



## Royal Wootton Bassett Academy

# Behaviour for Learning 2023-24 An Overview for Parents, Carers and Staff

Ratified by LGB November 2023

**The Ascend Learning Trust (ALT) Behaviour for Learning Policy is underpinned by Royal Wootton Bassett Academy's vision and values statement: *"Respect, Wellbeing, Balance and Aspiration"***

Royal Wootton Bassett Academy believes that outstanding behaviour and disruptive free learning is necessary for effective teaching to take place and for students to reach their potential. All staff aim to create and maintain an environment in the school which encourages and reinforces good behaviour.

Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

To achieve outstanding Behaviour for Learning, the school requires parents/carers to support in the following ways:

- Support their child in fulfilling their responsibilities as a student, including attendance at relevant parental meetings.
- Communicating politely with the school through telephone, email, or letter.
- Supporting decisions made by the school in relation to promoting high expectations and good behaviour.

Parents/Carers are politely reminded that the school will not share details of consequences issues to other children.

## Praise & Celebration

Praise and celebration can motivate students and help them to see that good behaviour is valued; the most powerful form of reward is verbal praise and acknowledgements. The Academy is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

- Positive conduct card points or achievement points awarded
- Points equal rewards – cookie or hot chocolate.
- Postcards, phone calls, letters home, certificates
- “Pupil of the Month”
- Assembly ‘Shout Outs’ or end of term celebration assemblies
- Reward trips
- Enrichment Week and end of term celebrations
- End of Term Afternoon Tea Party

50 Achievement Points = 1 ticket to be drawn for a term prize.

We listen to our Student Parliament on ways in which we can continue to recognise the achievements of students. We welcome ideas from parents, students and staff to look for new ways to reward.

## Royal Wootton Bassett Academy Expectations & Consequences Behaviour in Lessons (C1-C3 Warnings)

Lessons are calm and purposeful. The school also uses a graduated warning system to help students correct their behaviour in lessons: failure to do so leads to a C3 being issued.

C1	Initial Warning to correct behaviour
C2	Final Warning to correct behaviour – time outside the room and a move of learning seat in the classroom.
C3	Sent to the Removal Room to regain focus, to minimise the disruption to others and to complete a reflection log. An after-school detention is issued where the reflection log is discussed with the class teacher.
C4	Same day after school detention to allow for restorative reflection conversation with the teacher before the next lesson in the subject the student was removed from. 3pm to 4pm.
C5	Removed twice from lessons on the same day increasing the afterschool time to 4.30pm.
C6	Internal Exclusion Room. Removed three times from a lesson on the same day. They will be moved to the IER (Internal Exclusion Room)

## Homework

A Pre C4 will be set with the expectation of handing the work in to the teacher in the next lesson. Failure to hand in the late homework will result in a C4 - (see above).

## Behaviour outside of lessons and Conduct Cards

Royal Wootton Bassett Academy has high expectations of behaviour around the site and during unstructured times (outside of lessons) and students need to follow the “Royal Wootton Bassett Way”.

Students will be expected to always have their **Lanyards and Conduct Cards** with them, and should they fail to meet the school's expectations, then staff will record a Conduct Point. I LEARN Tutors will check Conduct Cards each morning and should a student receive 5 Conduct Points or forget their Lanyard/Conduct Card then they will be issued with a C4. We want to instill responsibility and pro-activity amongst our students and so if they can retrieve their Lanyard/Conduct Card from home, the C4 will be rescinded. If a student defaces or loses their Conduct Card, then they will be issued with a C4.

Students will no longer be expected to always wear their lanyard in the day. They will be present in their zone in the morning with their lanyard and conduct cards on but for the remainder of the day they do not have to physically wear it, but they must always have it with them.

The iLEARN tutor also records the positive points achieved and recorded on the card. These are collected weekly and go towards bigger rewards, letters home and prize draws.

## Detentions (C4, C5 & C6 Detentions)

Detentions are part of the school's consequence system to encourage students to recognise that their behaviour or attitude to learning has not been acceptable. When a student is sent to the RR (C3 from a classroom) they are requested to complete a reflection log to help them move forward. This allows them to reflect on what went wrong, what they can put right, and it is discussed in the after-school detention with the teacher who set it on the same day. This allows for a fresh start in the next lesson.

If a student is sent to the RR twice in one day, this will result in a C5 ASD (4.30pm finish). If they have more than two visits in one day, then they may be removed from future lessons for that day to resolve behaviour.

When issued, detentions are compulsory. Failure to attend a detention without good reason will result in the student being issued a C6 ASD (5.00pm finish). Failure to attend a C6 will result in the student being placed in the school's Internal Exclusion Room (IER), which carries a 5.00pm finish.

Whilst the Department for Education states that schools are not required to give notice, give reasons, or gain parental consent for a detention, Royal Wootton Bassett Academy will send an automated message to advise parents of a same-day detention.

It is important that parents/carers keep the school up to date with the contact telephone numbers and email addresses.

The same 'in class expectations' are expected in after school detentions. If a student fails to adhere to the expectations, then they fail the detention. They will receive a C6 for the following day and parents will be informed.

All students are requested to reflect on the reason for their detention with the teacher who set it and where possible the teacher attends the after-school detention. After this, students are expected to read, complete Sparx Maths, Reading, Memrise or revise and revisit learning from that week. They are in a computer room for detention.

### **Internal Exclusion Room C7 (IER) (C7 & C7+ RWBAT Trust Placements)**

The IER is a specially designated room for students whose behaviour has been unacceptable. They are supervised by our IER Officer and their Student Manager and it runs between 8.40am and 5.00pm depending on the level of consequence. Students are expected to work quietly and are given appropriate work to complete. Parents will be informed that a student will be in the IER in an acceptable timescale but wherever possible before 10am or within the hour of being placed in the IER.

Failure to comply with the expectations of the IER will result in the same sanction the following day, or a possible Fixed Term Suspension (FTS).

If a student who is booked into the IER refuses to take their place, this will lead to a suspension. The student will still be expected to return to the IER upon their return to school as part of the reintegration from a suspension. If the student is absent from school and does not attend their session, then the session will be automatically rebooked into the IER on their return.

Where a student has had multiple IER days or suspensions, the school will use the option of a **C7+ directed off-site provision** where a student will be directed to off-site education at another Ascend Learning Trust school or a local school (it is the schools decision on the placement) – as per paragraph 36 of the Department for Education (DfE) Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including pupil movement guidance (May 2023) in order to improve behaviour. This is particularly the case where previously tried strategies have demonstrated that further consequences,

beyond the scope of Royal Wootton Bassett Academy, are required as an alternative to suspension and to prevent repeated behaviours becoming routine and entrenched. Parents/carers and students will also be notified in advance of a C7+ Trust Placement being issued, and the school will arrange transport between schools.

### **Suspensions (C8)**

Royal Wootton Bassett Academy will follow government guidance on suspensions, unless there is a good reason to depart from it. The school aims to operate within the principles of fairness and natural justice. Suspensions can take the form of:

- Fixed Term Suspensions
- Trip or Excursion Suspension
- Lunchtime and Breaktime Suspensions
- Permanent Exclusion

The school's policy on suspension applies to serious breaches of discipline occurring on and off the school premises. On occasion, a student may be placed in Internal Suspension in the IER or with another member of staff as an interim measure prior to a suspension being issued; This may be a combined consequence or whilst members of staff are investigating or dealing with whatever situation has occurred.

### **Lateness**

Good punctuality is a vital life skill and therefore lateness to school is unacceptable and is taken very seriously. The time lost adds up and can become a significant loss of learning time. The same day after break time, lunch time or after school detention will be issued for any student who is late for school with no parental explanation.

Parents/carers will be notified. Conduct Points will be issued for any student who is late to a lesson in the school day. Persistent lateness to lessons will result in triggering the report system and further sanctions.

### **Equipment and Uniform**

Being prepared to learn is another important life skill and therefore failure to bring equipment to school is unacceptable and is taken very seriously.

Students must ensure they bring a pencil case with them and that it is placed on their desk in all lessons. Students must also ensure that they wear their PE kit on PE days, and bring in a water bottle, calculator and reading book to school as directed.

Students must always adhere to the uniform expectations. If they do not do so, the student will be placed in the IER or the POD until the situation is rectified.

### **Mobile Phone Usage**

We follow a simple guide at RWBA, students can use their mobile

phones (and headphones) during break and lunch time outside and in the canteen. They are not to be on show at any other time in any other location. If they are, they can be confiscated until the end of the day when the student will need to retrieve their phone from their pastoral office. They will be issued a conduct point.

All students entering the IER must hand in their mobile phones.

If a student is caught using their phone irresponsibly, further sanctions will be used such as a ban on the phone being brought to school for a fixed period. Some examples are shared below but not exhaustive: -

- Using it inappropriately and potentially committing a crime
- Using the Academy's WIFI to access inappropriate internet sites
- Using social media irresponsibly on school site
- Filming others with the intention to hurt, embarrass or bring the Academy's name into disrepute
- Posting about the school, or reference to the school on social media platforms
- Contacting other students whilst in lessons

### **Stage of support for behaviour – Personalisation and Equality**

If a student has 10 x CIs in a 2-week cycle, then the I LEARN Tutor will discuss with the student and monitor behaviour.

If a student receives a subject specific detention, then they will be placed on subject report with the Subject Key Stage Lead. If it is across several subject areas, the student will be placed on a Report Card with the Tutor.

If there is no improvement, a student will be escalated through the levels below, however, de-escalation is the key to appropriate support for behaviour. Parents will be informed when students are placed on Stages of Support.

Behaviour is monitored daily, and progress will be reviewed at the end of each 2-week cycle for the duration of up to a term at which point the student may be removed from the report or be escalated to the next level.

A parent and school meeting will take place to reflect on improvement or put the next support steps in place. The report can be a positive report card to gain opportunities to praise a student or a behaviour monitoring one to ensure high standards of expectations are maintained.

At each level the school offers support to change behaviour. The school will consider engaging in additional internal and external intervention where possible to support students.

Stage of Support	On report to:
Stage 1	I Learn Tutor or Subject Teacher
Stage 2	Student Manager or Key Stage Lead
Stage 3	Head of Year or Head of Department
Stage 4	Senior Leadership Team, Head of Department or Head of Year
Stage 5	Deputy Headteacher and Headteacher

NB - The timings of the report may vary and are at the school's discretion.

### **Behaviour outside of school**

Parents are reminded that the school's consequence system is also applicable to students when they are away from Royal Wootton Bassett Academy premises, for example on the journey to or from school either walking or on transport, on school trips, or even during the holidays if the behaviour could have repercussions for the orderly running of the school, affects the welfare of members of the school community, or which brings the school into disrepute.

Day-to-day procedures that ensure the smooth daily operational practice may be changed at the discretion of the Deputy Headteachers and Headteacher.

### **RWBA Sixth Form**

Please refer to the Sixth Form section of the website for their Behaviour for Learning guide and policy.

<https://www.rwba.org.uk/sixthform>

A full copy of the Behaviour for Learning Policy can be found in the [Policies section of the website](#), or a hard copy can be requested from Reception. It is reviewed in January of each year.