



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:
Senior Deputy Head	Executive Headteacher
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Annually	June 2019

Policy Name

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

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
June 2018	4.3	Annual review and update

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. Our ethos for positive behaviour is centred around the following strands;

- Consistent, calm adult behaviour
- Respect for all and by all
- First attention for best conduct
- Relentless routines
- Restorative practice

1.2 Inclusion features strongly in this policy as it goes to the heart of the Trust as an organisation.

1.3 Positive behaviour can be learnt and negative behaviour is not an inevitable consequence of past experience.

1.4 Negative 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 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.

1.6 The Executive Headteacher / 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 The fundamental principal underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce positive behaviour conducive to good learning. 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.

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 aware of the Trust's expectations regarding routines and be expected to adhere to these at all times. Clear routines promote positive behaviour and thereby good learning.

6. MANAGING BEHAVIOUR

6.1 Praise can be a more effective tool in modifying negative behaviour than sanctions. As such, managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than merely recording negative behaviour.

6.2 Where appropriate students should be praised publicly and always reprimanded in private.

6.3 Our system for managing negative behaviour is based on an escalated consequence system which recognises that negative behaviour leads to consequences which escalate in severity. This ultimately leads to removal from lessons 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 negative 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's Leadership Team will support staff through advice, guidance and being available to support time with sanctions as and when required.

7.5 The secondary Academy operates a patrol system for staff to use if they believe a student's behaviour is unsafe or causing sufficient disruption to prevent any learning from taking place.

7.6 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 In the Primary Academy, the Behaviour for Learning Code of Conduct will be displayed in every classroom and around the building. 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)



At the secondary Academy, the Ready, Respectful and Safe code of conduct will be displayed in all classrooms and in student's planners.

8.2 Each teacher will follow, communicate to students and constantly reinforce the Trust's learning routines for:

- Room entry - meet and greet at the door
- 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

8.3 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 - reprimand in private
- Have a seating plan
- Have a protocol in place for formal start to lesson
- Take register

8.4 During the lesson staff will:

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

8.5 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
- Stamp student's planners for those who have demonstrated ready, respectful and safe behaviour
- Say goodbye

8.6 Staff will habituate the code of conduct and routines by:

- Publishing them visually in learning area
- Constantly referring back to them when negative behaviour occurs, referring always to the negative behaviour, not the child, 'That particular negative behaviour is not welcome in our classroom'
- Reinforcing rules on a day to day basis
- Modelling and praising positive behaviour



8.7 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 At the secondary academy a system of stamps in a student's planner for demonstrating ready, respectful and safe behaviours is the primary way of rewarding students, stamps are converted into House points which in turn earn rewards for the student as well as their House.

9.2 Publically recognising achievement, success and effort is fundamental this is done through;

- Postcards and letters home
- Commendations
- Celebration assemblies
- Celebration evenings
- Reward trips
- Roles of responsibilities – e.g. Respect Ambassadors

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

10. MANAGING NEGATIVE 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 negative behaviour is noticed and followed up, rather than ignored or tackled in a way that leads to confrontation.

10.3 When negative 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 code of conduct
- 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 one to one chat within a lesson
- Movement in class seating
- Minutes out of lesson time
- Sent to colleague
- Call for support/patrol
- Chat after the lesson
- Detentions
- Completion of a reflection sheet
- 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 negative 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 negative 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. Refer to the Exclusions and Alternative Provision Policy for detailed information on exclusion and alternatives to mainstream education.

