

BEHAVIOUR POLICY

Stamford Welland Academy

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Applicable To:	SWA
Committee:	Academy Council
Approved By Academy Council On:	Jan 26
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Date of Next Review:	Jan 2027

This Policy is a statutory requirement for all Meridian Academies Trust (MAT).

Under The Education (Independent School Standards) (England) Regulations 2010 all academies and free schools are required to have in place a policy on behaviour and exclusions. The policy must promote good behaviour and set out the sanctions which will be applied in the event of pupil misbehaviour.

Annex C of the Master Funding Agreement also states that the schools must comply with the law and guidance on exclusions which applies to maintained schools (including the review/appeal process). The below statutory guidance applies to all MAT.

Guidance used to support this policy:

- Statutory Guidance: School Suspensions and permanent exclusions 2022 [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/school-suspensions-and-permanent-exclusions-2022.pdf)
- Statutory Guidance: Behaviour and discipline in Schools: Guide for Governing Bodies. [Behaviour and discipline in schools: guide for governing bodies - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/behaviour-and-discipline-in-schools-guide-for-governing-bodies-2022.pdf)

The DfE webpage on behaviour contains other useful information and links on behaviour related matters: [Pupil wellbeing, behaviour and attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/pupil-wellbeing-behaviour-and-attendance-2022.pdf) which have supported this document.

1.1 Introduction

Stamford Welland Academy is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

The aims of this Policy are to:

- encourage good behaviour and respect for others within and outside of the school

- promote self-discipline and proper regard for authority among students;
- state what is expected of pupils;
- state what is expected from parents and carers; provide guidance on possible rewards and sanctions;
- ensure that staff are seen to be fair and consistent.

Our Vision

At Stamford Welland Academy we wish to have a pleasant working environment in which people are treated with kindness, tolerance, care and respect.

We promote the highest expectations of behaviour that focus on ensuring an engaging curriculum and strong relationships where every child is known, valued and supported.

At the heart of this work is the vertical house system, which we believe enhances the conditions in order for us to ensure that every child is known, valued and supported. The school and Trust values are:

- **Valuing people**
- **Achievement for all**
- **High quality learning environment**
- **The pursuit of excellence**
- **Extending the boundaries of learning**

Stamford Welland Academy staff will work in partnership with parents to help students develop high levels of discipline in order that a proper regard for authority is developed. We aim to ensure that students take responsibility for their own actions, appropriate to their age and maturity. We seek to create a kind, creative and confident learning environment which is built on strong relationships.

1.2 Relationship to other policies

This Policy is linked to the following policies:

- MAT Child Protection and Safeguarding;
- MAT- Behaviour: Statement of Principles
- MAT- Anti-Bullying Policy
- MAT- Physical Restraint: Guidance & Procedures
- MAT- Searching & Confiscation Policy
- Uniform Policy
- MAT Partnership for Learning (Home School Agreement)
- Teaching and Learning;
- Equalities guidelines
- MAT attendance policy

1.3 Publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is also shown to all pupils during an assembly; to all staff; is available on the school website and is available on request. This policy can be made available in large print or other accessible format if required.

1.4 Scope

This policy applies to all pupils at Stamford Welland Academy when they are in school and also in some circumstances when they are out of school and during half term and holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of public, or which brings the school into disrepute.

1.5 Expectations

We expect that every member of the Academy community will act with courtesy and consideration for others at all times, always acting in a socially responsible manner. The overall image of the Academy is very much created by the way our students present themselves in the local community. With the support of teachers and parents, students need to realise how important it is to be seen as sensible and mature young individuals aiming to achieve the best for themselves and the Academy.

This means that everyone should:

- act according to the stated Aims and Values of the Academy
- always try to understand the point of view of other people
- move sensibly about the Academy
- always speak politely, calmly and appropriately to everyone
- keep the Academy environment clean and tidy.

We will not tolerate:

- Violent or threatening behaviour
- Inappropriate language or swearing
- Refusal to follow instructions and defiance
- Racism or any other form of prejudice
- Dangerous behaviours
- Disruption to other people's learning

2.0 Roles and Responsibilities

Academy Councillors

The Academy Council will ensure the Principal and staff, adhere to The Meridian Trust Behaviour Statement of Principles. The Academy Council, Principal and staff will ensure there is no differential application of this policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. Councillors will support the Academy in maintaining high standards of desired behaviour of students and staff.

The Principal

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the Behaviour policy is essential. They have a responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Teaching staff

The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. Academy staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all students. We build on existing good practices ensuring that teachers know the code of conduct set out for students.

We expect teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on knowledge of individual students or class groups.

Parents / Carers

Parents/Carers know the values of the Academy when they apply for admission for their children. They will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the Academy. The Academy will encourage parents to work in partnership with the Academy to assist it in maintaining high standards of desired behaviour and they are encouraged to raise with the Academy any issues arising from the operation of the policy.

Reinforcement of our values occurs in all publications and in meetings of both large and small gatherings between staff and parents. We work towards a shared understanding with parents of what is acceptable behaviour and expect parents to support us in this. We ask parents/carers to ensure their children are punctual, attend regularly, bring the necessary equipment to school and also ensure that their homework is completed on time.

If a student behaves in such a manner that a criminal offence is committed in school e.g. causing criminal damage, the school considers it reasonable for compensation to be paid by parents/carers to cover the loss or damage to the school.

Students

As soon as students join Stamford Welland Academy, they are inducted into the values held by the Academy community. Every aspect of Academy life inculcates a sense of right and wrong, respect for other people, and an awareness of the need for honesty, tolerance and self - discipline. These values are re-enforced in all lessons, around the Academy, in assemblies, in tutor times, and in induction programmes.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

These core values and responsibilities are underlined in the MAT Partnership for Learning (Home School Agreement - see Appendix B).

3.0 The Academy's Role Outside the School Gate

In accordance with DfE (2016) Guidance – *Behaviour and discipline in Schools* the Academy acknowledges the powers to discipline students for misbehaving outside the school premises. This may take place when the student is:

- Taking part in any Academy-organised or Academy- related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student at the school The Academy may look to take action when any misbehaviour:
- Could have repercussions for the orderly running of the Academy or • Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the Academy.

4.0 Rewards and Sanctions

4.1 Rewards

We believe that rewards can be more effective than punishment in motivating pupils. It is the school policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition.

- Resilience
- Aspiration
- Understanding
- Kindness

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and pupils. We may reward pupils in the following ways:

- praise by staff
- celebration assemblies
- special privileges
- free Lunch

- achievement/ house points/prizes
- Headteacher excellence awards
- certificates
- postcards sent home for resilience, aspiration understanding and literacy
- Awards evenings involving parents
- Skip the queue tickets
- Praise slips to go on the House board – termly theme
- House teams will also nominate students to appear on their ‘Wonderwall’ and be selected to attend a reward meeting with the Head of House.
- Character Awards
- Positive email/ Phonecall home
- Reward Trips/ events/ visits

4.2 Rewards – House Points

At Stamford Welland Academy we believe in focusing on positive rather than negative behaviour so students become aware of clear limits in order that they learn to make appropriate decisions about behaviour.

Recognition of resilience, aspiration, understanding and progress in literacy, alongside other examples of positive attitudes to learning are rewarded with house points. House points are recorded on the Academy database.

Achievement points are awarded in line with the following guidance:

- House points awarded for resilience, aspiration, understanding.
- Points are for various things such as excellent work, teamwork, leaderships, outstanding homework, helping others. This should be judged against each individual student’s potential. All students should therefore have an equal chance of recognition.
- House points are recorded on edulinks/ SIMS
- Once given, house points cannot be taken back later and will not carry over from one academic year to the next. All house points will contribute to the overall House total.
- Tutors will celebrate achievement points each week with the tutor group and Heads of house will publicly acknowledge and celebrate the achievements through assemblies.

House Points & other Celebrations	Examples	Rewarded by
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Skip the queue tickets	Responsible citizenship Dedication to learning Student Given out for excellent behaviour for learning during learning walks	Spontaneous acts such as holding doors, helping out, good manners, supporting students or staff, care for the environment. Staying on task and showing great resilience in their learning. Showing aspiration in a lesson by pushing themselves to achieve their best. Progress made in lesson. Showing a great attitude to learning.	Given a skip the queue ticket Emphasis, little, often
Inter-House competitions/ House Challenges	Organised by houses	Frequency every half term (6 per year)	House points, annual cup
Student of the week for each house House 'Wonderwall'	Nominated by house teams, Linked to house point system	For attaining the most house points that week, showing an improvement, doing something outstanding that was noticed by staff Reward Board in House area Informal meeting with HoH – cakes and drink	
Character Cup	Character Awards given to individual students which contribute to the overall termly total. The House with the most will win the 'Character Cup'	Character slips given by staff. Different 2 character foci each half term. Character slips can be awarded for behaviour inside or outside of school. 2 achievement points are allocated per character slip for the individual student. At the end of term, the student with the most character slips may receive a character badge.	

Example plan for Character Education.

Half Term	Character Education Focus	Date of PLEDGES Afternoon
Autumn 1	Kindness and Responsibility	Friday 17 th October
Autumn 2	Selflessness and Confidence	Friday 19 th December
Spring 1	Aspiration and Self discipline	Friday 13 th February

Spring 2	Generosity and Cooperation	Friday 3rd April
Summer 1	Honesty and Resilience	Friday 22 nd May
Summer 2	Compassion and Integrity	Friday 17 th July

Reward Trips/ Visits and Events

Excellent behaviour and attendance will be rewarded at different times during the school year for selected students. For example, students may be invited to take part in a session on inflatables hired in school. This could be for students that have met a target for minimum negative behaviour points and excellent attendance. Students may be given the opportunity to attend reward trips. The criteria is likely to be for those students with excellent attendance and behaviour. Trips could include – shopping, Adrenaline Alley, Ice Skating, Trampoline parks etc.

4.3 Pledges

The achievement of students receiving their PLEDGE is considered a highly prized reward. The greatest reward is in achieving the PLEDGE itself. PLEDGES will be on 3 levels – bronze, silver and gold. Students are expected to achieve the bronze award by the end of year 9. This will be celebrated with a certificate that is awarded in assembly along with a pin badge. **Copy of the school PLEDGES poster is given in Appendix D.**

5.0 Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The School has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at **Appendix C** of this policy. Sanctions include:

- Withdrawal of privileges and/or responsibilities
- Detentions – break time, lunchtime and afterschool
- Withholding of praise
- Repetition of work
- Referral to senior staff

- Warning letter to parents
- Weekly diary/ report
- Report card
- After-school detentions
- Parental meetings
- Suspension / Fixed term suspension
- Managed move
- Hosting at another school/ provision
- Appropriate provision placement
- Permanent exclusion

In all cases of misconduct, including those outside of the school, the Principal will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of staff, students or the public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the MAT Child Protection Policy and Safeguarding will be followed.

5.1 Available sanctions in lessons (Appendix C)

- A warning/ reminder from the teacher illustrating that the student is not meeting the Academy's expectations and expressing the student has a choice.
- Break time detentions can be used at the discretion of the teacher if a student has not responded to a warning and failed to change their behaviour.
- A lunch time detention can be used at the discretion of the teacher if the student is not meeting expectations and has failed to respond to warnings or complete a satisfactory level of work.
- A lunch time detention may be issued by the teacher if a student has received a C3 and needed to be spoken to by 'On call' or removed to another classroom.
- If a student fails to respond at C3 and a teacher issues a C4 then the student will be working away from their peers until 4pm that day. Parents will be informed by the House SSA and the class teacher will contact parents later that day with details about the incident.
- Department buddying will take place for persistent low level disruption and staff will follow the sanctions process provided.
- If a student fails to attend a C3 detention, then the teacher will escalate this detention to HoD or HoH. This may then become an after school detention.

5.2 Parental Involvement

- Parents are responsible for the behaviour of their child when in school. To support this behaviour information is provided through Bromcom/ MCAS and from tutors/ teachers. In addition, class teachers should raise concerns to them and should contact home when issues occur. Parents will be informed if an after school detention is issued.

5.3 Central Exclusion (Internal isolation)

- A student is isolated by Head of House/ SLT, when other appropriate sanctions have been exhausted, or, at the discretion of the HoH in agreement with SLT.
- Students will have work collected for them to complete. The venue of the isolation will be decided by HoH/ SLT.
- Lunchtimes will be restricted and students will not be allowed any free time. They will be escorted to break and lunch by a member of staff.
- All students who are in isolation must have this recorded on Bromcom.

5.4 Persistent Behaviour Issues

- Students who are having excessive behaviour issues, despite help provided by the Academy and the sanction process followed, will be placed on a Pastoral Support Plan (PSP). This will include fortnightly targets for students which involves parental engagement and support. PSPs will last for approximately 16 weeks. An EHA (Early Help Assessment) Form might be put into place alongside the PSP if necessary.
- Students who persistently fail to meet the expectations of the Academy will be dealt with by an appropriate member of the Senior Leadership Team. A PSP and an EHA may have already have been put into place before intervention by SLT. Intervention will include parental meetings, consideration of a bespoke curriculum, respite in another school or a managed move.

5.5 Suspension (see Exclusion Policy)

A student is temporarily suspended by the Principal when other sanctions have been exhausted, or, if the incident is serious enough for this sanction to be deemed appropriate.

Permanent Exclusion

A student is permanently excluded by the Principal when all appropriate sanctions have been exhausted, and the relationship between the Academy and the student has irretrievably broken down. Or when a one off incident is deemed serious enough to warrant a permanent exclusion.

Exclusions

The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to request that an independent review panel reviews this decision.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

5.6 Mobile phones and students

In line with a large number of other Academies, students' mobile telephones should not be out when on the school site.

There are a variety of reasons for this:

- They are valuable and easy to steal.
- They can be a nuisance and can cause distraction and disruption to student learning during lessons.
- They can be used to organise, and prevent detection of, activities which are not in the students' best interests, which could include bullying, intimidation and recording of inappropriate events.
- They encourage students and parents to bypass the formal channels of communication, in the event of an issue, which can cause undue stress for all parties.
- More recently mobile phones have been linked to County Lines and as such pose a safeguarding risk for students.

The Academy has very good lines of communication which can be used, when parents and students need to contact each other in an emergency, or to make arrangements for such things as taking part in after-school clubs and consequent transport issues. The Academy may make concessions for students on school educational visits where the use of a mobile phone can be of benefit.

Students with mobile phones will routinely have them confiscated if:

- They disturb a lesson, such as ringing, text alerts.
- They are used in a lesson, to make or receive a call or text.
- They are seen in general circulation during breaks, lunch times, before or after school.

Students are deemed to be on school site in the morning from the moment they arrive through the school gate and until the end of the school day when they have left the premises. Sanctions for mobile phones:

- 1st confiscation of a mobile phone will result in the mobile phone being returned back to the student at the end of a working day. The student will collect the phone from the House Office at the end of the day. Recorded on Bromcom.
- 3rd confiscation and subsequent confiscations should they occur, of a mobile phone will result in the phone only being returned to a parent/carer directly, at the end of a working day.
- Phones that are used inappropriately may result in the owner being issued with a sanction appropriate to the level of seriousness.
- Students that refuse to hand over a mobile phone that has been seen by a member of Academy staff will have a sanction imposed by a member of the Academy Senior Leadership Team; which could amount to a suspension.

6.0 Uniform Expectations

The Academy has high expectations regarding the uniform and appearance of students. All students are expected to wear the specified uniform and adhere to the uniform rules at all times.

- Wear the specified uniform correctly
- Wear formal black shoes
- Jewellery – Wear no more than one stud earring in each ear and a wristwatch.
- One nose piercing for a stud is now allowed
- No other facial piercings or tongue studs
- Hair should be a conservative style and of a natural colour
- Year 7, 8 and 9 should not wear make up. Year 10 and 11 can wear a small amount of make up which is a natural look
- Do not wear nail polish, acrylic nails or false nails.

If you are not wearing the uniform correctly you:

- Will be asked to correct your uniform
- Will have items confiscated
- Will be lent uniform or given an opportunity to change
- Will be sanctioned with loss of social time
- May be isolated from peers until uniform issue is corrected.

7.0 Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the MAT Anti-Bullying Policy will be followed.

8.0 Home School Transport

Home-school transport can be an area of concern primarily because the legal responsibility for the safety of students in transit rests with the Contractors who are appointed by the Schools Transportation Department to provide the service for parents in the Academy catchment area.

This section of the policy sets guidelines which aim to foster co-operation and mutual understanding between the Academy, the Schools Transportation, the Contractors and the General Public.

Home School Transport Guidelines

All students and parents to be informed in writing of the Academy's expectations in respect of student conduct on the buses to and from the Academy. These expectations are in line with the Code of Conduct issued by Lincolnshire County Council.

The departure of students at 3.00 p.m. will be adequately supervised by Academy staff on duty.

- A senior member of the Academy acts as liaison officer between the Academy and the Schools Transportation Department.
- Parents will be informed by the Academy in all cases of serious misconduct on the buses. Warnings are to be given about the possible consequences of repeated misconduct.
- Records will be kept of all serious misconduct and the appropriate Head of House informed.
- Normal Academy disciplinary procedures will be used in cases of repeated misconduct, and where reliable evidence is forthcoming from the Transportation Department.

9.0 Partnership with parents/carers

Parents/carers are expected to sign the Partnership for Learning Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

10.0 Arrangements for monitoring, evaluation and review

The Principal will evaluate the impact of this Policy by routinely collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term;
- sanctions including suspension and permanent exclusions – number of, and analysis of behaviour;
- number of detentions and analysis of behaviour;
- instances of bullying and action taken;

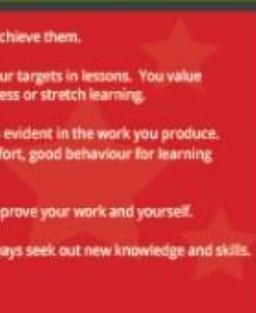
Conclusion

There is general acceptance, by Staff and Academy Councillors alike, of the need for positive thinking and consistency of approach in all matters relating to Academy discipline and its enforcement. There is an agreement

that all teachers have the right to teach, and all students have the right to learn without disruption. Pastoral Care will support students struggling in this, and in gaining knowledge and understanding of the student and using various strategies and experience, enable them to be able to go back into the classroom in a successful and positive manner.

In addition, this policy allows for reasonable adjustments to be made for students who have special educational needs and circumstances and staff have the power to modify sanctions and rewards as appropriate.

Appendix A: School Expectations in the classroom

Stamford Welland Academy		Teaching and Learning Path to Excellence	
	Teachers	Students	
ASPIRATION 	<ul style="list-style-type: none"> Encourage students to set and achieve personal goals and set subject targets which provide challenge and encourage aspiration. Plan and deliver lessons that provide appropriate challenge and are underpinned by clear outcomes so that all students know what they need to do, can achieve and make progress. Award 'pledges' and rewards that recognise effort, good behaviour for learning, or achievement to promote a positive and aspirational culture. Ensure that regular feedback, including marking, provides challenge & opportunities for reflection. Reflection time for students is built into each curriculum. Enjoy their subjects and ensure that they have excellent subject knowledge, they link your learning to the wider world. 	<ul style="list-style-type: none"> You set personal goals and understand how to achieve them. You challenge yourself to achieve and exceed your targets in lessons. You value homework as an opportunity to consolidate, assess or stretch learning. You take pride in your achievements and this is evident in the work you produce. You strive to earn 'PLEDGES' and rewards for effort, good behaviour for learning or achievement. You accept and act upon feedback, using it to improve your work and yourself. You take responsibility for your learning and always seek out new knowledge and skills. You often go beyond what is asked of you. 	
RESILIENCE 	<ul style="list-style-type: none"> Encourage and model student independence, organisation and adaptability. Encourage students to take risks with their learning by creating an environment that celebrates effort and hard work and where mistakes are learnt from. Encourage students to demonstrate resilience and to bounce back after difficulties. Establish routines, including homework, with clear and consistent boundaries that focus and shape good behaviour for learning. 	<ul style="list-style-type: none"> You are ready to learn and see challenge as a necessity. You understand that making mistakes, learning from them and changing approaches, is the key to improving. You always try to contribute in class and support the learning of the group. You are not afraid to tackle tasks and challenges that may seem difficult. You enjoy feelings of success when completing difficult work and encourage others to do the same. You accept guidance from staff and peers to help focus your learning in a positive way. 	
UNDERSTANDING 	<ul style="list-style-type: none"> Ensure that the school is a safe and supportive space where all members of the community are kind, caring and respectful. They understand the individual needs of each student. Recognise the individuality of students and develop excellent relationships based on understanding and knowledge. Explain clearly what they want students to learn and how it fits into the bigger picture. Ensure time is used purposefully through effective planning and delivery. Take every opportunity to nurture personal growth and to improve key skills including literacy, numeracy and reading. 	<ul style="list-style-type: none"> You strive to maintain excellent relationships with all members of the school community, showing respect for the contributions and opinions of your peers. You help to ensure the school is a safe and supportive space by being kind, caring and respectful. You understand the purpose of your learning and how it helps you to achieve your goals. You seek support when you need it and take every opportunity to improve. You work at pace and ensure no lesson time is wasted. You strive hard to understand and retain new and difficult knowledge, skills and concepts. 	

Appendix B: Home School Agreement

STAMFORD WELLAND ACADEMY HOME- SCHOOL AGREEMENT

Stamford Welland Academy Behaviour Policy 2025 - 26

Parents/Guardians will aim to:

- Support the values and ethos of Stamford Welland Academy.
- Communicate with all Academy/School Staff with respect and politeness.
- Ensure my child attends school every day, on time and properly equipped.
- Support the school's behaviour, rewards and sanctions policies.
- Ensure my child meets the school's uniform expectations.
- Attend meetings with my child's tutor and teachers, scheduled and on request.
- Support my child in completing his/her homework on time to the best of his/her ability.
- Encourage my child to take part in clubs and extra-curricular activities.
- Let the school know of any significant concerns that may affect my child's work or behaviour.
- Supply and keep updated current contact details at all times.
- Read and agree to the Academy's policies on ICT and e-safety.

Signed

Stamford Welland Academy will aim to:

- Provide a healthy, safe and caring learning environment.
- Establish clear and consistent expectations of teaching and learning.
- Recognise your child's individual needs as a learner.
- Provide an appropriate curriculum to meet the needs of students.
- Do our utmost to ensure your child achieves his/her full potential as a learner.
- Celebrate the individual and collective achievements of students.
- Apply the school's behaviour and uniform policies consistently and fairly.
- Provide regular feedback on your child's attendance, behaviour and attainment.
- Regularly review your child's academic performance and provide personalised support and guidance to help them achieve.
- Regularly seek the views of students and parents.

Signed

Student shall aim to:

- Attend school each day, properly dressed and equipped, ready to learn.
- Be punctual, arriving at school and lessons on time.
- Meet the behaviour expectations of Stamford Welland Academy
- Treat others with respect and politeness at all times, showing respect for others' ideas and beliefs.
- Treat the environment with respect and keep it free from litter.
- Become an independent learner with a positive attitude to study.
- Regularly discuss my progress with my tutor and teachers; agree personal targets for improvement.
- Complete all homework set to the best of my ability, to deadlines.
- Take part in form, House and school events and extra-curricular activities to achieve my Pledges.
- Behave safely, responsibly and politely when travelling to and from school.
- Read and agree to the school's expectations on ICT and e-safety.
- Will not make disrespectful or negative comments about the Academy or any of the Academy staff on social media sites.

Signed

Appendix C: School PLEDGES System



Stamford Welland Academy

PLEDGES

Extending the Boundaries of Learning

CMAT Cambridge Meridian Academics Trust

Gold: TO LEAD

Silver: HELP ORGANISE

Bronze: TAKE PART IN

	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
B R O N Z E	Attend an after school club for six weeks either sporting, cultural and/or academic	Take a lead role in and be a significant part of a lesson's structure. This should be recorded by a member of staff	Receive an academic sporting or cultural award from school	Actively participate in activities which explore/promote/challenge bullying/racism/homophobic views and stereotypes	Complete the school sponsored walk and raise money for charity or a community project	Volunteer and complete clearing duties in the restaurant for 3 consecutive days	Be a tour guide for parents or visitors to the school both during school times and/or after school events
	Read in class so that the teacher is able to identify you as a regular reader	Make a positive contribution as a student receptionist and have a reference written up to make clear the positive contribution	Take part in an out of school activity which called for determination, grit and resilience	Visit another country and show awareness of their cultural identity	Take part in an event which raises awareness of a charity or community project	Complete 5 litter picks during your free time on consecutive days	Play a role in supporting an after-school activity through providing a service to staff/parents/community
	Read 60,000 words as recorded by 'Accelerated Reader' or similar school reading programme	Take part in a form activity which is seen by a wider audience	Represent the school in a team or individual sport, cultural or academic competition	Learn to speak or make significant progress in a language not taught in the school curriculum	Donate old school uniform/PE kit/books, toys, games to school for the benefit of the school community	Actively participate in improving the school environment in a way which could be recorded and is substantial and sustained	Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 6 sessions
	Participate in a school or outside school concert, show or sporting event	Write a school play/a piece of poetry which is performed/a song which is heard/a story which is read out	Receive regular and substantial praise in your books in a number of different subjects over a term	Produce a project about a culture new to you or country that you have not lived in	Donate regularly to a food-bank or local community project	Help with a recycling scheme	Get involved with the Service section of the Bronze Duke of Edinburgh's Award
	Attend an out of school club for a sustained period and no less than 6 weeks	Take an ambassadorial role either in or outside school	Take part in a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Visit a place of significant cultural difference within the UK	Be a recognised buddy for someone	Help with the various gardening/environmental projects around the school for at least 5 hours in a term	Be part of a design or service which either helps make life easier or helps make people make progress in their daily lives
S I L V E R	Help to organise a sporting, cultural or academic activity for 12 weeks	Help to organise a House assembly	Help to organise an activity where significant endeavour has to be demonstrated	Actively promote anti-racist and/or homophobic activities and view point	Run a fund raising activity in school which benefits a charity or community project	Be part of the organisation of a group of students in clearing duties in the restaurant for 3 consecutive days	Organise tour guides for parents or visitors to the school both during school times and/or after school events
	Be part of the organisation of a reading group or organise a group reading project in class	Take a key role in a sporting, cultural or academic fixture/concert/challenge which benefits a community	Organise an activity which called for determination, grit and resilience on behalf of the competitors	When visiting another country use their language to order food and/or navigate	Organise awareness of a charity or community project within the school through assemblies, events and charities mornings	Organise 5 litter picks during your free time on consecutive days	Help to organise supporting an after-school activity through providing a service to staff/parents/community
	Read 100,000 words as recorded by 'Accelerated Reader' or similar school reading programme	Organise a school activity such as a charity stall for the benefit of a community	Represent the county in a team or individual sport, cultural or academic competition	Make significant progress in a language not taught in the school curriculum	Organise the collection of old school uniform/PE kit/books, toys, games to school for the benefit of the school community	Help organise activities which would actively improve the school environment	Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 10 sessions
	Help to organise a concert, show or sporting event	Write a school play/a piece of poetry which is performed/a song which is heard/a story which is read out	Evidence where you have made substantial effort in and out of class in a number of subjects	Help organise a project about a culture new to you or country that you have not lived in	Organise donations to a food-bank or local community project	Help organise a recycling scheme	Complete the Service section of the Silver Duke of Edinburgh's Award
	Take a buddy to an out of school club for a sustained period of 6 sessions	Take an ambassadorial role either in or outside school	Be an active organiser in a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Help organise a trip to a place of significant cultural difference within the UK	Organise someone as a recognised buddy	Help organise a gardening/environmental project around the school for at least 5 hours in a term	Help to organise a design or service which either helps make life easier or helps make people make progress in their daily lives
G O L D	Lead a sporting, cultural or academic activity for 12 weeks	Be a member of the School/Student Council or/and an ambassador for the school in a particular area	Lead an activity where significant endeavour has to be demonstrated	Lead on promoting mutual respect and tolerance of different faiths and beliefs	Lead on organising a collection in aid of a charity and/or community project	Lead a group of students in clearing duties in the restaurant for 3 consecutive days	Be a leader of tour guides showing them how to conduct themselves whilst touring visitors to the school
	Lead a reading group	Be a leader of a sporting, cultural or academic 'team' event	Lead an activity which called for determination, grit and resilience to be shown by the competitors	Be a leader in promoting another country's cultural capital	Volunteer in a local charity shop or for an out of school charity event or community project	Lead independently 5 litter picks during your free time on consecutive days	Lead the support of an after school activity through providing a service to staff/parents/community
	Read 150,000 words as recorded by 'Accelerated Reader' or similar school reading programme	Lead a significant project which is seen by your House/school	Represent the region or country in a team or individual sport, cultural or academic competition	Be recognised for significant progress in a language not taught in the school curriculum	Lead on creating a shop/stall/event which helps sell old uniform books, toys, games in or outside the school	Lead on creating a better school environment	Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 1 term
	Take a lead role in a concert, show or sporting event	Write a school play/a piece of poetry which is performed/a song which is heard/a story which is read out	Be someone whose behaviour and record of progress is something to be admired	Lead on a project about a culture new to you or country that you have not lived in	Lead on establishing a food-bank donation or local community scheme at Christmas or other times of the year	Lead a recycling scheme	Complete the Service section of the Silver Duke of Edinburgh's Award
	Take some form of leadership in an out of school club, substantiated by club leader	Organise or develop an ambassadorial role either in or outside school	Lead a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Lead a trip to a place of significant cultural difference within the UK	Be a leader of those who buddy	Lead a gardening/environmental project around the school for at least 5 hours in a term	Lead on a design or service which either helps make life easier or helps make people make progress in their daily lives

Many of the PLEDGES have at their core the 'British Values' of:
 • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

Behaviour Consequence Ladder

C1	<p>Pupil Action: Misbehaviour in class (e.g. talking, off task, interrupting others, eating in class, not following instructions, disrupting learning)</p> <p>Sanction: Formal Warning, not recorded on System.</p>	} Subject teacher, Tutor, Subject Leader
C2	<p>Pupil Action: Subsequent poor behaviour and lack of response to C1. Insufficient work completed in the lesson. Continued uniform issues. Persistently not adhering to class rules. Mobile phone out. Lack of homework.</p> <p>Sanction: Second Formal Verbal Warning. C2 recorded on the system/communication home. Restorative conversation/ sanction deemed appropriate by teacher.</p>	} Subject teacher, Tutor, Subject Leader
C3	<p>Pupil Action: Persistent misbehaviour and failure to respond to C2 in the lesson. Disrespectful behaviour, misbehaviour that compromises Health and Safety. Inappropriate language. Lack of respect for the school environment.</p> <p>Sanction: Removal from classroom to HOD, agreed teacher, or spoken to by On Call and reintegrated into class. Recorded on system. Teacher phone home/ communication home. Detention set by teacher.</p>	} Subject teacher, Tutor, Subject Leader
C4	<p>Pupil Action: Persistent failure to respond to C3, gross defiance, swearing within earshot of a member of staff, misuse of resources or equipment, physical aggression towards others, serious vandalism, bringing the school's name into disrepute (inside or outside school), truancy from lesson, any other behavior deemed appropriate by HOH or SLT.</p> <p>Sanction: Failure to respond to C3 and warning from HOD/ On call. Removed from lesson and CE until 4pm that day. SSA phone to confirm student remains until 4pm. Teacher contacts home with details of incident. Recorded on system by teacher.</p>	} Pastoral Team/ Senior Leaders

Appendix E: Behaviour For Learning

The Stamford Welland Way...
Behaviour for Learning at Stamford Welland Academy

	Not yet	Sometimes	Mostly	Always
Aspiration ★★	<p>Goals</p> <p>Doesn't value learning or the opportunities available at school. Can't describe how they will help them to achieve their potential. Doesn't aim for excellent work.</p>	<p>Sometimes values learning and the opportunities available at school. Can occasionally describe how they will help them to achieve their potential. Occasionally aims for excellent work.</p>	<p>Usually values learning and the opportunities available at school. Can usually describe how they will help them to achieve their potential. Usually puts effort into achieving excellent work.</p>	<p>Values learning and the opportunities available at school, knows how they will help them to achieve their potential. Always puts in the effort needed to produce excellent work.</p>
Resilience 🌀	<p>Organisation</p> <p>Not prepared for learning.</p>	<p>Sometimes ready to learn.</p>	<p>Usually ready to learn.</p>	<p>Always ready to learn.</p>
Resilience 🌀	<p>Influence</p> <p>Behaviour can lead to a negative impact on others.</p>	<p>Sometimes has a positive impact on learning.</p>	<p>Usually has a positive impact on learning.</p>	<p>Always role models excellent behaviour for learning and has a positive impact on others.</p>
Resilience 🌀	<p>Stickability</p> <p>Chooses not to work at challenging tasks or situations which has a negative impact on learning.</p>	<p>Occasionally chooses to demonstrate stickability.</p>	<p>Usually chooses to demonstrate stickability, even when tasks or situations are challenging.</p>	<p>Always chooses to demonstrate stickability, even when tasks or situations are challenging.</p>
Resilience 🌀	<p>Reflection</p> <p>Responds negatively to feedback, shows an unwillingness to reflect and find ways to improve.</p>	<p>Occasionally responds appropriately to feedback and sometimes reflects, setbacks are occasionally viewed as barriers to improvement.</p>	<p>Usually responds appropriately to feedback and reflection, usually treats setbacks as stepping stones.</p>	<p>Always responds appropriately to feedback and reflection, treats setbacks as stepping stones.</p>
Resilience 🌀	<p>Adaptability</p> <p>Unwilling to try new things and does not learn independently. Finds it difficult to form relationships that will aid learning.</p>	<p>Occasionally willing to try new things and sometimes struggles to learn independently. Occasionally interacts with others in a way that will aid learning.</p>	<p>Seeks out a variety of ways to learn and usually demonstrates them. Usually strives for positive interactions that aid learning.</p>	<p>Knows a variety of ways to learn and actively demonstrates them. Role models positive relationships that aid learning.</p>

