



## BEHAVIOUR AND RELATIONSHIPS POLICY

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# WYMONDHAM COLLEGE

## BEHAVIOUR AND RELATIONSHIPS POLICY



### POLICY STATEMENT

Wymondham College is a community where every student can flourish. At the heart of this is a commitment to creating an environment where exemplary behaviour, founded on warm and mutually respectful relationships, is at the core of productive living and learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour and relationships policy guides staff to teach self-discipline, not blind compliance, for our students to learn and feel the intrinsic value of doing the right thing and making the best of the opportunities in front of them. It echoes our core values of pride, passion and positivity with a heavy emphasis on respectful behaviour and a partnership approach to managing and supporting those who get it wrong.

### JURISDICTION

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.'

### AIM OF THE POLICY

- To create a culture of exceptionally good behaviour, for learning, for the community and for life beyond formal education
- To ensure that all students are treated fairly, shown respect and to promote warm and respectful relationships
- To build a broad and cohesive community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To help learners take control over their behaviour and to be responsible for the consequences of it
- To ensure that excellent behaviour is a minimum expectation for all.

## LEGALISATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk)

## A CULTURE OF PRAISE

“I would go so far as to recommend that teachers not allow the first week of lessons to pass without each student experiencing success, even if by way of a modest task or achievement.”

Robert C Di Giulio

At the heart of Giulio’s broader philosophy, is the idea that good values including good behaviour should be grown from the inside out. Alfie Kohn treads a similar path, positing that every teacher should seek to instil within their students a long-term intrinsic motivation, perhaps one not dependent on stickers and donuts and postcards home. Our ‘Ready, Respectful, Responsible’ mantra is deliberately concise and paired back, because, as Kohn would support, we want Wymondham College students to behave because they want to behave, because they understand and buy into the benefits this brings themselves and our community.

However, this does not diminish at all the power of praise. Indeed, it is key to developing positive relationships, including with those students that may seem harder to reach. Simply put, praise makes us feel good. Receiving praise releases dopamine - the neurotransmitter that drives our brain’s reward system. Dopamine releases feelings of enjoyment and reinforcement which motivates us to complete and continue doing certain tasks. It is therefore vital that we seek to reward students when they demonstrate our core values of pride, passion and positivity. For some students, rewarding good behaviour helps them to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued, both here and further afield. This makes Giulio’s belief that setting students up for success, however that might look for each and every student, is at the core of excellent behaviour management.

Carol Dweck’s research in the 2010s on how we praise students is just as pertinent today, and this, together with Richard James Rodgers’ work within ‘The Power of Praise’ captures our ambition at the College, underpinned by the following core principles:

- Praise students personally and with sincerity.
- Always praise effort rather than intelligence. Focus on “process praise”, praising students for their progress, their effort, their strategies, and their ability to improve.
- Praise must be collective if it is to be truly effective. When a student does a great piece of work, their tutor, their Head of House and their parents should all be in on the celebration. This will reinforce the praise. To achieve this, we need to use the Schoolbase system regularly.

The Schoolbase system allows staff to quickly record and reward behaviours they observe.

### REWARDING PRIDE

- ✓ Workbook looks amazing and is a source of personal pride
- ✓ Work completed to best of ability
- ✓ Setting exceptional standards
- ✓ Showing loyalty and commitment

### REWARDING PASSION

- ✓ Enthusiast and excited approach
- ✓ Making a significant contribution to the lesson
- ✓ Taking the initiative in lesson
- ✓ Prep completed with interest and energy
- ✓ Significant additional individual study undertaken
- ✓ Leading, driving or shaping the lesson / Boarding House

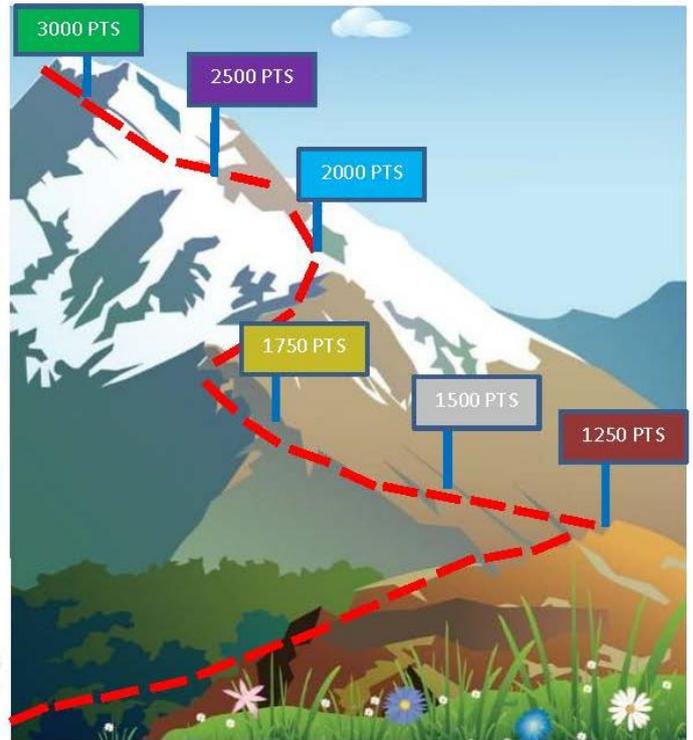
### REWARDING POSITIVITY

- ✓ Supporting the learning of others and celebrating their successes
- ✓ Welcoming and embracing challenge
- ✓ Showing perseverance and learning from setbacks
- ✓ Demonstrating a highly positive attitude to peers and group work

Students receive a ‘Rewards Bundle’ when reaching certain behaviour point milestones.

# BEHAVIOUR POINTS

<p><b>3000 POINTS = EMERALD AWARD</b></p> <p>POSTCARD HOME, CERTIFICATE, VERY SPECIAL PRINCIPAL'S AWARD BADGE, LUNCH WITH THE PRINCIPAL AND 5 MORE POINT PERKS</p>
<p><b>2500 POINTS = PLATINUM AWARD</b></p> <p>POSTCARD HOME, CERTIFICATE, SPECIAL PRINCIPAL'S AWARD BADGE, HOT CHOC AND CAKE WITH THE PRINCIPAL AND 5 MORE POINT PERKS</p>
<p><b>2000 POINTS = DIAMOND AWARD</b></p> <p>POSTCARD HOME, CERTIFICATE, DIAMOND LAPEL BADGE, HOT CHOC WITH THE VICE PRINCIPAL AND 5 MORE POINT PERKS</p>
<p><b>1750 POINTS = GOLD AWARD</b></p> <p>POSTCARD HOME, CERTIFICATE, GOLD LAPEL BADGE, 5 MORE POINT PERKS, VIP SUMMER GALA TICKET</p>
<p><b>1500 POINTS = SILVER AWARD</b></p> <p>POSTCARD HOME, CERTIFICATE, SILVER LAPEL BADGE AND 5 MORE POINT PERKS</p>
<p><b>1250 POINTS = BRONZE AWARD</b></p> <p>POSTCARD HOME, 5 POINT PERKS</p>



*Ready for the climb?*



In addition, at each Behaviour Point checkpoint, students acquire a 'Reward Week Experience' token. Each member of staff will provide one of these in the Summer Term and students can sign up to these events with their 'Reward Week' passes.



**Escape Room Experience**

**DJ Experience**

**3D Printing Experience**

**Japanese Class Experience**

**Juggling Experience**

**Creative Writing Experience @ Dragon Hall \***

**Molecular Gastronomy Experience**

**Meditation Experience**

**Golf Lesson Experience**

**Kett Book Shop Visit and Cake Experience**

**Croquet Experience**

## READY, RESPECTFUL, RESPONSIBLE: A CONSISTENT APPROACH

The College behaviour and relationships policy is founded on three pillars, tight agreements that are simply framed and relentlessly pursued. Whether in their classroom, walking around the campus or in their boarding houses, we expect students to be **READY, RESPECTFUL AND RESPONSIBLE**‘

Being **READY** means attending promptly and on time, being dressed appropriately, having the correct equipment and being in the frame of mind to participate and try.

Being **RESPECTFUL** means listening carefully to members of staff and peers alike, demonstrating kindness, creating an environment where all are valued and looking after our campus and its facilities.

Being **RESPONSIBLE** means being where we should be at the right times, following instructions on the first time of asking, reporting concerns and ensuring we protect ourselves from harm.

Consistency lies in the behaviour of all members of staff in the College and in the mutual determination to ensure these expectations ripple through every interaction. It requires that we use a consistent language when talking about behaviour and follow up in consistent ways, creating certainty in the classroom and boarding house. It means consistent positive reinforcement, consistently using Schoolbase to record celebrations, and consistent modelling from adults.

### ALL STAFF

- Meet and greet, practicing ‘deliberate botheredness’
- Refer to ‘Ready, Respectful, Responsible’ to remind students of expectations
- Model positive behaviours and build relationships.

### ALL TEACHING STAFF

- Plan lessons that engage, challenge and meet the needs of all learners
- Follow up every time that expectations are challenged, retaining ownership and engaging in reflective dialogue with students.

## **MIDDLE LEADERS**

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and present a unified consistency to students.

- Be a visible presence in the Department area to reinforce exceptional conduct
- Support staff in returning students to learning by sitting in on reparation and intervention meetings, supporting staff in conversations and subsequent actions
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of Schoolbook to record praise and consequences
- Use behaviour data to target and assess interventions.

## **SENIOR LEADERS WILL:**

- Be a visible presence around the campus at all times of the College day, but in particular at transition times
- Celebrate staff, leaders and students whose efforts go above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing students with more complex or entrenched negative behaviours
- Use behaviour data to target and assess College wide behaviour policy and practice.

## **CONSEQUENCES AND REBUILDING RELATIONSHIPS**

“For children who won’t do as they are told the solution is to punish them, in increments of severity, until they give up, regardless of how long that might take (if ever) ... For children who fear the punishment road it can be a deterrent ... but punishment is not a good teacher. It is a blunt instrument, occasionally scattergun and often disproportionate. Restorative approaches teach behaviour. Simple.”

Paul Dix, ‘When the Adults Change, Everything Changes’

Our students will get things wrong; they will make decisions that strain relationships and require teacher intervention. This policy seeks to outline the strategies that can be employed to best fit the situation and the individual involved. However, strip away the core values, the ‘Ready, Respectful, Responsible’ mantra, the rewards packages and the consequence ladders and behaviour management boils down to the difficult conversations with a young person in a moment of tension. It is these moments that lie at the heart of good relationship and behaviour management.

Paul Dix champions an approach that limits teacher interventions on poor behaviour to thirty seconds, interrupting and disrupting thought patterns quickly and effectively. The premise is that the longer each interaction around behaviour takes for the few, the less time we can give to the many. To use Dix's words, "It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today.'"

These steps, focusing on small but certain consequences with a strong restorative element, mirror the broader Relationships and Behaviour Policy within the College. Following these will manage the large majority of behaviour challenges.

### THE 30 SECOND INTERVENTION

STEP ONE REMINDER	A reminder of the 'Ready, Respectful, Responsible' mantra, delivered privately whenever possible. Repeat reminders if reasonable adjustments are needed. Take the initiative to keep things at this stage.
STAGE TWO CAUTION	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and carefully outlining the consequences if they continue. Use the phrase, "Think carefully about your next step."
STAGE THREE LAST CHANCE	Speak to the student privately and given them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Add, "Stay behind for two minutes after class." When a student reaches this step, that two minutes is owed; it cannot be removed, reduced or substituted.
STAGE FOUR INTERVENTION	Sharp intervention is now needed. A quick change in seating position, a short period outside the classroom, a removal to another class – use the strategy that best suits the context from the suggestions that will follow.
STEP FIVE REPAIR	This might be the conversation at the end of the lesson, or a quick discussion as the student enters the next lesson, or a more formal meeting.

When a teacher has exhausted all of those strategies available in a consequence stage, support should be sought. However, and this is very important, responses to a student's behaviour are not being escalated, but a partnership is being requested to enable the restoration, the redrawing and the repairing of that relationship.

It is just as important to record consequences on Schoolbase as it is to record the positives. This will help to develop a College wide picture of students and their behaviours. Students are awarded positive behaviour points when demonstrating the core values of PRIDE, PASSION and POSITIVITY. When students fail to meet the three behaviour expectations that they remain READY, RESPECTFUL and RESPONSIBLE, a negative entry is needed.

Consequence points on Schoolbase can be awarded against the following options:

- NOT READY: Failing to wear College uniform correctly and with pride
- NOT READY: Arriving late, or without the correct equipment
- NOT READY: Preparatory work not completed prior to lesson
  
- NOT RESPECTFUL: Disappointing or no prep submitted
- NOT RESPECTFUL: Disappointing effort or participation in class
- NOT RESPECTFUL: Disruptive behaviour impacting on the learning of others
- NOT RESPECTFUL: Unkind behaviour to peers or using prejudicial language
- NOT RESPECTFUL: Showing a lack of respect for the College campus or equipment
  
- NOT RESPONSIBLE: Misuse of equipment including electronic devices
- NOT RESPONSIBLE: Failing to follow the instructions of staff members
- NOT RESPONSIBLE: Failing to be where they should be, at all times

To ensure a consistent response is followed in issuing -5s, staff have the following guidance:

**INSTANT -5s WILL BE AWARDED IF A STUDENT IS NOT 'READY' FOR THEIR LESSON** – either arriving late, without prep or the correct equipment, or failing to wear their uniform correctly.

**INSTANT -5s** will also be issued instantly in practical lessons where behaviour is not RESPONSIBLE AND UNSAFE.

### **STAGE ONE: REMINDER**

A reminder of the 'Ready, Respectful, Responsible' mantra, delivered privately whenever possible. Be clear about the norm that is not being met.

### **STAGE TWO: CAUTION**

A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour. Use the line, 'This is a second reminder that I expect you to ... Refer to previous examples of good behaviour.

### **STAGE THREE: FINAL CHANCE and IF/THEN AGREEMENT**

Speak to the student and give them a final opportunity to engage. Make it clear that IF a certain behaviour continues, THEN a -5 will be recorded. The RESPONSIBILITY now lies with the student, what will follow is in their hands.

## **STAGE FOUR: -5 ISSUED AND IMMEDIATE INTERVENTION**

A quick change in seating position, a short period outside the classroom, a removal to another class, instruction that they will remain at the end of the class for 5 minutes – use the strategy that best suits the context. Be explicit that the -5 will now be recorded.

## **STAGE FIVE: REPAIR**

Seek to repair, reset and rebuild. Reframe their behaviour for next time. Be clear about how a +5 can be earned (completing unfinished work before the next lesson, for example).

## **CENTRALISED REFOCUS DETENTIONS**

When students accrue five or more -5 entries on Schoolbase in any given half-term period, they will be required to attend a one hour centralised 'Re-focus Detention', either on a Tuesday or Thursday afternoon, between 16.00 and 17.00. Parents will be given at least 24 hours notice of the detention and students will have the session calendared.

During the detention, students will be presented with their Schoolbase records, have the chance to unpick where decisions are going wrong and be supported to identify how they can avoid further incursions.

## **A PARTNERSHIP APPROACH TO RESTORING, REDRAWING AND REPAIRING**

Some behaviours will require an immediate response from more senior members of staff. These are indicated in the tables that follow.

However, when support is required to restore a relationship in a classroom, a partnership will be created, with a Head of Department or Head of House working and sitting alongside the member of staff wishing to improve a student's behaviour. As Dix notes, "if all of your effort is directed at forcing the child to complete the punishment with a member of staff further up the hierarchy, then there is no connection, no mirror being held up to the child, no calm examination of where they went wrong and what they can learn for next time."

Thus, in the management of behaviour, follow up is essential. Students respect this consistency, the teacher who persistently keeps track, never lets it lie and ensures that every student is dealt with personally. This allows relationships to be built and rebuilt, for respect to grow and for certainty to grow into trust.

**PARTNERSHIP BETWEEN A DEPARTMENT MEMBER AND THEIR HEAD OF DEPARTMENT MIGHT LOOK LIKE:**

- ❖ A reparation meeting that explores what has happened, what was each party thinking, who was harmed and why, what each party has thought since, what behaviours are needed in the future to rebuild the relationship
- ❖ Develop an action plan or department report for the next lesson / unit of work with agreed consequences if the required actions are not met, but positive outcomes if they are
- ❖ Agree 'payback' work to be completed in the student's own time, to be shown to both the class teacher and the HOD
- ❖ Review seating plans, target grades, level of support or challenge being provided.

## PARTNERSHIP BETWEEN A HEAD OF DEPARTMENT AND A HEAD OF HOUSE MIGHT LOOK LIKE:

- ❖ Exploring the behaviour in a specific subject within the student's wider context and behaviour elsewhere in the College
- ❖ Agreeing on heightened levels of intervention, whether this be House staff observation of lesson time, temporary movement to another class, engaging formally with parents, use of monitoring reports
- ❖ Greater monitoring, reviewing and mentoring from House staff with agreed outcomes and consequences.

## PARTNERSHIP BETWEEN A HEAD OF HOUSE AND THE SENIOR LEADERSHIP TEAM MIGHT LOOK LIKE:

- ❖ Facilitation of a Team Around the Child (TAC) meeting with other pertinent members of staff (SEND, Safeguarding, Tutor), or formal review meeting or restorative conference with parents where an action plan and review meeting will be determined; formal behaviour contracts to be agreed along with 'payback' by all parties
- ❖ Making it clear with the student that heightening impositions will be quickly imposed if behaviour is not reconsidered and relationships rebuilt; equally, always presenting the student with a way forward, a way to rebuild
- ❖ Exploration of support that can be offered by the Pastoral Support Assistant or Sixth Form mentors.

## **THE USE OF RESTRICTIVE PHYSICAL INTERVENTION**

The use of restrictive physical intervention is permitted within our school, when it has been determined to be necessary, reasonable, proportionate and as a last resort. Staff will receive appropriate training on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they must record the incident, using the Trust template. Parents should be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

## STAGE ONE: SUBJECT TEACHERS / FORM TUTORS

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>LOW LEVEL DISRUPTION</b></p> <p><b>READY</b> Poorly produced prep, missing equipment, uniform infringements, lateness.</p> <p><b>RESPECTFUL</b> Unkindness to peers, not listening to staff, lack on engagement or effort.</p> <p><b>RESPONSIBLE</b> Misuse of equipment, not following instructions.</p>	<ul style="list-style-type: none"> <li>• Remind students of 'Ready, Respectful, Responsible' using the '30 Second Intervention Strategy'.</li> <li>• Giving students choice (opportunities to conform without losing face)</li> <li>• Last to leave and subsequent reflection</li> <li>• Movement within class</li> <li>• Imposition Issued to complete or catch up on work</li> <li>• Movement to another class (in line with department policies)</li> <li>• Two minutes 'cool down' outside classroom</li> <li>• When / then agreements</li> <li>• Note in Journals</li> <li>• Informal detentions (up to 13 minutes – break and lunch)</li> <li>• Removal from activities</li> <li>• Discussion with colleagues over successful strategies</li> <li>• Hold regular one to one meetings with tutees</li> <li>• Set short term goals and strategies if needed</li> <li>• Create ISPs (Individual Success Plans) where concerns are raised across a number of subjects, identify targets and disseminate to relevant teaching staff.</li> <li>• Place pupils on Tutor Report, meet daily to review progress and communicate with parents, subject teachers and HOH during process (this is logged on intervention system).</li> <li>• Liaise with SENDCo to determine if additional support is required.</li> </ul>	<p>Intervention logged on Schoolbase along with -5 behaviour points.</p>

When strategies have been exhausted, seek support and partnership at Stage Two.

## STAGE TWO: HEADS OF DEPARTMENT

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>PERSISTENT LOW LEVEL DISRUPTION</b></p> <p>READY Persistent prep issues, persistent equipment issues, persistent lateness, plagiarism; failure to complete substantive pieces of work.</p> <p>RESPECTFUL Disdain to members of staff, sustained rancour with students in the class; sustained lack of engagement.</p> <p>RESPONSIBLE Dangerous use of instructions; non compliance with expectations, guidelines and requests, online misconduct.</p>	<ul style="list-style-type: none"> <li>• Removal from lessons to another class for a fixed period</li> <li>• Department Report – targets set and reviewed following each lesson</li> <li>• Formal HOD detention (30 minutes) and communication home (phone call, letter home)</li> <li>• In class support (HOD, GBA, Cover Supervisor)</li> <li>• Liaise with SENDCo for support and specific advice if applicable</li> <li>• Subject Specific Case Conference (with pupil, parents, teacher, HOD) and subsequent Subject Action Plan</li> </ul>	<p>Intervention logged on Schoolbase along with -25 behaviour points.</p> <p>Copies of Department Reports, and Action Plans to be shared with HOH and placed within House Student File.</p>

When strategies have been exhausted, seek support and partnership at Stage Three.

## STAGE THREE: HEADS OF HOUSE

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>CAUSE FOR CONCERN</b></p> <p>No response to Level 2 strategies.</p> <p><b>READY</b> Truancy from lessons or boarding house; out of bounds.</p> <p><b>RESPECTFUL</b> Physical or verbal aggression towards peers, bullying behaviours, prejudice related incident, disrespect towards staff.</p> <p><b>RESPONSIBLE</b> Dangerous behaviour, bringing in banned substances.</p>	<ul style="list-style-type: none"> <li>• Removal from specific lessons</li> <li>• Student TAC Meeting called (with pupil, parents, form tutor, key teachers) and Subsequent Action Plan, review date and Behavioural Contract</li> <li>• Student placed on HOH Report, meeting daily to review progress and communicate with parents, subject teachers and HOD during process</li> <li>• HOH Detention (60 minutes) in school uniform.</li> <li>• Formal mentoring / buddy program</li> <li>• House Community Service activity</li> <li>• Mediation meeting with students and staff</li> <li>• Educative approach – leading an assembly, organising an activity for affected students</li> <li>• Internal House Isolation</li> <li>• Temporary suspension from Boarding (in liaison with SLT on duty).</li> </ul>	<p>Intervention for Day events logged on Schoolbase along with -25/-50 behaviour points.</p> <p>Copies of HOH Reports, Action Plans and Behaviour Contracts to be placed in central Student File.</p>

When strategies have been exhausted, seek support and partnership at Stage Four.

## STAGE FOUR: SENIOR LEADERSHIP TEAM – VICE PRINCIPAL

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>SERIOUS CAUSE FOR CONCERN</b></p> <p>No response to Level 3 strategies; a serious cause for concern around the College or in Boarding, very serious incident from outset.</p> <p><b>READY</b> Theft.</p> <p><b>RESPECTFUL</b> Swearing or physical aggression directed to a member of staff or student.</p> <p><b>RESPONSIBLE</b> Smoking and alcohol related offenses, sexual misconduct.</p>	<ul style="list-style-type: none"> <li>• Internal Suspension</li> <li>• Extended Suspension of Boarding place</li> <li>• TAC meeting with student, parents, HOH, other key staff – Action Plan, review date and Behaviour Contract and a period on SLT Report</li> <li>• Range of College Community Service projects to serve (litter picking with the Estates team, supporting Catering Team, working on the College allotments).</li> <li>• Post Suspension Educative Seminars (for example on use of prejudicial language or use of aggression) to unpick behaviours, explore motivations, place actions within a legal framework and seek positive ways forward.</li> <li>• Post Suspensions Support work to include weekly meetings with our Pastoral Support Assistant who will facilitate dialogue between the student and their teaching staff, identify barriers and find solutions. Support to include in class visits, weekly dialogue with parents and House staff and a close monitoring of Schoolbase.</li> <li>• Students placed on Pastoral Support Assistants 'Watchlist', to identify further concerns early.</li> </ul>	<p>Intervention for Day events logged on Schoolbase along with -50/-100 behaviour points.</p> <p>Copies of HOH Reports, Action Plans and Behaviour Contracts to be placed in central Student File.</p>

When strategies have been exhausted, seek support and partnership at Stage Five.

## STAGE FIVE: PRINCIPAL

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>STUDENT POSES AN ONGOING RISK TO THE SAFETY OF OTHERS IN THE COLLEGE</b></p> <p>No response to Level 4 strategies – persistent and impactfully disruptive behaviour; very serious incident from outset.</p> <p><b>READY</b> Arson</p> <p><b>RESPECTFUL</b> Behaviour threatening the safety of students or members of staff</p> <p><b>RESPONSIBLE</b> Alcohol and drug related offenses, sexual misconduct.</p>	<ul style="list-style-type: none"> <li>• Fixed Term Suspension</li> <li>• Managed move to another school</li> <li>• Extended Study Leave</li> <li>• Permanent removal of Boarding Place</li> <li>• Permanent Exclusion</li> </ul>	<p>Intervention for Day events logged on Schoolbase along with -25 behaviour points.</p> <p>Copies of HOH Reports, Action Plans and Behaviour Contracts to be placed in central Student File.</p>

Any member of staff can summon the duty member of SLT by calling 4444 on any College phone or 01953 609080 from a mobile. This facility should be used sparingly for incidents of total loss of control or physical threat or violence to a member of staff.

# BEHAVIOUR AND RELATIONSHIPS POLICY: APPENDIX A

## CODE OF CONDUCT FOR STUDENTS



### READY

Students must arrive at lessons promptly, properly equipped, prepared to work and properly dressed. A 'Ready Check' will be conducted by members of staff at the start of each and every lesson.

Students must dress in accordance with the College Dress Code, as detailed below. Clothing must be clean, neat, tidy and worn modestly.



**WYMONDHAM COLLEGE**



**Pride in our Appearance**

**White Long Sleeved Shirt/Blouse**  
White short sleeved shirt/blouse for summer uniform only. Top button should be done up with knot of the tie covering it.

**House Colour Tie**  
Must have 5 stripes visible.

**Optional Jumper with House Colour Trim**

**College Blazer**  
Should be worn at all times unless told otherwise.

**Skirt/Trousers**  
**Skirt** - Must be pre-embroidered with lettering Wym and College Logo. The waist band of the skirt must not be rolled up.  
**Trousers** - Must be tailored, straight-legged and full length (reaching the shoe). No tapering (getting thinner) or flaring (widening) towards the ankle. Trousers that are skinny fit/skin tight, denim, made of heavy cotton material, contain lycra or similar stretchy/elastic fabric that would cause them to look skin tight/tapered are not acceptable. Trousers should not have any additional adornments (such as buttons, sequins or studs).

**Plain Black or Navy Blue Socks (no logos) or Tights**

**Plain Black, Polished School Shoes that have Heels of no more than 2.4cm.**  
Trainers, Doctor Marten boots and ballet pumps are not permitted.

**Blue or Black Hair Bands**  
For students with long hair only.



Sixth Form Students must wear clothes which conform with the Sixth Form Dress Code and these must also be worn in a neat and presentable fashion.

One pair of small stud earrings may be worn or one single small stud earring. No other jewellery is to be worn while in uniform, other than a watch if desired. Jewellery must not be worn for P.E. or Games lessons or similar physical activities. Body and facial piercings are not permitted.

Tattoos are discouraged and, in any case, must not be visible.

Hair must be of an acceptable style and long hair must be tied back when required. Highly bleached or unnaturally dyed hair is not permitted.

Make up, where worn, must be unostentatious; coloured nail varnish is not permitted. Facial hair is not permitted.

## **RESPECTFUL**

### **RESPECTING EACH OTHER**

Nothing must be done by any member of the College community that will adversely affect the right of any other member of the community to enjoy and benefit from being a member of the College, or which may expose them to harm.

Students have a responsibility to do what they can to safeguard their own health and safety and that of others at the College.

The College will not tolerate:

- Bullying in any form, whether physical, verbal or emotional
- Rudeness, violence or disorderly conduct
- Theft or damage to the property of others
- Disruption of any kind to lessons or other activities
- Insolence or disobedience towards those in authority

## **RESPECTFUL IN LESSONS**

Students must enter the classroom in an orderly fashion and take care of the classroom and equipment.

In lessons, students must always behave in a manner which supports their learning and that of other students and shows respect to staff and guests.

- They must respect each other and each other's property.
- They must raise their hands when they need help or to seek permission to speak.
- They must work quietly when required to do so and complete tasks to the best of their ability.
- They must follow the instructions given by staff to safeguard their safety and ensure that they learn properly.

## **RESPECTFUL OF OUR CAMPUS**

All students must take care of the College buildings and grounds and do nothing to cause avoidable damage. The writing of graffiti is forbidden. If damage occurs it must be reported at once to the Estates Manager or to the Head of House if in a Boarding House.

Students are expected to do their utmost to act in an environmentally responsible manner. Students must not drop litter and should take the initiative in clearing up any litter that they see around the College site. Students must use the facilities provided to recycle recyclable items. Lights and other electrical equipment, including computers, must be turned off when not in use.

Students must respect wall displays in classrooms and corridors and protect them from damage. The chewing of gum is prohibited.

## **RESPECTING OURSELVES**

Students must respect the privacy of others within the boarding house and elsewhere

Students must not copy, or attempt to copy, material from another pupil or any other source and represent it as their own unaided work. Students must respect the copyright of published material. Any infringement of this rule in relation to examination work will be reported to the appropriate awarding body and may result in disqualification from some or all public examinations.

## **RESPONSIBLE**

Students must remain in house or designated house area unless attending lessons and meals or unless their absence has been approved by a member of staff. Students must keep within bounds at all times. The College bounds for students are displayed in each house.

The College will not tolerate tampering with fire safety or security equipment.

## **BANNED ITEMS**

Smoking is not permitted at any time and students must not have cigarettes, matches, lighters or associated materials in their possession or be in the company of anyone who is smoking. This rule also applies to e-cigarettes.

Students must not bring alcoholic drink onto College premises or consume alcohol.

Students who are found to be under the influence of alcohol, illegal drugs or other intoxicating substances known as Novel Psychoactive Substances (NPS) “Legal Highs” whilst at the College may be liable to permanent exclusion from the College. This also applies to boarding student who may be returning to the College during evenings or at weekends.

Students must not possess or use any illegal drug. Any student who becomes involved with illegal drugs in any capacity is liable to be permanently excluded from the College. The College reserves the right to apply jurisdiction beyond the College premises to the extent that it is reasonable to do so, as outlined above.

Students must not bring any substance known as Novel Psychoactive Substances (NPS) “Legal Highs” onto the College grounds.

## **BANNED ACTIVITIES**

Sexual activity involving students is a breach of the College Rules.

Any student entering an area of the College designated for the use only of the opposite sex, or introducing a visitor into such an area is liable to permanent exclusion from the College.

Students may not bring to College any weapons, solvents, fuel or other dangerous articles. The possession or use of solvents or other substances for the purposes of intoxication will be considered by the College in the same light as involvement with illegal drugs. Students may not have in their possession any material of a pornographic, defamatory or otherwise offensive nature. Vapour inhalers (other than for medical purposes) are also banned.

## **KEEPING POSSESSIONS AND EQUIPMENT SAFE**

Students have a responsibility to safeguard their own property as well as to respect the property of others. All property and clothing must be clearly marked with the name of the owner. Lost property should be handed to the College Office where all losses should be reported.

Substantial sums of money should not be kept by students but should be paid into the Finance Office or handed to the Head of House for safekeeping.

All electrical equipment must be registered with the Head of House and be submitted to regular PAT testing. Any equipment which fails a PAT test or which is not submitted for testing may be confiscated by the Head of House and disposed of at his/her discretion.

Students' property is brought to College at the risk of the owner and must be insured by students or their parents/carers.

Students may not buy and sell possessions except with the approval of the Head of House or as part of an approved College activity. Students may not lend or borrow money or valuable items other than in exceptional circumstances and with the approval of the Head of House.

## ONLINE SAFETY

Students must use the Information Communication Technology infrastructure of the College responsibly and according to the Information Communication Technology Policy. Students must not create, possess, transmit, access or attempt to access material of a pornographic, defamatory or otherwise offensive nature. They must not use the Information Communication Technology infrastructure of the College or any personal electronic devices in any way which jeopardises the privacy or safety of others.

Every care must be taken to avoid introducing viruses or causing any other damage to the College network. Students must not interfere with computer hardware, attempt to override the network security measures or perform any other unauthorised action using the College's computers or network.

Mobile phones (and other mobile communications equipment) must be kept switched off during assemblies, lesson times, activities, prep and after lights out. They must not be used in the Refectory or the Library or at any time when forbidden by a member of staff. Mobile communications equipment may only be brought onto the College site and used there, subject to the College Acceptable Use Agreement. Any use of mobile communications equipment to harass, bully or exploit any other person represents a serious breach of this Code.

Students using their own computing equipment and / or personal electronic devices in College are subject to the same rules as those using equipment provided by the College.

Students who are legally permitted to drive are able to bring a car or motorcycle to the College subject to the following conditions:

- That it can be shown that it is necessary to use private transport to travel between home and the College and that a Car Permit is applied for and granted by the Head of House;
- That the vehicle is only used in accordance with the conditions set out on the Car permit;
- That the vehicle is parked in an approved place on site and that the speed limit in the College grounds is respected.
- That the keys are left for safe-keeping with the Head of House or Deputy Head of House when not in use.

Passengers may only be transported with the written consent of the parents/carers of the passengers.

# BEHAVIOUR AND RELATIONSHIPS POLICY: APPENDIX B

## ANTI-BULLYING DECLARATION



Being a member of this unique community is a privilege and this privilege brings responsibilities. The 'College Code of Conduct' notes that "nothing must be done by any member of the community that will adversely affect the right of any other member of the community to enjoy and benefit from being a member of the College." Wymondham College is therefore committed to developing an anti-bullying culture where the bullying of students in any form is not tolerated. We are a College that promotes equality and celebrates diversity.

### WHAT IS BULLYING:

Bullying is a range of conscious and wilful behaviours that hurt, intimidate, frighten, harm, humiliate, undermine or exclude an individual or group. Bullying is deliberate and repeated over time and it is difficult for the sufferer to defend themselves against.

### WHO IS AFFECTED?

Anybody can be bullied because of how they look or where they are from, what they believe, what they have or don't have, what they can or cannot do – picking on their vulnerability. It is always about someone more powerful acting against someone else who is less powerful and less able to resist.

### BULLYING IS DIFFERENT FROM AN ARGUMENT OR FIGHT:

It is regular, systematic and deliberate, and an abuse of power. It can impact on learning and attendance and most importantly on someone's self-esteem and confidence.

### STUDENT RESPONSIBILITIES

1. I will treat everyone in College with respect and dignity.
2. I will act to ensure that everyone in the College community is included.
3. I will help to ensure that everyone in the College community is treated fairly, regardless of their gender, identity, race or beliefs. I will not intentionally upset anybody.
4. If I witness bullying, I will not be a bystander. I will speak out and report it to an adult.
5. I understand the school's anti-bullying policy and procedures.
6. I understand that this code of conduct applies to my online behaviour, as well as to my behaviour in College or when representing the College.

YOUR NAME:

YOUR HOUSE:

YOUR SIGNATURE:

DATE:



## BEHAVIOUR AND RELATIONSHIPS POLICY: APPENDIX C

### Use of Mobile Telephones and Other Data and Media Enabled Devices (September 2022)

The College permits its students to use mobile telephones (and other data and media enabled devices) provided the student signs up to the following Acceptable Use Agreement and that parents countersign the agreement. Throughout this agreement, such devices will be referred to as electronic devices. If the agreement is not signed by a parent or a student, the student is **not** permitted to bring any electronic devices to the College.

#### Acceptable Use Agreement and Licence

The undersigned is entitled to possess and use electronic devices at the College and by signing this agreement undertakes the following:

- I understand that my electronic device is my responsibility and that the College does not accept any responsibility for the loss of or damage to phones or for any costs that arise from the use or misuse of such devices.
- I will protect my electronic devices from misuse by others by locking it with a password or PIN where possible.
- I will only use my electronic devices outside curricular time and only within the boarding houses.  
Curricular time includes: walking to and from lessons  
waiting in the corridors  
eating meals in the refectory
- I will not have any electronic device turned on in class and accept that it will be confiscated if it interferes with teaching and learning in class.
- I understand that headphones should not be worn around the College campus and should be in pockets or bags during meals in the refectory and during curricular time.
- I can use electronic devices for prep downstairs in the prep room if I have obtained permission to do so from the prep supervisor. The use of electronic devices upstairs in main school houses during prep is not permitted (unless explicit permission has been granted from staff).
- I understand that boarding students in Years 7 – 11 are required to hand in their mobile phones to house staff before lights out. At the weekends, there may be exceptions to this rule, which will be communicated to parents by Heads of House.
- I will not take any electronic device out in lessons and accept that it will be immediately confiscated if I do (unless explicit permission has been granted from staff).
- I will not take any photos or make video or audio recordings of staff or students without their permission.
- I will not take photos in dorms, toilets, upstairs in a boarding house or in changing rooms or in any other situation which may cause embarrassment or distress to others
- I understand that taking/possessing/forwarding photos of anyone who is not fully dressed may lead to me being reported to the police for taking/possessing/forwarding an indecent image
- I will only share photos, video and audio recordings with those I know and only if I have permission of those in the photos or recordings.
- I understand that I have a responsibility to protect my own online reputation and that of the College and of others, and that once something is posted on the internet, it is accessible to lots of people for a very long time. I understand that a poor online reputation can affect my career prospects.
- When on a school trip, I will follow the instructions on the use of electronic devices given by the trip leader and other staff.
- I understand that using my mobile on a trip to a foreign country is expensive and that I will incur roaming costs as smart phones constantly update, even when not in use. I

understand that calling or texting friends who are on the same trip can also incur huge costs.

- I understand that cyberbullying can be very upsetting and will only use electronic devices to communicate appropriately with others. I will not use any electronic device to bully, harass or humiliate anyone in any way
- I will not send threatening or offensive messages or indecent or embarrassing images, or allow others to do so using my phone.
- I realise that I am responsible for content that is posted on my Social Media feeds and any defamatory or discriminatory posts will be considered a clear breach of the acceptable use policy.
- I will not make threatening or offensive calls, or allow others to do so using my phone.
- I understand that I will be punished by the College and/or be reported to the police if I use my electronic devices to cyberbully a member of staff, another student or anyone else, whether or not they are connected to the College.
- I will only download to my electronic devices or access material that is morally decent and appropriate to my age and I will not register for or use services which are restricted for my age group.
- I will not download copyrighted material or share files and understand that the owners of such material may take legal action should I do so.
- I will not attempt to hack into the College's ICT systems and I will not access the personal areas of staff or other students.
- I understand that for examinations I will have to hand in electronic devices for the duration of each particular exam.
- I accept that I may receive a punishment for misuse of electronic devices and that I could lose the privilege of bringing my phone to the College for a fixed period of time or permanently
- I accept that electronic devices may be confiscated if I misuse it and that my parents may be required to collect them from the College.
- I understand that in line with the Education and Inspections Act 2006, I can be punished for using electronic devices outside school in a way which affects the smooth running of the College or the wellbeing of its staff and students.
- I agree to College staff searching through my mobile where it is suspected that it has been used in a way which breaches the acceptable use policy
- I understand that the law permits College staff to confiscate my electronic devices and examine files and data should they have good reason to do so.

**Declaration:**

I understand the terms of this Acceptable Use Agreement and Licence. I understand that failure to comply with its terms will lead to my electronic devices being confiscated and my losing the privilege of using electronic devices at the College for a fixed period of time (typically for a 48 hour period) or permanently. In serious cases, I understand that I may lose my boarding place (if I am a boarder) or be excluded from the College for a fixed term or permanently and I may be subject to Police action and/or prosecution in Court. On conviction, this could lead to me having a criminal record.

Student name:

Date:

Student signature:

House:

Student mobile number:

**This form should be returned to the House office.**