

The School Behaviour Policy is written in-line with the following:

- Behaviour in Schools (DfE, Sep 2022)
- Searching, screening and confiscation (DfE, Sep 2022)
- Suspension and Exclusion in Schools (DfE, Sep 2022)
- Wordsley School Exclusion Policy

3. Recognising and Rewarding Achievement

Pupils are recognised for their achievement in a number of ways in school. Achievement points are recorded on SIMS and totals are reported to parents/carers on pupils' Performance Summary Reports and Full Subject Reports (PSR/FSR).

Attitude to Learning

Our school places great emphasis on pupils taking responsibility for their own learning. Attitude to Learning (AtoL) criteria exist as a guide for pupils to maximise every learning opportunity. Within the classroom, teachers use these criteria to recognise and reward pupils for having an outstanding and/or good attitude to learning.

Bronze, Silver and Gold Certificates for Attitude to Learning will be awarded at the end of each term to pupils whose attitude to learning 'score' is above average. Pupils who achieve a Bronze Award for 1 term will have the opportunity to achieve a Silver Award for 2 terms and Gold for 3. Recognition will be given through end of term Head of House celebration assemblies, with pupils being awarded an Attitude to Learning badge, certificate and letter home. Pupils will also receive a prize.

Please note: positive attitude to learning achievement points are NOT awarded because a pupil has behaved well; they are used to reward pupils who actively seek to improve their performance through taking responsibility for their own learning.

Achievement Types

These are broken down as follows:

- Academic
- Attendance
- Leadership
- Extra-curricular
- Pastoral
- Values

Celebration Assembly

Regularly, Heads of House will devote an assembly to celebrate and reward attitude to learning, attendance and contribution to the school community.

Excellence in Learning Award

Awarded to one pupil in each year group in each house, following each of the three formal reports each year. There are two award categories: the highest attitude to learning grades and the most improved attitude to learning grades.

Headteacher's Commendation

Any member of staff can recommend that a pupil receive this reward. This award is given to pupils who have demonstrated an exceptional (and consistent) standard of work, contribution to school life or the local community. Nominations for this reward are to be emailed directly to Pat Simpson (PS) to action.

Head of House Commendation

Staff can refer a pupil to their HOH for commendation for an award below that of Headteacher's commendation.

Subject Certificates

Subject staff are encouraged to award Subject Certificates / Colours for exceptional attitude to learning, achievements etc. Nominations for this reward are to be emailed directly to PS to action.

Subject Prize Winners - Presentation Evening

Held each Autumn Term, prizes are given for outstanding attitude to learning and achievement in each subject. Curriculum Achievement Leaders (CALs) through discussion with departmental staff, will nominate pupils to receive subject prizes. There will be a prize winner and a runner-up in each subject.

4. Attitude to Learning (AtoL)



Our school places great emphasis upon developing each pupil's attitude to learning. We want pupils to be curious learners who fully engage in every learning opportunity. As such, we expect all pupils to take responsibility for their own learning through actively participating in lessons, developing resilience and having the perseverance to overcome challenges.

The Attitude to Learning criteria (see next page), should be discussed regularly, with pupils being recognised and rewarded for their positive attitude to learning within lessons, on a daily basis. We want to encourage pupils to reflect on their specific strengths and areas for development; enabling them to maximise their progress.

Judgements are based on the four AtoL criteria . Throughout the year, pupils will have the opportunity to work towards achieving their bronze, silver and gold 'AtoL' award. As an everyday feature of school life, the AtoL system is reliant on a joint effort from all staff:

Classroom Teachers will:	Heads of House will:
<ul style="list-style-type: none">• Have regular conversations with pupils about attitude to learning and its importance• Emphasise particular 'attitudes' they expect to see during lessons• Make a 'big deal' of the AtoL 'right-click' (recorded on SIMS)- informing pupils when they have received a right-click along with the reason for it	<ul style="list-style-type: none">• Celebrate positive AtoL right clicks as part of the assembly programme, including the presentation of AtoL awards• Promote competition between houses when comparing attitude to learning e.g. AtoL Battle, Focus Week etc.• Work with selected pupils at KS4 who have a high proportion of negative right clicks for AtoL (some of these pupils

<ul style="list-style-type: none"> ● Start each half term with a recognition and celebration of those pupils who have achieved positive right-clicks ● Incorporate the Attitude to Learning icon within lessons on a daily basis - particularly when sharing Learning Outcomes ● Raise concerns regarding pupils with inconsistent/ causing concern AtoL at department meetings 	<p>may be receiving intervention through the Behaviour Policy)</p>
<p>Curriculum Achievement Leaders will:</p>	<p>Form Tutors will:</p>
<ul style="list-style-type: none"> ● Discuss AtoL data at Department meetings ● Identify pupils for a subject AtoL certificate ● Visit lessons to congratulate pupils ● Speak with any pupils who demonstrate AtoL which is inconsistent/causing concern ● Identify any teaching groups with a high number of right clicks for inconsistent/causing concern AtoL, and decide on appropriate interventions 	<ul style="list-style-type: none"> ● Utilise the SIMS data dashboard to display attitude to learning data for their form group ● Discuss attitude to learning with their form on a weekly basis ● Celebrate pupils who have received positive right clicks ● Speak with any pupils who have received negative right clicks

5. Parent Home/School Agreement (Inc. Pupil Code of Conduct and Parent/Carer Code of Conduct)

In order to provide an effective partnership between school and home, a signed home/school agreement is required for every pupil at the school. A signed copy is retained on every pupil's school record and a blank copy can be found in annex 1 of this policy.

6. Support for pupils

We understand that there may be times when our pupils require additional support in order to meet the clear expectations set out in our School Behaviour Policy.

Our school's Support Ladder can be found in annex 2 of this policy.

7. Consequences for pupils

Whilst the vast majority of pupils at our school enjoy five years with us without being issued a consequence for poor conduct, we understand that it is important to provide pupils and parents/carers with clarity regarding the consequences used at the school. We expect that all pupils follow instructions from staff at the first time of

asking. Should pupils fail to take appropriate responsibility for this, they are likely to be issued with a consequence.

Our school's Consequence Ladder can be found in annex 3 of this policy.

Annex 1
The Wordsley School
Home School Agreement

At The Wordsley School we promote high levels of aspiration and attainment, and support each other to be the best that we can be. This Home School agreement sets out the ways in which the school, parents and pupils will work together in partnership to ensure all members of the school community are happy, safe and achieve well.

We ask that pupils and their parents* sign, date and return this agreement by **Friday 5th May 2023**

The act of signing this agreement means that both parent and child agree to abide by the principles outlined below. (*We use the term parent to refer to anyone with parental responsibility for a pupil).

As a school we will:

*Your signed Home School Agreement should be returned to your child's Form Tutor
by XXXX*

The Wordsley School - Pupil Code of Conduct

DOS

- Arrive on time for am and pm registration and to all lessons.
- Pupils must be on site by 8.30am and at their form room by 8.35am for morning registration. Pupils must arrive for afternoon registration at their form room by 1.15pm. If you arrive after the end of am registration or after your assembly has started, you must report to the Pupil Reception Office.
- Remove outdoor coats, hats, scarves and gloves on entry to the school building. These items must **NOT** be worn at any time whilst in the building.
- Come to lessons with all necessary equipment; pens, pencils, ruler, rubber and scientific calculator.
- Have your Standards Card with you at all times.
- At break and lunchtimes pupils should leave the school building (unless the bell rings to signal a wet break). Pupils should remain in designated areas – not near cars or at the front of the main school building. Ball games are only to be played on the school field or MUGA.
- Walk in corridors and keep to the left.
- All rubbish should be placed in the bins provided.
- Uniform - make sure shirts are tucked in with the top button fastened and ties are full length and fastened up to the neck. Full uniform must be worn in school and on the way to and from school. Trousers must be plain, loose and black. Skirts should be knee length and made of non-stretch material. Socks should be white or a plain, dark colour and not made of fluffy material.
- Pupils are allowed to drink water in lessons with the permission of the teacher.
Respect all members of the Wordsley School community, both within school and on your way to and from school.

DON'TS

- Hairstyles e.g. extreme carving, unnatural colours or shaving etc, are not permitted.
- The only jewellery allowed is one finger ring and one small stud (6mm max diameter) in each ear. Pupils are not permitted to wear bracelets, however, one named charity wristband is allowed. No style of "stretchers" are allowed. Other visible piercings including tongue studs or facial piercings are not allowed.
- No make-up to be worn in Years 7, 8 and 9. Discreet makeup allowed only in Years 10 and 11.
- Nail extensions (of any kind) and false eyelashes/eyelash extensions are not permitted.
- Mobile phones are not permitted to be used in school. If a mobile phone is seen or heard, or if it is clear that a pupil has been using their mobile phone, it will be confiscated and can only be collected by a parent/carer after 3.05pm. Smart watches are also NOT permitted.
- Chewing gum is not permitted in school.
- You must not eat or drink on the MUGA.
- Pupils are not allowed on the school site out of hours unless they are attending an authorised activity.
- Baseball caps, denim jackets and hoodies are not permitted (hoodies are sweatshirt type tops with or without a zip). In addition, tracksuit tops and/or similar sportswear are not permitted outside of P.E. lessons, unless directed by a member of staff.
- Energy and sports drinks are not allowed in school. Any pupil found consuming this type of drink will have it confiscated, including at break and lunchtime.

INFORMATION

- If you need to leave school during the school day for an appointment, you must provide proof of your appointment to the Pupil Welfare Manager. On the day of your appointment, you must sign out at the Pupil Reception Office.
- If you need to leave school for any other reason during the day you will need to report to the Pupil Reception Office. Permission from a parent/carer will need to be granted **BEFORE** you are allowed to leave.
- Pupils may only eat in the dining room or outside in designated areas; not in corridors or classrooms.
- Pupils wishing to cycle to school must ensure their parent/carer has completed and returned a consent form, have a bike lock and wear a cycle helmet on their journey to and from school. Bikes must be dismantled at the school gate and locked in the designated area. The bike area is out of bounds at all times during the school day.
- Eligible pupils who wish to come to school on a motorcycle, must receive written permission from the Headteacher first.

The Wordsley School
Parent Code of Conduct

At The Wordsley School, we believe it's important to:

- Threatening another member of the school community
- Sending abusive messages to another member of the school community, including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community on social media platforms
- Use of physical punishment against your child while on school premises
- Any aggressive behaviour (including verbally or in writing) towards another child or adult
- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- Possessing or taking drugs (including legal highs)
- Bringing dogs onto the school premises (other than guide dogs)

Breaching the code of conduct

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent in to school to meet with a senior member of staff or the headteacher
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the local authority's Legal Team regarding further action
- Ban the parent from school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the Code of Conduct rests with the Headteacher.

Annex 2 The Wordsley School Support Ladder

The support ladder below is used as a guide to determine which support strategies are offered to pupils who are persistently not following the expectations in our School Behaviour Policy			
Level of Support	Support strategy	Indicators that this may be necessary	Pupil to report to...
S1	Subject report (4 weeks) and letter to parent/carer.	Concerns arising from class teacher in one subject	CAL/ACAL
S2	Form tutor report (4 weeks) and letter to parent/carer.	Concerns arising from tutor, Head of House or Parent, regarding multiple subjects or pastoral issues.	Form tutor
S3	Head of House report (min. 4 weeks), letter to parent/carer and a meeting with parent/carer (HoH)	Failure to adequately meet the expectations of S2	Head of House
S4	Red-Slip (min. 4 weeks), letter to parent/carer and a physical meeting with parent/carer.	Failure to adequately meet the expectations of S3	Head of House
S5	SLT report (min.4 weeks), letter to parent/carer and a physical meeting with parent/carer (SLT) Engagement with appropriate external support services (*), including an action plan agreed with Inclusive Pathways (Inclusive Pathways, Ed Psych, ID Key Adults)	Failure to adequately meet the expectations of S4	Designated member of SLT (and Head of House)
S6	Headteacher report (min. 4 weeks), letter to parent and a physical meeting with parents (Headteacher) Further engagement with appropriate external support services (*) Summary of Support document is created by HoH and shared with parents at the above meeting	Failure to adequately meet the expectations of S5	Headteacher (and Head of House)
S7	'At risk of permanent exclusion' physical meeting is convened with all appropriate internal and external support services	Failure to adequately meet the expectations of S6	Headteacher (and Head of House)

(* Below is a non-exhaustive list of internal and external support strategies/services that will be considered in each individual pupil case::

- Advisory Teaching Service
- Alternative provision
- Anger management support
- Bereavement support
- Careers support
- Child and Adolescent Mental Health Service (CAMHS) referral
- Child Sexual Exploitation screening
- Counselling
- Early help referral
- Educational Psychology referral
- GP referral
- Home visit
- Local Authority Social Care referral
- Managed move
- Mental health support
- Police involvement
- SEND assessment
- School nurse referral
- Speech and language referral
- Substance misuse screening
- Time-out card
- Youth Justice Service
- Youth Support Team

Annex 3 The Wordsley School Consequence Ladder

The consequence ladder below is used as a guide only and the context of each situation will be taken into account. Importantly, pupil cooperation throughout any discussion/investigation process will be considered in a favourable light when making decisions regarding consequences.

Level of Consequence	Consequence issued	Who issues the consequence?	Reason	Communication
C1	Least invasive techniques used. Reminder given.	All teaching staff	<ul style="list-style-type: none"> Low-level disruption during a lesson e.g. talking, off-task behaviour etc. 	<ul style="list-style-type: none"> Verbal communication to the pupil.
C2	Student given final warning. Teacher may ask to move seat or step outside (as appropriate) to reset/de-escalate behaviour.	All teaching staff	<ul style="list-style-type: none"> Low-level disruption during a lesson, e.g. talking, off-task behaviour etc. (repeat offence) 	<ul style="list-style-type: none"> Verbal communication to the pupil. Record negative C2 on Class Charts.
	Confiscation of device (to be collected by parent/carer after 3:05pm the same day)	All staff	<ul style="list-style-type: none"> Mobile phone or smart watch, visible, heard (or evidence thereof) whilst on the school site. 	<ul style="list-style-type: none"> Verbal communication to the pupil. Record as negative C2 on Class Charts. Parents/Carers informed through Class Charts notification.
C3	Removal from Lesson After school same day detention (15mins per offence – Maximum of 30mins)	All teaching staff	<ul style="list-style-type: none"> Repeated low-level disruption during a lesson. No improvement despite warnings. 	<ul style="list-style-type: none"> Verbal communication to the pupil. Negative C3 and detention issued on Class Charts. Parents/Carers informed of detention through Class Charts notification.

<p>C4</p>	<p>Same day SLT detention (After school, until 3:50pm, held every day)</p>	<p>SLT HoH</p>	<ul style="list-style-type: none"> ● Refusal or abuse of staff ● Anti-social behaviour e.g. present at or inciting a fight. ● Inappropriate behaviour towards another pupil ● Internal truancy ● Rudeness to staff/visitor ● Misuse of school technology ● Caught vaping/smoking or caught in possession. ● Absent from a lesson without a valid reason ● Vandalism ● Bullying (1st offence) ● Failure to attend C3 detention 	<ul style="list-style-type: none"> ● Verbal communication to the pupil. ● Negative C4 and detention issued on Class Charts. ● Parents/Carers informed of detention through Class Charts notification.
<p>C5</p>	<p>Isolation from lessons and social time</p>	<p>SLT</p>	<ul style="list-style-type: none"> ● C3 occurs more than twice in one day. ● Inappropriate behaviour towards another pupil(s) (high-level) ● Rudeness to staff/visitor (high-level) ● Bringing the school into disrepute ● Repeated internal truancy ● Misuse of school technology (high-level) ● Repeated bullying ● Refusal to be searched ● Serious vandalism (costs of repair to be sought from Parent/Carer) ● Caught in possession of a vape/e-cigarette (2nd offence) ● Failure to attend C3 or C4 detention ● Other sanction (approved by SLT) 	<ul style="list-style-type: none"> ● Verbal communication to the pupil. ● Negative C5 and isolation issued on Class Charts. ● PSL to notify Parent/Carer. ● Follow up call by CAL/HoH or SLT as appropriate.
			<ul style="list-style-type: none"> ● Abusive language directed towards a member of staff 	

C6	Suspension (1 to 45 days)	Head/ Acting Head	<ul style="list-style-type: none"> ● Serious defiance of a member of SLT ● Inappropriate behaviour towards another pupil(s) (high-level) ● Serious misuse of school technology ● Action that endangers pupils/staff/visitors ● Theft ● Malicious accusation against a member of staff ● Serious misuse of school technology ● Repeated Bullying ● Caught in possession of a vape/e-cigarette 	<ul style="list-style-type: none"> ● Verbal notification to parent/carer from PSL/SLT. ● Letter to parent/carer from Headteacher. ● Re-admission meeting with Parent/Carer, pupil, SLT and HoH as appropriate.
C7	Permanent Exclusion	Headteacher	<ul style="list-style-type: none"> ● A serious breach of the School Behaviour Policy (*) ● Persistent breaches of the School Behaviour Policy <p>(*) Below is a non-exhaustive list of what would constitute a serious breach:</p> <ul style="list-style-type: none"> ➤ Criminal behaviour ➤ Serious violence against another pupil ➤ Possession of an offensive weapon ➤ Possession of illegal drugs ➤ Possession of alcohol ➤ Physical assault on a member of staff 	<ul style="list-style-type: none"> ● Verbal notification to parent/carer from Headteacher. ● Letter to parent/carer from Headteacher.