Weldon Village Academy

Behaviour Policy: The Weldon Way

This policy should be read in conjunction with the DfE guidance:
Behaviour in Academies - Advice for Principals and academy staff (publishing.service.gov.uk)

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Revisions

Version	Page/Para No.	Description of Change	Approved On
2	Appendix 1B	Detention references changed to lunch rather than after school	
2	Appendix 6	Removed as never launched	
3	8	Removal of reference to Appendix 4	
3	9	Change of language from 'Recognition' to 'Rewards' and further detail added	
3	13	Removal of reference to 'Partnership Code'	
3	20	Removal of reference to 'Hot Chocolate Wednesday'	
3	23	Removal of Appendix 4C	

Contents Page

Ref	Description	Page
1	Purpose	4
2	Roles & Responsibilities	5
3	The Academy's Role outside the gate	7
4	Learning to Behave	8
5	Partnership for Learning	8
6	Rewards	9
7	Community Values and Consequences	9
8	Intervention and Support	9
9	Student Transition	10
10	Bullying and Child-on-child Abuse	10
11	Race Relations & Discrimination	10
12	Equality Act 2010	11
13	Use of Reasonable Force	11
14	Suspension	11
15	Managed Move	12
16	Permanent Exclusion	12
17	Malicious allegations against staff	12
18	Searching students	13
19	Confiscation	13
20	Monitoring, Evaluation and Review	14
21	Complaints and Appeals	14
	Appendix 1: 'The Weldon Way'	15
	Appendix 1b: Stepped Sanctions for in and out of lessons	16
	Appendix 1c: Attendance Expectations	18
	Appendix 2: Meridian Partnership for Learning	19
	Appendix 3: Recognition and Rewards at Weldon Village Academy	20
	Appendix 4: 'SAFE Corridors'	21
	Appendix 4a: Classroom Expectations	22
	Appendix 5: Community Values and Consequences	23

Behaviour Policy: *The Weldon Way*

1 Purpose

Our vision

At Weldon Village Academy we wish to have a pleasant working atmosphere in which we all treat each other with care, tolerance, care and respect. To achieve this, as a community, we have agreed on three **key values** for students:

CARING STUDENTS: Listen, **respect** and **encourage** each other to **do their best**.

CURIOUS STUDENTS: Are **interested** in the lesson, **ask questions**, are willing to **'have a go'**, take **ownership** of their learning and always **try to improve**.

COMMITTED STUDENTS: Take **pride** in their work, are **on time**, ready to **start quickly**, with the **right equipment**. They **engage in extra-curricular activities** and **take opportunities to excel**.

We expect that students will demonstrate through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. This is reflected in our academy and trust values:

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

Weldon Village Academy staff will work in partnership with families 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 **caring, curious and committed** learning environment by:

- Demonstrating good behaviour and discipline;
- Promoting excellent learning and teaching and high standards of attainment;
- Ensuring all responses to positive and negative behaviour are fair, consistent and proportionate;
- Promoting positive relationships amongst all stakeholders;
- Ensuring early intervention;
- Providing a safe environment free from disruption.

We do this through our House System, which creates a strong team and community identity within the academy. Weldon Village Academy is split into five houses: **Scott**, **Franklin**, **Turing**, **Brunel** and **Austen**. When 6th form students are in the academy, they will form **King** house.

The House system reflects and delivers our commitment to **'know, value and support every student to achieve.'**

We strive to promote a real sense of pride in all we do, through our learning journey.

We challenge our students and staff to achieve their best, to prepare them for success in their future.

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions.

2 Roles and Responsibilities

Academy Councillors

The Academy Council will establish, in consultation with the Principal, staff and parents/carers, a statement for the promotion of desired behaviour and keep it under review. The Academy Council, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. Trustees will support Weldon Village Academy in maintaining high standards of desired behaviour of students and staff. The Academy Council will support the Principal should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

Principal

The Principal and the Senior Leadership Team 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 Middle Leaders, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. All leaders have a responsibility for proactively and systematically monitoring appropriate behaviour data to identify and respond to issues and evaluate the impact of the policy and its implementation.

Support Staff

Support staff play a vital role in the implementation of our behaviour policy. All support staff are supported to challenge behaviour that does not meet the expectations outlined in this policy as well as acknowledging and positively reinforcing good behaviour.

All Weldon Village Academy staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students. Our Pastoral team including Attendance, Safeguarding and Welfare, SEND and Student Support Assistant teams all play a pivotal role in reinforcing our expectations, identifying trends or specific needs, and supporting individual students. These teams also play a critical role in monitoring behaviour records logged on the academy MIS and My Concern, working with Senior and Middle Leaders to identify recurring issues and any trends.

Teaching Staff

The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. Weldon Village 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 Weldon Way' and can explain and teach this to our 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 their knowledge of individual students or class groups.

All our teachers:

- Carefully plan lessons and homework to ensure that we have a relevant and engaging curriculum.
- Assess accurately and adapt teaching to ensure an appropriate level of challenge for every individual.
- Acknowledge and reinforce personal achievement and good behaviour to build positive relationships.
- Show flexibility in determining provision for each child, understanding the context of the child and responding to their behaviour, whilst always maintaining high expectations.
- Log both positive and negative behaviour events and record any incidents that reach a safeguarding threshold on My Concern.
- As Tutors monitor the behaviour of students in the tutor group, positively reinforcing good behaviour, teaching and communicating our expectations of behaviour and supporting those who do not consistently meet these.
- Promote extra-curricular opportunities through PLEDGES and help students to prepare for life beyond school.

Families

Familes know the values and standards 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/carers to work in partnership with it to assist 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/carers. We work towards a shared understanding with parents/carers of what is acceptable behaviour and expect parents/carers to support us in this.

We ask families 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 damage is committed to academy property, the academy considers it reasonable for compensation to be paid by families to cover the loss or damage to the academy. This standpoint applies to any damage that may be caused to any transport provided for the students.

If a student behaves in such a manner that a criminal offence may have been committed e.g. assault on another student or circulating inappropriate material about another student, the academy will take advice from the Police. Should the Police choose to take additional action, academy staff will support this process.

Students

As soon as students join Weldon Village Academy, they are inducted into the values held by the academy community. We require everyone to follow 'The Weldon Way' behaviours around the academy, and to always uphold our academy values of being:

- **Caring** - listen, respect, and encourage each other to do their best.
- **Curious** - take interest in the lesson, ask questions, 'have a go', take ownership of learning and always try to improve.
- **Committed** - take pride in work, be on time, ready to start quickly, with the right equipment. Engage in extra-curricular activities and take opportunities to excel.

Students are expected to take responsibility for their own behaviour and will be made fully aware of 'The Weldon Way', 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.

3 The Academy's Role outside the gate

In accordance with DfE (2022) Guidance (Behaviour and discipline in schools) the academy acknowledges the powers to discipline students for misbehaving outside of the academy premises. This may take place when the student is:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a student at the academy, including the use of social media.

The academy may look to act 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 Learning to Behave

It is the responsibility of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour, this is achieved through a focus on being **caring, curious and committed**. We believe that the emphasis should be focusing on the positive behaviour of the vast majority of students.

To encourage this, staff will:

- Follow 'The Weldon Way'
- Model the attendance, punctuality, standard of dress and behaviour expected from students
- Award Achievement Points to reflect positive behaviours (Caring, Curious, Committed)
- Treat all children and adults with respect
- Speak politely to each other
- Ensure that 'One Voice' is heard in the classroom
- Use tutor time and tutor reflection to celebrate achievement and challenge poor behaviour
- Build student confidence, resilience and self-esteem through positive reinforcement
- Adopt an attitude of unconditional positive regard for all students and recognise student effort and achievements and to celebrate success
- Keep families informed about success, efforts and achievements
- Challenge unacceptable behaviour positively and assertively
- Work in partnership with parents/carers through regular contact to help improve behaviour
- Use restorative approaches, both in lessons and following any breakdown in relationship as a form of reparation
- Use agreed academy systems for monitoring, supporting and reporting students including Curriculum and House reporting structures

Behaviour at social times and around the academy:

- Students should always behave in a SAFE way on corridors **(appendix 4)**
- The Partnership Code (**appendix 6**) will be followed for all confiscations
- Students should never be in the same toilet cubicle, for safeguarding reasons
- Sanctions for poor behaviour at social times may include:
  - Academy detentions
  - Removal from social times
  - Internal suspension
  - Restorative Conversations
  - Social time report

5 Partnership for Learning

We believe staff, parents/carers and students are all 'partners in learning' and should work together to promote outstanding progress and achievement and positive behaviour. Our vertical House system ensures that every individual student is known, valued and supported. All parents/carers, tutors and students are expected to agree to and sign our **Partnership for Learning** (**Appendix 2)** document.

6 Rewards

Rewards are a way to identify student effort, progress and achievement, and help to motivate others. They are a key way of building relationships with our students. We utilise a range of rewards at Weldon Village Academy that are either given in lessons or celebratory comments that are also shared with home. Our rewards and positive reinforcement follow the school values of Caring, Curious and Committed.

7 Community Values and Consequences

We expect all students to meet our expectations, following the Code of Conduct and Classroom Expectations (**Appendix 4b)**. Sanctions provide a deterrent, show students that a behaviour is unacceptable and help them to develop a sense of right and wrong. They should be applied fairly, consistently and proportionately.

Weldon Village Academy has a legal right to detain students after school. Students may be asked to repair a mistake at the end of a school day, but this will take no longer than 10 minutes. Although not a legal requirement, we believe giving parents/carers one day's notice of an after-school detention of more than 10 minutes, remains good practice. Legally, parents/carers do not need to give consent and do not have the right to withdraw their child from academy detentions.

Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on a school trip, on the way to or from the academy or via cyber bullying.

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Cyberbullying is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. All academy staff are required to undertake regularly updated safeguarding and child protection training, which includes understanding, preventing and responding to cyberbullying.

8 Intervention and Support

Weldon Village Academy will use a wide range of appropriate support and intervention plans to support the needs of the individual. This support is offered through our House system and curriculum areas. Parents/Carers will be kept fully informed of any additional support provided to their children.

Examples of such interventions are:

- Support from the Attendance and Family Support Officer
- Assess, Plan, Do and Review (APDR Paperwork uploaded on the academy MIS)
- Stepped Behaviour Reports: Tutor, Curriculum, House, Individual Behaviour Plans (IBPs) and Pastoral Support Plans (PSPs)
- Mentoring
- Personalised Timetable / Curriculum Changes
- Targeted Work Placements
- Alternative provision within another Trust or academy
- My Concern
- EHA – Early Help Assessment

This list provides examples of interventions used to support the progress of identified students. It is

not exhaustive, and all interventions will be designed to support the individual.

9 Student Transition

Weldon Village Academy is clear about its expectations from before induction with these outlined clearly at our Open evening with Year 6 in the October before they join us. All students and their families attend an Induction evening in July where we again reinforce our expectations and outline the support available to students. Year 7 students join vertical tutor groups (in year one this will not be possible as we will only have Year 7) and have an induction day where expectations are shared.

10 Bullying and Child-on-child Abuse

The Academy Council and staff believe that all students at the academy are entitled to receive their education free from humiliation, intimidation, oppression, and abuse. It is the responsibility of all adults in the academy to ensure that this takes place. Please see the **WVA Child Protection & Safeguarding Policy** and other related documents listed on the cover sheet for this Policy.

Peer on peer abuse can include:

- **Verbal** Name-calling, sarcasm, spreading rumours, teasing
- **Emotional** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** Pushing, kicking, hitting, punching or any use of violence
- **Racist** Racial taunts, graffiti, gestures
- **Sexual** Unwanted physical contact or sexually abusive comments
- **Homophobic** Because of, or focusing on the issue of sexuality
- **Cyber** All areas of internet such as email and internet chat room misuse
  Mobile threats by text messaging and calls
  Misuse of associated technology, i.e. camera and video facilities

Measures used to prevent bullying and deal with incidents of bullying are outlined in the Trust **Anti-Bullying Policy**. Any Child-on-child abuse will be logged and then reviewed by the house and safeguarding team, with appropriate consequences should this be deliberate or repeated.

All students are aware that bullying of any kind **is not tolerated** and strong sanctions apply to this kind of behaviour.

11 Race Relations & Discrimination

Weldon Village Academy has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the academy's curriculum and the application of sanctions for discriminatory behaviour is seen as an integral part of the academy's duty to educate young people. Racism and other forms of discrimination are recorded and reported.

Please refer to the Trust **Responding to Prejudice Related Incidents Policy** and the **Anti-Bullying Policy.**

12 Equality Act 2010

The policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs/disabilities (SEN/D). Refer to the Trust **SENDV Policy**

13 Use of Reasonable Force

All academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is based on the current DfE advice on Use of reasonable force in schools.
Please refer to the Trust **Physical Restraint: Guidance and Procedure** document

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

14 Suspension

Suspension will only be used in cases of very serious or persistent indiscipline. The Principal alone will decide under advice from SLT/Senior Tutors/CLs whether to suspend. Permanent exclusion is only used in the case of very extreme or repeated indiscipline and is subject to confirmation by the Academy Council.

Behaviours that could lead to suspension are:

- Premeditated violence
- Actions which put the student or others in danger
- Use of abusive or offensive language to staff or other students
- Vandalism of the academy or an individual's property including the academy minibus
- Racist, homophobic or disablist incidents
- Arson
- Theft
- Possession of illegal substances
- Bringing dangerous items into the academy
- Serious misuse of technology
- Smoking/vaping on the academy site, or to and from the academy
- Persistent disruptive behaviour
- Challenging the authority of the academy
- Acting in a manner which causes damage to the academy and its students' reputation
- Persistent unacceptable behaviour which other sanctions and strategies have not been successful in modifying

This is not an exhaustive list and there may be other situations where the Principal makes the judgement that suspension is an appropriate sanction. In most instances fixed-term suspensions will increase in length as used.

Work will be provided for students who are suspended.

Students may be internally suspended, i.e. suspended from the academy population on site, if deemed more appropriate than being at home. A student may be schooled at a different time from other students for a temporary period and/or 1-1 tuition may be provided for a student to work apart from others for a temporary period and/or within a curriculum area.

15 Managed Move

A 'managed move' may be considered at the Principal's discretion. This term refers to an **inter-academy agreement** whereby a student is removed from one academy's roll and placed on another in the same area, avoiding a permanent exclusion on the student's academy record and offering a fresh start. This is an inclusion strategy designed to keep the student in mainstream education, albeit at another academy for the remainder of their academy career.

16 Permanent Exclusion

Please refer to the DfE Guidance on Exclusions and Suspensions

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the academy. We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defence) ii) the right to be represented and iii) the right of appeal. Our permanent exclusion procedures are as follows:

i. Parents/carers are phoned and informed of the decision
ii. Letter home
iii. Permanent Exclusion Report compiled. Copies to parents/carers, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Academy Council representatives
iv. Permanent exclusion hearing within 15 academy days of decision with notification to Chair of Disciplinary Hearing Committee, Academy Council representatives, student, parents/carers (and parent representative if requested), and relevant academy staff
v. Academy Council make decision to uphold or reinstate the permanent exclusion
vi. Parents given 15 academy days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing
vii. The Hearing outcome and any appeal outcome must be copied to the Chair of Academy Council, the parents/carers and the Local Authority

17 Malicious allegations against staff

Where a student 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 apply sanctions in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected. Refer to **Child Protection and Safeguarding Policy.**

18 Searching students

Weldon Village Academy will follow the latest DfE guidance on searching, screening and confiscation: Searching, Screening and Confiscation (publishing.service.gov.uk). In line with this guidance, if a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required. Refer to Trust **Search & Confiscation Policy.**

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to academy property

Staff may examine data files held on personal devices during a search.

Two members of staff **must be present** when searching a student (including at least 1 Designated Safeguarding Lead / member of the Senior Leadership Team).

19 Confiscation

Prohibited items listed above will be confiscated by staff and disposed of in accordance with the law.

Mobile devices and phones should not be seen or heard in the academy. Staff will confiscate the mobile devices and they will be packaged in a named envelope and taken to the House Office, where the SSA will place them in a locked filing cabinet until they are collected. On a first offence, the phone may be collected by the student at the end of the day. Repeated offences will require parents/carers to collect the phone.

The academy and academy staff will not be liable for any damage or loss during the period of confiscation. Hoodies and other inappropriate articles of clothing that are not part of the uniform will also be confiscated and stored in the house office with alternative appropriate articles of uniform being provided by the academy.

Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the sanctions section of this policy.

20 Monitoring, Evaluation and Review

The policy will be promoted and published throughout Weldon Village Academy.

Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows; these will be published at relevant meetings of the Academy Council:

- Number of Permanent Exclusions
- Number of Suspensions and rate of suspensions compared to National Average
- Number of Internal Isolations
- Number of both positive & negative behaviour points (across House groups)
- Results of staff, parent/carer and student questionnaires
- PASS Survey

The Academy Council will review this policy annually at minimum. Assess its implementation and effectiveness and make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

21 Complaints and Appeals

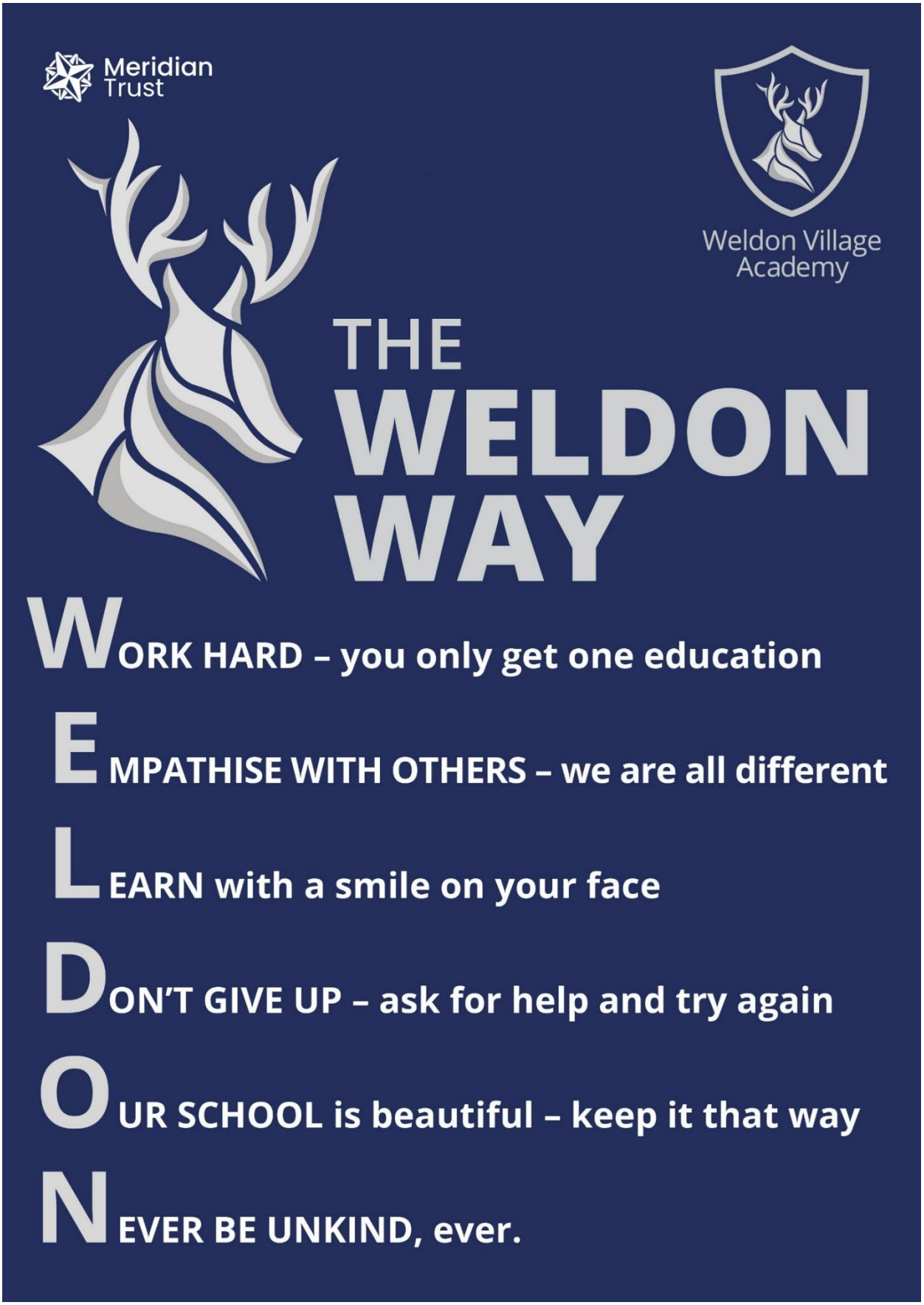
Families are required to use their best endeavours to support the academy in ensuring that their children's behaviour does not prevent others from learning effectively.

Families are entitled to an explanation of actions taken by the academy, particularly the application of sanctions and the treatment of anti-social behaviour.

If families are unhappy with the way a behaviour management or disciplinary situation has been dealt with, they should address their concerns to the Principal informally in the first instance. Families whose concerns are unresolved have recourse to the Trust **Complaints Procedure**, details of which can be found on the Trust website.

Appendix 1: 'The Weldon Way'

At Weldon Village Academy we wish to have a pleasant working atmosphere in which we all treat each other with care, tolerance and respect, working towards shared goals. All staff and students follow 'The Weldon Way'.



Appendix 1b: *Stepped Sanctions for in and out of lessons*

Students are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the behaviour steps for dealing with poor conduct.

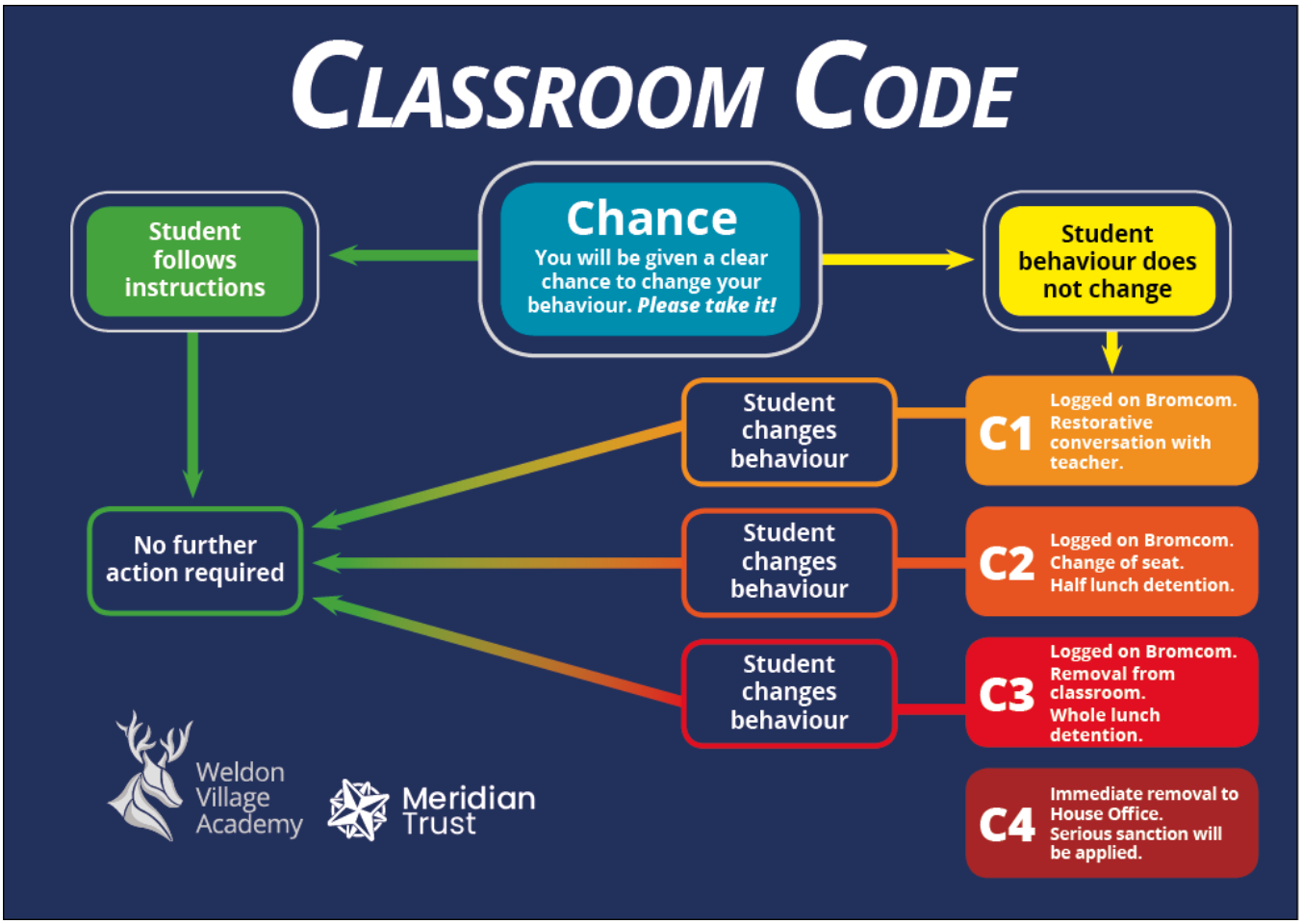
There are no steps for serious misconduct in lessons and around the site. These behaviours include violence, racism, homophobia, dangerous conduct, threats to other students or staff.

Steps	Actions
Chance	A reminder of the expectations: Caring, Committed and/or Curious delivered privately wherever possible. Repeat the Chance if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The student has a chance to do the right thing.
C1 *(Logged as a Behaviour Point and short restorative conversation with teacher)*	A clear verbal caution delivered privately wherever possible, making the student aware of their behaviour in relation to being Caring, Committed and/or Curious. This is still a positive reinforcement – they can and should do better. The student will need to spend up to 15 minutes at the teacher's convenience (preferably the next available social time).
C2 (Last Chance) *(Logged as a Behaviour Point and half lunchtime detention)*	Speak to the student privately (outside the classroom) calmly and clearly reinforce expectations. Give them a final opportunity to engage. Offer a positive choice to do so (a change of seats for example) and refer to previous examples of good behaviour. Remind student that they have a detention, but any further issues would increase the detention. • Contact home informing why detention has been issued • Log contact home so detention can be created
C3 (Removal) *(Logged as a Behaviour Point and full lunch detention)*	If C2 is unsuccessful, then at this point the student will be referred internally (curriculum area), with work, to the subject removal room for the remainder of the lesson. A restorative conversation must take place as soon as possible afterwards, at the latest when the student is in their detention. The restorative conversation should be at a mutually agreed time. • Contact home informing why detention has been issued • Log contact home so detention can be created

C4 (Internal Exclusion) *(Logged on system and full lunch detention + period of internal exclusion)*	If a student refuses to work in the removal room, they will be referred to Senior Tutor or SLT and removed from normal circulation. Sanctions will be put in place as appropriate but could include suspension or further internal exclusion. Serious behavioural incidents will miss out all steps and go straight to C4.

Academy Sanctions:

Teacher Detentions (5 minutes)	Curriculum / Academy Detention (Lunch – half)	Curriculum / Academy Detention (Lunch - full) (contact home, inform SSA, set a Curriculum / Academy Detention)
▪ Disruptive behaviour (C1) ▪ Homework not complete ▪ Lack of work	▪ Disruptive behaviour (C2) ▪ Deliberate defiance out of lesson ▪ Challenging staff when reminded ▪ Inappropriate language ▪ Chewing gum ▪ UnSAFE corridor behaviour	▪ Disruptive behaviour (C3) ▪ Serious incident (C4) ▪ Truanting ▪ Refusal to follow instructions



Appendix 1c: *Attendance Expectations*

Attendance Cone

Weldon Village Academy

Attendance Groups	
Green	Expected attendance
Yellow	Risk of underachievement
Amber	Serious risk of underachievement
Pink	Severe risk of underachievement
Red	Extreme risk of underachievement (PA)

Appendix 2: *Meridian Partnership for Learning*

Parents/Carers **I/We will aim to:**

- Support the values and ethos of Weldon Village Academy
- Communicate with all Weldon Village Academy Staff with respect and politeness
- Ensure my child attends the academy every day, on time and properly equipped
- Support the academy's behaviour, recognition and sanctions policies
- Ensure my child meets the academy's uniform expectations
- Attend meetings with my child's tutor and teachers, scheduled and on request
- Support my child in completing homework on time to the best of his/her ability
- Encourage my child to take part in clubs and extra-curricular activities
- Let the academy 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 Weldon Village Academy's policies on ICT and E-safety

Signed .....

Weldon Village 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 student
- Provide an appropriate curriculum to meet the needs of students
- Do our utmost to ensure your child achieves his/her full potential as a student
- Celebrate the individual and collective achievements of students
- Apply the academy'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/carers

Signed .....

Student **I shall aim to:**

- Attend the academy each day, properly dressed and equipped, ready to learn
- Be punctual, arriving at the academy and lessons on time
- Meet the behaviour expectations of Weldon Village Academy by being caring, curious and committed at all times
- 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 student 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 academy events and extra-curricular activities to achieve my Pledges
- Behave safely, responsibly and politely when travelling to and from academy.
- Read and agree to the academy's expectations on ICT and E-safety
- Not make disrespectful or negative comments about the academy or any of the Weldon Village Academy staff on social media sites

Signed .....

Appendix 3: *Recognition and Rewards at Weldon Village Academy*

Intent:

At Weldon Village Academy, it is important that all staff in their professional practice include ways to recognise students' efforts and achievements.

Using different rewards, a positive culture is Realised where our students will be motivated to give their best and contribute to the life of the academy. The key is to make every child feel valued and really appreciated for their efforts to demonstrate the academy's values and to try their very best.

Implementation:

- **Recognition opportunities** are our way to identify student effort, progress and achievement, and help to motivate others.
- Recognition opportunities are mapped against our Curriculum Aims to ensure that we reward and celebrate students for the things that are important to us at Weldon.
    - Our WVA values are recognised on a weekly basis by tutors and/or teachers identifying students who they celebrate through communicating directly with home (these students' names are also included in assembly).
    - House League Tables and 'Team of the Week'.
    - Termly celebration. We publish students who have demonstrated our values weekly in the newsletter and in assemblies. We celebrate on our Facebook page, academic, sporting and personal achievements as well as in end of term assemblies with certificates, badges and through a range of prizes.
    - Letters are sent from the Principal after each progress report to recognise progress, attainment and demonstration of the academy's values.
    - Celebration event – recognition and letter home by House.
    - Students who demonstrate improved progress will be invited to a breakfast party (recognition and letter home by House).

We utilise a range of recognition opportunities at Weldon Village Academy:

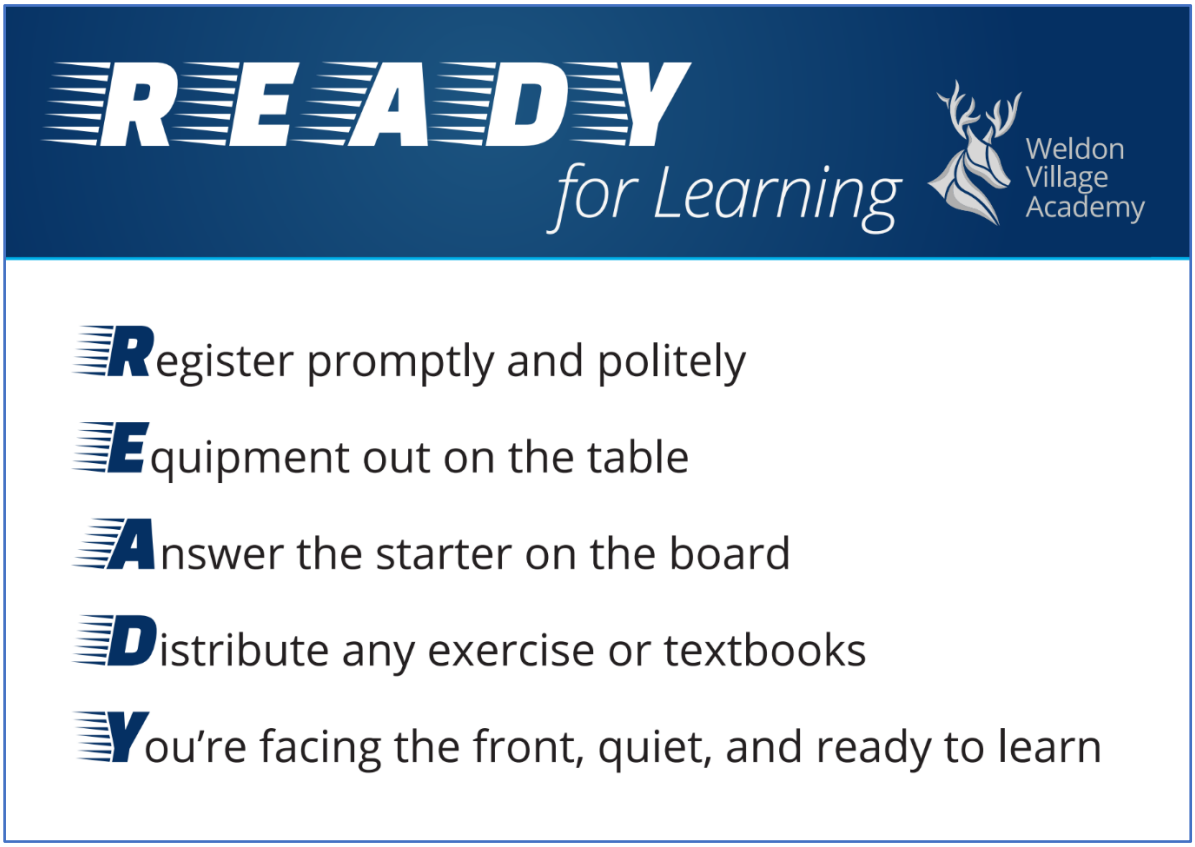
- **Verbal Praise** (acknowledging students by name and genuinely appreciating their positive contributions)
- **House Points** (Interform and Interhouse Activities)
- **Postcards** (written home via Subject and 'The Weldon Way' postcards, recognising outstanding work or contributions in class or around the academy)
- **Communication Home** (telling families how well their child has done via phone calls, e-mails, letters and the WVA Newsletter)

Appendix 4: *'SAFE Corridors'*

At Weldon Village Academy we wish to have a pleasant working atmosphere in which we all treat each other with care and respect, working towards shared goals. All staff and students behave in a SAFE way.

Appendix 4a: *Classroom Expectations*

All students follow **READY** as they enter each classroom.



Classroom Expectations

We expect our students to be ***caring, curious and committed*** at all times.

Teachers' responses to significant unfocused behaviour that detracts from their own or others' learning both in and out of lessons will use the Chances and Consequences system (Appendix 1b).

Students should always be given a clear reminder of expectations before any sanctions are applied. Teachers should also use restorative approaches to ensure that the behaviour has been challenged and the student has accepted responsibility for the impact of their behaviour on themselves and others. This is an important part of the reparation process for both staff and students.

Removal: If a student must be removed from a teacher's class then the class teacher in the first instance will contact home to discuss the incident and inform the parent/carer/student that this behaviour will result in an Academy Detention being issued. The SSA will then contact home to confirm the day/date/time of the Academy Detention on behalf of the house. The teacher will then have a restorative conversation with the student during their detention. A subject report will be considered at this stage. If a student is removed more than once, then a subject report will be put in place and the Curriculum Leader will become involved.

Teachers also use other behaviour management strategies such as seating plans, specific groupings, modelling positive and respectful behaviour and language; building resilience and self-esteem through positive reinforcement.

Appendix 5: *Community Values and Consequences*

Whilst the vast majority of students make a positive contribution to the academy and meet or exceed these expectations consistently, in some cases there is a need to remind and reinforce the high expectations of the academy community. If a student fails to meet our expectations out of lessons ('***The Weldon Way***) – e.g. between lessons, at break and lunchtimes - there are clear consequences to their actions. We also expect the same high standards of decency and behaviour when travelling to and from the academy. We do not ignore misbehaviour. Consequences should be applied consistently and fairly across the academy. Tutors will work with students and their parents/carers to prevent recurrences. More serious incidents, including bullying, are dealt with by House Links / SLT and sanctions applied at an appropriate level.

Around the Academy
Staff should remind students to:

- Only eat in designated areas (the Canteen) – not in classrooms or corridors
- Move around the site considerately (SAFE corridors)

During Lessons
Staff should remind students to:

- Remove outdoor clothing in classrooms
- Adhere to basic expectations and behave in a Caring, Curious and Committed way

Uniform Notes
Students can get all uniform issues resolved at the start of the academy day (tutor time). The House office can provide nail varnish remover, replacement shoes/trousers/skirts/ties/socks and tights. If there is refusal to comply the student will need to be removed from social times until the issue is resolved. Contact home must be made in all these cases as the uniform policy is clear and parents/carers are expected to support the academy with this policy.

Restorative Approaches
We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions. These approaches provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

The restorative process is structured around key restorative questions:

1. What's happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next to put things right or do things differently in the future?

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings and conferences.