



WICKERSLEY
PARTNERSHIP
TRUST

STUDENT BEHAVIOUR AND DISCIPLINE POLICY





WICKERSLEY PARTNERSHIP TRUST **VALUES AND ETHOS**

The Wickersley Partnership Trust exists to further the interests of young people that it serves and send them into an ever changing world able and qualified to play their full part in it.

Good behaviour in our schools ensures students are ready and able to make the most of the broad range of opportunities they have to develop and progress. We expect all our students to be ready to learn from the moment they arrive at school every morning. Uniform, equipment and punctuality are vitally important because they demonstrate that students are dressed for business, and in the right frame of mind to make the best use of their day.

Young people within the Wickersley Partnership Trust need to know precisely where they stand and what their boundaries are. The most important requirement for all expectations regarding behaviour and discipline throughout the Wickersley Partnership Trust is consistency.

PRINCIPLES OF **GOOD BEHAVIOUR**

Enforcing and instilling good behaviour is fundamental to school performance at all levels.

Good behaviour in schools and young people fulfilling their learning potential are concomitant. Where behaviour is poor or disruptive in classrooms learning is significantly affected. The aim of our behaviour policies throughout the Wickersley Partnership Trust is to establish a calm, business like atmosphere where our young people can learn and flourish in a high challenge, low fear environment.

Each school within the Wickersley Partnership Trust must ensure behaviour policies work to a common set of values.

THE WICKERSLEY WAY AND READY TO LEARN VALUES

Linked to expectations of behaviour are wider behaviours which we foster and encourage within all of our schools. These expectations promote the skills and attributes our young people need in order to develop the independence, responsibility, accountability and resilience they need to have a happy and successful life. We refer to this crucial aspect of our behaviour expectations as the school 'way' or the school's 'values.'

Each school within the Wickersley Partnership Trust has a common set of values to instil in all our young people while retaining autonomy and freedom to embed their own principles. These principles enable us to develop well-rounded individuals ready for the next stage of education, training or employment in order to become active participants in society.

Sandhill Way

WE ARE READY TO LEARN

WE SAY PLEASE AND THANK YOU | We are prepared to make mistakes

WE BELIEVE IN OURSELVES EVEN IF THINGS GET TOUGH | WE LISTEN TO OTHERS

WE TAKE RISKS IN OUR LEARNING

WE RESPECT OTHERS

WE WORK HARD

WE ARE PROUD OF OUR ACHIEVEMENTS

WE TAKE PRIDE IN OUR APPEARANCE

We take responsibility for our actions

THE SANDHILL WAY

Wickersley Values

Ready 2 Learn

At Wickersley, we believe that all members of the community should strive to be good citizens and make a positive contribution to the school and the wider community.

These values underpin our school ethos:

Tolerance

- Regardless of sexuality, race, faith, gender or disability.
- Accept and show kindness towards others who may differ from you in appearance, clothing, interests.
- Accept the quirks and eccentricities of others – people are all different and all equally valued in society.

Uphold our high-challenge, low-fear environment

- Never be afraid to have a go at something for fear of ridicule.
- Never ridicule others for having a go.

Being a good citizen

- Show respect for your community and environment.
- Show kindness and consideration to people in the school and wider community.

Wickersley R.L.

"We want to send every young person out into the world able and qualified to play their full part in..."





STUDENT EXPECTATIONS (CODE OF CONDUCT)

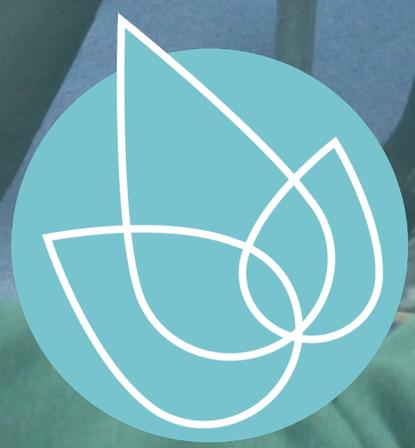
All students throughout the Wickersley Partnership Trust are responsible for their own behaviour in and out of the classroom. They must, in each lesson, take personal accountability for how they act and follow the necessary sanctions placed on them by staff.

All our schools have a code of conduct that students must adhere to. These code of conducts have both commonalities and personalised expectations relative to the context of the school.

The Wickersley Partnership Trust Code of Conduct that Headteachers must embed in conjunction with their own clear and consistent expectations is:

- Students are expected to attend school every day, on time.
- Full school uniform must be worn without exception.
- All students are expected to arrive to school fully equipped.
- Students must listen carefully to all instructions.
- Students must follow all staff instructions straight away without argument.
- No student should ever be disrespectful to, or show rudeness towards, anyone in school.
- Respect the school environment.
- Bullying will not be tolerated.

All classroom teachers throughout the Wickersley Partnership Trust are responsible for implementing the code of conduct within their teaching environment. They should, in each lesson, take personal accountability for dealing with incidents and following through necessary consequences and restorative practice to ensure behaviour is approached with consistency.





Where support or additional intervention is needed classroom teachers will request assistance from:

1. Key Stage Coordinators
2. Learning Mentors
3. Faculty and Subject Leaders
4. Pastoral Leaders
5. Heads of Year
6. The Senior Leadership Team

SYSTEMS OF **SANCTIONS** AND **REWARD**

We do not follow a prescriptive approach to behaviour within our schools across the Wickersley Partnership Trust. Classroom teachers have the expectation and autonomy to manage behaviour within their classroom. They are under the instruction that any student who persistently slows the learning of others within a classroom should be removed without exception.

All school's develop a consistent consequence system for classroom teachers in line with:

- Verbal Warning – where students are reminded of classroom rules and expectations.
- Moved Seat – where students are instructed to move to a different seat within the classroom in order to avoid distraction.
- Cool off period – where students are requested to leave the classroom for a period of time. Students are spoken to outside the classroom and reminded of their expectations and consequences should their behaviour continue.
- Sent to Sanctions or Classroom Withdrawal – In our secondary settings all schools have a staffed sanction room that students must attend and continue their work if their behaviour is slowing the learning of others in the class. In our primary settings students are withdrawn to another location within school to continue their work.

Students who break the agreed code of conduct and display poor or disruptive behaviour in classrooms should expect an additional sanction in line with the individual school's behaviour policy.





Throughout the Wickersley Partnership Trust all schools have a comprehensive system of reward. All students, who deserve to, receive regular reward and recognition as directed by the Senior Leadership Teams. Schools are expected to reward and recognise students who consistently meet the high expectations of the school and epitomise the personalised value sets outlined above through:

- Communication with parents
- Written letters of commendation
- Personalised photographs of achievement
- Positive postcards
- Recognition and reward assemblies
- Gold, Silver and Bronze award schemes

TRACKING AND MONITORING BEHAVIOUR

It is an expectation within the Wickersley Partnership Trust that schools track, monitor and intervene with any student who does not adhere to the code of conduct.

All schools carry student portfolios in regard to behaviour. Secondary schools use our own Connect operating system to record all incidents of concern or praise whereas in our Primary settings schools use CPOMs. This tracking gives each individual student across the trust a portfolio of achievement.

TRUST GRADUATED RESPONSE TO BEHAVIOUR INCLUDING FIXED PERIOD EXCLUSIONS

The Wickersley Partnership Trust behaviour and discipline graduate response is not a 'tick box' that must be adhered to. Headteachers have complete autonomy for issuing a consequence to any student within their school including issuing a Fixed Period Exclusion.

However, thought must be given to whether or not an exclusion is the most appropriate measure. Where incidents of behaviour are so poor they are referred to the Senior Leadership Team thought should be given to:

Fixed Period Exclusion should be issued where:

- Students show no remorse, acceptance and/or refusal to comply with directed consequence listed above (students will be issued with a one day FPE and a directive to complete the agreed consequence before returning to lessons)
- Allowing the student to remain in school would harm the welfare of the student, other students in school or members of staff.
- Where student safety is a concern.
- Where behaviour is persistently poor despite strategies listed above.
- Where an incident is deemed to be severe enough to warrant it.

ROLES & RESPONSIBILITIES

THE ROLE OF GOVERNORS

Our Local Governing Body is responsible for monitoring the way the school behaviour policy is implemented. The governors liaise with the behaviour and welfare leaders (pastoral) and monitor the way the school implements the policy through governor visits to school. Governors will receive reports from the headteacher and/or behaviour and welfare leaders and act upon areas identified as requiring improvement.

THE ROLE OF THE HEADTEACHER AND SENIOR LEADERSHIP TEAM

The headteacher and senior leadership team will:

- Be responsible for the day to day behaviour in school – calm, business like and consistent
- Provide a strategic lead and direction for the behaviour and welfare leaders (pastoral) team
- Monitor the impact of the school's behaviour policy
- Liaise with the all adults in the school





The senior leadership team will;

- Liaise with the all adults in the school
- Support and offer advice to colleagues
- Monitor behaviour
- Carry out 360 degree evaluations of behaviour;
 - data scrutiny
 - learning walks
 - pupil conversations
 - lesson observations
 - drop ins
- Report on the quality on the impact of the behaviour policy (including Exclusions) in the termly governors' report;
- Act as role models for all staff

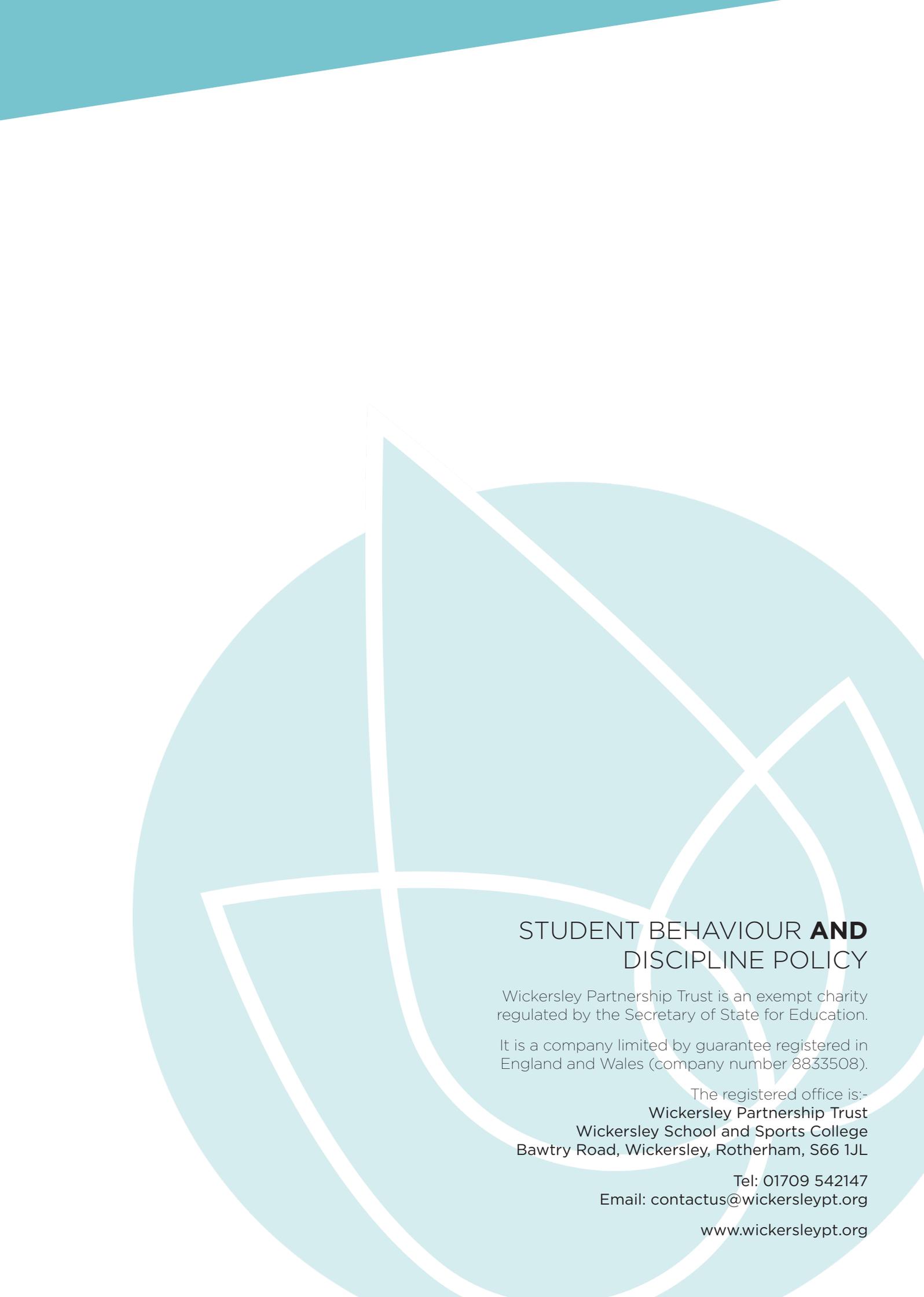
THE ROLE OF THE BEHAVIOUR TEAM

The role of the behaviour team is to:

- Provide a strategic lead and direction for behaviour throughout school
- Support and offer advice to colleagues on issues related to behaviour
- Monitor impact, including Exclusions

It is the role of the behaviour and welfare team to keep up to date with developments in their area, at both national and local level. They review the way the behaviour policy is implemented in the school and plan for improvement. This development planning links to whole school objectives.





STUDENT BEHAVIOUR **AND** DISCIPLINE POLICY

Wickersley Partnership Trust is an exempt charity regulated by the Secretary of State for Education.

It is a company limited by guarantee registered in England and Wales (company number 8833508).

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