

Title	Behaviour for Learning Policy & Procedures
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Author	Dan Rosser
Governor Link	Andre Gonzalez De Savage
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1. Introduction

At this Wootton Park School, it is recognised that the environment we create for positive behaviour has an impact on academic and other achievements of our learners. Our aim is to provide the correct atmosphere and environment to encourage behaviour that supports good learning.

The school aims to:

- Celebrate achievement in all fields;
- Encourage best behaviour;
- Set clear boundaries as to acceptable and unacceptable behaviour;
- Work with parents/carers to promote best behaviour, through both rewards and sanctions;
- Encourage learners to reflect on their behaviour and take responsibility for their actions;
- Encourage self-esteem;
- Encourage respect and consideration for others and their needs;
- Give learners the opportunity to be listened to sensitively and to have their concerns recognised;
- Provide support in difficult circumstances;
- Apply appropriate sanctions in cases of unacceptable behaviour;
- Give learners the opportunity to make a fresh start and support them in making it.

It must always be remembered that the important elements of behaviour management must be:

- Staff responses agreed and understood in advance;
- Graduated response using the guidelines that work best;
- These must be **consistently** applied and **certain** to happen;
- Responses must not be personal;
- Responses should be sequential;
- Every situation is a fresh start;
- Responses must not be harmful to the learner;
- The behaviour should be blamed, not the learner;
- Responses must be linked to the rules;
- Responses must be workable.

2. Code of Conduct – Learners

Everyone at Wootton Park School respects the right of all members of the school community to:

- Learn;
- feel safe;
- work in a pleasant environment.

This means for our learners that:

- You are punctual for registrations, all lessons and appointments. If you are late you should apologise to the member of staff concerned and give a reason.
- You go to lessons with all the equipment and books you need. When your teacher or a nominated learner talks to the whole class, you are silent and concentrate. If the class is asked a question, you put up your hand to answer and do not call out. You work sensibly within your class and do not distract or annoy others. A request or instruction from a teacher should be carried out at once and without argument.
- You ensure any homelearning set in completed and handed in on time.

- You move around the school in a controlled and considerate manner keeping to the left on corridors and stairs and carrying bags and equipment sensibly. You help by opening doors and standing back to let people pass. You ask permission before entering a classroom if a member of staff is there.
- You come into and leave the assembly hall in silence.
- You keep the school clean and tidy by placing all litter in bins and keeping walls and furniture unmarked. You do not bring chewing gum to school.
- There is no excuse for rudeness, disrespect or insolence towards any other member of the school community. Racist, homophobic or abusive remarks and/or bullying behaviour will not be tolerated and will be dealt with severely, possibly by exclusion. Any aggressive physical contact with another learner is normally dealt with by a period of exclusion. Severe instances of aggression, or repeated poor behaviour could even result in permanent exclusion.
- You must follow the dress code, wear correct uniform and in the correct manner always. Outdoor coats and scarves may not be worn in classrooms. Learners in secondary phase, who persistently flout the uniform rules, may be sent home.
- Under 18s cannot legally purchase cigarettes and smoking is strictly forbidden on school premises. Matches, cigarettes and lighters are not allowed in school and if found will be confiscated for your parents/carers to collect. You may not smoke when off school premises if you are still in uniform, or otherwise associated with the school
- Possession of, use or abuse of alcohol, illegal substances or dangerous articles on school premises is strictly forbidden and will be dealt with by a period of temporary or permanent exclusion.
- You are not allowed to use mobile phones during the school day. The school strongly recommends that mobile phones are left at home. If mobile phones are brought into school, they need to be stored in lockers throughout the school day. They need to be turned off and must not be used during break, lunchtime or until the learner has left the school site.
- Ipods or other music devices should ideally not be brought into school. These items are brought in at your own risk. If seen in class, or around school, the same rules apply as for mobile phones.
- Ipads, e-readers or other tablet devices are permitted but must be used only with the express permission of a member of staff. They must not be 4G enabled in line with the ICT code of conduct.

3. School Procedures – Learners

- The school will be open to secondary learners from 8.00am and primary learners from 8.35am
- If you are late for morning registration, you must report to the main office giving your reason for lateness. This will be recorded on Arbor and parents will be contacted requesting a reason for the lateness. If you miss morning or afternoon registration because of a music lesson (secondary phase) you must report to the main office who will mark your absence appropriately.
- Chewing gum is not allowed in school. Chewing gum causes damage to furniture and uniform. Any learner in possession of or using chewing gum will receive an immediate sanction including litter picking.
- Eating and drinking must be confined to the appropriately designated areas at breakfast, break and lunchtime.

- If you need to leave, the school premises between 8.35am and 3.20pm an Absence Request Form must be completed by the parent and authorised by the Principal. Once authorised parents will be notified by the school office of the outcome. The school strongly recommends all appointments to be made out of school hours wherever possible.
- If you feel unwell during the day, you should ask your teacher if you might go to the main office to see the school's first aider. You may not go home unless this is arranged via the first aider, your pastoral leader or a member of the school leadership team.
- You must leave the school premises by 4.30pm unless a member of staff is directly supervising you.
- Your belongings should be named and kept in your locker during the school day (secondary phase). If for any reason, you must bring a large sum of money to school, you must hand this to the Finance Office for safe - keeping. Learners in the primary phase will keep their belongings in their individual trays. If any money is brought into school this should be handed to the class teacher in a sealed named envelope or to the school office.

4. Behaviour Checklist for Teachers

Classroom

- ✓ Know the names and roles of any adults in class.
- ✓ Meet and greet learners when they come into the classroom.
- ✓ Display rules in the class - and ensure that the learners and staff know what they are.
- ✓ Display the tariff of sanctions in class.
- ✓ Have a system in place to follow through with all sanctions.
- ✓ Display the tariff of rewards in class.
- ✓ Have a system in place to follow through with all rewards.
- ✓ Have a visual timetable on the wall.
- ✓ Follow the school behaviour policy.

Learners

- ✓ Know the names of children.
- ✓ Have a plan for children who are likely to misbehave.
- ✓ ✓ Ensure other adults in the class know the plan.
- ✓ Understand learners' special needs.

Teaching

- ✓ Ensure that all resources are prepared in advance.
- ✓ Praise the behaviour you want to see more of.
- ✓ Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- ✓ Differentiate.
- ✓ Stay calm.
- ✓ Have clear routines for transitions and for stopping the class. ✓ Teach children the class routines.

Parents

- ✓ Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

5. Praise & Rewards The House System

All learners belong to one of four Houses. Learners can earn House Points by:

- Academic work / progress
- Positive behaviours, for example, being helpful and co-operative
- Service to the school and participation in enrichment activities
- Desired behaviours such as holding doors open, showing respect to all.
- Attendance levels

Learners accumulate House Points throughout the academic year. Children will be awarded certificates in recognition for this. House Points can be exchanged for rewards from the House Point shop. House points for each of the four teams will also be collated at the end of each term and a whole team reward will be provided to the team with the most points.

Recording House Points

Primary Phase - If a learner receives a House Point, they are awarded a House Point sticker, the learner's class teacher is notified and this is recorded on the Class House Point spreadsheet.

Secondary Phase – if a learner receives a House Point, the member of staff using the agreed stamp records this in the learner's School Planner.



Primary Sticker



Secondary Stamp

Honour Roll Breakfast

Following tracking and reports, tutors and class teachers will identify learners to attend an Honour Roll Breakfast where they will receive certificates to recognise outstanding academic achievement, commitment, dedication and progress. Community service and participation in enrichment will also be recognised. Parents/carers are invited to attend the event. This will happen 6 times a year at the end of each half term.

Attendance Award

If a learner has an attendance rate of 100% at the end of an academic year, then a reward will be issued to the learner. There will also be rewards issued termly for learners who attendance rate is above 98%.

Leadership Opportunities

In each year, there are opportunities for learners to take on responsibilities, including Form Captains, Charity Representatives, Year and School Council Representatives, and being a Learner Librarian. In addition, learners can be selected, following an interview process, to be Senior Learners and Prefects. There are also opportunities to be member of the Learner Leadership Team. Post-KS3 there will be a full Prefect System, including a Head Girl and Boy and Senior Prefects with responsibilities for an area, for example.

6. Sanctions

The aims of the sanctions system are to:

- Support learners to behave appropriately.
- Enable learners to continue or resume learning with their peers as soon as possible.
- Condemn the inappropriate behaviour and not the individual.
- Provide a staged approach, which is clear, understandable and consistently applied.

- Apply sanctions that are appropriate to the offence and applied to those individuals responsible, not to the entire class.
- Involve parents/carers in promoting good behaviour.

When deciding what action to take, staff should refer to the graduated response shown below:

EYFS

As part of the seven Areas of Learning, learners will be taught expected behaviours within the curriculum. A visual behaviour chart will be used to identify desired behaviours and those that require improvement. Learners will be able to visually see if their behaviour reflects what is expected at school.

For any serious behaviour concerns, an ABC sheet will be completed. This will record the action leading to the behaviour, the behaviour displayed and then the consequence.

If any EYFS learner displays any Level 3 or 4 behaviour, the school will work closely with parents to rectify any underlying issues. This may involve part-time attendance or removal from lessons if the learning of others is disrupted in any way.

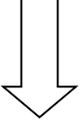
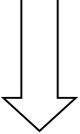
Summary of actions to be taken in the Primary Phase (From Year 1 onwards)			
Level	Examples of behaviour (not an exhausted list)	Action/Follow up	Responsibility
Level 1	<ul style="list-style-type: none"> Talking out of turn Disrupting the learning of others Poor work effort 	<ul style="list-style-type: none"> The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc. 	<ul style="list-style-type: none"> Class Teacher Teaching Assistant
	<ul style="list-style-type: none"> Repeat of above behaviour incident 	<ul style="list-style-type: none"> 1st verbal warning & reminder of the class charter explaining that if the behaviour continues then they will be moved to a different space within the classroom. 	<ul style="list-style-type: none"> Class Teacher Teaching Assistant
	<ul style="list-style-type: none"> Repeat of above behaviour incident 	<ul style="list-style-type: none"> Learner moved away from the group within the class for a short period No child should be sent outside into the corridor. 	<ul style="list-style-type: none"> Class Teacher Teaching Assistant
Level 2	<ul style="list-style-type: none"> Repeat of behaviour or incident Poor attitude Disrupting learning Refusal to follow instructions Rough behaviour/play fighting Inappropriate language 	<ul style="list-style-type: none"> Loss of learner's free time (break/lunch). <i>Complete ABC Sheet</i> Class teacher should inform the Vice Principal/<i>Primary Assistant Principal</i> of persistent behaviour VP/P A P to learner concerned. 	<ul style="list-style-type: none"> Class Teacher may refer to Vice Principal or Assistant Principal who will follow up as required.
Level 3	<ul style="list-style-type: none"> Persistence of above behaviour Aggression Fighting Causing injury or harm to others (<i>accidental or otherwise</i>) Bullying Persistent refusal to comply Temper Tantrum Minor damage to property or equipment <p><i>When above behaviour continues, or warrants a more severe consequence, L3 consequences apply immediately without proceeding through L1 and L2.</i></p>	<ul style="list-style-type: none"> Internal exclusion – learner is moved from class to work in isolation or partner class as appropriate (<i>this could be for a set time, lesson or whole day according to severity of behaviour/ age of the child</i>). Work taken with learner or completed in lesson/own time or as homework When longer internal exclusion is required in excess of 1 session. Assistant Principal to report to Vice Principal. If a child is removed from their classroom they automatically receive reflection at playtime or lunchtime. Consider referral to SENCO/External agencies NB: L3 behaviour may result in short 1-2 day external fixed term exclusion if behaviour is repetition following a previous warning. 	<ul style="list-style-type: none"> Class Teacher informs Primary Assistant Vice Principal or Vice Principal Assistant Principal or Vice Principal to speak to parent.
<p>Level 2 or Level 3 – Lunch Time Reflections</p> <p>Learners may incur a lunchtime reflection consequence for any of the following behaviour during the lunch period (12.15 – 1.15). The consequences can be from 10 minutes to the whole lunchtime. This will take place with the member of staff on call. <input type="checkbox"/> Refusal to follow/ignoring adult instructions following warning</p> <ul style="list-style-type: none"> Play fighting of any description Physical aggression/fighting Verbal abuse to staff – rude/ ill-mannered responses to adults Verbal abuse to children- name calling, offensive or inappropriate language Inappropriate use of play equipment <p>Persistent poor behaviour at lunch time may result in learners being excluded from school for the lunch time period only, at the discretion of the Vice Principal. Parents will be informed that their child's behaviour at lunchtime is a cause for concern and that a lunch time exclusion may apply if behaviour does not improve. Parents will be requested to collect their child from school at the end of the morning and return them for the afternoon session.</p>			

Level 4	<ul style="list-style-type: none"> Severe verbal or physical abuse to a child or adult causing injury Severe persistent temper tantrums Bullying (persistent) Severe non-accidental damage to property or equipment 	<ul style="list-style-type: none"> Internal/external exclusion Class Teacher on duty should not leave the incident. Issue a red card and send to Vice Principal/Assistant Vice Principal who will come and remove the child from the class/situation Vice Principal/Assistant Vice Principal to complete ABC form or incident report form if necessary. Vice Principal/Assistant Vice Principal to contact learner's parents immediately to arrange a meeting Excluded learners will have a return to school meeting with the Vice Principal and parents 	<p>Vice Principal</p> <p>Vice Principal to inform Principal who will notify Chair of Governors if an external exclusion is issued.</p>
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- All actions should take account of individual learners as appropriate.
- The SENCO should be kept informed of learners whose behaviour is a cause for concern.

Summary of actions to be taken in the Secondary Phase

Level	Examples of behaviour (this is not an exhaustive list)	Sanction
L1 classroom	<ul style="list-style-type: none"> Chewing / eating / drinking in class Uniform / appearance Lack of equipment Talking at inappropriate times Disrupting the learning of others Lateness to lessons (< 5 mins) Not getting on with set work Talking in the quiet zone 	<ul style="list-style-type: none"> Verbal warning Uniform infringements should also be recorded Detention At no point should learners be sent out of the classroom Litter picking / community service
L2 classroom	<ul style="list-style-type: none"> □ Repetition of any L1 offence 	<ul style="list-style-type: none"> 2nd verbal warning Detention
L3 Faculty leader	<ul style="list-style-type: none"> Repetition of any L2 offence Lateness to lessons (>5 mins) Off-site at lunch Abuse of open access to classrooms 	<ul style="list-style-type: none"> 30 minute lunchtime detention Communication with parents/ carers
L4 Assistant Principal for Key Stage	<ul style="list-style-type: none"> Repetition of any L3 offence Misbehaviour during L3 detention Failure to attend a L3 detention Failure to attend a homework detention Refusing to follow instructions Rudeness Bullying Lesson truancy Using mobile phone/ mobile phone being visible on the school site. Sixth Form using mobile phone outside of 6th areas 4 uniform infringements recorded in the tutor's uniform log Being in the vicinity of smokers Any use of offensive language 	<ul style="list-style-type: none"> Removal from lessons 60 minute afterschool detention* Letter sent home Meeting with parents/carers

<p>Referral to senior leadership team</p> <div style="text-align: center;">  L5 </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  L6 </div>	<p><i>these examples are in no hierarchical order at all)</i></p> <ul style="list-style-type: none"> • Deliberate defiance • Failure to turn up to a L4 detention • Fighting • Inappropriate use of mobile phone / computer or equipment • Insolence • Off-site truancy • Persistent L4 behaviour • Persistent L5 behaviour • Poor behaviour during L4 detention • Poor behaviour during L5 sanction • Possession of alcohol • Possession of cigarettes, lighters • Racial or homophobic abuse • Smoking • Swearing • Any use of the F word or other offensive language against a member of staff • Theft, graffiti or vandalism • Walking away from a member of staff • Possession of offensive weapon 	<ul style="list-style-type: none"> • One day in isolation + after school short meeting with Senior member of staff(SLT) • Two hour SLT after school detention on Friday • Fixed term exclusion (1 or more days) • Parent/ carer meeting • Counselling • Managed return to classes
<p>L7 Referral to Senior Leadership team</p>	<ul style="list-style-type: none"> • Persistent L6 behaviour • Possession of offensive weapon with intent • Possession of illegal drugs • Violence towards a member of staff 	<p>Permanent exclusion</p>

Sanctions for Home Learning

For home learning issues, a staged response should be followed as outlined below:

	ISSUE	SANCTION	WHO
H1	Homelearning not in on time Homelearning not completed satisfactorily	Verbal warning – mark in register Due in next am (Where reasonable) Note in planner to be signed by parent Recorded on Arbor	Subject Teacher
H2	Repetition of H1 offence within 1 term	2nd verbal warning – mark in register Due in next am (Where reasonable) Phone call home by class teacher Recorded on Arbor	Subject Teacher
H3	Repetition of H2 offence within 1 term	Homework must be completed and handed in. 30 minute Lunchtime detention Teacher emails Curriculum Phone call home by class teacher Recorded on Arbor	Subject Teacher
H4	Repetition of H3 offence within 1 term in one subject area within 1 term in more than one subject area	Teacher emails Phase AP (eventually automated via arbor) 60 minute detention Recorded on Arbor Invite parents in (Subject teacher - if in one subject) Invite parents in (Phase AP - if across subjects) Compulsory attendance to home learning zone Learner on Home learning report	Subject Teacher Phase AP
H5	Repetition of H4a/b offence within 1 term in more than one subject area	PHASE AP emails SLT (eventually automated via arbor) 60 minute detention Friday PM Invite parents in to discuss Recorded on Arbor	SLT

Personal Tutors should be informed if there is continuing concern.

* Parents/carers should always be informed of 60 minute after-school detentions (H4 and L4) Where this is not a Friday detention supervised by SLT/Pastoral Leaders, the supervision of this detention should be discussed by the member of staff concerned with their Faculty Leader.

Support is always available from senior colleagues. If immediate classroom support is required, send a learner with a message to the office and a member of the School Leadership Team will be asked to go to your classroom.

7. Exclusions

The school follows government guidelines on good practice, ensuring that all learners have work to do whilst at home and that parents are aware of their duty to supervise their child and not to allow them into public places during school hours whilst on exclusion. There is an obligation for schools to provide full time education for learners from day 6 of any exclusion and, where necessary, this will be met by members of the School Leadership Team supervising the learner in school and providing work for them to do.

Following a fixed term exclusion, a re-integration meeting will take place with the learner, parents / carers, Pastoral Leader and SLT Link where the learner must give assurances of future good behaviour. Any further support needed for the learner will also be explored.

The school minimises exclusions where possible.

8. Roles & Responsibilities

Tutors/Class Teachers

All members of staff have responsibility for discipline both within their classroom and in the corridors, dining area, recreation areas and other areas of the school. It is expected that all lessons be planned to support good behaviour. The school has high expectations of its learners and teaching staff have a duty to help learners to meet these expectations.

In an ideal world, all learners would be motivated, work hard without behavioural problems, be praised constantly and produce quality work at the appropriate time... and this will be the norm with teachers constantly questioning **what** we do in the classroom (Is it worthwhile? Interesting? Appropriate? Are the targets challenging yet realistic?) in addition, **how** we are trying to achieve this (praising/ rewarding oral and written work, constantly creating a positive working environment, being fair, marking books and providing sufficient advice on how the learner may improve and by the setting of high and challenging targets, mediocrity is not acceptable).

Unfortunately, as we all know, not all learners respond appropriately. Problems of behaviour both in and out of the classroom are dealt with most effectively in the classroom as far as possible by the member of staff present at the time by applying the strategies identified in the early stages of the graduated response guidelines. Consistency of application is important and it is important all staff work as a team to ensure that we all apply the standards consistently and fairly following the sanctions guidelines that provide us with a graduated response to poor behaviour and ill-discipline. It is important that we all understand that for serious breaches we can move very quickly through the levels. Any system of sanctions should be flexible enough to take into account a learners personal circumstances.

Whole class punishments for poor behaviour are not permitted.

In the secondary phase, all incidents of poor behaviour should be reported to the personal tutor using our Cause for Concern Form. No misdemeanour should be allowed to pass, simply because you do not know a

learner. In the primary phase, the class teacher must be informed of any behavioural incidents that have occurred.

As matters of routine:

- Greet the class at the beginning of the lesson and expect them to greet you in return.
- Take the register during the lesson. Report to the Personal Tutor any patterns of absence
- Do not allow learners to talk whilst either you are talking or fellow learners are answering a question.
- Learners should answer questions after being invited to respond. They should not call out unless you have indicated an informal class discussion is to take place.
- Learners should not distract or annoy others.
- Have a seating plan that encourages good behaviour.
- Requests or instructions given by you to a learner should be carried out at once and without argument.
- Homework should be well done and given in on time.
- Learners should go to lessons with all the equipment and books they need.
- Learners should not pack away at the end of a lesson until you have told them to do so.
- Praise is a very effective motivator. It should be used whenever appropriate to mark effort and achievement.

Faculty Leaders (Secondary Phase)

Faculties, led by the Faculty Leader have responsibility when learners are in the faculty area, moving to or from class, in lessons and /or failing to complete homework satisfactorily

The Faculty should always deal with behaviour issues in the first instance. The Faculty Leader is responsible for examining learners' behaviour with the subject teacher and looking for ways in which the teaching might be adapted to support behaviour improvements, or ways in which the classroom organisation or routines might be changed.

The Faculty Leader, together with the subject teacher might decide to take one of a number of possible courses of action, for example:

- Arranging for the learner to be moved on a temporary basis to another group
- Placing the learner on report
- Contacting parents
- Faculty detentions (at lunch or after school)
- Peer support amongst colleagues (e.g. peer observations, team teaching etc.)
- Re-grouping / changing of seating plans

Tutors (Secondary Phase)

Most members of staff are asked to act as Personal Tutors or to share the responsibility for a form group with another member of staff. The role of Personal Tutor is a most responsible one and vital both to the efficient running of the school and successful pastoral care. In our vertically organised tutor groups the role of the tutor is a key one, liaising with learners, subject tutors and parents. For this aspect of work, a teacher is accountable to the appropriate member of the senior leadership team.

The main responsibilities are:

Daily tutorials

The Personal Tutor should mark the register via Arbor with all learners seated and silent. All absences must be recorded and the absence of known truants reported to the main office immediately. Personal Tutors should ensure the register is maintained up to date. All messages and letters in the register and from briefing must be conveyed to learners immediately and room changes given. Uniform should be checked so that learners leave the form room correctly dressed. Learners must leave the room tidy.

The Personal Tutor should encourage learners to take a pride in their Tutor room. It is the responsibility of the Personal Tutor to monitor and supervise Tutor activities during tutorials such as preparing charity events, form quizzes and opportunities for reflection.

Guidance and counselling

The Personal Tutor should be the first person to whom a learner will turn for help or advice, although it may sometimes be necessary to refer the matter to the Pastoral Leader, to the School Leadership Team or, through them, to an outside agency. It is through regular daily contact that unobtrusive care is exercised. Personal Tutors should inform the Pastoral Leader of any learner experiencing particular problems or difficulties.

Personal appearance and behaviour

Personal Tutors are expected to monitor the personal appearance and behaviour of their tutees and to insist on a high standard, taking action themselves in the first instances. Regular checks on uniform (including jewellery) should be made and deviations from the published uniform code must be recorded via Arbor. Punctuality should be monitored and repeated lateness reported to the Pastoral Leader. Personal tutors should monitor and discuss with the learner Pastoral Support Plans and daily reports plans whenever required.

Assemblies

Personal Tutors are expected to attend assemblies with their Tutor groups, enforce good behaviour during assembly and to supervise their movement from the Tutor rooms to the place of assembly and back again to Tutor rooms. Personal Tutors are also expected to supervise their Tutor's production of Year Assemblies on the rota drawn up by the Pastoral Leader.

Communication

Morning briefing forms a vital point of contact between Pastoral Leaders and SLT and tutors, and tutors should always be present in the staffroom promptly for this time. Notes of any information given should be made and communicated to learners. Tutors should check for notices such as room changes on the board and inform learners affected.

Personal Tutors are the first point of contact for parents and will over time develop positive working relationships with learners and their parents.

Personal Tutors are encouraged to foster good home-school relationships. They can and should telephone parents and write/email to them. Notes of telephone conversations, e-mails or meetings must be made and filed. All communication should be in line with the Schools' Communications Policy.

Tracking and reports The Personal Tutor monitors learners' performance through reports and tracking. The Personal Tutor will also liaise with the phase team leader in putting in place interventions, as appropriate, with members of their tutor Group. In addition, the Personal Tutor is responsible for the checking of reports and the production of the Personal Tutor Statement, which should reflect learners' personal and social development, including their participation in enrichment activities.

References and special reports

Personal Tutors are expected to prepare, and where appropriate initiate, in consultation with colleagues, initial drafts for references, testimonials and internal reports as required.

Tutor activities

It is the responsibility of the Personal Tutor to monitor and supervise Tutor group activities, such as charity events.

Phase Leaders (Secondary Phase)

Senior Phase Leaders (SPL) are responsible for:

Monitoring the academic progress and personal development of individuals in their section of the school.

Assessment features as a normal and regular part of the educational environment of our learners. Progress will be closely monitored by comparing each learner's progress in relation to his peers both at the school and by using data available from the national and international tracking systems the school deploys. Progress will be discussed with the subject tutors with intervention programmes put in place as required. Communication with parents will be key to continued academic progress. Areas for improvement need to be identified early and actions determined to rectify and support the learner.

Concerns regarding more than one subject (with Personal Tutor).

Through monitoring tracking and reports, Personal Tutors and SPL may decide that a learner should be placed on daily report. In this case, each member of staff completes a short section on a learner's work and behaviour in their lesson for that day. The report form is taken home and signed by parents every evening. Copies of the report should be placed in the learner's file and the School Leadership Team should be informed and kept apprised of the progress made.

Occasionally, Personal Tutors and SPL may decide that parents should be asked to come to school to discuss a learner's academic progress and/or behaviour. This decision should be taken with reference to the most appropriate member of SLT.

Liaison with the SENDCO

SPLs will consult the SENDCO concerning particular learners when the learner has a statement of Special Educational Needs or it is in the SPL's professional judgement to do so. The SENDCO may then consult with SLT as to the appropriate next steps.

Setting up and monitoring Learner Support Programmes

Where the issue is deemed to be entirely related to poor behaviour, rather than to any specific learning difficulty, learners may be placed on individual Pastoral Support Programmes (see further information later) and advice / support may be sought from relevant external agencies, for example Outreach Workers from the most local Education Support Centre (ESC).

Preparation and review of PSHE programme

SPLs should ensure that the PSHEE programme includes opportunities for learners to develop their social, emotional and behavioural skills and to explore the themes of self-esteem, positive relationships, responsibility, British Values and respect for everyone. The assembly programme will offer additional opportunities to promote and explore these areas throughout the year.

Leadership Opportunities

SPLs should encourage and monitor learners' participation in enrichment and leadership activities, which offer them opportunities to develop their confidence and ability to cooperate with others.

Parents / Carers

The school encourage parents/carers to support good behaviour and attendance through, for example, participating actively in home-school agreements, attending Parents' Evenings and Information Evenings and reading newsletters and other communications with home. The school will contact parents where there are specific concerns and set up any necessary meetings and interventions. Parents are also encouraged to contact the Personal Tutor or Pastoral Leader if they have any concerns about their child. The school can also liaise with external agencies in order to gain support for parents and families, as appropriate.

9. Learner Support Programmes

The Learner Support Programme (LSP) is used to support learners who are at risk of permanent exclusion because of their continued poor conduct in school. The aim of any LSP is to offer learners and their parents

/ carers a framework of support and guidance as well as a strong message to indicate the seriousness of their position.

The SPL, together with the Personal Tutor/Class Teacher will decide that a LSP should be drawn up, following a review of a learner. This is often because of fixed term exclusion.

The Personal Tutor/Class Teacher will identify the areas of concern for the learner as well as their areas of strength or success. In discussion with the learner and their parents, targets will be set and a programme of support to assist the learner in meeting these targets will be agreed. These targets should relate to the concerns that have been raised and should be specific, measurable, achievable, and realistic and time related. Support might be from home or school, or where necessary, appropriate external agencies.

A LSP will generally run for between 8 - 16 weeks and will include at least one review at 4 weeks, although there will be ongoing review throughout the period.

In many cases, it is considered useful to place the learner on a daily monitoring report for the first few weeks of the LSP to help them to settle in to the programme and give them a start on the way to achieving their targets.

Learner, school and home will sign the LSP.

10. Formal Governor Hearing

Following a very serious incident and / or a long period of exclusion from school, it may be considered useful to hold a Formal Governor Warning meeting with the learner and their parents / carers at the point of readmission to school. This might be at the beginning of a meeting to discuss the setting up of a LSP. At the Formal Governor Warning, the learner will be reminded of the expectations of the school and of the Governing Body in terms of behaviour and conduct and will be given a very clear warning that further breaches of the school Code of Conduct could very likely lead to a permanent exclusion.

A contract of behaviour might be drawn up and signed at this meeting, if it is not covered in a LSP.

Governors may decide to draw up a parenting contract at this meeting, if it has not been covered in a general contract as outlined above.

11. Reasonable Force

The school follows government guidelines on the use of reasonable force in relation to learners. See the separate guidance on using physical restraint. Staff must not give corporal punishment to a learner. Training will be offered to staff using the 'team teach' methodology. Teachers are allowed to use 'reasonable force' to prevent learners from hurting themselves or others, from damaging property, or from causing disorder, including:

- Calling for support in the removal of disruptive learners from the classroom where they have refused to follow an instruction to do so
- Preventing a learner behaving in a way that disrupts a school event or a school trip or visit
- Preventing a learner leaving the classroom where allowing the learner to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Preventing a learner from attacking a member of staff or another learner, or to stop a fight
- Restraining a learner at risk of harming themselves through physical outbursts.

Force cannot be used as a punishment – **it is always unlawful to use force as a punishment.**

Suggested reasonable interventions might be:

- Physically interposing between learners
- Blocking a learner's path
- Holding
- Pushing or pulling
- Leading a learner by the hand or arm
- Shepherding a learner away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds

"Reasonable force" means using no more force than is needed and teachers must seek to avoid doing anything that might reasonably cause injury' or touching or holding a learner in any way that might be considered indecent. They should always try to deal with a situation through other strategies before using force. There is a legal duty to make reasonable adjustments to the use of reasonable force for disabled learners and learners with SEN. Records should be kept of any incidents where force is used: what occurred, why it was necessary and any consequences.

Wootton Park School will keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

12. Searches

Senior Leaders have the authority to search learners where they reasonably believe that they are in possession of any of the items listed below:

- Knives and weapons
- Lighters
- Ammunition
- Alcohol
- Illegal drugs/legal highs
- Stolen or missing items
- Tobacco and Cigarette papers
- Fireworks

13. Procedures for Break & Lunchtime

Break duty is a part of contracted time for teachers. The duty rotas for break and lunchtime are drawn up and displayed in the staff room. On each day, one member of staff is allocated as the duty team leader and should ensure that all duties are being covered.

If you know you will be unavailable for duty on your day, it is your responsibility to arrange to swap with a colleague and let your team leader know. Whenever possible, do not arrange to meet people when you are on duty.

Expected behaviour of learners during break: Eating and drinking must be confined to the appropriate spaces.

Canteen area (Secondary Phase): members of staff should distribute themselves around the whole area such that there is supervision of the queue and the inside of the canteen.

Outside duty: Ensure that anyone sitting near litter picks it up. Check the lavatories for any poor behaviour or any learners slow to respond to the bells.

Lunchtime

The school employs mid-day supervisors to patrol the whole site over the lunch hour to ensure the good conduct and safety of all learners at this time. Members of the catering staff supervise the dining area. Additionally, members of the School Leadership Team and some staff support the supervision of learners both in the dining area and around the site.

Learners during the lunch hour

If the weather is fine, learners are allowed outside. On wet and cold days, learners may go to the allocated rooms. The rules about eating and drinking are the same as those for break.

Lunch queue (secondary Phase)

Learners with passes should have their passes checked by staff. Passes are granted to learners who have to attend clubs or meetings. Passes should be issued to individuals not groups. Learners who have forgotten their passes should not be admitted early.

Learners should be sent away if they arrive too early for their lunch. They should also be discouraged from arriving after their stated time. They should be sent into the canteen in small groups. A copy of the lunch rota should be displayed on the lobby doors, in each Tutor room and on the notice board in the staff room.

Wootton Park School and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.

14. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Ensure they are supervised by a member of staff
- Contact the named guardians, as provided by the parent/guardian on enrolment
- If the school is unable to make contact with a listed parent/guardian before 17.00 the school will contact the contact [Northampton safeguarding children board](#) for further advice.

Missing pupils

The school will follow NCC's official guidance when a learner is deemed missing from school. <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/children.aspx>

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

Where a learner has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the School should make an immediate referral to Northamptonshire's Children Missing Education (CME) Service.

Reasonable steps include:

- telephone calls to all known contacts;
- letters home (including recorded delivery);
- contact with other schools where siblings may be registered;
- possible home visits where safe to do so;
- enquiries to friends, neighbours etc. through school contacts;
- enquiries with any other Service known to be involved with the learner/family;
- all contacts and outcomes to be recorded on the learner's file.

If this also fails to establish the learner's whereabouts, the school will be informed to remove the learner from roll.

If the CME Service is able to contact the learner and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the learner has registered at another school, the School will delete the child's name from the roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Procedure to follow in the event of the parent failing to collect a learner. This is dependent on the age of the learner and whether this is unexpected. In the first instance, the school will make contact with the parents. If contact cannot be raised with any known contacts and an hour has passed from the normal collection time then contact will be made with MASH for advice.

If parents arrive late to collect the learner and this becomes a regular occurrence, then parents should be invited in for a meeting with the Phase Lead and the DSL.

15. Allegations of abuse made against other learners (peer on peer abuse)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of learner hurting other learners will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence;
- could put pupils in the school at risk;
- is violent;
- involves pupils being forced to use drugs or alcohol;
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a learner makes an allegation of abuse against another learner:

- you must tell the DSL and record the allegation, but do not investigate it;
- the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- the DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
- the DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- challenging any form of derogatory or sexualised language or behaviour;
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- ensuring learners know they can talk to staff confidentially by notifying their class/form tutor or a member of the well-being team;
- ensuring staff are trained to understand that a learner harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Please refer to the Child Protection and Safeguarding policy for further guidance on how deal with peer on peer abuse.

Appendix 1

Request for Leave

At Wootton Park School, we take pride in our high level of attendance. Taking learners out of school can be detrimental to their education and progress and permission should always be granted before removing your child from school.

Lateness

It is a parent's responsibility to ensure their children arrive at school on time. Lateness can disrupt the learning of others and can result in a learner feeling greater stress and achieving poorer outcomes.

Research shows a close link between attendance at school and a learner's achievement. Being late adds up to a loss of learning. All time out of school affects learning and achievement for learners. Please make sure your child arrives at school on time.

Minutes late per day	Equivalent of missing
5 minutes	3.4 school days a year
10 minutes	6.9 school days a year
15 minutes	10.3 school days a year
20 minutes	13.8 school days a year
30 minutes	20.7 school days a year

Medical Appointments

Where possible, every attempt should be made to arrange such appointments outside school hours. Requests for your child to be allowed out of school should be sent prior to the appointment and the correct paperwork must be completed. In the case of an emergency appointment then the school office should be notified straight away. Returning to school as quickly as possible after the appointment means that absence marks can be avoided and the appointment marked as a lateness instead.

Holiday Leave

Parents or carers do not have the right or entitlement to take their child out of school for a holiday. From September 2013, the Department for Education have amended the Pupil Registration Regulations, removing the Principal's ability to authorise leave of absence for the purpose of a family holiday. Requests for holidays in term time will not be authorised.

If the absence is not authorised and the holiday is taken anyway, the case will be referred to the Attendance Service who will issue a Penalty Notice to each parent for each child taken out of school. If the penalty is not paid within the time scale, the Attendance Service will institute legal proceedings against you in the Magistrates' Court under Section 444(1) of the Education Act 1996 for failing to ensure your child/children attend(s) school regularly.

The Principal may authorise absence in "exceptional circumstances" but this must be requested in advance using the following form. Each case will be judged on its merits and the Principal's decision is final.

Request for Leave Form

Name of Learner:	Class:
Reason for request:	
Please specify date(s) and time your child will be absent from school:	
Full name of parent or carer requesting the leave:	
This leave cannot be taken during the school holiday because:	
I also have children at: (Please insert name of school)	
Signed:	Date:

Having considered your request, your request has been:	
Approved <input type="checkbox"/>	Unauthorised <input type="checkbox"/>
Explanatory Notes:	
Signed	Date:

