




THE WISDOM ACADEMY

BEHAVIOUR POLICY

2025-2026

<i>Policy to be reviewed</i>	Jan 2026
<i>Date policy approved</i>	Jan 2025
<i>Head Teacher and Proprietor</i>	

1. Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. To encourage this, staff will:

- Model exemplary behaviour
- Treat all pupils and adults with respect
- Speak politely to each other
- Build pupil confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise pupil effort and achievements on a regular basis and celebrate success
- Keep parents informed about success, efforts and achievements
- Use rewards and sanctions effectively and consistently
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Expectations of behaviour in and around school

Each member of our School must behave in a way that allows everyone to work successfully, without disruption, safely and with enjoyment.

General points:

- Any reasonable request from a member of staff should be carried out at once and without argument.
- Rudeness, disrespect or insolence towards members of staff are not acceptable, nor excusable.
- A pupil must observe health and safety rules, as directed by the School Code of Conduct and by subject-specific and specialist room guidelines.
- A pupil must adhere to the rules governing ICT and mobile phone use, including use of computer hardware and software computer messaging, accessing computer data and posting images on internet sites.
- Eating is not allowed inside the school building, except for the dining area.
- Pupils may drink water at anytime and anywhere in school, except in the Science labs.
- Chewing gum is not allowed in any part of school premises
- Electronic devices are not allowed in school
- A pupil is expected to use breaks and lunch hours for toilet visits, not lesson time, unless he/she is taken ill suddenly or is suffering from a notified medical condition.

3. Health and safety

All members of our School must have regard for the health and safety of themselves and others.

a) Everyone should be orderly and considerate in moving around school:

- Walk on the right along corridors.
- Do not run anywhere inside the school building.
- Be patient and avoid pushing, particularly on stairs.
- Give way to others at doorways, opening the doors to allow others through first.
- Hold doors open for those walking behind.
- Organise break and lunch time activities safely, using equipment sensibly and fairly
- Line up when required to do so, and in a sensible, fair and well-ordered manner.

Note: All rules regarding Health and safety as stipulated in detail in the separate **Health and Safety policy** must be adhered to at all times.

b) Pupils should ensure that school always knows their whereabouts. They should:

Remain on the school site during the school day unless they have written permission to leave from parents and from a senior member of staff.

Always sign out at Reception if given permission to leave school during the school day.

Always sign in at Reception if arriving in school after registration.

c) Pupils should respect all procedures and rules designed for their safety:

- Respect and not tamper with safety equipment such as fire-fighting appliances and alarms.
- Co-operate in practice evacuation of the school in preparation for any emergency which might arise.

- Tie back long/ loose scarves, where applicable, at times when this is a health and safety requirement.

4. Good To Be Green and ClassDojo

At the Wisdom Academy, we have a very positive attitude towards discipline, awarding children for good effort and attitude and linking our 'Good to Be Green' policy with ClassDojo rewards.

How do we promote good behaviour? Children are given clear guidelines of the appropriate behaviour and expectations, and we underpin these by following essential principles:

- Praising good behaviour
- Building good relationships
- Developing good home/school links
- Planning for effective classroom and school management
- Involving all staff Good to be Green Behaviour Scheme

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class.

We believe that it is important to promote a positive message regarding behaviour management at all times. 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day. Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a ClassDojo.

Persistently poor behaviour would equate to a red card which would then have a consequence of loss of playtime or lunchtime. A child who receives two red cards in a half term, would be a cause for concern, and parents would be notified as well as missing a break time and lunch time play. A child who receives three red cards in a half term, would be referred to the Deputy Head.

Should a pupil regularly be reaching RED status their parents will be contacted and possibly asked to attend a meeting with the Deputy Head. Their behaviour record will be analysed and an appropriate sanction will be applied. This may lead to the pupil having either an in-school exclusion or even a fixed term exclusion. Pupils who regularly get Red Cards for not following teachers' instructions cause a health and safety risk to all. They will be prevented from attending out of school clubs and off site school visits. There may be incidents that occur that are so extreme in nature it is felt that these must be referred immediately to the Headteacher or Deputy Headteacher. Each case will be considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. In these cases, fixed term or permanent exclusion may be immediately applied

5. Rewards

We praise and reward children for good behaviour in a variety of ways:

- The school uses an interactive app called Class Dojo to reward students. Points are rewarded for certain achievements
- ClassDojo points are awarded to students for good behaviour and effort.
- When a certain number of points are achieved by a pupil or by the class collectively, the teacher will decide on a prize to be awarded. For example, extended break, a trip to the local park, games time etc.
- All pupils will be provided with opportunities to take part in a range of extracurricular activities, some of which receive certification from awarding bodies external to school
- Individual and form reward certificates and prizes will be distributed in a special assembly at the end of each term. They are achievements such as highest number of points, including for each form group, attendance and punctuality and subject specific attainment and achievement.

6. Sanctions

The Consequences of Behaviour Sequence:

In all classrooms we aim for praise to outweigh consequences. We need to concentrate on **positive aspects of behaviour**.

Set the scene and move through the process

- Describe the student's misdemeanour (this may include eating, drinking or a lack of equipment) or uniform infringement and remind them of the rule and consequence
- Remind them about the consequence ONCE
- Apply the consequence

Use this sequence in ALL lessons

Be consistent

- Use this approach with all students
- Only use this approach. Students must perceive this as a predictable and reliable pattern
- State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g., "why are you talking?" Rather, "I've asked you not to talk, break time detention".
- Ensure that students know it's your priority to maintain the pace of your lesson to the benefit of all students.

Questions to ask yourself

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and appropriate to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I made my high expectations clear, and have I greeted them at the door?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dismissal?

When do I call for further assistance?

If there is a serious incident, e.g., a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through reception.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands her. If a child misbehaves repeatedly, sanctions such as lunchtime or after school detentions or setting additional subject related work can be used.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting herself. The actions that we take are in line with the latest government guidelines on the restraint of children.

7. Exclusion from school

Fixed term exclusion from school will be used as a sanction where serious breaches of the behaviour policy take place. Permanent exclusion will be considered for the following:

- Use of or possession of weapons or other illegal substances.
- Drug dealing.
- Serious threats of and actual violence.
- Bullying.

- Persistent and serious breaches of the school behaviour policy where the school believe that a pupil's presence in the school represents a serious threat to others.
- Use of inappropriate language or serious misbehaviour towards a staff member or visitors to school.
- Theft.
- Truancy.

Review

This policy will be reviewed annually to assess its effectiveness and update it as necessary.
This policy was reviewed by members of the SLT and the proprietor.

Next review date: Jan 2026

APPENDIX A

THE CONSEQUENCES SEQUENCE

When a consequence is given it is never cancelled. It will remain on the board for the rest of the day.

Warning/ Rule Reminder	No further action at this point
C1	First Negative Behaviour Student's name written on consequences on the board.
C2	Second Negative Behaviour Planner taken from student and placed on teacher's desk (move immediately to C4 if student refuses to comply)
C3	Third Negative Behaviour 30 minutes after school detention issued for the following day. Incident written in planner and coded C3. 3 detentions in a week automatically becomes a C4 – 1 hour after school detention. The teacher issuing the C3 sanction is responsible in carrying out the detention. Parents must be given 24hr notice.
C4	Fourth Negative Behaviour Student removed to SECLUSION AREA for the remainder of the lesson – currently Head teacher's office. C4 referral slip given to student to take to SMT member. One-hour detention after school issued by teacher for the following Wednesday (24hr notice must be given to parents) 3.45pm to 4.45pm and written in planner and coded C4. Contact made home by the member of staff concerned that day. Automatic – child placed on report with targets set by SMT/teacher/pupil. (forms with admin)
C5	Further disruption (i.e. refusal to leave classroom/failure to arrive at seclusion area. SMT alerted, student placed in Isolation Unit (reception waiting area) for the remainder of the day Contact made home as soon as possible. SMT to be made fully aware. Incident report form completed by referring teacher
C6	Further Disruption Head teacher directly involved and a meeting is planned with the parents initially and then including the pupil, to develop a contractual agreement for a probation period.

What is negative behaviour?

Reasons for C4

- Lack of homework - having made contact with parents and happening consistently (2 times in a row)
- Continuous disruption.
- Foul language.
- Refusal to follow instructions.
- Disrupting/bad behaviour during prayer times.
- 3 C3 detentions in a week
- Continuously throwing items - after 2 warnings

Report Card

The report card will have clear objectives set by SMT/teacher and students which will be stapled into the students' planner.

Report cards should be entered with the following codes:

✓ = Target met X = Target not met

C1

C2

C3

C4

Planners/Homework Diaries

- Students should have a planner with them at all times.
- A check to be carried out by Form Tutor every a.m. registration.
- Planners should be placed on tables during **every** lesson.
- If a student does not have a planner they should be referred to tutor.
- If a student leaves a lesson for any reason or is late leaving any lesson (unless they have a pass) the time, reason and staff initial must be put in the planner and they must carry it with them.

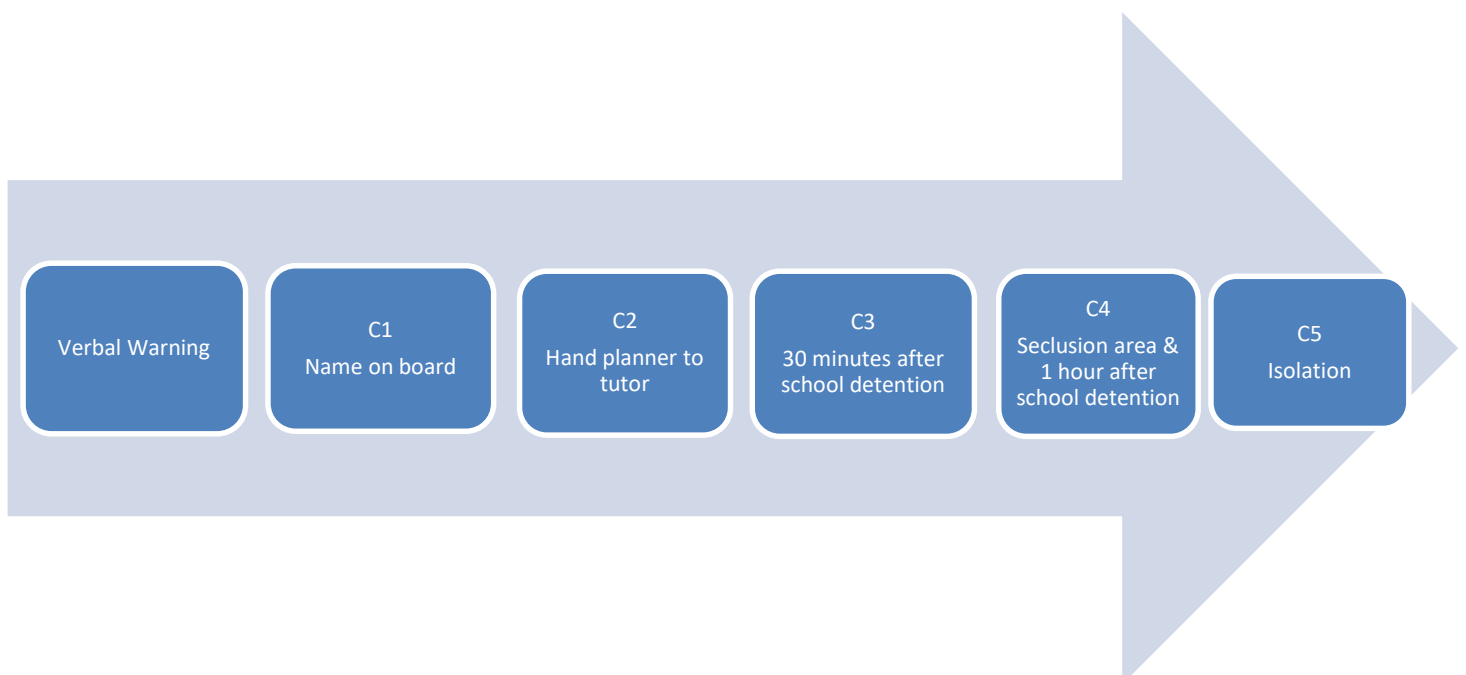
If a student misses a detention

- Check whether the student was present or absent from the school that day.
 - If absent, staff to re-arrange detention
 - If present, please inform tutor/head teacher.
- Students who miss detentions will be placed in the Seclusion area
- All C4 one-hour detentions to begin at 3.25pm. If a student arrives after 3.30pm they are late.
- In the case of a late, original detention must be served and an additional detention to be served in the next available break.

Mobile Phones

The use of mobile phones is **not permitted under any circumstances during the School day**. If a mobile phone is seen/used it is confiscated and taken to reception for storage until it can be collected by a named contact and a letter sent home. Mobiles phones can be handed into the school reception every morning for those that have authorisation from the school.

Behaviour Flow Chart



A Smoke-Free Academy

PROCEDURE FOR YEARS 7-11 STUDENTS FOUND SMOKING OR IN POSSESSION OF SMOKING MATERIALS AT THE ACADEMY

The Wisdom Academy is a smoke-free campus (buildings and grounds) as per Government legislation July 2007, regarding smoking in public places. However, should a student flout this legislation, the following procedures should be followed:

C6 – When caught - Parents invited to re-admission meeting with Head teacher.

Truancy

To ensure that the procedure for dealing with student truancy is robust and effective, the following guidance should be followed:

First Offence Parents informed. Student makes up the time missed during after-school detentions.

Second Offence Parents informed.

Student placed in the Seclusion area

Persistent Offences Inclusion will consider School Attendance

Panel meeting of SMT and Parents.

Possible escalation of action by School Leadership.