

POSITIVE BEHAVIOUR POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	
Next Review Due	September 2026
Agreed with Teacher Trade Unions and Professional Associations	n/a

Aims

Welland Park Academy is fully committed to providing the highest quality education for each individual student regardless of age, ability, gender or ethnic background. It expects high standards of achievement and behaviour in a positive, caring environment in which there exists a mutual respect between students, staff, parents and carers. We believe that school plays a fundamental role in modelling and developing people so that they can make a positive contribution to society and go on to be successful when they leave education. Our core values of Perseverance, Respect and Achieve with Kindness align with our expectations of positive and respectful behaviour from our staff and students.

This policy has been written in conjunction with the schools Equality and Diversity policy (Equality Act 2010), Exclusion from maintained schools, Academies and Pupil Referral Units in England (2012) and Behaviour and Discipline in schools (DfE guidance February 2014).

Roles & Responsibilities

The **Governing Body** fully supports the Academy in maintaining high standards of behaviour. In consultation with the Principal, staff parents and carers, they have established this policy for the promotion of good behaviour throughout all aspects of Academy life. They will ensure that it is communicated to students parents and carers, is non-discriminatory and that its expectations are clear.

The **Principal** is responsible for the implementation of the policy and procedures and, with other members of the Senior Leadership Team, will organise support for implementing the policy.

Staff, including teachers, support staff, and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied.

Parents and carers will be expected to take responsibility for the attendance and behaviour of their child, both inside and outside the Academy. We believe it is vital that they work in partnership with the Academy to assist in maintaining high standards of behaviour.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Expectations

At Welland Park Academy we use the following opportunities to promote good behaviour and make clear our expectations:-

- Assemblies
- PSHE / Citizenship
- Home / Academy Agreement
- Student Council
- Newsletters
- Communication with home via letter, postcard or email

- Academy Prospectus
- Achievement board
- School social media
- Staff modelling our expectations through lessons, form time and extra-curricular activity

The Academy's expectations are set out in the **Student Code of Conduct/Welland Park Agreement**.

Expectations of students outside of lessons

Walking around the building

Students should walk in a safe and orderly fashion and where possible, ~~on the left at all times~~ showing awareness of points of congestion. Staff monitor these areas at change-over times. Doors which are identified as 'staff only' should not be used by students and out of bounds areas should remain clear of students. Students are expected to wear the correct uniform appropriately at all times.

At break

A break service is available in the dining hall and when the weather is fine all students must either eat their snacks in the dining hall and remain outside unless using the toilet.

In wet weather two bells will indicate that students can also make their way to their year groups designated area. Students are not allowed to leave the school site at break. In inclement weather students may not be allowed outside if it is considered too unsafe.

At lunchtime

Lunch is served on a cafeteria system and students may also bring a packed lunch. Students are not allowed to leave the school site at lunch time, unless specified by a member of the Pastoral or Senior Leadership Team. Certain areas of the school are closed to students at lunch time unless the students are directly supervised by a member of staff. Students must respond positively to lunchtime staff who are responsible for supervision during the lunch break. Students who do not display suitable conduct at lunchtime will be requested to spend their lunchtime in a supervised room. Where there are repeated incidents of a student displaying unacceptable behaviour, parents may be asked to make alternative lunch time arrangements for a fixed period.

In severe wet weather the bells will indicate that students need to make their way to their pre-designated area.

To and from school

Students are expected to behave sensibly on the journey to and from school, being considerate towards other students and showing respect towards members of the public. Students can expect sanctions to be applied if their behaviour outside school is below that expected in school and brings our school into disrepute.

On trips and visits

The highest standards of behaviour are expected from students making educational visits. Students must remember that they are representing the school and not do anything to risk the safety of students or staff or to damage the reputation of Welland Park Academy. If student's behaviour does not meet the expectations of the academy, students are likely to have sanctions imposed on the trip and/ or upon return to school. They may also be prohibited from attending trips in the future.

Food and Drink

In line with our Healthy School status, energy drinks and other soft drinks such as coca cola, fanta, sprite etc are not permitted on site and they will be confiscated. Likewise, chewing gum is not permitted in school and will be confiscated.

Rewards

Welland Park Academy promotes a positive culture of encouragement and achievement. We believe that rewards are effective in motivating students and in helping them to realise that their good behaviour and achievements are valued.

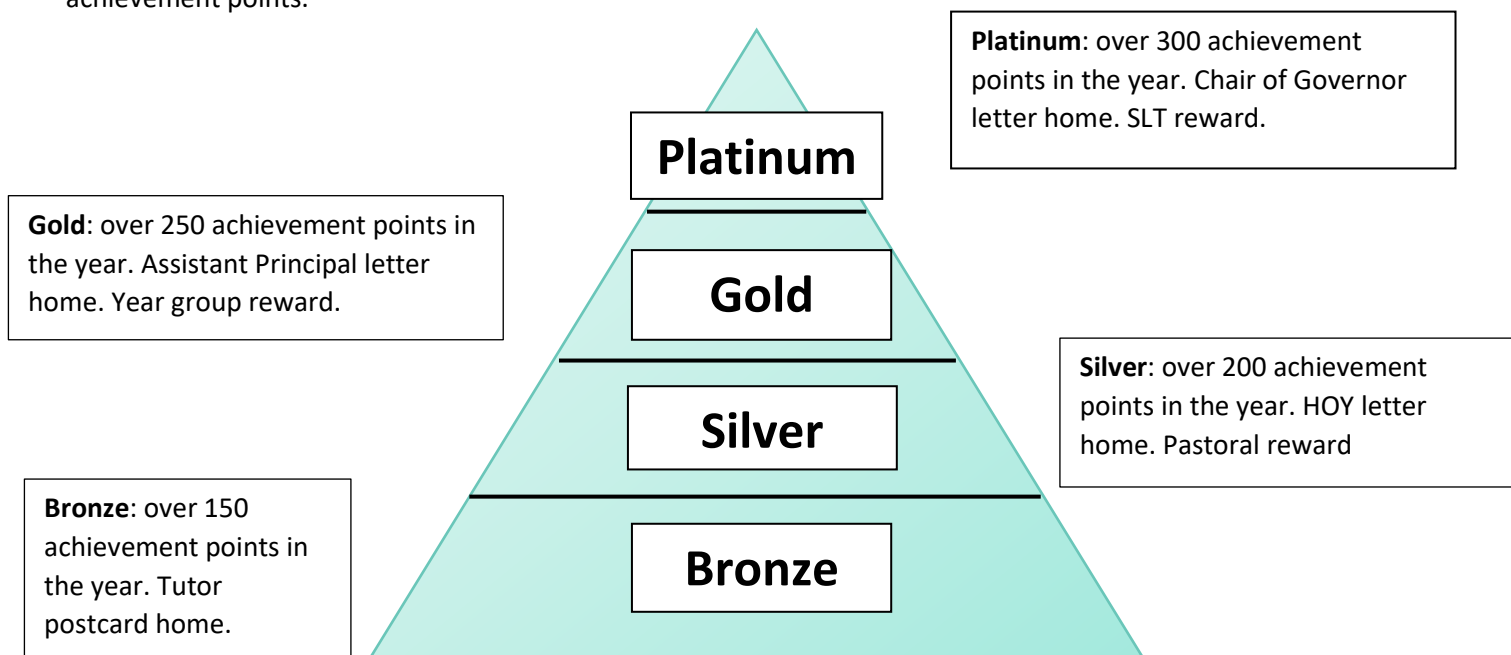
Students are frequently rewarded for their efforts on an informal basis through praise, written and verbal feedback about their work and behaviour. A more formal recognition is provided through our Reward System.

Achievement points are to be awarded according to the level of achievement ranging from:

- An A1 for day-to-day achievements, such as good work in lessons or demonstrating the school's core values
- An A2 for greater achievements, such as sustained hard work, effort or behaviour
- An A3 for a significant achievement or contribution to the school

Each achievement point is linked to a core value of the school.

Rewards pyramids celebrate student's success with increasing levels of reward as students receive more achievement points.



Each half term there will also be reward assemblies which celebrate the achievements of students at a subject level, for excellent attendance, behaviour and Pastoral Awards which celebrate our core values. Students will also have the opportunity to attend an end of year rewards trip, the criteria for which will be announced early in the academic year.

Achievement in the classroom is also recognised and celebrated through our rewards letters and achievement boards which highlight the top 20 students for each of the following areas:

1. Most academic progress
2. Working the closest to challenging academic targets
3. Showing the highest commitment to learning

Year 11 Prom

Attendance at this event is initially open to all Year 11 students, however, if there are significant concerns regarding a student's conduct, this privilege may be revoked.

Sanctions

It is anticipated that many students will receive an occasional verbal warning during their time with us. However in instances such as lateness, incorrect or incomplete uniform or equipment or incomplete homework a C1 will be issued with no warning.

The verbal warning, though not recorded, has two clear purposes:

1. To indicate to student that they are doing something which is unacceptable and that they need to self-regulate.
2. To indicate to students that their behaviour, if continued, will lead to ~~the more formal~~ a recorded behaviour point

C1: no sanction is applied with a C1 but it will be recorded for instances such as:

- Poor behaviour in lessons or social times
- Lack of effort with work
- Late arrivals to site or lessons
- Incorrect uniform or uniform not being worn correctly
- Lack of appropriate equipment i.e. Pen, Pencil, PE Kit
- Non-compliance
- Homework not completed
- Inappropriate language

C2: (2 behaviour points plus a brief detention) for instances of repeated poor behaviour where a C1 has already been issued or more serious behaviour such as, but not limited to:

- Repeated disruption to lesson
- Continued lack of effort with work
- Repeated non-compliance

C3: a removal from a lesson will occur in instances where the student's poor behaviour is repeated following multiple warnings from a member of staff, is having a negative effect on the learning of others or is so serious that it is no longer appropriate for them to remain in the lesson. An after school detention will be issued following a C3 until 4.15pm. This will take place the day following the removal from lesson and where possible will include a restorative conversation with the member of staff. Students will be expected to complete appropriate school work during the detention.

C4: assigned for an SLT detention. If a student is late three times in a half term, or accrues 8 or more behaviour points in a week, they will receive an after school detention until 5pm with a member of the SLT Team. They will be expected to complete appropriate work during this time.

C5= internal isolation/ exclusion in the Supervision Room for serious misdemeanours where students will spend time completing work set by staff and reflecting on their behaviour. This sanction serves as an alternative to a fixed term suspension and is an opportunity for targeted support for students. Students will be supervised throughout this time. Parents/ carers will be informed when this has taken place, but the school does not require their permission for this, or any other sanction to be completed it and remains a school decision. If a student's behaviour does not meet the school's expectations during this time, they may be required to complete an additional day(s) in the Supervision Room until they display that they are ready to re- enter the learning environment without causing disruption to their own or others learning. In instances of repeated refusal to comply, the sanction may escalate to a fixed term suspension.

C8= fixed term suspension for very serious breaches of the school's expectations. This can include repeated and persistent instances of lower-level behaviours.

In extremely serious cases, the school reserves the right to permanently exclude students from the school.

Instances which are deemed as serious may include, but are not limited to:

- Repeated and deliberate bullying
- Discrimination
- Bringing an age illegal substance onto school site
- Use of an age illegal substance onto school site
- Repeated refusal to follow staff instructions
- Fighting
- Assault
- Illegal drug possession, use or intent to supply

Fixed period suspensions

It is the responsibility of parents to ensure that their child is not present in a public place in school hours during the first five days of any fixed period, or permanent exclusion from school. Parents could receive a fixed penalty notice if their child is found in a public place without justification. It can be expected that the Academy will provide, appropriate work to be completed at home. Parents need to collect work if they cannot access the internet.

From the sixth day of any period of fixed period exclusion, it is the duty of the Academy to provide a full-time education for the student. For permanent exclusions, the Local Education Authority must arrange suitable, full-time education from day six.

The South Leicestershire Inclusion Partnership aims to provide alternative solutions to permanent exclusion. These alternatives may include a managed move to a partner school or a range of alternative academic provision.

Permanent Exclusions

Welland Park Academy adheres to a minimum permanent exclusion protocol. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the student to remain in school would seriously harm the education or welfare of others in the academy or where there are serious and/or repeated breaches of the Academy's behaviour policy. Only the Principal can exclude a student. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

Permanent exclusions will only take place when all other options have been exhausted.

There will, however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic) and/or assault against another student or member of staff
- Supplying an illegal drug and incidents relating to illegal drugs
- Possession of an offensive weapon or object which could cause harm

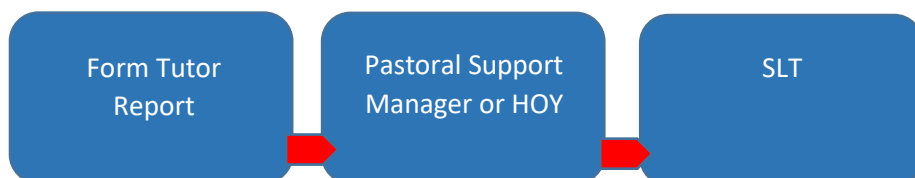
Intervention and restraint of students

There may be rare occasions where it is necessary to physically restrain a student or physically intervene to prevent a significant risk of harm. These shall include:

- To prevent a student self-injuring
- To prevent a student injuring another person
- To prevent a student committing an offence
- To prevent a student damaging property
- To prevent a student engaging in any behaviour prejudicial to maintaining good order and discipline at school, whether that behaviour occurs during a teaching or non-teaching session or otherwise

Reporting System

As a supportive measure, students may be placed on report to provide targeted intervention in areas of challenge.



- Students will be placed on Form Tutor report for a period of two weeks in the first instance following the accrual of 4 behaviour points in a half term or at the discretion of the Head of Year.
- If students have accessed each level of support without the desired outcomes being achieved, they will be placed on a Senior Leadership Team report.

Strategies for behaviour support

When a student's behaviour starts to give cause for concern, pastoral interventions may be put into place. This is led by the relevant Pastoral Support Manager or Head of Year.

Every effort is made to support students with their behaviour whilst still holding them accountable for their choices. The list below are examples of some of the supportive strategies that we use at Welland Park:

- Clear expectations outlined in the Welland Park Agreement. By choosing Welland Park Academy, parents, carers and students are agreeing to adhere to this agreement and positive collaborative working.

- Early identification of problems by subject leader/form tutor
- Working in partnership with parents/ carers
- Student Support Plans when deemed appropriate by the school
- Monitoring reports for behaviour, homework etc
- Mentoring
- Collaborative work with the SEND Department
- Referral to specialist advice and support agencies
- Alternative provision/programmes
- Internal isolation for reflection time
- Re-integration programmes
- Peer mentors
- Staff training
- Reasonable adjustments to behaviour systems made on a case-by-case basis
- Student passport and individual provision map for SEND students
- Behaviour Panel with Senior Leaders (Governors if appropriate)
- Opportunities for reflection and restorative conversations

Bullying

*see the Anti-Bullying Policy for full details.

Bullying and conflict resolution often get confused. One off incidents where groups of children temporarily fall out with each other is not the same as bullying. Bullying can be defined as *"repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."* The school will investigate alleged incidents in a firm and fair manner and use a variety of methods in dealing with anyone found to be bullying.

Discrimination

Welland Park Academy is a multicultural, multifaith school and all forms of discriminatory behaviour is seen as unacceptable and will not be tolerated. Discriminatory comments and sanctions are treated as an extremely serious offence; home contact will be made and proportionate sanctions will be applied on a case-by-case basis. All comments of this nature made by students are logged. The school reserves the right to use its most serious sanctions in severe cases.

Possession of drugs or offensive weapons

Welland Park Academy is committed to the Health and Safety of all its members and believe we have a duty to support and safeguard the well-being of all its students and staff. The Academy does not condone the misuse of drugs and alcohol or the illegal supply of these substances and offences of this nature will be dealt with the upmost severely and will likely lead to fixed term or permanent exclusion.

Both illegal and age illegal substances are prohibited on school site. If the school receive information that drugs of any sort or an offensive weapon have been brought onto school site, we reserve the right to complete a search of student's possessions at school. If we deem it necessary, the police may be contacted to ensure the protection and safety of all students and staff. If we believe that a student has taken an illegal substance, appropriate health care

advice will likely be sought and parents/carers contacted, unless it would place the student at greater risk to do so. A referral to external services will also be a likely outcome.

Dangerous objects will not be returned to students and in some cases the parents and carers will be asked to collect the items, or in other cases, with the knowledge of the Principal, the police may be informed.

Possession of personal electronic devices eg: mobile, tablets etc.

Mobile phones are a distraction in lessons and are easy targets for theft. Lengthy investigations will not be undertaken as these consume time which can be better spent supporting student learning. As such, students are discouraged from bringing them into school. If students are seen in possession of a phone, the phone will be confiscated and returned at the end of the day and a C1 issued.

If this happens a second time, the phone will be confiscated, a behaviour point added and a one hour detention served. The student will also be placed on a digital device agreement for one week. A third occurrence will result in phone confiscation, a behaviour point, an SLT detention and a two week digital device agreement. Any further breaches may result in more serious sanctions.

Searching students & confiscation

Under powers laid down in the Education Act 2066 and following advice in the Searching, Screening and Confiscation advice for schools July 2022, staff may search a student if:

- They have the student's consent – for any item

Without consent if they have reason to suspect that a student may have in their possession:

- Knives or other items that could be used as a weapon
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, E-cigarettes, Vaporisers and other associated paraphernalia
- Fireworks
- Pornography
- Any article, including electronic devices, that a member of staff reasonably suspects has been, or is likely to be used
 - to commit an offence
 - to cause personal injury to, or damage to property of; any person (including the student)
- Any item which directly breaches the academy rules and/or safeguarding systems, including electronic devices and medication.

Such requests will usually be carried out with two members of staff present that are safeguarding trained, one of whom will be of the same sex as the student where possible. The exceptions to this rule are:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency **AND**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil OR it is not reasonably practicable for the search to be carried out in the presence of another member of staff

A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

The authorised member of staff conducting the search will always seek the co-operation of the students before conducting a search. If a student is not willing to co-operate with the search, the member of staff will consider why this is. Reasons may include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve; or
- Have had a previous distressing experience of being searched

If a student continues to refuse to co-operate, the students will be sanctioned in line with this policy. The sanctions available include internal isolation and detentions, up to and including Suspension.

In high-risk situation, a dynamic risk assessment will be carried out to determine if reasonable force should be used to conduct the search for a prohibited item. This decision will be made on a case-by-case basis, considering if the search will prevent the student from hurting themselves or others, damaging property or causing disorder.

We will dispose of banned items that are not collected within a week.

Reasonable Adjustment

"Under the Equality Act 2010 public sector organisations have to make changes in their approach or provision to ensure that services are accessible to disabled people as well as everybody else. Reasonable adjustments can mean alterations to buildings by providing lifts, wide doors, ramps and tactile signage, but may also mean changes to policies, procedures and staff training to ensure that services work equally well for people with learning disabilities" (www.gov.uk.2016)

Whilst recognising the differing needs of individual students, we also have a duty of care towards all of the students in the school. For this reason, there are rules which apply to every student to ensure that order is maintained both inside and outside the classroom, and that the health and safety of all students and staff are secured.

Whilst taking those reasonable adjustments into account, the minimum expectation is that **all** students follow instructions of staff.

Attendance & punctuality

The Academy provides a challenging and supportive environment, which positively encourages **all** students to attend **all** sessions. We believe that good attendance is essential to educational success and place great emphasis on partnership with parents. We strive for a minimum of 96% attendance for our students. Please refer to the Academy's Attendance Policy for detail.

Students who are late to school after 8.40am when the main gate closes, are issued with a C1 and lunchtime detention on the same day. Pastoral staff continually work with students to identify and remove barriers to their poor punctuality. If there are three occurrences of lateness to school in a half term, students will be placed in an SLT detention.

Policy review

The Assistant Principal, in consultation with the staff, will undertake systematic monitoring and regular reviews of this policy and procedures in order to evaluate their effectiveness.

The Principal will keep the Governing body informed.

Associated documents

Teaching and Learning Policy

Welland Park Agreement

Anti-Bullying Policy

Equality and Diversity Policy

Student Attendance Policy

Child Protection Policy

SEND Policy

SEND local offer