



WETHERBY

SENIOR

SCHOOL

BEHAVIOUR FOR LEARNING

POLICY

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Job title: Deputy Head Pastoral

Created: August 2018

Reviewed: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable)

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

‘Parents’ refers to parents, guardians and carers.



Our Vision

Our vision at Wetherby Senior School is to provide an outstanding, progressive all-round education, supporting our pupils to achieve academically and to develop as people, fully preparing them to meet the challenges of being a young man in the twenty-first century and ready to contribute fully to the communities in which they live.

Our Values

As a diverse community we respect and celebrate difference. We place great value on friendship and aim to build a supportive community based on trusting relationships. We endeavour to treat each other with respect and to ensure that all of our interactions are conducted with politeness and good humour. Above all else we are a community which values kindness.

We celebrate success in all fields of endeavour at the same time as recognising that excellence is achieved by increments and is the result of persistent effort. We value curiosity, independence of mind, imagination and self-reliance in our work.



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1 Aims of this policy

Wetherby Senior School is a place where boys come to learn. Maintaining good behaviour and discipline is central to ensure that everyone in the school community can enjoy a safe, happy and academically successful time here. The aims of this policy very much reflect the School's aims:

- To cultivate the belief that excellent progress in all areas of school life is the reward of effort. In particular we aim to instil in our pupils an understanding that the right effort put into developing key learning habits and taking responsibility for academic work leads to excellent progress; learning how to learn is the best preparation for a happy and successful future in a changing world; everyone has the potential for personal and academic growth.
- To provide excellent teaching, supported by excellent resources, which enables our pupils to attain high levels of academic achievement.
- Through high quality pastoral care, to provide an environment in which all members of the community feel supported and secure enabling the School to equip the boys to make the most of their lives and to contribute positively to the lives of others.
- To maintain and develop supportive and open relationships with all members of the school community- pupils, parents, staff and, in due course, alumni - and to raise our profile in the local community and further afield.

The Behaviour for Learning Policy sets out the School's system of rewards and sanctions. It should be read alongside other documents including the Rules and Regulations of the School, The Anti-Bullying Policy, The e-Safety Policy, the ICT Usage Policy, the Equal Opportunity Policy and the Attendance Policy which can be found on the portal or made available upon request.

<https://egiportal.alphaplusgroup.co.uk/school/wss/Pages/all-documents.aspx>



2 Rewards

2.1 Gold Notes - Rewarding effort towards our key values

2.1.1 Effort towards our three core values – Character, Respect, Community

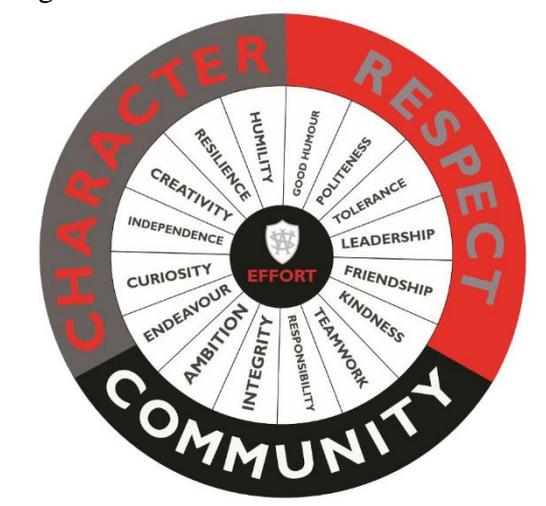
Gold notes are at the heart of our rewards system to promote and sustain progress in the boys. They can be awarded by a member of staff to any pupil through SIMS by using the behaviour management link on the sidebar in a boy's profile. All members of staff should use the rewards system to try to pinpoint specific behaviours which lead to excellent progress in a classroom subject or an activity.

As a School, we celebrate our **Key Values** which uphold our **Core Principles of Character** (me) / **Respect** (you) / **Community** (everyone):

- friendship
- good humour
- ambition
- endeavour
- politeness
- tolerance
- kindness
- curiosity
- independence
- creativity
- resilience
- leadership
- teamwork
- humility
- responsibility
- integrity



These principles are arranged in a wheel which is used to illustrate and embed our values.



Staff awarding notes must contextualise and reference the Values Wheel when awarding Gold Notes:

Politeness

Excellent collaboration in class. Listened maturely to group members.

Resilience

Greatly improved planning; excellent progress. Showed particular courage when restarting plan from scratch.

Endeavour

Thinking methodically through a challenging topic; wonderfully clear work produced.

Responsibility

Managing distractions faced previously. As a result, terrific improvement!

2.2 Recording and recognising Gold Notes

The member of staff awarding the Gold Note records it on SIMS. Staff also congratulate the boy, referencing the Value Wheels. Tutors ensure that boys are made aware that notes have been awarded and should refer to Gold Notes as part of their Tutor Reports to accompany grades. It is noted that a physical display of Gold Notes awarded to a tutor group can be a motivating and a clear celebration of achievement.

Heads of Department should have an informal oversight of Gold Notes awarded in their subject area and Gold Notes could be used as a regular performance indicator at department



meetings. Staff in all departments are encouraged to award Gold Notes across the age range throughout the academic year.

The Head of Tribs runs a weekly Gold Note tracking report via SIMS. Filtered by Tutor Group, this report is emailed to Tutors and Heads of Section. Tutors review this with the pupils in Tutor time.

Heads of Section and their assistants monitor Gold Notes and informally congratulate boys or recommend that the Head recognises those with outstanding tallies of Gold Notes. Gold Notes awarded are also included as part of the inter-Trib competitions.

2.3 Gold Note Rewards System

There is a ladder of prizes awarded to celebrate success for boys demonstrating our Key values.

- **Step 1 – Head of Section Commendation.** A postcard, designed with the emblem of our Values Wheel, is sent home by the HoS usually when a pupil has received 25 Gold Notes
- **Step 2 – Headmaster Commendation.** Further endeavour (50 notes) leads to a visit to the Headmaster to discuss achievement in his office
- **Step 3 – Gold Note Award.** Termly celebrations of Wetherby High Flyers take place in the end of term assembly
- **Step 4 – Governor Commendation.** A select few boys qualify for this (75 notes) and it is awarded with a presentation from a Governor

(N.B- Attendance and behaviour affect eligibility for rewards – e.g. attendance below the school target of 95%, poor punctuality or a high number of Red Notes will disqualify students from receiving awards, although the HoS will review this on a case-by-case basis)

Gold Notes also contribute to the Trib Competition. There is a Mufti Day/Pizza Party for the winning Trib at end of each term. The winning Trib holds the Thames Trophy and Tribs receive a termly top up bonus for the fewest red notes.

2.4 Prizes

Prizes are awarded in the Summer Term; the following subject prizes for years 7-11 are awarded at the Prize Giving Ceremony:



English, Maths, Physics, Biology, Chemistry, French, Spanish, German, Latin, Classical Civilization (Year 10 and 11 only), Geography, History, IT and Computer Science), Art and Design, Graphic Design, Music, Drama, Academic PE (years 10-11 only) and Philosophy.

Sixth Form subject prizes are awarded for:

English Literature, Maths, Further Maths, Physics, Biology, Chemistry, French, Spanish, German, Latin, Geography, History, Government and Politics, Economics, Business Studies and the EPQ.

Prizes reflecting progress and achievement for the whole year are also presented for:

- Most improved progress
- Most improved study habits
- Overall progress
- Overall study habits
- Sportsman of the Year
- The Marcos Burnett Photography Prize
- The Thames trophy (for the winning Trib in the Inter-trib Competition)
- The Cairaschi Football Cup
- Victor Ludorum (outstanding sporting achievement in the school overall).



3 Conduct

Wetherby Senior School actively promotes good behaviour for learning by making expectations clear to boys and staff. The Rules and Regulations of the School, the Classroom Conduct Rules and the Anti-Bullying Statement together provide a clear basis for boys to understand what constitutes positive behaviour for learning and disciplined conduct. When boys fail to live up to expectations, it is the School's aim to identify the problem and to communicate it to them, to Tutors and other members of Staff and, ultimately, to parents.

The Values Wheel is also used as a tool to promote reflection and awareness to guide the pupils in their behaviour. The system of conduct amendment promotes reflection, growth and progress so that boys can learn from their mistakes and develop a greater understanding of the importance of good behaviour for learning.

3.1 Red Notes

3.1.1 Highlighting Concerns

The purpose of a Red Note is to record a concern and alert Staff. A Red Note is not in itself an action, as it does not replace the need for the individual member of Staff to provide a suitable sanction. Staff refer to the Behaviour Ladder below as a guide for setting sanctions. Timely communication of issues and an identification of patterns leads to appropriate intervention. Red Notes do not automatically replace other effective means of communication such as having a conversation with a pupil, his Tutor, the relevant Head of Department and, if necessary, the Head of Section. Conversations with pupils will reference the Values Wheel and focus on the behaviour, not the individual pupil.

A Red Note will be issued by a teacher when it is appropriate to raise a concern. This may include acting inappropriately around school. Red Notes may also be issued for **repeated** failure to bring the right equipment to a lesson, **repeated** failure to engage with tasks in lessons or **repeated** failure to complete prep. Having recorded the Red Note on SIMS, the Teacher takes action to help remedy the behaviour. Actions can include: talking informally to the pupil, removing social time, lunchtime or after school detention, contacting home. The Teacher works with the pupil to facilitate completion of academic work and prep if necessary.

3.1.2 Monitoring

The Heads of Section analyse and disseminate the behaviour data to tutors with actions for the week. A boy's Tutor monitors any Red Notes awarded to their tutees and talks to the recipients informally to amend conduct at the earliest opportunity. Heads of Department also



monitor Red Notes awarded in their subject areas and support Teachers in promoting positive behaviour.

Pupils who are on green report register with their Tutors, arriving at 8.20am to give both parties the opportunity to reflect on the previous day's report and set targets for the forthcoming day. If a boy has not responded to a green report, he may move onto an amber report. Pupils who are on an amber report are to register with the Heads of Section & Assistant Heads of Section from 8.20am in their offices and complete the reflection and target setting process with the HoS. The process continues for red reports with registration with a Deputy Head.

At the end of the week a pdf of the report is downloaded from SIMS and emailed home. Green reports are sent home by tutors, amber reports are sent home by Heads of Section and red reports are sent home by Deputy Heads.

3.2 Actions

It is every Teacher's responsibility to promote a positive working environment in their classroom and oversee good behaviour around the School. If a Teacher encounters poor behaviour outside of the classroom, they act to rectify it and impose a sanction if necessary. When pupils disrupt the positive working environment, the Classroom Teacher utilises behaviour management strategies and works alongside their Head of Department to solve any issues.

Staff refer to the Behaviour Ladder below which outlines potential escalation. It is possible to bypass a level for isolated incidents of a serious enough nature. For example, directing bad language towards a teacher or fellow pupil, or an incident of violence or wilful and reckless breach of the School rules.

If intervention by Staff at Level 1 has been ineffective, a pupil is moved to Level 2. The decision to escalate to a HoS Detention. This is held on a Friday during Period 7 in H32. There is a central, shared register which the HoS uses to book in pupils and the HoS also emails home notice of the detention. The HoS and Assistant HoS take turns on a rota for this duty. The pupils are required to complete a reflective write-up (Appendix 5.2) which is scanned & saved in the tutor group folder on the pastoral drive.

If intervention by Staff at Level 3 has been ineffective, a pupil is moved to Level 4. The decision to escalate to a Headmaster Detention is made by a Deputy Head. This is held on a Friday during Period 7. There is a central, shared register which the Deputy Head uses to book in pupils and also emails home a formal letter as notice of the detention. The Deputy



Heads take turns on a rota for this duty. The pupils are required to complete a reflective write-up (Appendix 5.2) which is scanned & saved.

3.3 Wellbeing Service

In line with our aims and values, pupils may also be referred to the Wellbeing Service for reflection or dispute resolution coaching as appropriate. This is arranged through the Heads of Section.



Level	Description	Action
1a	Series of Red Notes (e.g. three or four from a range of subjects in quick succession or problematic behaviour outside of the classroom)	Formal tutor meeting. Pupil completes reflective write up, focusing on targets, signed by the pupil and tutor. Write up sent home by email to parents, with HoS copied in. Saved in Pastoral area
OR		
1b	Series of Red Notes in one particular subject (e.g. two or three in quick succession)	Formal subject teacher meeting with pupil, subject teacher and HoD. Pupil completes reflective write up, focusing on targets, signed by boy and subject teacher. Write up sent home by email to parents by subject teacher, with relevant pastoral staff copied in. Saved in Pastoral area. HoD's may also set an academic detention
2	Further Conduct Notes	HoS detention. HoS to supervise Friday detention in Period 7
3	Continued Misbehaviour	Formal HOS meeting. Contact home. SIMS report card issued for two weeks. Report cards are issued at green level. If there is no further improvement, then a pupil may move to amber level and eventually to red level. Green reports – monitored by Tutor Amber reports – monitored by HOS Red reports - monitored by DH Reports are monitored and reviewed each morning at 8.15am with the pupil. A summary of the report is sent home weekly by the member of Staff monitoring.
4	Continued misbehaviour or poor report card	Headmaster Detention Detention issued and supervised by Deputy Head. Reflective task and discussion. Targets set and sent home
5	Continued misbehaviour shows no sign of	Meeting with a Deputy Head and parents to sign a Behaviour Plan Recorded meeting and behavioural plan signed by parents and pupil.



	improvement over a period of time	
6	Continued misbehaviour or single incident of concern	Internal exclusion Pupil will be internally excluded for a period of time specified by a Deputy Head. Work provided by subject teachers and a reflective essay set by SMT. The DH holds a reintegration meeting with the pupil.
7	Continued serious misbehaviour or serious, single incident of concern	Fixed Term exclusion Pupil will be externally excluded for a period time specified by the Headmaster. Reflective work organised by SLT. Attached to boy's SIMS profile via linked documents by subject HOS and email sent to all staff. The Headmaster holds a reintegration meeting with the pupil.
8	Very serious misbehaviour or very serious, single incident of concern	Permanent exclusion The Headmaster reserves the right to exclude a pupil permanently



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4 Suspensions and Exclusions

Suspensions and Exclusion follow the Behaviour Ladder above.

Fixed Term Exclusion is the most serious measure the School has available to it before Permanent Exclusion and it is the strongest signal it can give to a pupil and his parents that his conduct is far below the standard we expect of him.

4.1 Permanent Exclusion

If a pupil fails to respond in an appropriate manner to Fixed Term Exclusion(s) or commits a breach of rules judged sufficient to merit it, then the School invites parents to withdraw their son or face permanent exclusion. The decision to take this step is taken by the Headmaster in consultation with the SLT and Alpha Plus Group Staff.

The APG process for appeals against Permanent Exclusion is to be found here:

<https://egiportal.alphaplusgroup.co.uk/apg-info/Pages/complaints.aspx>



5 Appendices

APPENDIX 5.1

Study Habits

Good study habits are vital to your success and enjoyment of your learning. These study habits embody a lot of our Wetherby Senior School values which are highlighted below:

- Be punctual to all your lessons
- Arrive at your lessons with the right equipment – you need to know your timetable and have packed your bag correctly in advance
- Listen carefully to your teacher's instructions and put your hand up if you have a question – do not call out – your **politeness** will help your lessons to be more effective
- Participate fully in your lessons. Work at a good pace and volunteer answers – trying hard and displaying **endeavour** will aid your progress. Pupils who participate more in lessons remember the work more readily
- Be proactive – if you do not understand ask for help or if you do understand try and take the idea a step further – this might be an extension or challenge task. Displaying **curiosity** will make you a better thinker
- Work positively with other pupils in pairs or groups when asked to do so by your teacher – good **teamwork** will help your learning
- If you miss a lesson take responsibility for finding out what work you have missed and completing this and any outstanding prep. If, because of illness, you need an extension to your prep deadline, contact your teacher in advance to request this. **Independence** is a key attribute of a mature learner.
- Consider feedback from your teacher as an opportunity to improve. Display **resilience** by taking the time to understand your targets and working to improve in your next piece of work. You may not have perfected a skill yet but you can with application



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APPENDIX 5.2

REFLECTIVE WRITE UP FORM

<u>Name:</u>	<u>Member of staff:</u>
<u>Form:</u>	
<u>Reason for completion of form</u>	
<u>Meeting notes (teacher to complete)</u> <ul style="list-style-type: none">••••••••	
<u>Staff signature:</u>	
<u>Date:</u>	
<u>Pupil signature:</u>	
<u>Date:</u>	



APPENDIX 5.3

BEHAVIOUR PLAN

Name:

Trib Group:

Background:

Targets agreed for behaviour IN and OUT of lessons are (be specific):

-
-
-
-

Action to support in achieving the above targets (be specific):

-
-
-
-
-

Start Date:

Review:

Pupil signature:

Head of Section signature:

Parental signature:

Cc Parents, HOS to File and circulate to

Class teachers.