



Behaviour and Discipline Policy

Review Date: July 2019

Next Review Date: July 2020

Wilmington Academy

Behaviour and Discipline Policy & Procedure

1. Policy Statement

Staff and students at the academy should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour management is an integral part of the whole academy curriculum which teaches appropriate and relevant social skills to all students. This enables students to participate fully in the home, academy and local community and prepares them for the responsibilities of adult life in an ethnically diverse society.

2. Aims

The Academy aims to:

- promote the highest possible degree of consensus about standards of behaviour among staff, students and parents
- provide clear guidance to staff, students and parents about standards of behaviour and their application
- encourage staff to recognise and praise good behaviour, as well as deal with inappropriate behaviour and notify parents of successes and problems
- develop rewards and sanctions to reinforce positive behaviour and challenge inappropriate behaviour, ensure that rewards and punishments are fairly and consistently applied so that they are appropriate to the situation
- promote tolerance and consideration for others regardless of race, creed, gender, perceived ability, age, appearance or disability and develop appropriate strategies to eradicate bullying
- ensure the safety and wellbeing of students, members of staff and the general public
- allow students to develop and demonstrate positive abilities and attitudes
- teach students to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour
- teach students to take care of and respect their environment and community
- give students every opportunity to take responsibility and make a full contribution in improving their behaviour in the Academy

3. Roles and Responsibilities

It is the responsibility of the Governing Body to establish a policy and procedure for behaviour and discipline and to monitor the effects of the procedure. The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender or sexuality. They will, however, treat SEND students more favourably than non-SEND students in that reasonable adjustments will be made that put them on a more level footing with students without SEND. They will also ensure that the concerns of students are listened to and appropriately addressed.

It is the responsibility of the **Principal/Heads of College** to:-

- encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual, in partnership with The IB Learner Profile

- address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary

Staff

It is the responsibility of all staff to familiarise themselves, and comply, with this policy and apply procedures in accordance with relevant professional standards. Detailed guidance on the Academy's behaviour processes can be found in the staff handbook.

Staff should recognise that through their own behaviour and manner they will model and encourage high standards to the students.

Staff should:

- be punctual for lessons, including tutor time
- ensure students enter and leave the classroom in an orderly manner
- display good classroom management
- establish a stimulating learning environment
- develop facets of The IB Learner Profile within their lessons and across the Academy
- provide adequate supervision during lessons
- mark and return work promptly and regularly in accordance with the Marking and Feedback Policy
- be courteous and polite to students and avoid the use of sarcasm or scathing remarks.
- praise, encourage and reward students wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions
- make it obvious that each student is of equal importance and that praise, rewards and sanctions are used equitably
- seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure
- personally deal with incidents that occur inside and outside of the classroom, only referring to DoLs/College teams where necessary

Students

It is the responsibility of students to develop positive relationships in the Academy and demonstrate acceptable standards of behaviour, good personal relationships and a respect for individuals. 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.

Students should:

- move around the Academy in a calm manner and walk on the left on the stair cases
- allow all adults to pass through doorways first and hold doors open for them, as well as for each other
- behave appropriately and politely when wishing to ask/answer questions e.g. by putting their hands up
- approach members of staff in corridors or in the playground in a quiet, sensible manner rather than shouting out
- follow instructions, quickly, quietly and effectively e.g. wait for the teacher to dismiss the class
- work with all members of the Academy to achieve to the best of their ability
- comply with all regulations surrounding uniform, equipment and banned/dangerous items

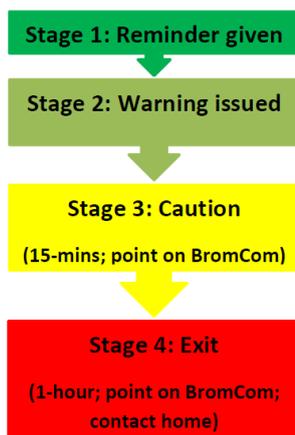
The academy will provide a range of rewards and sanctions that foster good behaviour, including but not exclusively:-

1. Verbal and written praise
2. Merits, stamps, stickers, certificates, positive points leading to a reward
3. Positive behaviour report
4. Celebration events
5. Phone calls, letters, texts, emails to parents/carers
6. Wellbeing Manager
7. Cooling off/reflection time
8. One-to-one “quiet word”
9. Warnings and opportunities to correct poor behaviour
10. Detentions (faculty/CUC/SLT)
11. Restorative justice
12. Exit and on-call
13. Behaviour report system
14. Isolation (finishes at 4pm every day, including Wednesday)
15. Observed transfer, managed move, monitored transfer, respite via The Dartford Inclusion Forum

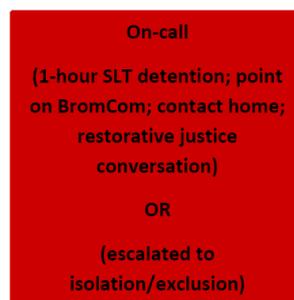
The ‘Wilmington Way’

1. **Present your best self:** wear your uniform with pride
2. **Set for success:** bring all equipment, including a scientific calculator
3. **Be respectful:** build positive relationships with staff and peers
4. **Be responsible:** take ownership of your learning
5. **Challenge yourself:** push yourself and never give up

Low-level Disruption



Serious Incident



If the measures outlined have no effect, or in cases of dangerous or violent behaviour, then the Principal may decide to exclude the students either for a fixed term or permanently. The academy will follow the Department of Education guidelines on ‘Behaviour and Attendance’ please refer to the attached link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Parent/Carers

It is the responsibility of parents/carers to support the Academy in encouraging and fostering acceptable standards of behaviour, good personal relationships and a respect for individuals in line with Academy policies and the Home Academy Agreement.

Monitoring and Review

The procedures arising from this policy will be developed by the Principal/Heads of College in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility with every member of the Academy having a responsibility towards the whole community. Standards of behaviour will be kept under review by Senior Leadership Team with regular reporting to The Leigh Academies Trust, the Governing Body and external agencies as applicable.

The Academy will encourage positive behaviour by:

- providing a challenging and stimulating learning environment
- reinforcing positive behaviour through individual guidance and Student Services Managers
- informing parents at the earliest opportunity of successes and behavioural problems and involving them fully in measures to recognise these and, where necessary, remedy them
- liaising with external agencies to develop strategies to encourage positive behaviour in students
- offer the opportunity for individual guidance to students to monitor and review behaviour, via both the Wellbeing Manager and Student Services Managers
- motivating students through the content and methods of delivery of the whole Academy curriculum and expecting high standards from them
- offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour problems
- completing bag searches to uphold the standards and maintain the safety of staff and students alike

Wherever a teacher is confronted with examples of inappropriate work and/or behaviour from students in the classroom, the strategies and procedure in the staff handbook should be followed.

Rewards and Sanctions

Faculty, Catch up Club and Senior Leadership Team detentions: parents/carers will be given 24 hours' notice of the date, reason for and duration of the detention. Students must be supervised for the duration of the detention.

Important notes on procedures.

We monitor and take into account:

1. Department for Education Guidance, guidance particularly regarding social inclusion, taking account of any published updates
2. Students with Special Educational Needs and Disability: we observe the SEND Code of Practice. In particular, we make referrals to external agencies when appropriate, and plan accordingly for the education of the student

3. The Academy's legal duties in relation to the Equalities Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students will be considered when making decisions linked to discipline and behaviour
4. Criminal behaviour may be referred to the police/PCSO
5. Non-attendance, including leaving the academy site without permission, may be referred to the Behaviour and Attendance Service. Service colleagues support the academy parents in securing improved attendance and will, in some circumstances, prosecute the parents of students whose attendance is unsatisfactory
6. All sanctions apply to all students. Every attempt will be made to apply sanctions reasonably and fairly
7. In particular, it should be noted that the decision to impose detentions lies with the Academy.

Appendices

- Appendix 1 – Home Academy Agreement
- Appendix 2 – Behaviour Strategy
- Appendix 3 – Classroom Behaviour Poster



Behaviour

The 'Wilmington Way'

Structure	Investigation	Stage 1	Stage 2	Stage 3	Stage 4
Procedure	SEND Involvement	SSM Support	College Monitoring	External Agency Involvement	Principal Monitoring
Reason	<ul style="list-style-type: none"> Concerns raised by class teachers/tutor 	<ul style="list-style-type: none"> Concerns raised by tutor/college team 	<ul style="list-style-type: none"> Concerns raised by college team/SLT 	<ul style="list-style-type: none"> Concerns raised by SLT/MGO 	<ul style="list-style-type: none"> Concerns raised by MGO
Evidence	<ul style="list-style-type: none"> ATL vs progress Communication logs Behaviour points Statements 	<ul style="list-style-type: none"> ATL vs progress Communication logs Behaviour points Statements 	<ul style="list-style-type: none"> ATL vs progress Communication logs Behaviour points Statements Reports Statements Feedback from Wellbeing Manager 	<ul style="list-style-type: none"> ATL vs progress Communication logs Behaviour points Statements Reports Feedback from Wellbeing Manager PSP 	<ul style="list-style-type: none"> ATL vs progress Communication logs Behaviour points Statements Reports Feedback from Wellbeing Manager PSP
Accountable	SEND team/class teacher/tutor	Tutor/college team	College team/SLT	SLT/MGO	MGO
Investigations	<ul style="list-style-type: none"> Info gather SEN observations Dyslexia screener Visual stress screener Parental meeting Check primary school info 	<ul style="list-style-type: none"> Info gather Parental meeting BromCom info 	<ul style="list-style-type: none"> Info gather Parental meeting BromCom info 	<ul style="list-style-type: none"> Info gather Parental meeting BromCom info Early Help worker Meetings with NWKAP 	<ul style="list-style-type: none"> Info gather Parental meeting BromCom info Early Help worker KCC representatives
Interventions	<ul style="list-style-type: none"> Literacy/numeracy support ELSA TLC/LIFT/EP 	<ul style="list-style-type: none"> Faculty report Wellbeing Manager Tutor report Time-out pass Class changes SSM/HOY report 	<ul style="list-style-type: none"> Band change Tutor group change AP report PSP Wellbeing Manager Early Help referral CAMHs referral Isolation Fixed Term Exclusion HOC report 	<ul style="list-style-type: none"> College move Repeat stage 1/2 again Parental meeting with MGO 	<ul style="list-style-type: none"> College move Repeat stage 1/2/3 again Permanent place at NWKAP (KS4)
Escalation	Refer to SSM's	Refer to college team	Refer for a MM/Respite	Refer for a MM/MT/Respite	Permanent exclusion



Behaviour

The *'Wilmington Way'*

Automatic Sanctions	Reasons	Accountable	Sanctions
Social time	<ul style="list-style-type: none"> • Incorrect uniform – trainers • Persistent silly behaviour at break/lunch 	All staff	<ul style="list-style-type: none"> • Loss of social time for length of infringement/as decided by SSM's
Faculty detention	<ul style="list-style-type: none"> • Persistent failure to bring PE kit/Refusal to wear spare kit • Failure to bring equipment • Failure to complete homework (if applicable) 	All staff	<ul style="list-style-type: none"> • Up to 1-hour detention with class teacher/tutor • Log on BromCom (class teacher/tutor) • Call home (class teacher/tutor)
CUC	<ul style="list-style-type: none"> • Lateness to school/lessons (more than 10 minutes in a week) • Chewing gum • Mobile phone (switched on, checking the time, using it) • Possession of banned items (aerosol cans, fizzy/energy drinks) • Truancing • Food in out of bound areas • 2 missed faculty detentions 	All staff	<ul style="list-style-type: none"> • 1-hour detention centralised with tutors • Letter sent to parents
Isolation	<ul style="list-style-type: none"> • Swearing AT staff • Dangerous/violent behaviour • Serious defiance • Derogatory language/bullying • Failed SLT report 	All staff	<ul style="list-style-type: none"> • Withdrawn from circulation for the day, with additional period until 4pm • Call home by SSMs
Exclusion	<ul style="list-style-type: none"> • Failed isolation • Possession of an illegal substance/item • Physical assault • Bringing the academy into disrepute • Sexual misconduct 	All staff	<ul style="list-style-type: none"> • A period out of the academy • Return from exclusion meeting with college representative • Return from exclusion paperwork reiterating academy expectations

Behaviour

The ‘Wilmington Way’

Low-level Disruption	Stage 1	Stage 2	Stage 3	Stage 4	On-Call
Procedure	Reminder given	Warning issued	Caution	Exit the room	Serious incident
Reason	<ul style="list-style-type: none"> Low-level disruption 	<ul style="list-style-type: none"> Continued low-level disruption despite reminder given 	<ul style="list-style-type: none"> Continued low-level disruption despite warning issued 	Continued low-level disruption despite caution	<ul style="list-style-type: none"> Swearing AT staff Dangerous/violent behaviour Serious defiance
Accountable	Class teacher	Class teacher	Class teacher	Class teacher/DOL/Co-ordinator	Class teacher/SLT
Sanctions	<ul style="list-style-type: none"> Clarify expectations Link to the ‘Wilmington’ Way ideals 	<ul style="list-style-type: none"> Moves seat Take time out (if applicable) 	<ul style="list-style-type: none"> 15-minute detention on the day Log on BromCom 	<ul style="list-style-type: none"> 1-hour detention centralised within faculty Log on BromCom (class teacher) Call home (class teacher) 	<ul style="list-style-type: none"> 1-hour detention centralised with SLT (escalated if necessary) Log on BromCom (class teacher) Call home (class teacher)
Follow-up			Clarification of reasons for the caution	Catch up on missed work	Restorative justice conversation must be conducted with the class teacher
Escalation			Students who receive 4 cautions in a day will receive a call home from tutor	Students who receive 3 exits in a day will be placed in isolation the following day	Students who receive 2 on-calls in a day will be transferred to isolation

Reports	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Procedure	Reminder	Tutor Report (2-weeks)	HOY/SSM Report (2-weeks)	AP Report (2-weeks)	HOC Report (2-weeks)
Reason	<ul style="list-style-type: none"> 3 negative points accrued 	<ul style="list-style-type: none"> 5 negative points accrued 	<ul style="list-style-type: none"> 8 negative points accrued 	<ul style="list-style-type: none"> 12 negative points accrued 	<ul style="list-style-type: none"> 15 negative points accrued
Accountable	Tutor	Tutor	HOY/SSM	AP	HOC
Sanctions			<ul style="list-style-type: none"> 5-minute detention per cross, NO HALVES 	<ul style="list-style-type: none"> 10-minute detention per cross, NO HALVES 	<ul style="list-style-type: none"> 15-minute detention per cross, NO HALVES
Follow-up			Tutor to contact home; targets based on reasons for negative points	HOY/SSM to contact home; targets based on reasons for negative points	AP to contact home; targets based on reasons for negative points
Escalation	Students who do not heed this reminder will be placed on tutor report	Students who fail this report will escalate to HOY/SSM report	Students who fail this report will escalate to AP report and a parental meeting held	Students who fail this report will escalate to HOC report and a parental meeting held	Students who fail this report will escalate to parental meeting with MGO



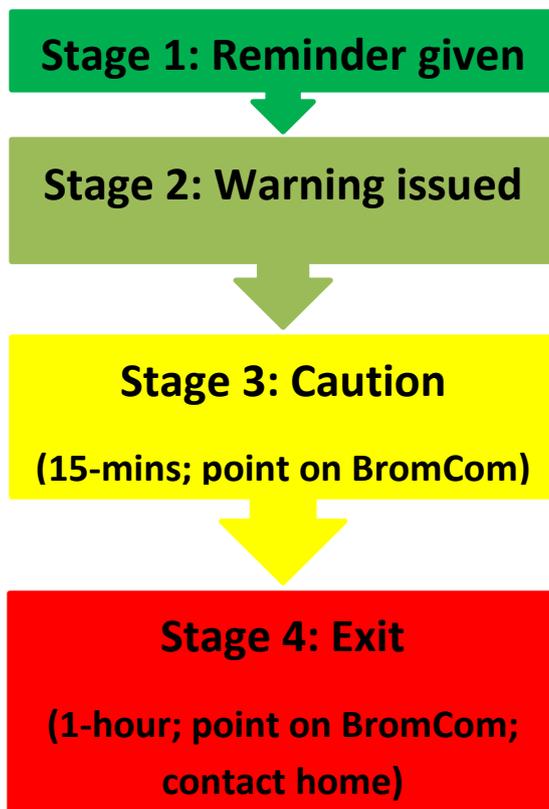
Behaviour



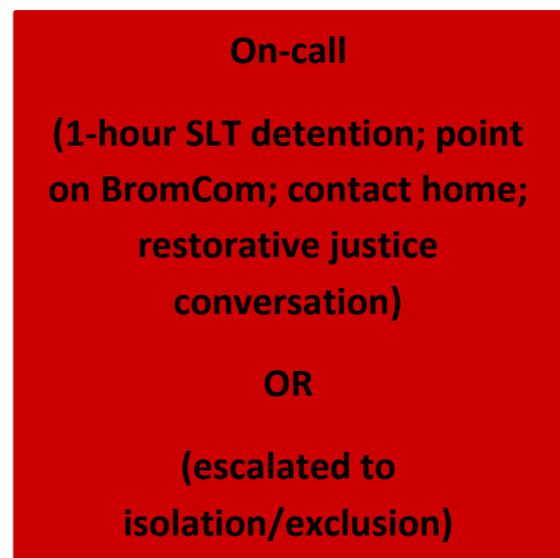
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Low-level Disruption



Serious Incident





WILMINGTON ACADEMY

HOME ACADEMY AGREEMENT

Successful education is founded upon a partnership between school, students and parents. Wilmington Academy is committed to maintaining high standards in work, behaviour and attitude. In return all students accepted by the academy, as well as their parents/carers, are expected to meet the standards required and to observe the rules and routines of the Academy at all times during their time at Wilmington Academy.

WILMINGTON ACADEMY agrees to provide for every student with:

- a broad, balanced education that maximises potential and encourages high aspirations
- build personal attributes in line with The IB Learner Profile
- work appropriate to each student's age and ability
- academic and vocational programmes of study that meet the needs of all learners
- challenge, support and encouragement
- social, moral, spiritual and health education opportunities
- opportunities to learn about British Values and become Internationally-minded
- enrichment and extra-curricular activities
- a secure, stimulating and well-disciplined environment and regular home/independent learning
- regular academic feedback and opportunities for reflection
- progress reports as featured in the Assessment, Recording and Reporting Policy
- at least one parents' evening each year
- prompt consultation to discuss any difficulties which may arise
- ensure the safety of staff and students by involving external agencies, where necessary

As a WILMINGTON ACADEMY student: I agree to:

- treat all members of the Academy community with understanding and respect
- show respect for the Academy environment and property
- attend the Academy regularly
- be punctual at all times
- remain on the Academy site during Academy hours
- work hard and meet all course requirements
- complete home learning tasks on time
- wear the full and correct Academy uniform (no trainers – except for medical reasons certified by a doctor)
- adhere to the Academy rules and behave in a responsible way, both in the Academy and when travelling to and from the Academy
- adhere to Academy sanctions (CUC, isolation, faculty/SLT detentions) without question
- not bring in any tobacco, alcohol, illegal drugs or offensive weapons onto the Academy as this may jeopardise my place
- not bring in any banned items (aerosol cans, chewing gum, make-up, nail varnish) into the Academy as this will result in confiscation and a sanction (bag searches will take place to uphold the standards of the Academy)
- not maliciously interfere with Academy equipment, including fire equipment and the fire alarm as this may jeopardise my place

As Parent(s)/Carer(s) I/We agree to:

- support and work with the Academy to encourage a positive attitude to education
- ensure excellent attendance (minimum 95%) and punctuality and inform the Academy on the first day of any absence
- avoid family holidays during Academy term-time: **N.B. The Governors do not approve holidays during term-time**
- make time to talk and listen to my child, discuss home learning and recognise effort and progress my child has made
- attend parents' meetings and academy functions, in which my child is involved, and any special appointments, as requested
- let the Academy know if there are any factors which may affect my child's performance
- support the Academy Behaviour Policy, including sanctions such as after-school detentions
- keep my child in correct uniform at all times, including shoes and PE kit
- provide him/her with a well-stocked pencil case, a calculator, reading book and any other equipment needed
- pay for the replacement of any damaged, or lost books, or equipment
- pay for the repair of any damage caused by my child
- support my child in full-time education or training to age 18
- support the values of respect and tolerance promoted by the Academy
- support the Academy policy on maliciously interfering with Academy equipment, including fire equipment and the fire alarm
- my child using sharp implements in practical lessons i.e. Technology, Food Tech, Art, etc
- support any external agencies involved with my child

In addition:

- agree to drive carefully on all local roads adjacent to Wilmington secondary schools and in particular Common Lane
- agree to park considerately when dropping off and picking up my child, with particular attention to not blocking driveways or footpaths
- agree to behave as Good Neighbours to all residents in Wilmington and that where possible, find alternative methods of coming to school such as public transport, walking and cycling

Student Name: _____

Signature of Student: _____

Signature of Parent/Carer: _____

Signature of Principal: _____

on behalf of Wilmington Academy

We are confident that if all parties keep to the spirit of this agreement it will provide the basis for a successful educational partnership.

Updated July 2019