



Weston Favell Academy

Pupil Behaviour and Exclusions Policy 24/25

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Behaviour for Learning at Weston Favell Academy 2024/25

Rationale

This policy sets out the Academy's approach to promoting positive behaviour for learning. The policy outlines the behaviour that we expect from all our pupils and the sanctions that will be consistently enforced if the behaviour of pupils does not meet our Academy's high expectations.

Academy Values

Our values are fundamental to the life of our school and rooted in our commitment to high achievement, inclusion and the development of the whole child. We strive to build the character of pupils at Weston Favell Academy along with their academic abilities. We expect everyone to express these at all times:

- Perseverance
- Respect
- Inclusivity
- Determination
- Excellence

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Parents/carers are asked to support this policy.

We recognise that good behaviour is best achieved through:

- consistency
- high expectations
- a focus on learning praise and rewards

Policy Aims

The aims of the policy are:

- To create a safe, inclusive and calm environment where all staff, pupils, parents and visitors are able to thrive free from any harassment or bullying.
- To have the highest expectations of pupil behaviour in order to support good learning and maximise their opportunity to achieve their best.
- To create an environment where pupils can grow and become mature, self-disciplined, hardworking, and able to accept responsibility for their own actions.
- To ensure pupils can learn, develop knowledge and understanding and find a love for their subjects.
- To develop strong partnerships with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties.

The Weston Favell Academy will ensure it has a safe, calm and productive environment, where staff and pupils feel supported, and their work is valued. Rich opportunities add huge value to the educational experience of every child at Weston Favell Academy and this is mirrored by the pastoral care provided. We understand how important it is for pupils to build character and resilience, to learn about themselves and develop their view of self, including discovering talents and becoming active citizens. We will work tirelessly to ensure that pupils seek out the best possible future for themselves and achieve it.

Equally, we appreciate how important it is for pupils to learn and take seriously their academic studies. This must be at the heart of what we do. Creating a climate where every child, especially our most vulnerable, achieve their full potential in their academic studies, the Academy must have effective discipline, consistent practices and high expectations for all.

The Law

Teachers have power to discipline pupils for misbehaviour which occurs in the Academy and, in some circumstances, outside of the Academy. The power to discipline also applies to all Weston Favell Academy staff with responsibility for pupils. The Academy must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The Greenwood Academies Trust has a duty under section 175 of the Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This document is written in conjunction with the Greenwood Academies Trust Pupil Behaviour and Exclusions Policy which can be found by following the link below:

[https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf.](https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf)

Roles & Responsibilities

At Weston Favell Academy, we expect exceptional behaviour and conduct at all times. We expect parent/carers to support the Academy in making sure their child meets Academy expectations. We expect a consistent approach to behaviour management from all members of staff.

Promoting good habits of behaviour around the Academy is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the Academy and should lead by example.

Parents/Carers will:

- Ensure their child meets Academy expectations.
- Support the Academy in maintaining high standards and expectations.
- Work in partnership with the Academy to encourage exceptional behaviour.
- Work in partnership with the Academy to establish improved patterns of behaviour when required.
- Be polite and respectful towards all members of the Academy community.

Pupils will:

- Arrive to the Academy every day on time
- Always wear their uniform correctly
- Arrive to Academy ready to learn with the right equipment
- Be polite and kind to pupils and staff
- Arrive to lessons on time
- Give 100% in everything they do
- Take pride in their work
- Follow instructions first time every time
- Be in the right place at the right time doing the right thing
- Take every opportunity to achieve Positive Points

Tutors will:

Tutors play a key role in the life of the pupils at the Academy. The tutor should be the first port of call for every pupil at the Academy and the person who knows them the best.

Tutors should:

- Establish positive relationships with their tutees
- Uphold Academy standards and expectations
- Recognise and reward success
- Monitor standards of tutees' work across the Academy and follow up any concerns
- Monitor standards of tutees' behaviour across the Academy and follow up any concerns
- Intervene when pupils need extra attention
- Regularly and rapidly communicate and work in partnership with parents/carers to support their tutees' attendance/punctuality and behaviour e.g. phone calls home, letters home and parent/carer meetings

Classroom Teachers will:

- Use all the strategies for rewards, support and sanctions equally, when required
- All classroom teachers will establish an atmosphere where learning is the most important part of the Academy day; this is directly linked to Teachers' Standards, Part 1 Section 7
- Never accept poor behaviour in lessons
- Consistently and fairly apply the behaviour policy in every lesson and take responsibility for promoting good and courteous behaviour both in the classroom and around the Academy in accordance with this policy
- Have high expectations of behaviour and should utilise a range of strategies, using recognitions and sanctions consistently and fairly

- Manage classes effectively, as per the policy, using approaches which are appropriate to a pupil's needs to involve and motivate them
- Manage behaviour effectively to ensure a good and safe learning environment.
- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment rooted in mutual respect
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary
- Encourage pupils to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a pupil's intellectual curiosity

Non-teaching Staff

The role of non-teaching staff is central to the life and work of pupils in the Academy.

Non-teaching staff should:

- Demonstrate consistently and actively promote the behaviour policy at all times
- Non-teaching staff should model high expectations of behaviour
- Uphold Academy standards and expectations
- Recognise and reward success
- All non-teaching staff should expect and insist on agreed standards of behaviour and respect from pupils, inside and outside of classrooms
- Follow up all poor behaviour incidents with the relevant Form Tutor, Deputy Head of Year and Head of Year

Weston Favell Academy Leaders (TLR Holders at all levels)

The Principal and Senior Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of pupil behaviour is the expected 'norm'. Senior Leaders as well as Heads of Year, Deputy Heads of Year and Heads of Faculty should always have a high-profile presence around the Academy and be out on the corridors actively ensuring pupils are responsibly and promptly making their way to their lessons, break or lunch. Leaders will be on the corridors at the start of the day, every lesson changeover, break time (when on duty), lunchtime (when on duty) and at the end of the Academy day.

All leaders in the Academy have a responsibility for maintaining expectations which inspire, motivate and challenge pupils. Leaders do this by focusing on consistent 'everyday' practice. It is an expectation that all leaders actively monitor behaviour and progress in their areas. All Weston Favell Academy Leaders understand that consistent application of these procedures will lead to improved behaviour. Where behaviour is not good leading to underachievement, Weston Favell Academy Leaders should consistently apply these procedures to swiftly intervene.

Weston Favell Academy Classroom Rules

We will not have learning disrupted and the futures or knowledge of others compromised. Learning is at the heart of everything we do. We are committed to ensuring that our pupils gain the knowledge, skills and understanding to achieve their greatness and ensure they are and highly employable and ready to lead happy and successful lives. To achieve this, all pupils are expected to follow our 9 classroom rules. These rules are as follows:

Arrive to lessons promptly, equipped and ready to work	Follow instructions from staff first time, every time	Support others and do not disturb people with words or actions
Enter and exit the room in a calm and orderly fashion	Speak politely at all times to all people	Look after your academy environment and tidy up after yourself
Make sure all work (including homework) is completed to as high a standard as possible	Listen to others without interrupting or shouting out	Use equipment safely and move around the academy carefully

At Weston Favell Academy, we have a three-stage consequence process for managing disruptive behaviour in the classroom, if **a pupil disrupts the learning of others, they will follow the Reminder process.**

<p>Reminder 1 Verbal Warning</p>	<p>A pupil not engaged positively in their learning or breaking one of the 9 classroom rules will be issued with a R1. This is a verbal reminder by the teacher that clearly communicates what the pupil has done wrong, and the changes required by the pupil.</p> <p>It is recorded on Class Charts but holds a value of 0 negative points.</p>
<p>Reminder 2 Recorded on Class Charts</p>	<p>If the pupil breaks any of the 9 classroom rules for a second time the teacher will issue an R2. This will be recorded on Class Charts under the value and gives the pupil 1 negative point. In addition, the pupil may also be moved to a different seat in the class to help them better focus on learning.</p>
<p>Reminder 3 Recorded on Class Charts</p>	<p>If there is no improvement in behaviour from the pupil and they break any of the 9 classroom rules for a third time, they will be removed from the classroom on a R3. This will enable the learning of others to continue. On Call will collect the pupil and they will be taken to REMOVE for the remainder of that lesson. Parents will be notified of the R3 on Class Charts. When in REMOVE the member of staff will set an hour detention for that night after school.</p> <p>Should the pupil refuse to go into REMOVE they will be taken to Internal Exclusion.</p>

Classroom behaviours

There are a number of behaviours that a pupil may display that will lead to an instant removal from that lesson. When this happens, On Call will collect the pupil from that lesson and they will be escorted to the REMOVAL room. **Once in REMOVE the pupil will be set an hour detention that night after school (see Appendix)** These behaviours include:

- Late to the Academy – after 8.40am
- Late for lesson (more than 3 minutes)
- Swearing in class
- Inappropriate comments about others
- Defacing/damaging school property
- Unsafe working or movement around the Academy

All responses to behaviours in class can be seen in Appendix 1 – Teacher responses to failure to follow classroom rules.

Behaviours around school

As with classroom behaviours, we have a responses document for behaviours that may be displayed around the Academy in unstructured times. In most cases, **Reminders** are issued to pupils with the aim for them to amend their behaviours. If this is the case, there is no follow up. If a pupil does not amend their behaviour, and in extreme circumstances, On Call is called to locate the pupil ASAP and set the correct sanction. The responses to failure to follow around Academy rules can be found in Appendix 2.

Internal Exclusion

The Internal Exclusion School is designed to provide a supportive environment for a pupil who has come close to receiving a fixed term exclusion. Pupils will be required to attend the IE school in order to remove them from the main school for a short time; this will allow those pupils time to reflect on their current performance, achievement, attitude and behaviour whilst receiving support from trained staff within the Academy. We hope that very few of our pupils ever attend the IE school but aim to do our best to re-engage those who do find themselves close to exclusion. **IE runs from 8.40am each day and all pupils will be in the IE room following any fixed term suspension.**

Suspension

Suspension is the most serious sanction we can impose. Suspension can be fixed-term (for a fixed period of time) or permanent. Depending on the length of suspension, pupils will be provided with an appropriate amount of work and will be required to show that work upon their return. After a fixed-term suspension, the Academy must have a meeting with parents/carers before the pupil returns to mainstream lessons. All pupils will be in Internal Exclusion after their suspension as part of the readmission process.

The list below provides a full set of the descriptors of reasons for suspensions. This is a guide and is not intended to be used as a tick list for suspensions.

- Use or threat of use of an offensive weapon or prohibited item.
- Abuse against sexual orientation and gender identity.
- Abuse relating to disability.
- Inappropriate use of social media or online technology.
- Wilful and repeated transgression of protective measures in place to protect public health.
- Physical assault against pupil. • Physical assault against adult.
- Verbal abuse / threatening behaviour against pupil.
- Verbal abuse / threatening behaviour against adult.
- Bullying. • Racist abuse.
- Sexual misconduct.
- Drug and alcohol related.
- Damage to property.
- Theft.
- Persistent or general disruptive behaviour.

Higher level Sanctions

A full list of higher-level sanctions can be found in Appendix 3

Use of Offsite Direction

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. During the off-site direction to another school, pupils will be dual registered.

Depending on the individual needs and circumstances of the student, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

Mobile Phones

The use of mobile phones is banned in the Academy. Phones are not allowed between 8.40am and the end of the school day at 3.10pm. If seen or heard, the phone will be confiscated (along with Sim card/ headphones/ ear pods) until the end of the day.

Prohibited Items

There is a list of items that pupils are not allowed to bring onto site. If a pupil is found in the possession of any of these, it will lead to an immediate sanction. For information on the Academy's right to search pupils and confiscate items please follow the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

A full list of prohibited items and sanctions is in Appendix 4

Toilets

Toilets Students are expected to remain in their lessons for the duration of the 60-minute lesson. If a student has a medical concern requiring a toilet pass, this should be communicated with the first aid and/or pastoral team where the student can be issued a toilet pass to use during lessons.

In the event a student needs to use the toilet during a lesson without a toilet pass, this will be at the teacher's discretion. The teacher would issue the student a 'permission to leave'

lanyard in this instance. The blue toilets next to the study area are the only toilets in use during this time.

During social times, students are expected to use their year groups allocated toilet block. This will be shared with students in school and clearly labelled around the building. Students not adhering to this expectation or who misbehave in toilet areas will be sanctioned. This may be loss of social time, after school detentions, or more serious sanctions for repeat offences.

Equipment

All pupils should have a bag large enough to hold an A4 folder. They should bring the following equipment to school every day:



Bullying and Child on Child abuse

Bullying is defined as the repetitive, intentional harming or one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time.
- Difficult to defend against

We are also clear that bullying is not:

- One-off occasions of being left out, people not getting along, meanness or nastiness.
- A random act that made you scared or hurt.
- Falling out, arguing, or fighting with people, when both sides are to blame.

Even though these are not bullying, these are still not acceptable behaviour and will still be dealt with. They may still constitute child-on-child abuse.

If a pupil feels like bullying or child-on-child abuse is taking place, they should tell a member of staff as soon as possible and action and support is logged on CPOMS.

Pupils must report incidents of bullying so they can be dealt with quickly and effectively by academy staff, by:

- Informing their Form Tutor
- Informing their Deputy Head of Year
- Informing an adult within the Academy
- Completing the online form on the Academy website

Pupils are reminded not to be tempted to respond to any bullying or hit back because they could get hurt or get into trouble themselves.

Any bullying incidents can be reported using the following link:

<https://www.westonfavellacademy.org/page/?title=Bullying&pid=63>

Please refer to the academy's **Anti Bullying Policy** for further details.

Inclusion

A small number of students in WFA may require targeted support with managing their behaviours so they can be reintegrated and included in the school community. The type of provision will vary from student to student depending on their barriers. All provisions will be agreed with the student, parents/carers, school staff and any external professionals. The impact of this will be monitored and reviewed regularly. Examples of provision offered by the Academy are:

- Staged approach to reintegration following suspensions with bespoke interventions identified at each stage.
- Reasonable adjustments
- Engage provision
- SEND intervention/provision
- Behaviour reports
- Coaching/mentoring from professionally trained staff
- Counselling provision
- Protective behaviours
- Anger management programme
- Gender specific interventions

Uniform

High standards and a positive work ethic are central to a successful future. Our school uniform creates a sense of belonging to our school community and sets the tone for all our work.

Pupils are expected to wear the Academy uniform when travelling to and from the Academy, at all Academy functions and on educational visits unless told otherwise.

Girls	Boys
Black Weston Favell Academy blazer	Black Weston Favell Academy blazer
Black Weston Favell Academy V-neck jumper	Black Weston Favell Academy V-neck jumper
White short or long sleeve blouse	White short or long sleeve shirt
Academy tie (year group specific)	Academy tie (year group specific)
Black trousers or skirt (no more than 5cm above the knee)	Black trousers
Black sensible shoes	Black sensible shoes

Shoes, for all pupils, should be plain black (no coloured flashes, coloured soles or logos) and suitable for school - flat soled or with no more than half an inch at the front of the heel.

We do not allow pupils to wear jewellery, except for one stud per ear for those with pierced ears. Pupils are permitted one stud for a facial piercing.

No accessories to nails including acrylics, varnishes, gels, jewels etc.

Hair should be clean and well-kept. Extreme or unusual styles/ unnatural colours are not acceptable.

Make-up should be subtle, if worn. Any pupil wearing excessive make-up will be asked to remove it.

The Principal will have the final decision on the definition of extreme/unusual/unnatural hairstyles and make-up.

Please note that we recommend that all uniform items are clearly labelled with the child's name.

Rewards at Weston Favell Academy



100 CLUB



- 100% attendance each term = box of chocolates + badge
- Chance to be entered into a draw to win £30 voucher
- 1 available for each year group

WEEKLY REWARDS

- 100% attendance – 1 x 'queue jump' pass for one week – one per year group + friend
- Each week, 100% attendance = 5 achievement points (double points available some weeks)
- Feed the Family Friday – 100% draw

FORTNIGHTLY

- Head of Year nomination. 1 from each year group

LONG TERM (DEC/APRIL)

- Greater than 98% + zero negatives = Free rewards trip – bowling or cinema
- Greater than 95% attendance and fewer than 5 negative points = reduced cost of a rewards trip – bowling or cinema

DAILY REWARDS

- Up to 3 achievement points per lesson
- Win a daily small prize – need 5 or more achievement points
- *I've been AMAZING* cards

I'VE BEEN AMAZING

I've been AMAZING cards awarded to pupils for:

- showing **Perseverance**,
- being **Respectful**,
- being **Inclusive**,
- showing **Determination**,
- demonstrating **Excellence**.

Don't forget to post your card in the box

END OF THE YEAR PRIZE

- **Theme Park**
- 100% all year and 0 negatives – FREE *Reduced costs* for the following criteria:
- 100% all year and less than 20 negatives
- Greater than 95% attendance all year and fewer than 30 negatives
- Greater than 93% attendance all year and fewer than 50 negatives



Perseverance | Respect | Inclusivity | Determination | Excellence

<u>Apper responses to failure to follow classroom rules</u>				
Be ready to demonstrate excellence				
Lateness (more than 3 minutes)	On Call			
Not equipped	Supply pupil with equipment			
Lack of engagement in lesson	R1	R2	On Call	
Disorderly entry/exit	R1			
Be respectful of others				
Refusal to sit in correct seat	R1	R2	On Call	
Not following teacher instructions	R1	R2	On Call	
Swearing in class	On Call			
Inappropriate comments about others	On Call			
Interfering with others work	R1	R2	On Call	
Interrupting or shouting out	R1	R2	On Call	
Be kind to others				
No physical contact with others	R1	R2	On Call	
Defacing/damaging school property	On Call			
Unsafe working/movement	On Call			

Appendix 2

<u>Responses to failure to follow Around the Academy Rules</u>			
Be ready to learn			
Lateness to school	Sign in with the Attendance Team, after school detention issued		
Incorrect uniform	1. Given correct uniform	2. Isolation until uniform is correct	
Phone/earphones seen/heard	Phone/earphones etc. to be confiscated		
Be respectful of others			
Not following teacher instructions	R1	R2	On Call
Anti-social behaviour	R1	On Call	
Rudeness to staff	R1	On Call	
Physical contact (play fighting etc.)	R1	On Call	
Fighting or smoking	On Call		
Verbal abuse to staff	On Call		
A safe place to work			
Not moving around the Academy sensibly	R1	On Call	
Defacing/damaging Academy property	On Call		
Being out of bounds	R1	On Call	

Appendix 3

**Weston Favell Academy
Higher Level Sanctions**

One hour after school detention (ASD) on the same day

Late to the academy
5 R2s in a week

On Call — Room Removal (for that lesson or break) and one hour ASD that day

Lesson removal
Over 3 minutes late for lesson
Swearing in class (non verbal abuse)
Anti-social behaviour
Physical contact (play fighting)
Rudeness to staff
Inappropriate comments about others
Unsafe working/movement
Defacing/damaging school property
Refusal to hand over phone to staff

Internal Exclusion

2 removals in a day
3 removals in a week
Failure to attend/failed ASD—2 days
Persistent refusal to follow instructions
Smoking on site
Bullying
Homophobic or transphobic comments or behaviour
Fighting
Persistent refusal to hand over mobile phone
Theft
Pending investigation
Refusal to borrow uniform
Refusing to hand over mobile phone or electronic device
Racism
Internal truancy
3 lates in a week

Suspension

Refused internal exclusion
Failed internal exclusion (including walking out the room)
Dangerous behaviour including bringing in dangerous items/weapons and or illegal items
Physical assault
Repeated bullying
Sexual misconduct
Bringing the academy into disrepute
Fire alarm
Smoking in a building
Fighting
Verbal abuse to staff
Racial abuse

Appendix 4

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

<u>Item</u>	<u>Sanction</u>
In possession of tobacco and associated items such as cigarette papers, lighters, matches etc.	Detention
In possession of a vape	Detention
Grinder	Internal Exclusion
Stolen items	Internal Exclusion
Fireworks	Suspension
Pornographic images	Suspension
Drugs	Suspension
Alcohol	Suspension
Dangerous weapon	Suspension
Illegal item	Suspension