



**St Wilfrid's**  
Church of England Academy

# Behaviour for Learning Policy

Statutory Policy

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For public viewing

Link to other policies:

- Inclusion
- Anti-bullying
- Attendance and Punctuality
- Safeguarding/Child Protection
- Acceptable use of Mobile Devices
- Self-harm
- Social Media
- E-safety
- Mobile Phone

**Temporary arrangements apply to suspensions and permanent exclusions process during the Coronavirus outbreak and the statutory guidance will be followed and reviewed appropriately. The Academy may also use this guidance for other behavioural matters that occur and restrict any visitors to the Academy site.**

**St. Wilfrid's C of E Academy**  
**Behaviour for Learning Policy**

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## 1. Rationale

The Behaviour for Learning Policy at St Wilfrid's CE Academy is a statement of good practice that covers all aspects of the Academy that contribute to the development and maintenance of outstanding behaviour when wearing the Academy uniform or representing the school in any context.

This Behaviour for Learning Policy is a framework, which recognises behaviour management as a fundamental part of teaching and learning and its contribution to securing achievement for all. It is one which combines strong Christian values as illustrated by the Academy 'Pebbles', and academic rigour with a sense of caring for the individual whatever their role in the Academy. It is written with the knowledge that the vast majority of the students in the Academy consistently display the expected behaviours, hold true to the Christian ethos of the Academy, share its strong Christian Values and demonstrate these in their daily interactions with members of the Academy community, constantly striving to *Live Life to the Full*.

## 2. Principles

All members of the Academy are expected to maintain an atmosphere conducive to learning, where courtesy and respect for others are fundamental requirements. The policy aims to support the three principles of behaviour at St. Wilfrid's where we expect students to be:

- **in the right place;**
- **at the right time;**
- **doing the right thing.**

The procedures are outlined to ensure the safety and protection of all stakeholders working within the Academy building and maintaining our core Christian values. Students are expected to follow staff instructions immediately upon the first time of asking.

It is the intention that this policy:

- ensures that students' behaviour towards each other and staff allows all members of the Academy freedom from bullying, harassment and discrimination;
- ensures staff and students exhibit strong Christian values in everything they do;
- recognises and rewards the vast majority of students who consistently display expected behaviour and follow the three principles outlined above;
- guides teachers in managing the behaviour and expectations of students to ensure that all have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity;
- ensures there are clear guidelines to enable systematic and consistent management of behaviour;
- outlines clear sanctions for students who fall short of Academy expectations regarding behaviour;
- provides clear guidelines for staff in the application of sanctions outlined within this policy;
- ensures students feel safe and develop the ability to manage and assess risk appropriately;
- ensures mobile devices and social media are used in a safe and appropriate manner and not in a way that may lead to discrimination, harassment or bullying of any staff or students in the Academy.

A truly effective Behaviour for Learning Policy is only possible if there is a consistency amongst staff in identifying and responding to inappropriate and unsafe behaviour. However, whilst there is a need for consistency, it would be inappropriate for a 'fixed penalty' approach for every type of poor behaviour identified. Individual circumstances should be considered and staff may seek clarification from LAC, POD and SLT staff if they are unsure or, particularly, if a behaviour is atypical for that student.

## 3. Classroom Management Guidelines

It is essential that all students follow the expectations outlined within the student section of the St Wilfrid's Home Academy agreement (Appendix 1).

All members of teaching and learning support staff within the Academy have responsibility for the care and safety of students within classrooms. Classroom management strategies are open for individual staff to implement. However, it is good practice that staff use strategies (as outlined in the Behaviour for Learning flowchart and guidance for staff Appendix 2a and b), including a compulsory seating plan and positive praise, which will help to engage students, maximise learning and maintain pace in lessons. The Behaviour for Learning Policy recognises the need for all individuals within the Academy to play their part in maintaining discipline. From the perspective of students, it is important that they recognise the need for self-discipline. Subject teachers are responsible for monitoring and following up student punctuality to their lessons, the completion of assessed coursework components and homework and for the follow up of breaches of classroom discipline. This follow up may be as simple as a discussion with the student or may, in more serious or persistent cases, result in a referral to the relevant LAC, POD or SLT on-call. Where student behaviour falls short of expectations, staff must implement the sanctions as outlined in the Behaviour for Learning Sanctions Flow Chart (Appendix 2a). There is additional guidance for staff regarding the various levels of behaviour and appropriate sanction as identified in the Suggested Action table, Appendix 2b.

There is an expectation that teaching and support staff recognise that the vast majority of students uphold the three principles of behaviour and they are encouraged to use rewards as outlined in Section 7 to recognise the positive behaviour displayed by students in the Academy.

#### **4. Behaviour around the Academy**

The Academy should be a calm, orderly place at all times. All students should exhibit strong Christian values in the way they behave. It is therefore essential that students are taught to show respect to each other and Academy staff, as well as the environment in which all work. Where a student causes wilful damage to the Academy building or, property or to that belonging to individual students, this may lead to parents/carers having to pay for such damage.

In line with the Mobile Phone, E-safety and Acceptable Use of Mobile Devices Policies, students across all years must not use mobile phones **once inside** the Academy grounds, except Sixth Form students who may use their phones in the Sixth Form Common Room. Students who flout this rule will have their phone confiscated in line with the Acceptable Use of Mobile Devices policy, with escalating sanctions for repeat offenders.

Movement around the Academy needs to follow the one-way system and all students, including members of Years 12 and 13, should follow this at changeover times to ease congestion and facilitate movement. Outside of changeover time, Year 12 and 13 students are free to operate outside the one-way system, unless otherwise instructed by a member of staff.

At break and lunchtime, students must vacate the school building unless participating in an organised activity, eating in a designated area, working in the LRC during the allocated year group slot or attending a lunchtime detention or intervention with staff. Students may access lockers and the toilets during break and lunchtime. Students must follow the instructions of staff and prefects at all times and at the first time of asking. Sanctions will apply to students who fail to comply with reasonable requests. Students need to respect the privacy of others and maintain high standards of hygiene when using the Academy toilets. Year 11 may use the NCR (New Common Room) during break and lunchtime under the supervision of a member of staff. During a designated wet break or lunch, students must adhere to the Wet Break and Lunch Protocol (Appendix 3).

The MUGA is available for use by students in Years 7, 8 & 9 and the Astro turf by students in Years 10 & 11 for ball games (trainers must be worn on the Astro turf). To ensure the safety of students on the MUGA and Astro turf, only those participating in ball games will be allowed access to the MUGA or Astro turf.

Any student deliberately breaking MUGA or Astro turf rules can face a temporary or permanent ban from this area at lunchtimes.

Students must eat food in the designated areas, clearing away rubbish/plates that they have generated from the canteen or common room areas before leaving the venue. Eating on corridors or on MUGA or Astroturf is not permissible.

Students in Years 7-11 may not leave the Academy grounds during the day unless they are on an organised visit or travelling to a venue for PE lessons or examinations such as Towers Court. Students who have an appointment during the Academy day must sign out at Reception. Further guidance can be found within the Academy's Attendance and Punctuality Policy.

During the school day, only students who have the permission of the Principal may sell goods for a charitable cause. Students found in breach of this will have items confiscated until a parent/carer collects them and will face appropriate sanctions. Please see Section 6 for information pertaining to banned items.

Students must not bring aerosol style sprays into the Academy and therefore must not be used anywhere on site including the PE changing rooms.

Students who fail to attend form time, assemblies or timetabled lessons are truanting unless they are with a member of staff, have reported to sick bay or have signed out via reception for an appointment. Students who truant will be subject to sanctions in line with the Behaviour for Learning Sanctions Flow Chart, Appendix 2a. Leaving Academy grounds at break and lunchtime without permission is truancy.

## **5. Appearance / Uniform**

Students must wear their uniform correctly at all times, including when travelling to and from the Academy as they are considered to be our ambassadors when in St Wilfrid's uniform. The uniform plays an important part in maintaining discipline within the Academy for all year groups. Members of staff are to reprimand students whose uniform falls short of expectations. Students who clearly flaunt our uniform policy could be subject to a range of sanctions including detentions after school or isolation at break and lunchtimes. In cases of frequent repetitive incidents or extreme, blatant uniform breaches, it may be decided for a student to be placed in Reflect during the Academy day.

The full uniform list (including the compulsory Academy bag for Y7-11) is in the Uniform Policy, however, below are the rules regarding hair, facial hair, false/acrylic/gel nails/nail art/nail varnish, jewellery and make-up.

The Sixth Form has a separate Uniform Policy; all sixth form students must wear the uniform correctly at all times, including journeys to and from the Academy.

### **Hairstyles**

Hair should not be coloured/dyed using unnatural shades of colour. Hair preparation of any form are not suitable for use in the Academy. Dip-dyed hair is also not appropriate.

Students with hair longer than shoulder length must wear their hair fully tied back (e.g. in a pony tail/bun) using a black or navy bobble at all times, with the exception of Year 11 students who are permitted to wear their hair down. Other means of tying hair back such as decorative hair accessories are not acceptable.

Extremes of hairstyle are not permissible for any student. For example, tramlines/patterns in hair, a shaved head, or hairstyles of two or more distinctive lengths are all unacceptable. Barber style clipper cuts of less than number two are also in breach of the hair regulations. This list is not exhaustive, and the Principal reserves the right to declare a hairstyle as extreme if it is in breach of the spirit of these guidelines.

### Facial Hair

All male students in Years 7 - 11 should be clean-shaven **at all times**. Where a student can demonstrate, with supporting evidence from their faith leader and their Community Faith Group, an exceptional commitment to their faith by undertaking, for example, Hafiz, their parent/carer may apply in writing to the Principal for exemption from this rule. Where this is granted a student will be provided with a card that they must carry with them at all times, which explains the exemption to staff. This exemption will only continue to be granted on the understanding that the student maintains their extra-curricular studies and continues to demonstrate such commitment for the time they wish to remain unshaven. Supporting evidence from the faith leader in the form of a termly, written update on progress regarding such studies will be required for the exemption to remain in place. If a student discontinues their course of study, they will no longer be exempt from this rule. If allowed exemption under the criteria above, the student should maintain an untrimmed beard. This exemption only applies to students undertaking commitments to extended study and does not apply to students attending, for example, normal mosque lessons, Sunday school or bible classes.

Students who consistently flout this rule will be subject to sanctions as outlined in the Behaviour for Learning Sanctions Flow Chart (Appendix 2a).

### False/gel/acrylic nails/nail art/nail varnish

Only natural nails are acceptable for students in the Academy, and students must not wear nail art and/or nail polish or false, gel or acrylic nails. Students will need to remove such products in the Academy; failure to comply will result in further sanctions other than a uniform detention.

### Jewellery

No jewellery is permissible in the Academy for **any** student in Years 7 – 11, with the exception of a cross and/or a watch. Earrings, nose rings/studs, tongue piercings, belly bars and other pierced items are not acceptable in the Academy. Other piercing adornments (including retainers) are also unacceptable. Students must not cover jewellery, such as those in piercings with a plaster, as this is a clear breach of the policy.

### Make-up

Students in Years 7- 10 must not wear any make-up to the Academy; this extends to the wearing of false eyelashes and drawn on eyebrows. With the Principal's permission, students in Year 11 may wear light make-up; this is a privilege and as such is subject to removal at any point. This concession does not include the wearing of false eyelashes.

## 6. Banned Items

Some items are not suitable in a school setting and as such are banned items within the Academy. Below is a list of banned items. A student found **in possession of (either on their person or in their bag or locker), or who is found to have supplied, sold or used such items** within the Academy, its grounds, whilst wearing Academy uniform or on a visit organised by the Academy, will be in serious breach of Academy rules and may face the ultimate sanction of permanent exclusion. **The list below is not exhaustive and is open to amendment at any time by the Principal. The Principal reserves the right to forbid students from bringing to school articles that may be potentially dangerous or undesirable.**

#### Banned items include:

- illegal drugs and drug paraphernalia;
- new psychoactive substances (NPS);
- alcohol in any form;
- aerosol sprays
- knives (including penknives) /sharpened implements and weapons in any form;
- smoking paraphernalia including lighters, matches, tobacco, cigarettes, filter and papers;
- e-cigarettes and associated vaping fluids;

- fireworks;
- pornographic materials;
- chewing gum;
- energy drinks;
- sporting equipment (such as footballs, basketballs, tennis balls)
- any other item that could be deemed to put other students or Academy staff in danger, including any item that could be deemed to be an offensive weapon or has been, or could be, used to commit an offence.

Students should not look after items from the banned list for any student. If asked to do so, they should report the matter immediately to the relevant POD. If a student accepts banned items from another student, they will be in breach of the Behaviour for Learning Policy and subject to appropriate sanctions.

## **7. Rewards**

By using various rewards, we aim to set out measures to promote good behaviour, self-discipline and respect for all. We aim to celebrate individual and group success and recognise a wide variety of achievements that allow students of all abilities to develop their self-worth. The following are reward mechanisms within the Academy.

### **a. Merits**

Students will receive merits for a variety of reasons ranging from effort and schoolwork to citizenship. All members of staff are able to award merits recording these on SIMS under the appropriate category including **LIVE merits** which recognise students who demonstrate our core Christian values. In addition, the end of year Celebration Events will recognise those students who display these characteristics on a regular basis.

### **b. Principal's Certificate of Commendation**

Awarded for students that complete an outstanding piece of work that a teacher believes is worthy of additional recognition other than a merit, by the Principal. Students nominated will receive a Certificate of Commendation recognising their efforts and achievements, awarded during the weekly Year Manager update.

### **c. Certificates for Merits Awarded**

Students who accrue the requisite number of merits will receive a Bronze, Silver, Gold or Platinum certificate in Celebration Assemblies in the summer term.

### **d. Celebration Events**

These take place annually with students receiving awards for various activities and achievements.

### **e. Morning Celebration Events**

These take place per year group, each half term. Students are selected to attend based on criteria set by the relevant Assistant Principal and/or Year Manager, so that a wide range of students will be included in this reward.

### **f. Postcards and letters sent home to parents**

Staff within the Academy issue these in recognition of outstanding work by students on a half termly/termly basis, their commitment to the wider life of the Academy or for demonstrating a marked improvement in their behaviour.

### **g. Termly and Yearly Fantastic 50**

Each term, 50 students from each year will participate in a reward event. The criteria for this reward are excellent scores for Behaviour, Effort, Homework and Attendance and Punctuality, with the termly data update used to acquire this information. The average cumulative scores for the categories named, across all subjects, gives each student an **attitude to learning grade**. The top 50 students in each year group will receive a Fantastic 50 badge to wear for that term and a rewards event. Students can progress through bronze, silver and gold badges, depending

on how many times they appear in the Top 50 termly data updates. Those students who achieve the Gold badge for all three terms, will be awarded a platinum badge to wear the following academic year.

#### **h. End of Year Reward Trips**

The Academy may choose to offer an end of year Reward trip for those students who continually demonstrate the exceptional behaviour that we expect in the Academy. Such a visit will be at the discretion of the Principal who will pay attention to the cost implications for parents/carers and the safety of students and staff who would undertake the visit.

Rewards trips/activities on this day will be offered in four tiers, Platinum, Gold, Silver and Bronze - with more varied and 'prestigious' trips/activities being offered to those students who are consistently demonstrating outstanding attitude to learning, conduct and effort. Certain trip numbers will be capped with the safety of students and staff being paramount. Gold students will receive first pick of trips/activities followed by silver and finally bronze. Students who receive a bronze award will only take part in activities within the Academy.

The criteria used to select students for the trips/activities will be:-

- No. of merits
- No. of behaviour demerits
- No. of homework demerits
- Attendance and punctuality
- An average of attitude to learning grades taken from termly reports

The grade boundaries for Platinum, Gold, Silver and Bronze will be set by the Senior Leadership Team and calculated using year group averages of the above categories.

A small number of students whose behaviour, attitude to learning or conduct have not consistently met our high expectations over the course of the Academic year will not be offered a reward trip or activity on this day. They will instead participate in behaviour reflection and action planning activities led by the Senior Leadership team.

#### **i. Sports' Award Celebrations**

Students, who perform in a variety of sports representing the Academy, receive various awards at this event to recognise their contribution to the sporting life of the Academy.

#### **j. Sports' Ties**

Students are awarded Sports' ties in recognition of years of participation at competition level in more than two sports at a high standard. All sports' tie winners have shown outstanding attitude and sportsmanship in lessons as well as when representing the Academy in various sporting competitions. In addition, students receiving this sporting accolade will also have displayed an excellent attitude to learning, with impeccable attendance and punctuality.

#### **k. Attendance Certificates and Badges**

Students with outstanding attendance and punctuality will qualify for this achievement at one of the following levels:

- **Attendance Certificate**

Certificates are awarded for 100% attendance during the autumn, spring term or summer terms.

- **Attendance Certificate and Badge**

1 Year's 100% attendance – **bronze badge**

2 Years' 100% attendance – **silver badge**

3 Years' (or longer) 100% attendance – **gold badge**

Students who take the permitted time for religious observance of other faiths may still achieve this reward if this is the only reason they have been absent over the relevant period.

### **l. Year 11 Celebration Evening**

This celebrates exam successes of the previous year's Year 11 students with subject prizes and special awards to celebrate contributions to the wider life of the Academy. Recipients receive a small gift in recognition of their achievement. There will be a presentation of Examination Certificates to all in attendance.

### **m. Year 13 Celebration Evening**

This celebrates GCE A Level and Vocational successes of the previous year's Year 13 students. There are awards for subject prizes and special awards to celebrate contributions to the wider life of the Academy. There will be a presentation of Examination Certificates to all in attendance.

### **n. Year 11 and Year 13 Prom**

This annual end of year leaver's event, normally held at an external venue is organised to celebrate the achievements and positive contributions of students to Academy life as they near the end of KS4/KS5. The Principal reserves the right to remove students from the invitation list if their conduct is not in line with expected standards or their behaviour brings the academy into disrepute.

The criteria used for a student to receive an invitation to the Year 11 Prom will be:

- No. of merits
- No. of behaviour demerits
- No. of homework demerits
- Attendance and punctuality
- Attitude to learning

### **o. Weekly zero demerit raffle**

These take place within each year group's weekly Year Manager update. To qualify for a ticket in the draw students must not have received a demerit in the previous week. The prize of an 'VIP front of lunch queue pass' (for the student and a friend) is awarded to any student picked out of the raffle.

### **p. Form Awards**

Each year group will hold a mini celebration assembly in the final week of a half term (this celebration may take place virtually), where form prizes will be awarded for the following categories:

- most form merits (that half term);
- most form merits (year to date);
- least form demerits (that half term);
- highest percentage form attendance;
- or any other category that is determined by the Year Manager.

## **8. Sanctions**

When a student fails to meet the expectations of the Academy, it is often necessary to impose sanctions. This section defines the range of sanctions available and a summary is available in the Behaviour for Learning Sanctions Flow Chart (Appendix 2a). Where a sanction is applied, the member of staff must explain the sanction to the student and outline any changes in behaviour necessary to avoid future sanctions. Some behaviour types considered low level will receive less severe sanctions than those considered more serious breaches of discipline. However, repeated low-level behaviours would result in the escalation of sanctions until the student addresses the issues. Similarly, if a student lies to a member of staff, this is a serious breach of discipline and sanctions escalate accordingly.

For serious breaches of discipline, strong sanctions will be necessary. The Academy will not tolerate students endangering the welfare, health and safety of other students or staff by dangerous or criminal activity. This includes being in possession of, utilisation of, selling or distributing any of the items from the banned item list in Section 6.

Poor behaviour impedes learning and teaching and prevents students from reaching their full potential. Appendix 1 set out clear expectations of conduct for students at the Academy. The sanctions outlined in Appendix 2a are not exhaustive and the Principal reserves the right to apply any sanction deemed appropriate for any poor behaviour within the Academy or on supervised visits taken by Academy staff.

The Academy acknowledges that there may be very rare occasions when a parent/carer does not agree with a particular sanction imposed because of their child’s actions. As an Academy, we are willing to listen to and discuss parental views; however, we expect that all parents/carers will support the ultimate decisions made by the Academy. In the case of the imposition of a fixed-term or permanent exclusion, the Academy will explain the right to appeal as defined in the statutory guidance, ‘Exclusion from maintained schools, academies and pupil referral units in England’, Sept 2017.

Whilst St Wilfrid’s will endeavour to ensure all sanctions applied to students are fair and consistent it also accepts that treating all students the same may be unlawful where a student’s additional needs directly affect their behaviour. If it is judged that a student’s additional need makes it harder for them to comply with the policy than other students, then discretion will be used in the application of a sanction.

**a. Demerits**

These are issued for a range of poor behaviours. Students who accrue repeated demerits will receive additional sanctions and may be placed on report as outlined below in section c; all demerits must be recorded on SIMS under the student’s behaviour management section. Any sanction in addition to the demerit must also be recorded.

**b. Detention**

Detentions will be operated at varying times during the school day in a year group specific zone dependent upon the seriousness of the behaviour displayed by the student as explained in the table below:-

<b>Tier</b>	<b>Behaviour descriptor</b>	<b>Consequence</b>
<b>Teacher</b>	A teacher may issue this level of detention for minor infringements within the classroom, or for not completing class or homework.	The class teacher will be responsible for the supervision of students during <b>break, lunchtime or after school.</b>
<b>Learning Area</b>	A teacher may issue this level of detention for more serious infringements within the classroom, or for not completing class or homework or when a student has not addressed their behaviour following Teacher detentions.	This detention will take place from <b>3.20pm – 4.00pm</b> on a Monday.
<b>POD</b>	Students will receive this level of detention for uniform breaches, poor punctuality, failing their report card, low level disruptive behaviour on corridors, outdoor spaces or eating venues.	This detention will last <b>20 mins</b> at lunchtimes.
<b>Key Stage</b>	A Student Support Manager, Year Manager or Assistant Principal may issue a Key Stage detention for more serious issues, poor attitude to learning or failure to respond to other sanctions, including failing to attend a POD or Learning Area detention.	This detention will take place from <b>3.20pm – 4pm</b> on either a Wednesday or Friday (the nearest day to the incident).
<b>Strategy</b>	A member of the Senior Leadership Team can issue a Strategy detention for more serious issues, or failure to respond to other sanctions, including failing to attend a Key Stage detention.	This detention will take place from <b>3.20pm – 4.20pm</b> on a Friday.

In line with the guidance explained on *Page 10* of the [DfE document Behaviour and discipline in schools Advice for headteachers and school staff/Parents/carers](#) (2016) parents will be notified of a detention ideally with 24hrs notice **via Firefly**. However, there may be instances when parents/carers are notified of a detention on the day it is to be served. Whole class detentions are unacceptable and are not permissible as a sanction in the Academy.

### c. Behaviour Monitoring System

Where issues continue, a traffic light system of behaviour monitoring helps support and modify student behaviour such as the accumulation of demerits or behaviour that is deemed to fall below the expectations of the Academy. The monitoring system works by setting targets (max of 3) for the student to reach in each lesson.

It is the student's responsibility to keep this report card safe, take it home at the end of each day and ensure their parent/carer signs it. Students will receive a score dependent on whether they have met targets related to attitude to learning and behaviour in lesson.

The levels are as follows:

- **Green Monitoring Report** - initiated and monitored by the form tutor for an initial period of 3 weeks or until an improvement in behaviour occurs. If a student is on green monitoring, the form tutor must log this on SIMS and will notify parents via Firefly of the reason(s) for the student being placed on monitoring and the targets sets.
- **Amber Monitoring Report** – initiated and monitored by Year Managers, this is for students who have not made the necessary improvement on green monitoring or for students who have behaved in a way that needs continued POD intervention making a green monitoring system unsuitable. Students on Amber monitoring report will need to check in with their Year Manager at specific times during the day as set out by the relevant Year Manager.
- **Red Monitoring Report** – initiated and monitored by the Assistant Principal attached to the relevant POD. Students may go on red monitoring for failing to make improvements at amber monitoring stage, or because they have been involved in a serious breach of discipline or have returned from a period of fixed-term exclusion. Students on Amber monitoring report will need to check in with the Assistant Principal at specific times during the day as set out by the relevant Assistant Principal.

When a student is on report, a daily points' target is set. Where a student fails to meet this target, a student will be issued with a lunchtime detention. Where a student fails to meet their monitoring targets or where their general attitude to learning does not improve, a student may move to a higher level of report and/or receive an appropriate sanction. For students who fail to respond to the monitoring system this will lead to an escalation of sanctions in accordance with the Behaviour for Learning Sanctions Flow Chart, Appendix 2a.

### d. Academy Service

Where a student does not demonstrate respect for the Academy environment and facilities within it, for example they are witnessed dropping litter or chewing gum, we will expect students to undertake a period of Academy Service after school. Parents will be notified via Firefly. This could include litter picking or other appropriate service to the Academy. The Academy will supply appropriate protective equipment for such activities.

As alluded to in Section 4, there is an expectation that parents/carers will pay a contribution to cover the financial cost of any wilful damage caused by a student to Academy property or the property of other students.

### e. Internal and External Exclusions

For persistent or serious breaches of discipline, the Academy will utilise the full range of sanctions at its disposal. To this end, there are several levels of intervention prior to a permanent exclusion from the Academy. However, the Principal reserves the right to move for an immediate permanent exclusion if a serious breach of discipline occurs that endangers the safety of **any** member of the Academy. Students identified at risk of exclusion or further periods of fixed-term exclusion may benefit from a Pastoral Support Plan (PSP) as an additional mechanism to provide opportunities to identify triggers and develop strategies to try to prevent future issues.

### **i. Internal Exclusion – Reflect**

**Referrals to Reflect must come through either POD or a member of the SLT who must notify the relevant POD immediately. There must be clear communication of all referrals to the Reflect Coordinator.**

An initial placement in year group bubble Reflect is usually for 1 -2 days, with subsequent incidents resulting in placements ranging between 3-5 days. The length of the placement however will be determined by the Assistant Principal or the Principal dependent upon the seriousness of the issue. The placement in Reflect will be within the students' relevant key stage, supervised by the Reflect Co-ordinator or by a designated member of staff. During this time, a student will consider their behaviour and opportunities and the setting of targets to address the behaviour will occur. Either the Reflect Coordinator or a member of the relevant POD will call home to discuss serious breaches of discipline resulting in placement in Reflect.

Occasionally, a student will go to Reflect while investigations are undertaken, or to facilitate a 'cooling off' period. Reflect may also be used to support a students' mental and physical wellbeing. Relevant POD staff or any member of the SLT, via the POD, will make such referrals.

Work for students in Reflect will be taken directly, or emailed to the Reflect Coordinator by the class teacher. If a student is isolated for more than one day, the student will need to report to their designated Academy entrance point at 8.30am; where they will be met by the Reflect Coordinator or escorted to Reflect by a designated member of staff.

During break and lunchtimes, isolated students will remain in their Reflect space. Students will be able to eat their packed lunch or grab bag in their Reflect space.

From day 2 onwards of a Reflect placement, students will remain at the Academy until 4pm under the instruction/supervision of the Reflect Coordinator or allocated POD staff. On these occasions parents/carers will be informed of this the previous day. Where necessary parents/carers will receive an invitation into the Academy to discuss ways forward and to explain likely future sanctions or for their child to receive a formal/final warning about future conduct.

The offences below may result in a referral to Reflect but this is not an exhaustive list:

- continued disruption to lessons;
- defiant behaviour or refusal to follow staff instructions;
- aggressive or threatening behaviour to another student;
- racial, sexual or homophobic harassment;
- bullying;
- theft;
- fighting;
- verbal abuse to a member of staff;
- disruptive behaviour out of lessons;
- damage to Academy property or vandalism;
- possession of a banned item;
- inappropriate use of a mobile device;
- inappropriate use of social media or e-safety breaches (e.g: inappropriate comments/posts or cyberbullying via social media)
- truancy;
- bringing the Academy into disrepute through actions outside of school;
- persistent uniform breaches.

## **ii. Alternative Education**

It is sometimes necessary, to meet the additional needs of a student, that a venue outside of the Academy may be appropriate to provide short-term or longer-term education for the student. Such places, for example, St Thomas' Centre and the Heights, within Blackburn with Darwen, provide specialist intervention to meet the needs of these students. The decision to refer a child for placement to alternative provision lies with the Principal; parents/carers will receive an invite to attend a meeting to discuss this with the relevant Assistant Principal. The local Authority in which the child resides will provide the alternative provision. Students will also receive a referral to alternative provision from the 6<sup>th</sup> day of a fixed-term exclusion or in the event of a permanent exclusion. (See sections v and vi on fixed-term and permanent exclusion below.)

## **iii. Partnership Placements**

Currently the Academy is part of a Partnership Placement Agreement (PPA) with some other schools within Blackburn with Darwen. This allows students to spend time in another school's behaviour/inclusion unit for up to 5 days. Parents/carers will receive notification by telephone and letter, of the location, duration and timings of the placement at the other school. It is the responsibility of parents/carers to make sure that their child attends as outlined in the letter. Failure to do so will lead to any absence recorded as unauthorised, and may lead to a Penalty Notice for non-attendance. Refusal to attend the placement may also result in a fixed-term exclusion.

## **iv. Managed Move**

In some circumstances, where a student is in danger of permanent exclusion or where relations have broken down with either the student and/or parent/carer, it may be appropriate to offer a Managed Move to another educational establishment. Such placements are entirely at the discretion of the Principal and the Headteacher of the receiving school and are usually for a period of between 6-12 weeks. After this, it is up to the receiving establishment to determine if they wish to extend the offer of a permanent placement to the student; in some cases, where concerns exist, it may be necessary to extend the placement beyond the initial time-period. If there is an offer of a permanent place at the receiving school, the student will come off the roll at St Wilfrid's and join the roll of the new school on a permanent basis. If the receiving school chooses not to accept the student on a permanent basis due to poor behaviour or attendance, and it is felt that a return to St. Wilfrid's is not in the best interest of the student; or, if there are serious concerns that a return would have a negative impact on the education or safety of other students at the Academy, it may be necessary to discuss an alternative solution. This may involve a referral to alternative provision on a behaviour package.

In the same way that students leave the Academy, the Principal may agree to take a student on a Managed Move from another school in the Local Authority. There will be close monitoring of the student for a period of between 6-12 weeks. Where necessary, an extension to this placement may be agreed. A final decision whether to offer a permanent place will occur at the end of this trial period. The Managed Move will fail where a student does not meet either behavioral or attendance expectations and the student will return to their original place of education; this may occur at any time during the placement.

## **v. Fixed-Term Exclusion**

The Principal may exclude a student for up to 45 school days in a school year. This could be one long exclusion or a number of smaller fixed-term exclusions. Normally, there will be a meeting in the Academy to discuss the exclusion. Alternatively, with the agreement of the parent/carer a telephone conversation may take place instead. Additionally, the parent/carer will receive a letter that explains the reason for the decision, the duration of exclusion and their rights under DfE [Exclusion Guidance](#) (Sept 2017). For the first 5 days of any exclusion, it is the responsibility of the parent/carer to provide care and supervision for the child. From the 6th day of a continuous exclusion, the Academy must make provision for the student to continue their education. The Academy arranges this provision at St Thomas' Centre, Hawthorn Street, Blackburn for KS3 students (Y7-9), or Lambeth Street, Blackburn for KS4 students (Y10-11). Where a student resides outside of a Blackburn with Darwen postcode, arrangements may be made with the

relevant Pupil Referral Unit. Students on a fixed-term exclusion will receive work to complete which will need returning to the Academy for review, although there is no legal duty for the Academy to mark this. Students, and where appropriate, parents/carers, will be invited to attend a reintegration meeting with the relevant Assistant Principal on the first day the student returns to the Academy; details will be included in the exclusion letter.

Below is a list of actions that may lead to fixed-term exclusion from the Academy. The duration of the fixed-term exclusion will be at the discretion of the Principal; however, the duration will be fair and proportionate. Repeat offences will incur extended periods of exclusion totalling no more than 45 days in any academic year. A further exclusion after this will result in a permanent exclusion. In exceptional circumstances, some situations may lead to an immediate, permanent exclusion from the Academy. Please note that where serious incidents occur, the Academy may choose to involve outside agencies. This list is not exhaustive and is illustrative of actions that may lead to a fixed-term or permanent exclusion:

- physical violence towards another student or member of staff;
- abusive or derogatory comments to another student or member of staff;
- persistent, disruptive behaviour;
- serious defiance;
- racial/ homophobic/gender-phobic/sexual harassment;
- sexual abuse;
- repeated bullying of any kind;
- possession, use, supply or sale of banned items in the Academy (see section 6);
- excessive property damage;
- serious e-safety breaches or misuse of ICT, a mobile device or social media (e.g: cyberbullying, inappropriate comments/posts linked to the Academy or directed towards members of our Academy community, sharing of pornographic or indecent images)
- any other incident or inappropriate behaviour as defined by the Academy that puts members of the Academy community at risk of harm;

#### **vi. Permanent Exclusion**

Where this is the most appropriate course of action, protocol will be followed and parents/carers will be able to make representations to the Governing Board as laid out in the Exclusion paperwork, if they so wish.

There are two main types of situation where a permanent exclusion may be necessary:

- Final stage of disciplinary procedures, after all other avenues are exhausted. Parents/carers will already be aware that this is the likely outcome if behaviour is not adjusted by the student concerned;
- Exceptional circumstances which may be a first- or one-off offence that the Principal deems to put the well-being of the Academy and its members at risk. Such offences include:
  - serious, actual or threatened violence to a student or member of staff;
  - sexual abuse or assault;
  - carrying a weapon;
  - possession, use, supply or sale of banned items (as listed in section 6) in the Academy;
  - arson.

This list is not exhaustive but indicates the serious nature of such offences.

All exclusions will occur in accordance with the current Department for Education exclusion guidelines.

Parents/carers can make representations to the Governing Board in regard to any fixed-term or permanent exclusion and the Governing Board must review the exclusion in certain circumstances including all permanent exclusions as outlined in the [DfE Exclusion Guidance \(Sept 2017\)](#). Where the Governing Board upholds the decision, parents/carers have the right to appeal to an independent review panel.

Where permanent exclusion occurs, the Local Authority where a student resides has a duty to provide suitable full-time education from the 6<sup>th</sup> day of the exclusion or earlier, if possible.

#### **f. Confiscation of Banned/Inappropriate Items**

The Academy adheres to the two sets of legal guidelines describing the conditions under which members of staff will confiscate items from students. The [DfE Statutory Guidance on the Confiscation of Inappropriate Items](#) indicates that staff can confiscate, dispose of or retain a student's property as a punishment.

Under Section 2 of the [Education Act 2011](#), schools have the duty to search for and confiscate any items that they believe pose a danger or threat to students or any other persons, on school premises. This does not require parental consent.

All members of staff have protection against liability for damage to, or loss of, any confiscated item provided they have acted lawfully, reasonably and taken measures to safeguard the property.

Members of staff can search students for prohibited items (Section 550ZB Education Act 1996) without consent although any force involved must be reasonable as defined in the [DfE Guidelines on Use of Reasonable Force July 2013](#).

List of items (not exhaustive):

- illegal drugs;
- new psychoactive substances (NPS);
- alcohol;
- knives and weapons;
- fireworks;
- pornographic materials;
- tobacco, cigarette paper and other smoking paraphernalia;
- stolen items;
- energy drinks;
- sporting equipment (such as footballs, basketballs, tennis balls);
- any other article that has been or is likely to be used to commit an offence, cause personal injury, pose a risk to the health and safety of students or staff or cause damage to property.

The relevant Assistant Principal along with either a member of POD staff, Year Manager or a member of the Senior Leadership Team will usually conduct a search. Where possible, a member of staff of the same gender will conduct the search and students will only be required to remove outer clothing such as blazers, ties, jumpers, belts, socks and shoes. Searches will be non-invasive to reduce embarrassment or distress.

Searching a student's possessions includes searching their bag, kit bag, any electronic devices and other belongings they may have with them. The searching of lockers without consent and not in the student's presence is permissible. Where a student refuses a search, this will be a disciplinary matter in itself. The Principal may deem it necessary to involve the Police in a search.

**It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. However, every effort will be made to contact the parent/carer following a search. The items confiscated, except those considered to be offensive or illegal, will be available for collection by the parents/carers. Illegal or offensive weapons confiscated during a search will be made available for the Police to collect.**

#### **9. Use of Reasonable Force**

In the Academy, staff should refrain from the use of reasonable force, unless it is for two main purposes; namely to:

- control students; or

- restrain students from injuring themselves or others.

A member of staff must not feel compelled to use physical restraint because it can place that member of staff in a vulnerable situation. Reasonable force can only be justified in the circumstances outlined below. Staff will need to familiarise themselves with these circumstances and have a responsibility to follow these guidelines. Within the Academy, force is a last resort after all other behaviour management strategies have failed or when students, staff or property are at risk of harm.

Reasonable force covers a range of actions that members of Academy staff may use that involves a degree of physical contact with students. Guidelines refer to, 'any member of staff at the school and any other person, whom the Principal has authorised to have control or charge of students' ([DfE Guidelines on Use of Reasonable Force July 2013](#); [Behaviour and discipline in schools, advice for headteachers and school staff – updated Jan 2016](#)). In reference to the Academy, it does not include volunteers or parents, except in exceptional circumstances as defined by the Principal or when acting *in loco parentis*.

The term **reasonable** means no more force than is necessary given the circumstances.

**Control** refers to either passive physical contact, such as standing between students or blocking a student's path, or active physical contact, such as leading a student by the arm out of a classroom.

**Restraint** means to hold back physically or to bring a student under control. It is for more extreme circumstances, for example, when two students are fighting and refuse to separate without physical intervention. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring a student.

The decision on whether to intervene physically is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. There is a legal duty for staff to make reasonable adjustments for disabled children and children with special educational needs. In addition, due thought should be given to the age and gender of the student(s) concerned. Even then, force should be at a minimum to achieve the desired outcome. Where possible, staff should summon the assistance of another member of staff before intervening.

Below are examples of when reasonable force may be used to prevent a student:

- attacking a member of staff, another student or students, or to stop a fight between two or more students;
- causing deliberate damage to property;
- causing injury or damage by accident, rough play or misuse of dangerous materials or objects;
- behaving in a way that seriously disrupts a lesson, sporting event or school visit;
- from self-harm or placing him/herself at risk; or
- committing a criminal offence. In this event, the Academy will make a professional judgement concerning the involvement of the police.

**The most appropriate action might be to remove other children from the situation who are co-operative, rather than trying to remove an agitated student.**

For the purposes of clarity, physical intervention may involve:

- stepping between students;
- blocking a student's path;
- escorting a student;
- herding a student away.

Where physical intervention has been necessary to manage a student, the Principal and Vice Principal for Safeguarding will be informed and a written, central record kept and managed by the Principal's PA. The Academy will endeavor to inform parents as soon as possible if such physical intervention has been necessary.

If a student complains about the use of force on them, the Academy will investigate in line with the guidelines set out in [DfE Guidelines on Use of Reasonable Force July 2013](#)

## **10. Roles and Responsibilities**

### **a. Expectations of Teaching Staff**

- Provide opportunities for students to learn to the best of their ability by setting suitable, differentiated learning challenges, removing barriers to learning and creating a positive, supportive and secure environment.
- All staff will record and operate a consistent seating plan for each of their classes
- Model core Christian values in their daily interactions with members of the Academy community.
- Foster a mutually respectful relationship with students, and teach respect by treating students with fairness and consistency.
- Teach interpersonal skills by promoting positive, supportive relationships within teaching groups.
- Take an electronic register, for each class they teach so they can monitor attendance and raise a concern if a child is missing lessons under the Missing Child protocol.
- Support the Academy's Behaviour for Learning Policy by issuing rewards and sanctions in line with the policy.
- Set useful and relevant work if there is a planned absence from a lesson.
- To set work on Firefly when a student is placed in Reflect.
- Avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about students.
- Do not use whole class punishments resulting from poor conduct of only some of the class.
- Where possible use the least intrusive intervention, particularly for minor offences as this minimises disruption and leaves room for escalation should the student(s) not respond.
- Use the LAC, POD or SLT on-call system if needed.

### **b. Expectations of Tutors**

- Teach interpersonal skills by promoting positive, supportive relationships within the form.
- Complete a register during a registration period electronically using SIMS. On the rare occasions that paper registers may be required these will need to be returned to the attendance officer during or immediately after registration.
- Maintain positive communications between home and the Academy.
- Maintain standards of uniform and appearance.
- Provide guidance and assistance to individuals as necessary.
- Promote the use of Firefly to access form-time materials and follow, where practical, suggested form time activities.
- To deliver PSHE/RSE materials during tutor time.
- Support the Academy's Behaviour for Learning Policy by monitoring of merits and demerits, along with the attitudes to learning of those students placed on green monitoring.
- Work collaboratively with POD staff to monitor the behaviour and welfare of students in their form.

### **c. Expectations of Learning Area Coordinators**

- Ensure/co-ordinate a positive learning environment within the Learning Area for both staff and students.
- Ensure that there is a climate of reward and praise within the Learning Area, which promotes positive behaviours.
- Monitor the behaviour and learning of students within the Learning Area by implementing sanctions in line with the Behaviour for Learning Policy.

### **d. Expectations of Student Support Managers and Family Liaison and Safeguarding Manager**

- Liaise and communicate with parents and outside agencies regarding students' needs.
- Manage troubled and challenging students with all relevant stakeholders.

- Support individual students by:
  - tracking of the student's behaviour/achievement and attitude to learning alongside the Year Manager;
  - meeting (appropriately socially distanced) or using digital platforms such as Zoom with parents and students to solve problems which interfere with their learning and that of others;
  - monitoring student attendance and punctuality;
  - consistently implementing, upholding and supporting the Academy's Behaviour for Learning Policy.
- Remove barriers to learning for all students.

#### **e. Expectations of Year Managers**

- Lead and manage a team of Form Tutors.
- Lead online or collective 'Year Manager updates' and distribute rewards to celebrate positive contributions to Academy life.
- Plan and facilitate the form tutor programme including the delivery of the PSHE/RSE curriculum.
- Monitor the behaviour and attitude to learning of students across the relevant year group, liaising with relevant stakeholders and implement intervention where appropriate.
- Meet with parents/carers and students to solve problems that interfere with their learning and that of others.
- Monitor student attendance and punctuality.
- Consistently implement, uphold and support the Academy's Behaviour for Learning Policy.

#### **f. Expectations Learning Support Assistants**

- Support students with SEND in the classroom in line with COVID-19 risk assessments.
- Work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students.
- Help the teacher to create and sustain a positive culture to learning where praise and encouragement promote good behaviour.
- Consistently implement, uphold and support the Academy's Behaviour for Learning Policy.

#### **g. Expectations of the Vice Principal: Behaviour and Safeguarding, Assistant Principals for Behaviour and other SLT**

- Support staff in managing student behaviour, by ensuring the consistent implementation of systems for managing and monitoring behaviour and attendance.
- Ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management and bespoke CPD that develops the individual and supports the Academy's priorities.
- Ensure that the Academy regularly communicates with parents/carers and Governors.
- Provide effective support for teachers facing challenging and uncooperative student behaviour.
- Provide clear leadership and support for the Academy's Behaviour for Learning Policy.
- Provide strategic leadership for the implementation of the PSHEE/RSE curriculum.
- Provide a visible and dependable support to staff throughout the day.
- Ensure that there is consistency in the application of sanctions in line with the Behaviour for Learning Policy.
- Ensure that records are kept effectively and incidents recorded using the appropriate systems e.g. SIMS, where appropriate CPOMs and the Reflect and Exclusion Log.
- Provide detailed reports to the Principal where an incident may lead to a fixed term or permanent exclusion

#### **h. Expectations of the Reflect Coordinator**

- Supervise students from within the Academy during their placement in Reflect.
- Coordinate the request for and dissemination of work for students from St Wilfrid's who are placed in Reflect.
- Ensure high standards of behaviour and attitudes to learning in the Reflect room.

- Liaise with parents/carers about referrals to and behaviour within Reflect.
- Maintain the central log for Exclusions and Reflect referrals.
- Work alongside students referred to Reflect to discuss strategies to reduce the risk of further placements and develop Behaviour Action Plans and Pastoral Support Plans.

**i. Expectations of the Governing Board**

- Monitor the effectiveness of the Behaviour for Learning Policy.
- Support the Principal and Senior Leadership Team in the monitoring of behaviour, attendance and exclusions of different groups of students.
- Form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which conforms to DfE guidelines and convenes as required.

**j. Expectations of Parents and Carers**

Parents/carers are expected to support the Academy by meeting actions outlined in the St Wilfrid's Student/Parent behaviour agreement Appendix 1.

**k. Expectations of Students**

Students are required to meet the expectations laid out in the St Wilfrid's Parent/Student behaviour agreement Appendix 1.

**Complaints Procedure**

The Academy hopes any difficulties surrounding the operation of the Behaviour for Learning Policy can be sensitively and efficiently handled by the relevant POD, before it becomes necessary to contact the Principal. Where a formal complaint thought necessary, the complaints procedure is available from the Academy website. Where necessary, an investigation will commence in line with the procedures outlined in the Complaints Policy and in compliance with DfE guidelines.

## Appendix 1a: St Wilfrid's Parent/Student behaviour agreement (COVID-times)

### Section 1: Uniform

#### Uniform and equipment

- All students must to wear the full branded Academy uniform in-line with our uniform policy, with no exceptions.
- Any items such as exercise books, iPad, packed lunch and stationery must be carried in the students' school bag; PE kit should only be brought in for lessons/organised extra-curricular activities. Re-allocation of lockers will occur later in the term.
- To minimise the cross-contamination risk, students may bring in their own headphones to support learning in lessons; where students do not have these, they will have access to a loaned set if necessary.
- The Behaviour for Learning policy outlines which items are banned within our Academy; however, we wish to highlight that **aerosols** are strictly prohibited. Students will not be able to share sports' equipment such as footballs and basketballs at break and lunch; such items must not be brought into the Academy. If students disregard this, items will be confiscated and parents/carers will need to collect these.
- Although iPads will be used to access learning within classrooms, the use of mobile phones continues to be strictly prohibited for KS3 and KS4 students within the Academy building/grounds. 6<sup>th</sup> Form students are permitted to use mobile phones within the 6<sup>th</sup> Form Common Room but not within the main building / grounds. Any mobile phones seen by staff will be confiscated in line with the Behaviour for Learning policy.

### Section 2: Use of public transport to/from the Academy

#### Transport arrangements to / from the Academy

- Students should, where it is feasible and safe to do so, walk or cycle (wearing a cycle helmet) instead of utilising public transport. All students must follow government guidance and local, enhanced restrictions, where applicable, on their way to and from the Academy. At the end of the Academy day students should return home immediately and not congregate with others in large groups on or off site.
- Parents/carers who drop their child off by motor vehicle are asked to follow the steps outlined in **Section 3**.
- Students who must use **public transport** will be able to travel on public buses. Where possible students/parents should purchase tickets online or use contactless payments to help stop the spread of the virus. Where this is not possible, students are advised to wash their hands/sanitise before and after travelling and follow face covering guidance.
- Where students travel by **Academy bus services (dedicated school transport)**, the capacity may be restricted with places available for students who have purchased tickets in advance. There are a number of options: a season ticket is ideal for pupils who travel regularly on school transport. Season tickets can be bought for a term or for the whole school year. A second alternative is to purchase a pre-paid voucher book for students requiring a more flexible option. Applications for either option should be made in advance. Details are available via this [link](#). The **use of face coverings is advisory on all school and public transport**.

- Students must follow the guidelines related to health and safety whilst using all buses. Students should not get out of their seats and walk around in a moving vehicle but should stay in their seat until the vehicle is stationary. Students should ideally only sit next to peers from their year group whilst travelling. Older students should sit to the rear of the vehicle with the youngest students seated at the front. Disembarkation should be in an orderly fashion, respecting social distancing measures wherever possible.
- Students must always behave sensibly and appropriately on the buses to ensure the safety of all passengers. Any student who is in breach of these guidelines, or who is uncooperative with instructions/rules explained to them by the bus driver, may be refused further opportunity to travel on these services.

### Section 3: Arrival and departure to/from the Academy

#### Protocols for students and parents/carers when arriving and leaving the Academy

- The Academy **buildings will open to all students from 8.25 am only**; students arriving before this time must wait in the **relevant outside area** designated for their year group before entering the building to congregate informally in their allocated indoor space
- Handwashing/sanitising facilities will be available near to building entrances and students should use these on entry into the building.
- **Students arriving by motor vehicle must be dropped off, and collected, away from the Academy site. There will be no access for parent/carer vehicles onto the site at the start and end of the school day**, unless this is due to a specific SEND requirement **for a student** as agreed with the Academy. Parents must not congregate on-site or just outside the gates. Parents and carers must arrange to meet their child at an off-site meeting point.
- **Sixth Form students** who drive to the Academy **must not park on-site** and are advised not to car-share with people who are not members of their own household.
- When walking around the Academy building in communal areas students should wear face masks.
- **At the end of the day**, students should exit from the building closest to their last teaching space, whilst maintaining appropriate social distancing measures.
- Where students are travelling home on Academy buses, they must follow the instructions of staff who will monitor safe embarkation.
- Students who are being collected by motor vehicle must make their way immediately to rendezvous with their parent/carer beyond the boundaries of St Wilfrid's property. Parents/carers are respectfully reminded not to park immediately outside the Academy where road markings prohibit waiting/parking.
- If students are walking home, they should leave the Academy site immediately once they have exited the building, unless they are attending an event organised by staff.

## Section 4: Minimising contact and mixing within the Academy environment

### The Academy day, environment and timetable

- In line with the Government's most recent guidance ([link available here](#)) **all** students, in all year groups, will be expected to return to the Academy full-time in September, **unless they are ill, shielding, isolating or in quarantine**. Please note, the first day back for students is **Thursday 2<sup>nd</sup> September**.
- Students lessons will be timetabled throughout the Academy building according to personalised timetables which student should be able to have access to at all times either by a paper or electronic version.
- Students will leave their morning allocated pre-school venues in time to arrive at first lesson promptly at 8.50am Morning registration will take place in period 1 (8.50 am) and afternoon registration will take place in the form period either before or after lunch. Form period will allow the delivery of an enhanced PSHE programme to support our students as they return to the Academy. Class registers will be taken every lesson.
- Large gatherings such as assemblies or collective Worship will be scheduled for each year group once a week in designated venues.
- For the first week students are required to bring a packed lunch (including a drink). Grab bags will be provided for students who are entitled to Free School Meals. After this time hot food from designated counters will be available.
- Students should use the toilets facilities at break and lunch times and not during lessons.
- When moving around corridors students should wear face masks, observe the one way systems and keep to the left hand side of corridors.
- Sanctions in line with the Academy Behaviour for Learning Policy will be applied if a student breaches any of these expectations.

## Section 5: Learning within classrooms

### Expectations for learning in the Academy

- Students will be taught by their subject teachers in allocated classrooms across the Academy site.
- Students will be allocated a seat in each of their lessons as directed by the teacher and must sit in their allocated seat for each of their lessons in that classroom. Students should not move out of their allocated seats unless they are instructed to do so by their class teacher. Students may remove face coverings when seated.
- When students are required to use their iPads, the teacher will monitor work being completed **via the Apple classroom** app, providing support where it is needed.
- Where students fail to follow the guidance or staff instructions, this will be recorded via SIMs as demerits. Merits and demerits are available for parents/carers to view via the Parent Access Window platform. Any student who consistently falls short of these behaviour expectations will receive sanctions in-line with the Academy's Behaviour for Learning policy (amended for COVID-19 and valid until further notice).
- The Academy will keep this guidance under review and any changes to the on-site teaching and learning arrangements will be communicated to parents/carers and students.

## Section 6: Hygiene and cleaning & what happens if a student (or household member) displays symptoms or test positively for COVID

### A: Hygiene and cleanliness routines

- Upon arrival and at regular intervals during the day, students must wash/sanitise their hands, following the [‘six steps to hand washing’](#) model. Sanitising and antibacterial products will also be available within each bubble classroom and students will be encouraged to clean/sanitise their hands thoroughly more often than usual.
- Students must follow good respiratory hygiene. Tissues will be available in every classroom for students should they require them and all people in the Academy must follow the [‘Catch it, Bin it, Kill it’](#) guidance.
- Any deliberate coughing, sneezing or spitting in the direction of any other person will be deemed to be a serious breach of the COVID secure measures and students will face serious sanctions in line with the Academy’s Behaviour for Learning policy.

### B: Arrangements if a student (or a family member) becomes unwell with symptoms of Coronavirus

#### If this occurs during school hours, within the Academy:

- The student will be assessed by a nominated first aider and symptoms checked in-line with [NHS guidance](#). If symptomatic, the student will be isolated in the COVID-19 isolation room and a parent/carer or family member must collect the student from the Academy as soon as possible;
- Any student with COVID-19 symptoms must get a COVID-19 test and all members of the household must follow track and trace guidance and isolate as per this guidance.
- A parent/carer must inform the Academy as soon as they are in receipt of the outcome of a COVID-19 test for a student, to enable the Academy to take any necessary action in line with PHE advice.
- Prior to a student returning to the Academy the parent/carer must confirm a negative test result. [Further information about NHS COVID-19 testing can be found here](#). A student who tests positive must isolate for the time indicated in [this guidance](#) and only return to the Academy if they have no temperature after the isolation period has ended.
- If a confirmed case occurs within the Academy, PHE advice will be followed including any track and trace requirements. The Academy will communicate with students and parents/carers as necessary with further detail and the next steps that need to be taken.

#### Outside of Academy hours: -

- A student must stay at home and not attend the Academy until appropriate testing and/or isolation has been completed if either they, or a household member, displays symptoms, or if they are contact by Test and Trace operatives.
- Under-18s, irrespective of their vaccination status, and double vaccinated adults will **not need to self-isolate** if they are a close contact of a positive case. They will be strongly advised to take a PCR test and, if positive, will need to isolate.

- Parents/carers are advised to contact the absence line and leave a message outlining the students name, their last day of attendance at the Academy, the date of the onset of symptoms/contact with a symptomatic or positive test person and the date that the coronavirus test has been booked for. All members of the student's household should follow the '[PHE stay at home guidance](#)'. If a family member tests positive, the same steps must be taken to alert the Academy and follow the guidance. Parents/carers can seek further advice related to COVID symptoms within children and the recommended next steps within this [Coronavirus in Children](#) document.

#### C: Medical considerations for student returning to the Academy

- All students, including those previously classed as clinically vulnerable and clinically, extremely vulnerable are expected to return to the Academy in September unless otherwise advised by a medical practitioner.
- In line with previous Academy operations, those students with medical exemptions will not be required to wear face coverings in communal areas.

## Section 7: Expectations of Parents/Carers

### We expect parents/carers to support the Academy by complying with the points identified below

- Ensure your child attends the Academy **every week day**, unless unwell. If your child is unwell (non COVID-related) you should follow the Academy's normal absence procedure as outlined in the Attendance and Punctuality policy.
- Follow the guidance and procedures outlined in **Section 6 if COVID symptoms are displayed by a student**.
- Understand that your child will not be allowed to enter the Academy building **until 8.25am** in the morning and that if your child were to arrive prior to this time they will be asked to wait in an allocated **outdoor space**.
- Understand that your child will need to leave the Academy site at **3.20pm** and not later than **3.45pm** (2.20 pm and not later than 2.45pm on a Tuesday) each day, unless they are directly involved in a teacher-led after-school activity. Currently, the LRC, or any other indoor area, will be unavailable for students to wait in prior to departure from the Academy.
- Ensure that you **do not enter the Academy car park either in your car or on foot** at the start of or at the end of the Academy day and make necessary arrangements with your child for a sensible **drop-off/pick-up location** beyond the boundaries of St Wilfrid's property. Where the student has a recognised SEND, and they are collected from the Reception area by staff, parents may access the site.
- Understand that meetings with staff will be held on an **appointment-only basis** to ensure a suitably safe and sanitised venue is available. Unless there is an emergency situation, **parents/carers will not be seen without an appointment**.
- Parents/carers must refrain from entering the Reception, unless it is to attend a pre-arranged meeting. All visitors will need to adhere to the COVID-19 secure measures in place in the Academy and must use hand sanitiser on arrival. Any parent/carer displaying COVID-19 symptoms must not come on site, nor enter the Academy buildings.

## Parent/Student agreement:

By signing this document, I confirm that

- As a student, I have read and will follow the guidelines as set out above and understand that I will face sanctions if I fail to follow the guidelines.
- As a parent/carer, I understand that any repeated and/or deliberate defiance of these protocols by my child may lead to me being required to meet with the relevant Assistant Principal to discuss the concerns of the Academy.
- As a parent/carer, I have completed and returned the student medical questionnaire sent out via Firefly, providing the Academy with up-to-date medical and allergy information.
- As a parent/carer, I have provided the Academy with the most up-to-date emergency contact details, including first and second priority contacts and any change of address.

<b>Signed by Student:</b>		Date	
<b>Signed by Parent:</b>		Date	

## Appendix 1b: St Wilfrid's Home Academy Agreement (during non-COVID times)

	As an Academy, we will:	As a parent, I will:	As a student, I will:
Christian Distinctiveness and Academy Life	<ul style="list-style-type: none"> <li>• ensure staff are positive role models demonstrating our Christian distinctiveness;</li> <li>• welcome all students whether Christian, of other faiths or none, helping all to develop a genuine sense of belonging to the St Wilfrid's family;</li> <li>• provide inclusive practice for all students regardless of ethnicity, gender, religious belief and individual preference;</li> <li>• be open and welcoming at all times, keeping parents informed about life at St. Wilfrid's;</li> <li>• understand the needs of each student so that their achievements can be celebrated and needs supported where necessary;</li> <li>• seek student's opinions and value their ideas so that they are actively involved in improving all aspects of life at the Academy.</li> </ul>	<ul style="list-style-type: none"> <li>• accept and value the Christian distinctiveness of St Wilfrid's, supporting its links with the church, embracing its core values, whilst respecting the beliefs of all;</li> <li>• support St Wilfrid's to provide equal opportunities for all students;</li> <li>• attend all meetings and respond to all communications about my child;</li> <li>• keep the academy informed of any change in family circumstances and contact details;</li> <li>• do all I can to help St. Wilfrid's to understand and best support my child;</li> <li>• encourage my child to share ideas which will contribute to the improvement of all aspects of the Academy;</li> <li>• ensure prompt collection of my child following any</li> </ul>	<ul style="list-style-type: none"> <li>• understand what it means to be part a Church of England Academy and to embrace St Wilfrid's values as indicated in the Academy pebbles;</li> <li>• participate in all acts of collective Worship in St. Wilfrid's. These will normally take place in assemblies or in tutor time. If not a Christian I will reflect quietly and bow my head during prayer;</li> <li>• contribute to the wider-life of the Academy;</li> <li>• respect the right of <b>all</b> to be valued equally within the community of St. Wilfrid's;</li> <li>• pass on all communications from St. Wilfrid's to my parents/carers;</li> <li>• attend Parents' Evenings alongside my parents or carers;</li> <li>• communicate with St. Wilfrid's to let them know if I have concerns or issues regarding any aspect of</li> </ul>

		Academy event.	Academy life; <ul style="list-style-type: none"> <li>• share my opinions when asked;</li> <li>• respect and support the actions of St. Wilfrid's.</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• encourage each student to become an enthusiastic and resilient lifelong learner by instilling habits and attitudes which enable them to face challenges calmly, confidently and creatively;</li> <li>• create a safe and stimulating learning environment so that work is engaging and accessible to all students;</li> <li>• ensure students receive feedback which allows them to make the best possible progress;</li> <li>• set homework via Firefly, in line with St. Wilfrid's policy and ensure that tasks are appropriate to the needs of each student;</li> <li>• provide clear guidelines on the equipment needed for students to be organised, effective learners;</li> <li>• reward progress, achievement and outstanding attendance;</li> <li>• ensure appropriate and timely intervention to facilitate the progress of all learners;</li> <li>• report on all students' progress regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• take a daily interest in my child's learning and their life at St. Wilfrid's;</li> <li>• encourage my child to complete all work to the best of their ability;</li> <li>• provide a quiet environment at home, where my child can complete their homework/independent study;</li> <li>• check Firefly on a daily basis so that I am aware of the homework that my child needs to complete and ensure that my child completes these tasks;</li> <li>• ensure my child is always fully equipped for their learning with correct uniform, PE kit, pencil case and books;</li> <li>• support my child's learning by ensuring they arrive on time, attend every day they are fit and well, and by refraining from taking holidays in term time;</li> <li>• discuss reports on progress with my child to help them to set achievable goals.</li> </ul>	<ul style="list-style-type: none"> <li>• develop a positive attitude to learning by applying myself fully in every lesson;</li> <li>• take responsibility for my own learning and respect the rights of other students to learn;</li> <li>• set out work in my books in the '<i>Wilfridian Way</i>';</li> <li>• respond to feedback from my teachers and upgrade work so that it reflects my true potential;</li> <li>• check Firefly each day so that I am able to meet all homework deadlines set by my teachers;</li> <li>• strive for 100% attendance and outstanding punctuality;</li> <li>• organise myself so that I am always fully equipped for a day's learning;</li> <li>• attend any intervention as required before, during or after school so that I am able to reach my full potential;</li> <li>• act positively on the advice given by teachers in my written report.</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• ensure that all students are able to learn in a positive atmosphere where the highest standards of behaviour are maintained;</li> <li>• ensure all students understand our three basic principles of being '<i>in the right place, at the right time, doing the right thing</i>';</li> <li>• recognise and reward the students who display these principles on a regular basis;</li> <li>• respond promptly to any report of poor behaviour from students, parents and the public, so that students have the opportunity to understand the full impact of their actions and make amends;</li> <li>• check uniform daily to ensure that high standards of appearance are being maintained;</li> </ul>	<ul style="list-style-type: none"> <li>• support St. Wilfrid's in promoting the highest standards of behaviour at all times;</li> <li>• encourage my child to follow St. Wilfrid's rules and to demonstrate positive behaviour at all times by being '<i>in the right place, at the right time, doing the right thing</i>';</li> <li>• ensure that my child wears their full uniform correctly to and from St. Wilfrid's;</li> <li>• support all elements of the Academy uniform policy;</li> <li>• support St. Wilfrid's if a sanction has been issued because of non-compliance with the Behaviour for Learning policy;</li> <li>• ensure my child follows the expected code of</li> </ul>	<ul style="list-style-type: none"> <li>• live out the three basic principles of being '<i>in the right place, at the right time, doing the right thing</i>';</li> <li>• follow instructions from staff in St. Wilfrid's the 'first time, every time'</li> <li>• obey all rules, care for St. Wilfrid's environment and accept appropriate sanctions and rewards;</li> <li>• not bring or encourage any others to bring anything into St. Wilfrid's which is dangerous, illegal or classed as a banned item;</li> <li>• follow all rules when representing St. Wilfrid's at any event either in the UK or abroad;</li> <li>• follow all aspects of the uniform policy both within the Academy, during a visit and on my way to and from St Wilfrid's.</li> </ul>

	<ul style="list-style-type: none"> <li>• apply Academy rules fairly and consistently;</li> <li>• ensure parents/carers are updated about key issues concerning their child.</li> </ul>	conduct when on a visit representing St. Wilfrid's.	
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• provide support, care and guidance in a respectful and polite way to help every student grow and develop academically;</li> <li>• enable our students to become well-rounded individuals;</li> <li>• provide opportunities for our parents/carers to develop their understanding of how to support their child to make excellent academic progression.</li> </ul>	<ul style="list-style-type: none"> <li>• treat both staff and other students respectfully at all times;</li> <li>• encourage my child to treat all members of St. Wilfrid's community with respect and courtesy;</li> <li>• encourage my child to inform staff of any incidents of name calling or bullying and support my child in the subsequent proceedings;</li> <li>• telephone to arrange an appointment with the relevant POD if I wish to discuss any concerns or complaints.</li> </ul>	<ul style="list-style-type: none"> <li>• be respectful, polite and caring to all members of our Academy community appreciating their work, views, property and individuality;</li> <li>• promote positive relationships at all times;</li> <li>• inform a member of staff if I see or hear any behaviour which upsets or demeans myself or others.</li> </ul>
<b>Use of technology</b>	<ul style="list-style-type: none"> <li>• provide opportunities to embrace new and emerging technologies that will benefit learners in our classrooms and prepare them for fields of work and study beyond their studies at the Academy;</li> <li>• provide a safe environment to study when online in the Academy;</li> <li>• encourage students to use technology in a safe and responsible way that benefits their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• support my child in their use of new technologies and talk to them about the activities they have been undertaking at school and at home;</li> <li>• help my child look after any personal technological devices and ensure they are fit for study, fully charged and in protective cases;</li> <li>• provide a safe online environment at home, minimising the dangers of social media and inappropriate online content.</li> </ul>	<ul style="list-style-type: none"> <li>• abide by the Academy's iPad acceptable use policy to keep myself and others safe;</li> <li>• keep my iPad's protective case on at all times;</li> <li>• not play games on devices in the Academy;</li> <li>• not use apps to attempt to bypass school filtering systems;</li> <li>• act responsibly when using devices to study, access online content or complete homework;</li> <li>• use social media in a responsible way, in order to foster appropriate relationships and not to cause harm or increase risk to myself, staff or students.</li> </ul>

<b>Student signature:</b>	<b>Name:</b>	<b>Form:</b>	<b>Date:</b>
<b>Parent signature:</b>	<b>Date:</b>	<b>Teacher signature:</b>	<b>Date:</b>

## Appendix 1c: St Wilfrid's Sixth Form Learning Agreement

	As an Academy, we will:	As a student, I will:
Learning	<ul style="list-style-type: none"> <li>• encourage each student to achieve their potential;</li> <li>• create a positive learning environment;</li> <li>• ensure students receive feedback which allows them to make the best progress;</li> <li>• set regular homework via Firefly;</li> <li>• ensure appropriate and timely intervention facilitates progress of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• apply myself fully in every lesson, taking responsibility for my own learning;</li> <li>• check Firefly messages and tasks daily;</li> <li>• study independently for 5 hours per week per subject, completing homework, review work, wider reading or past questions;</li> <li>• act positively on all advice given by teachers;</li> <li>• submit all work on time;</li> <li>• attend all timetabled periods.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• ensure that all students are able to learn in a positive atmosphere where the highest standards of behaviour are maintained;</li> <li>• respond promptly to all reports of poor behaviour;</li> <li>• check uniform daily to ensure that high standards of appearance are being maintained;</li> <li>• apply all Sixth Form rules in a fair and consistent manner;</li> <li>• update parents/carers about key issues concerning students.</li> </ul>	<ul style="list-style-type: none"> <li>• adhere to all rules;</li> <li>• care for the St. Wilfrid's environment;</li> <li>• not bring in anything which is dangerous or illegal;</li> <li>• follow all rules when participating in any St. Wilfrid's activity;</li> <li>• follow all aspects of the uniform policy;</li> <li>• seek to uphold the positive reputation of St Wilfrid's students.</li> </ul>
Christian Distinctiveness and Academy Life	<ul style="list-style-type: none"> <li>• promote Christian values which are central to Academy life;</li> <li>• ensure staff are positive role models demonstrating our Christian distinctiveness;</li> <li>• welcome all students whether Christian, of other faiths or none, helping all to develop a genuine sense of belonging to the St Wilfrid's family;</li> <li>• provide inclusive practice for all students regardless of ethnicity, religious beliefs, gender or sexual orientation;</li> <li>• understand the needs of each student so that their achievements can be celebrated and they can be supported where necessary;</li> <li>• be open and welcoming at all times, keeping parents informed about life at St. Wilfrid's;</li> <li>• seek student opinion and value their ideas so that they are actively involved in improving all aspects of life at the Academy;</li> <li>• encourage inter-faith understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• embrace the Christian values of the Academy;</li> <li>• contribute to the wider-life of the Academy;</li> <li>• act as a role model, inspiring younger students;</li> <li>• participate in all acts of collective Worship. These will normally take place in assemblies or in tutor time. (If I am not a practising Christian, I will reflect quietly and bow my head during prayer);</li> <li>• respect the right of <b>all</b> to be valued equally within the community of St. Wilfrid's;</li> <li>• attend Parents' Evenings along with my parent(s)/carer(s);</li> <li>• communicate with relevant staff to let them know if I have concerns or issues regarding any aspect of Academy life;</li> <li>• support the actions of St. Wilfrid's staff.</li> </ul>
Use of IT	<ul style="list-style-type: none"> <li>• provide opportunities to embrace new and emerging technologies that will benefit learners;</li> <li>• provide a safe environment to study when online in the Academy;</li> <li>• encourage students to use technology in a safe and responsible way that will benefit their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• act responsibly when using technological devices to study, access online content or complete homework;</li> <li>• not use apps to attempt to bypass school filtering systems;</li> <li>• use social media in a responsible way, in order to foster appropriate relationships and not to cause harm or increase risk to myself, staff or students.</li> </ul>

**Relationships**

- provide support, care and guidance in a respectful to prepare students for work or study at the next level;
- encourage our students to become well-rounded individuals through enrichment.

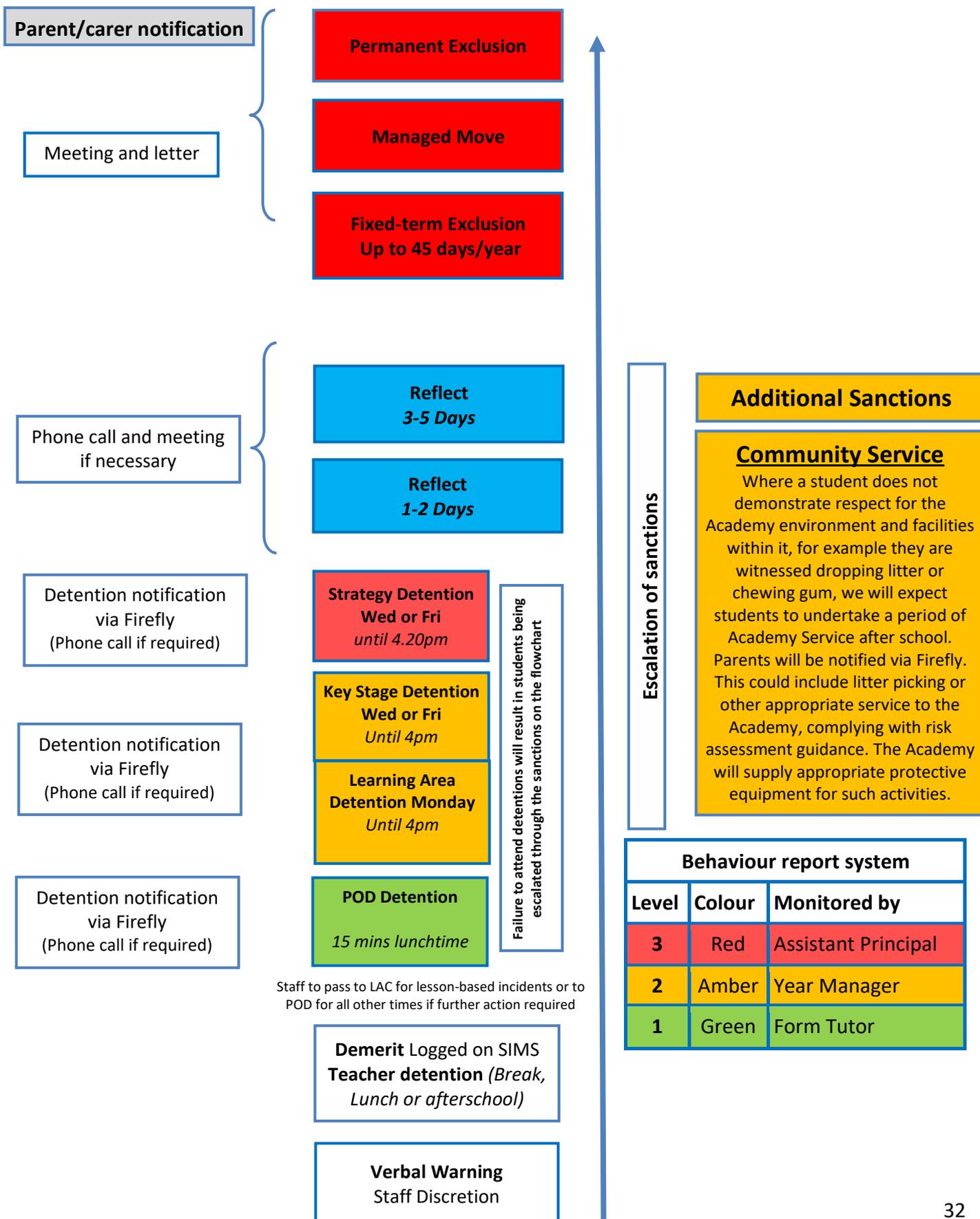
- be respectful, polite and caring to all members of our Academy community appreciating their work, views, property and individuality;
- promote positive relationships at all times;
- inform a member of staff if I see or hear any behaviour which upsets or demeans myself or others.

Student Name	Student Signature	Parent Signature	Tutor Signature	Date
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## Appendix 2a: St Wilfrid’s CE Academy Behaviour for Learning Sanctions Flow Chart

This flow chart provides staff with an overview of sanctions during COVID times. **Staff** should use their **professional judgement** and apply sanctions in line with the Behaviour for Learning Policy. Staff should work in collaboration with POD and the Senior Leadership Team to ensure appropriate and consistent sanctions at all times as outlined in the flowchart below.



## Appendix 2b: St Wilfrid's CE Academy Behaviour for Learning Sanctions Flow Chart Guidance for Staff / Prompt sheet

Staff should keep a copy of this available to aid behaviour management. Teaching staff are to use their professional judgement to decide where a behaviour type sits and the level of intervention required.

For the purposes of this Policy, low-level disruption is any action that impedes the flow of the lesson and interrupts learning and teaching. A teacher will record any action on SIMS either as a demerit or as an INFO item. If staff require further support or assistance in their classroom they should endeavour to seek this from their LAC, however where this is not available, they should email [KS3POD@saintwilfrids.com](mailto:KS3POD@saintwilfrids.com) or [KS4POD@saintwilfrids.com](mailto:KS4POD@saintwilfrids.com). The table below outlines the varying levels of poor behaviour with suggested actions for staff within the Academy:

Level	Behaviours displayed - examples	Suggested action taken and by whom
1	<b>Demerit or Teacher detention (break and lunch).</b> For low-level classroom disruption, forgetting book or equipment, arriving late to lesson, no homework)	<b>Classroom teacher:</b> these are to be issues due to persistent low-level disruption within the classroom. Firstly, give first time offenders a warning, or issue a demerit/detention if there is a subsequent or persistent offence. Short break or lunchtime detention for latecomers. <b>Students should not be kept after 3.20pm (Tuesday: 2.20pm) as some students rely on bus transport.</b> The incident and outcome should be recorded, in detail, on the SIMS profile of the relevant student(s).
2	<b>Key Stage after-school detention</b> (For persistence of type 1, or inappropriate language, lack of respect)	For more serious breaches of discipline, such as refusal to follow instructions, continual disruption to lesson or disrupting a test. the classroom teacher may decide to issue a LA afterschool detention. <b>In more serious or persistent cases</b> , for example where the behaviour or actions of a student threatens the health and safety of other staff or students in the classroom teacher may refer to the <b>LAC or POD</b> . <i>If unsure of these, the teacher should email either the KS3 or KS4 POD for further assistance.</i>  In more serious occurrences' students may be required to work in a designated 'buddy' room for the remainder of the lesson. Good practice would be, if time-permits, for a follow-up discussion related to the outcome of the incident should follow between teacher and student at the end of the lesson. Incident and outcome should be recorded, in detail, on the SIMS profile of the relevant student(s).  In <b>both</b> these instances, a Key Stage detention will be issued. A letter should be issued directly to the student and a conversation with parents by the LAC or classroom teacher. Referral to Year Manager/POD if appropriate.
3	<b>Referral to POD</b>	Where a student is in persistent disruptive behaviour despite LAC/Buddy intervention, vandalism, inappropriate behaviour towards a student or member of staff, fighting, uniform breaches, truancy or any other behaviours that are deemed to be in breach our Academy student code of conduct, or that threaten the health and safety of other students, the POD staff will determine the appropriate sanction. This may include Key Stage or Strategy detention from 3.20pm for repeated breaches of discipline.  In any of these instances, the relevant POD team should be alerted via email with an outline of the concerns. The Incident and outcome should also be recorded, in detail, on the SIMS profile of the relevant student(s) by the teacher involved in the initial incident.

4	<b>Referral to Assistant Principal: Internal isolation (Reflect), Joint Partnership Placement or Exclusion</b>	<p>Where there are serious breaches of school discipline such as: bringing in, use or sale of banned items; abusive, aggressive, threatening or violent behaviour or sexual harassment of staff and/or other students; serious misuse of ICT; theft; discrimination; actions or behaviour that threaten the health and safety of other staff or students; cheating in a formal external exam or controlled assessment (including breaches of JCQ guidelines for examinations); failure to attend a Strategy detention without reason - the Assistant Principal will determine the appropriate sanction with regard to the status of the student. Sanctions at this level are likely to include referral to Reflect (internal isolation), or a fixed-term exclusion, as directed by the Principal.</p> <p>For persistent behaviour of this type, students may face a managed move or a permanent exclusion. In the event of a serious breach involving possession of, taking, supplying or selling a banned item within Academy grounds, buildings, in uniform or on a trip organised by the Academy, the student may face the ultimate sanction of permanent exclusion.</p>
<b>All after school detentions start at 3.20pm unless it is the Strategy detention starting at 12.30pm at the end of each full term on the day of closure for a holiday.</b>		

## Wet Break and Lunch Protocol.

# Wet break and lunch venues

Venue	Wet break	Wet 1 <sup>st</sup> Lunch	Wet 2 <sup>nd</sup> Lunch
Main Corridor 'L' / LRC	Year 7	Year 7	
Main Hall	Year 8	Year 8	
Sports Hall	Year 9	Worship assemblies	
E Block	Year 10	Year 10	Year 9
Main Hall / NCR	Year 11		Year 11

At lunchtime students can eat in **either the Main Hall or E-Block** but then must make their way to their designated wet lunch venue **AFTER** eating.

*Lord direct us to **live** life to the full*