



WYMONDHAM HIGH ACADEMY TRUST

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POLICY STATEMENT BEHAVIOUR

POLICY

Wymondham High Academy puts students at the heart of the learning process to provide a safe and secure learning environment. It will also provide opportunities for students and staff to form constructive relationships with each other within a framework of rewards and consequences. This will serve to promote a recognition and realisation of individual student potential. Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the Academy.

The scope of this policy includes out of hours and off site activities when under the supervision of a member of staff or travelling independently to and from the Academy.

AIMS

- To establish an atmosphere of care and respect for self, each other and the general environment.
- To seek to build for students a framework of values of honesty, fairness, respect, care and understanding for others.
- To enable all students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing coping strategies.

OBJECTIVES

- To promote respect for learning, people and property.
- To maintain and promote student self-esteem, self-discipline, and proper regard for authority and positive relationships based on mutual respect.
- To ensure equality and fairness of treatment for all. (Please refer to our anti bullying policy)
- To encourage consistency of response to both positive and negative behaviour.
- To promote early intervention.
- To provide a safe environment free from disruption, bullying and any form of harassment.
- To encourage a positive relationship with parents and carers to develop a shared approach, that involves them in the implementation of the Academy's policies and associated procedures, including the Academy Home Agreement.
- To foster an understanding that actions have consequences.
- To promote a culture of praise and encouragement in which all students can achieve.

IMPLEMENTATION

- The Academy will ensure there is no differential application of the policy and procedures on any grounds, ethnic, culture, religion, gender, sexual orientation or disability.
- A system known as 'Rewards and Consequences' will operate in all areas of the curriculum to support behaviour and self-esteem.
- Effective partnerships with both statutory and voluntary agencies will be sought to meet the needs of individual students and students.
- The Academy will work in partnership with parents, except when this conflicts with matters of Child Protection and Confidentiality.

- A range of sanctions will be applied ranging from detentions to fixed term and permanent exclusions. Exclusions will only be imposed by the Principal, Vice Principal or an Assistant Principal. Before a decision to exclude is made all incidents will be thoroughly investigated by the relevant Head of House.
- Detentions will consist of lunchtime detentions, Department detentions and House detentions.
- Exclusions will consist of fixed term exclusion in the Internal Exclusion Unit or fixed term exclusion where a student is not permitted into the Academy (see appendix 1). 'In extremis' fixed term exclusions will be off site and these will be for the most serious of offences physical - abuse of another student, verbal abuse of a member of staff, for example.
- A range of rewards will be applied to all students who make positive contributions to the Academy.

REMOVING STUDENT PROPERTY

Staff will confiscate inappropriate student property. Inappropriate property is potentially any object which disrupts the learning environment or is illegal (drugs) or against Academy rules (cigarettes).

If goods are confiscated they will be looked after in a reasonable way and kept safely. Students' property will be returned to them as soon as possible e.g. at the end of the lesson or at the end of the day. If the property is illegal, suspected of being illegal or against Academy rules then it should be handed to the Head of House, Director of Advanced Learning or a senior member of staff. If a student requires property to be confiscated on more than one occasion in a half term the Head of House, Director of Advanced Learning will be informed.

CARE, CONTROL AND PHYSICAL INTERVENTION

Physical intervention may be defined as 'an action taken by a member of staff or student which uses reasonable, minimal force'.

Parents need to be aware that the law allows all adults authorised by the Principal to have control of students to use such force as is reasonable to prevent a student:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline

The law regarding the use of force by teachers and others was clarified in the Education Act 1997 and came into force on 1st September 1998. We would like to reassure students and parents that all staff at Wymondham High Academy will continue to act professionally and with integrity.

The Education and Inspection Act of 2006, The Education Act 2011, The Schools (Specification and Disposal of Articles) Regulations 2012, The School Behaviour (Determination and Publicising of measures in Academies) Regulations 2012, Health & Safety at Work Act 1974 have given Schools and Academies new powers including the ability:

- for Academy staff to search a student for any item if the student agrees;
- to use such force as is reasonable given the circumstance when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be

used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the Academy rules;

- for Academy staff to confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline;
- **to discipline beyond the school gate.** This covers the Academy's response to non-criminal bad behaviour and bullying which occurs anywhere off the Academy's premises and which is witnessed by a member of staff or reported to the Academy.

Staff should refer to the DfE Screening, searching and confiscation advice for head teachers, staff and governing bodies March 2012 for further guidance)

There may be incidents where the Academy may involve the police as part of its behaviour management policy. These include issues of cyber bullying (refer to ICT Acceptable Use Policy), vandalism and drug use; particularly the supply of illegal drugs.

We recognise that where individual students are engaging in continuous disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the student receives appropriate support.

MONITORING

This policy will be monitored by the Assistant Principal, Staff and Student Learning and the Principal.

REVIEW

This policy will be reviewed on a three yearly basis by the Assistant Principal, Staff and Student Learning and the Governors' Learning, Teaching & Curriculum Committee.

Confirmed by: **The Governing Body of Wymondham High Academy**

Signature of Chair: Dated:

Learning, Teaching & Curriculum Committee

INTERNAL EXCLUSION UNIT

Notes for Parents

Permanent Exclusions are the Academy's most serious sanction. Internal Exclusions are as serious a sanction as Fixed Term Exclusions and will be imposed either by the Principal, Vice Principal or one of the Assistant Principals.

Students who are Internally Excluded will follow a different school day from the rest of their peers. Parents will be notified by their child's Head of House of the Academy's decision to place that young person in internal exclusion and will be invited to bring their child into school by 8.30am on the first day of the period of exclusion. Students will be directly supervised by a member of the Senior Leadership Group. Students will also be set academic tasks appropriate to their ability and will take their break and lunchtime outside the normal times for these arrangements. Their school day will usually end at 3.00pm but may be extended until 4.20pm.

Any decision to place a child in internal exclusion will not be taken lightly and incidents leading to students' placement in the Internal Exclusion Unit will be thoroughly investigated. Parents have the right to make representation to the Principal if they are unhappy with the decision taken. Such representation should be made through the Principal's P.A. at the Academy. Parents have the right to see a copy of their child's school record. However, in view of confidentiality restrictions, parents will need to put their request to do so in writing, and there may be a small charge for photocopying.

Inclusion Unit Rules

Students are required to:

- arrive in school by 8.30am on each day that they are in the Internal Exclusions Unit.
- wear the correct uniform.
- bring the necessary equipment to complete written tasks, including text and exercise books for lessons that would have been taught that day.
- complete all written work to the best standard of which they are capable.
- behave respectfully and appropriately at all times.

Rewards

Students will be awarded merit points for achieving each of the following:

- producing good accurate work in each lesson.
- sustaining improved behaviour.

Rights and Responsibilities

ACADEMY	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the Academy's statutory power to discipline students and that students and parents will need to respect this. • To enforce the Academy's Behaviour Policy – including rules and disciplinary measures. • To expect students' and parents' cooperation in maintaining an orderly climate for learning. • To expect students to respect the rights of other students and adults in the Academy. • Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the Academy may ban him/her from the Academy's premise and, if the parent continues to cause nuisance or disturbance, s/he may be liable to prosecution. • To take firm action against students who harass or denigrate teachers or other Academy staff on or off premises – engaging external- support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the Academy's Behaviour Policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the Academy's Behaviour Policy does not discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities. • To ensure teachers' roles in Academy discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and, as appropriate, reward students' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate. • To make alternative provision from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about

	bullying. <ul style="list-style-type: none"> • To ensure staff model good behaviour and never denigrate students or colleagues. • To promote positive behaviour through active development of students' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.
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STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the Academy's Behaviour Policy, with every student involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Principal/ Governors, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by Academy staff, obey Academy rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the Academy when off Academy premises. • Not to bring inappropriate or unlawful items to the Academy. • To show respect to Academy staff, fellow students, Academy property and the school environment. • Never to denigrate, harm or bully other students or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the Academy's Behaviour Policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in the Academy. • To have any complaint they make about their child being bullied taken seriously by the Academy and investigated/resolved as necessary. • To appeal to the Principal/ Governors, and beyond that to the Secretary of State, if they believe the Academy has exercised its 	<ul style="list-style-type: none"> • To respect the Academy's Behaviour Policy and the disciplinary authority of Academy staff. • To help ensure that their child follows reasonable instructions by Academy staff and adheres to Academy rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure Academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the

<p>disciplinary authority unreasonably.</p> <ul style="list-style-type: none"> • To appeal against a decision to exclude their child, first to the governing body of the Academy and then, in cases of permanent exclusion, to an independent appeal panel. 	<p>Academy to support their child's positive behaviour.</p> <ul style="list-style-type: none"> • To attend meetings with the Principal or other Academy staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any parenting contract or order relating to their child's behaviour. • If their child is excluded from the Academy, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the Academy at the end of a fixed period exclusion.
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