



Witchford Village College

Behaviour Policy

2021 - 2022

Approved by:	WVC LGB	Date: Sept 2021
Last reviewed on:	Sept 2021	
Next review due by:	Sept 2022	

Behaviour Policy 2021-22

Rationale

Excellent behaviour in school is vital to enable all students to realise their potential. Students, parents, teachers, and governors have all made their views clear that effective learning takes place in an orderly environment. We expect students' behaviour to be always outstanding and our policy reflects the requirement for the highest standards so that all students can have the opportunity to do their best and all staff can work in a positive environment. We value learning too highly to spend time dealing with poor behaviour and we will not allow students to be unpleasant to any of their peers, members of staff or other members of our community. We acknowledge that students who persistently exhibit challenging behaviour require support to help them improve and our policy allows for this.

Aims

1. To ensure students' behaviour will be outstanding, both in and outside of lessons; unsatisfactory behaviour will not be accepted at Witchford Village College.
2. To demonstrate our commitment to 'zero tolerance' for behaviours including:
 - i peer on peer abuse; including Sexual Violence and harassment
 - ii abuse in intimate relationships between peers
 - iii bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - iv physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - v consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media
 - vi causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - vii upskirting (which is criminal offence) which involves taking a picture under a person's clothes without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
 - viii initiation/hazing type violence and rituals
3. To highlight the supportive and protective aspect of our 'zero-tolerance' approach. To make it clear to our school community that reporting incidents benefits everyone, including:
 - The victim(s): by stopping the problem and getting the help and support they need
 - Other people: by preventing it happening to someone else
 - The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life
4. To ensure the behaviour of students who persistently behave poorly will improve through the provision of intensive support

Unsatisfactory behaviour is subject to sanctions and is recorded on SIMS/EduLink so that parents are always aware of poor behaviour. Students who behave in an unsatisfactory way risk sanctions being implemented. These could include, but are not limited to, loss of social time, College community service, an extended day and, in extreme circumstances, fixed term exclusion.

Positive behaviour

At Witchford Village College we believe it is imperative to promote good behaviour by recognising and celebrating the success and achievements of our students. We are committed to ensuring students are proud to contribute towards our ethos. Our rewards system aims to inspire students to be consistently motivated to achieve positive outcomes, both academically and pastorally by ensuring they are recognised and praised for positive behaviours and achievements, including:

- Positive attitude to learning
- Independent learning
- Academic achievement
- Character development
- Exemplary attendance

Students who consistently demonstrate positive behaviours will be rewarded with positive points and whole school recognition.

In addition to this, student achievements and efforts are recognised with verbal praise, phone calls or emails home, postcard home, half-termly rewards assemblies, whole form rewards, house-based non-uniform days and awards evenings.

In class behaviour

Staff at Witchford Village College invest time in building good relationships with students therefore establishing a positive working environment to enable students to make outstanding progress.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

Behaviour	Examples of Sanctions/actions
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Behaviour in lessons that disrupts the learning of others	<p>1) First incident - Behaviour conversation – in which the teacher clearly describes how the student can improve their behaviour</p> <p>2) Second incident - Teacher issues a 'formal warning' stating the sanction and why it is being given. This results in a one hour after school behaviour detention. The teacher emails behaviour@wvc.tela.org.uk</p> <p>Continued challenging behaviour causing disruption to the learning of others, following the teacher's behaviour interventions, a student will be sent to the Behaviour Hub until 4pm.</p>
Failure to meet expected standards	<p>In the first instance, a detention may be issued if expectations are not met. Further sanctions may be issued if expected standards continue not to be met. This may include, but is not limited to:</p> <ul style="list-style-type: none"> • Homework not completed to the required standard • Uniform infringements • Mobile phone visible in school • Rudeness • Swearing • Not following instructions by a member of staff
Defiance	<p>Defiance will not be tolerated. Possible sanctions include:</p> <ul style="list-style-type: none"> • A verbal warning • A letter or phone call to parents • Detention • Community service, for example litter picking • A period of internal exclusion (length dependent on incident) <p>Fixed-term (length dependent on incident) or permanent exclusion</p>
Punctuality	<p>All students are expected to be punctual in their arrival to school and lessons. If students arrive late, without a valid reason, a detention will be given.</p>
<p>Peer on peer abuse including:</p> <ul style="list-style-type: none"> i) Sexual Violence and harassment ii) abuse in intimate relationships between peers iii) bullying (including cyberbullying, prejudice-based and discriminatory bullying) iv) physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm 	<p>This is unacceptable and we do not tolerate this behaviour.</p> <p>It is very important that this behaviour is reported to a member of staff verbally or via email or via our SHARP system.</p> <p>Calling out this behaviour benefits everyone, including:</p> <ul style="list-style-type: none"> • The student themselves: by stopping the problem and getting the help and support they need • Other people: by preventing it happening to someone else

<p>v) consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media</p> <p>vi) causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party</p> <p>vii) up-skirting (which is criminal offence) which involves taking a picture under a person's clothes without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,</p> <p>viii) initiation/hazing type violence and rituals</p>	<ul style="list-style-type: none"> • Alleged perpetrator(s): by catching problematic behaviour early as it can help them avoid criminal offences later in life <p>The College will support and listen to everyone involved. Both the victim and the alleged perpetrator(s) will be offered support, so they can change their behaviour.</p> <p>The sanctions given will depend on the individual circumstances. Our response will be:</p> <ul style="list-style-type: none"> • Proportionate • Considered • Supportive • Decided on a case-by-case basis <p>Sanctions/ responses may include:</p> <ul style="list-style-type: none"> • Asking the student to apologise to anyone the comment was directed at • Support and educate the student to improve their behaviour through discussions, • Monitor their behaviour for any recurrence • Escalate the sanction if the pupil refuses to apologise in the first instance • A verbal warning • A letter or phone call to parents • Detention • Community service, for example litter picking • A period of internal exclusion (length dependent on incident) • Fixed-term (length dependent on incident) or permanent exclusion <p>The DSL/ DDSL will ensure that the victim's wishes and voice is carefully considered when dealing with the incident.</p>
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The College will always inform parents if a student has been placed in detention after school.

This message will be sent via Edulink so it is visible to both parents and students.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

1. Action for students

It is important to remember that it is not your fault. You should not feel ashamed about being bullied. You must tell someone. Either:

- o tell your parents/carers;
- o tell your Form Tutor, Head of Year, Student Services or a member of staff;
- o report it online using the SHARP system, which can be accessed via the College website.

Be reassured that your problem will be dealt with quickly and sensitively.

When someone is being bullied or in distress, take action. Don't be a bystander: watching and doing nothing can suggest support for the bully.

2. Information for parents/carers

If you are concerned that your child is being bullied, these are some of the signs to look out for:

- o going home with damaged or missing clothes;
- o having unexplained scratches or bruises;
- o having trouble with schoolwork for no apparent reason;
- o different sleep patterns – not being able to sleep, not being able to get up in the mornings;
- o not wanting to go to school;
- o sudden change in normal behaviour;
- o being irritable or easily upset;
- o bed wetting; or
- o asking for more money.

3. Action for parents/carers

- Encourage your child to talk to you and tell you what has been happening. Tell them that it is not their fault and that it is important to tell someone to get it stopped
- Contact your child's Form Tutor, Head of Year, or Student Services giving as much information as possible regarding what has been happening.
- Phone or e-mail the Designated Safeguarding Lead.

4. Staff reporting and recording of bullying

- All information to be passed directly to Head of Year or a member of the Safeguarding team. This includes incidents which occur when students are coming to and from school.
- Incidents of bullying are recorded and monitored using SIMS, MyConcern and/ or through the SHARP system. Monitoring of these records will be carried out on a regular basis.
- A whole review of the anti-bullying policy will take place at least every 3 years, to identify strengths and weaknesses.
- The Designated Safeguarding Lead may inform a student's class teachers of the situation so that they can monitor the behaviour of those involved during their lesson.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The College recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Staff Training

Our staff are trained in behaviour management procedures at the start of the year and as part of the staff induction process.

Behaviour management will also form part of continuing professional development.

We work hard as a College to support students to succeed and may use the following strategies

- Head of Year or SLT report
- Pastoral Support Plan (PSP)
- Managed Move

PSPs (Pastoral Support Plan)

A PSP is a Pastoral Support Programme which lasts for a minimum of 6 weeks. A student on a PSP has displayed behaviours that consistently impact their learning and the learning of others. Failure to succeed on a PSP may result in Alternative Provision or a Managed Move. Students will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets.

- Clear targets will be set for the PSP
- PSPs will be formally reviewed at regular intervals
- If the student exhibits high level challenging behaviour an emergency review of the PSP will take place.

WVC Alternative Provision Unit (APU)

Witchford Village College has a small on-site Alternative Provision Unit (APU). The APU is staffed throughout the school day and students access their lessons via face-to-face teaching, supported learning or virtual lessons.

Additional Guidance

- The College reserves the right to withhold the privilege of any student to take part in organised extra- curricular activities (including sport, music, drama, trips if behaviour has been unsatisfactory
- The College believes a restorative approach is often highly effective in preventing further challenging behaviour. Students will take part in restorative conversations with those involved (students, staff, or other adults) under the supervision and support of a member of staff.