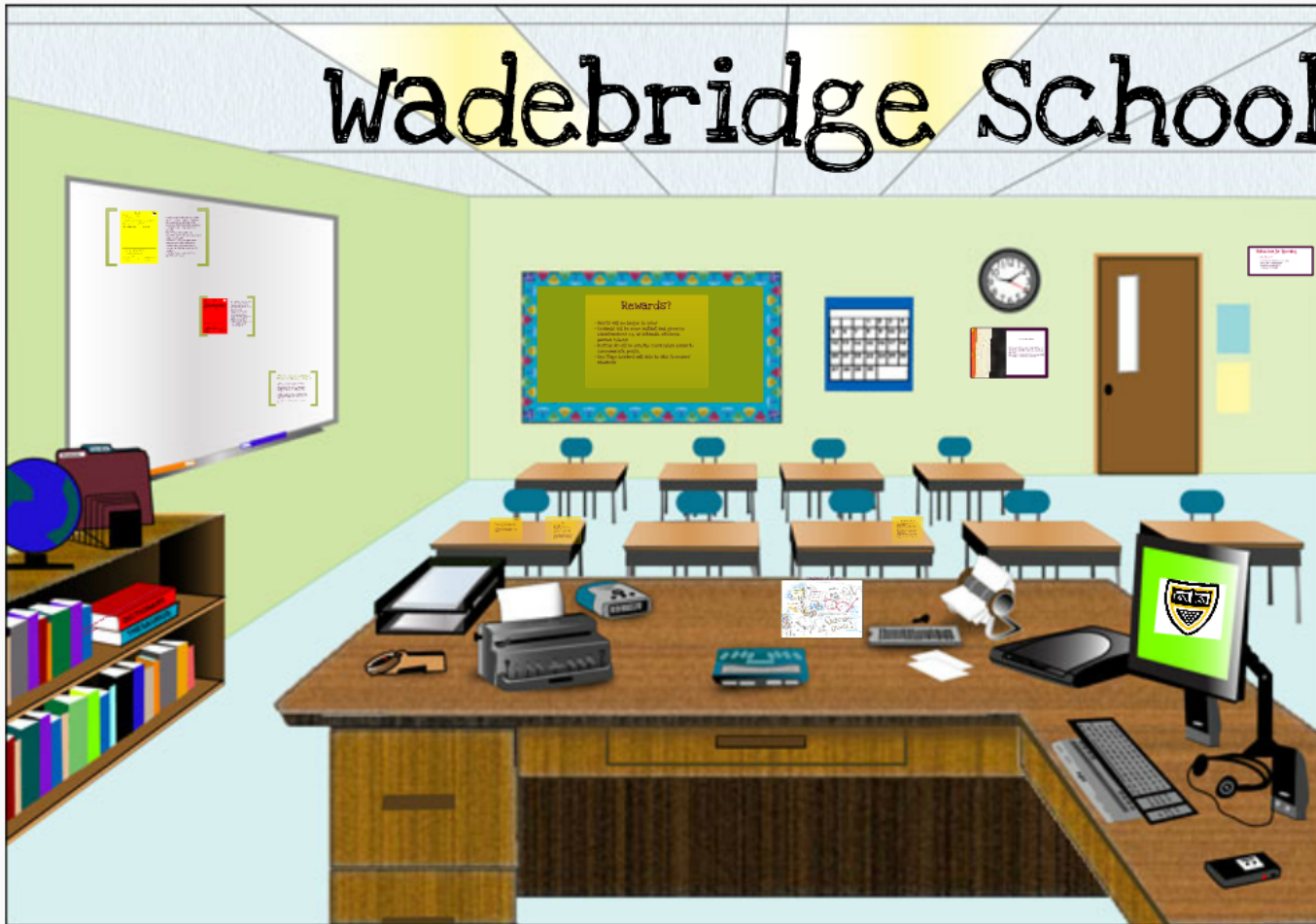


Wadebridge School



Wadebridge School



Behaviour for Learning

Why Change?

- Clear and consistent procedures
- Improved communication
- Greater accountability
- Evidence of Support

HOW YOU CAN BE **SUCCESSFUL**

HAVE ALL THE
EQUIPMENT
YOU WILL NEED

TAKE PART IN ALL
ACTIVITIES AND
PARTICIPATE FULLY

IF YOU'RE
STUCK
USE YOUR
INITIATIVE

TRY YOUR
HARDEST AT
ALL TIMES

RESPECT ALL
THINGS

TRY AND MAKE A
POSITIVE CONTRIBUTION
IN EVERY LESSON

ARRIVE TO
LESSONS ON TIME
AND BE READY TO
LEARN

**BE ATTENTIVE, ENTHUSIASTIC AND
MOTIVATED TO ALWAYS DO YOUR BEST**


CREATED BY THE STUDENT VOICE TEAM

Our non-negotiables

- Displayed in the corridors and classrooms
- To promote a positive ethos and climate for success
- To establish consistent expectations within the classroom and around school



YELLOW CARD



Name of student

Curriculum area:

Tutor Group:

Teacher:

BEHAVIOUR AFFECTING LEARNING:

I understand that my behaviour, as written above, is preventing learning and will not work for me. This behaviour will not be allowed to continue. I understand what it is that I am doing wrong and what needs to change.

Date:

Signed STUDENT:

My Behaviour will be monitored for the following number of lessons:

DATE	STUDENT BEHAVIOUR	TEACHER ACTION

Yellow card classroom teacher checklist

Shared information with tutor via red flag
(Info to include: Yellow Card/Behaviour affecting learning/Number of lessons)

Emailed Yellow Card@ to trigger letter home via admin team
(Info to include: Name/Behaviour affecting learning/Number of lessons)

☐

☐

Support intervention successful and monitoring ended: ☐

OR

Commencement of red card: ☐

->Email Yellow Card@ to trigger praise letter: Name/Successful/Date

Date:

->Now pass Yellow Card to CAL

- Teacher places student on a yellow card for a fixed number of lessons.
- The card will give details of the behaviour that is affecting learning.
- A letter is sent home to inform parents
- The teacher will monitor the student's behaviour each lesson and make a comment.
- At the end of the fixed period an assessment will be made as to whether the yellow card was a success or whether a red card is needed.
- A letter is sent home to inform parents either way

RED CARD



Name of student

Tutor Group:

Curriculum area:

Teacher:

BEHAVIOUR AFFECTING LEARNING:

I understand that my behaviour, as written above, continues to prevent learning and I have chosen not to respond to support and to make the changes that I have been asked to make. This behaviour will not be allowed to continue. I understand what it is that I am doing wrong and what needs to change now. I understand that if this behaviour continues it may put me at risk of Exclusion from Wadebridge School and will affect where I am placed on the Stages of Exclusion system.

Date:

Signed STUDENT:

DATE	CAL ACTION

If CAL sanction is parking then mediation must take place between class teacher and student before student is allowed back into lessons

Red card CAL checklist

CAL phoned home

☐

Emailed redcard@ to trigger letter home via admin team, cc'd in **tutor** only
(Info to include: Name/Behaviour affecting learning)

☐

Support intervention successful
and monitoring ended:

☐

OR

Commencement of support by
SLT link:

☐

->Email Red Card@ to trigger praise
letter: Name/Successful/Date

Date:

- Teachers inform the relevant CAL that a yellow card has failed to improve behaviour.
- The CAL decides whether a red card is required
- The behaviour affecting learning is noted and the action taken by the CAL
- A phone call home is made and a letter sent to follow up
- If this fails to improve behaviour then a member of the Senior Leadership Team becomes involved

Two or more red cards from different subjects ... Stage 1

This is referred to the Key Stage team and will see the student placed on stage 1 of the Stages of Exclusion.

The Key Stage would closely monitor the individuals at this stage and use a range of strategies to support a change in behaviour e.g. Red Flag Monitoring, Behaviour Contract

A student may also be placed on this stage for receiving a Fixed term exclusion (i.e. 1-5 days) or for a breach of the Behaviour for Learning Policy at the discretion of the Senior Team

A pupils placement on the Stages will be reviewed half termly.

Stage 2

- SLT along with the KS Team will monitor these pupils carefully and gather evidence in respect of their attitude and behaviour and the support that is provided.
- Each students' progress will be reviewed at the end of each half term, at which time a student may be moved up, down or remain the same on the Stages of Exclusion.

Stage 3

The final stage!

Repeated fixed term exclusions could lead to this stage

The process here will mirror that at Stage 2.

Decisions to be made about pupils placed at Wadebridge School e.g. Permanent Exclusion or Alternative Provision(Long Term)

Rewards?

- Merits will no longer be used
- Rewards will be more instant and given by classteachers e.g. Wristbands, stickers, passes, tokens
- Postcards will be used by curriculum areas to communicate praise
- Key Stage Leaders will also be able to reward students

Improving School Attendance

- Direct link between attendance and educational attainment
- Closer monitoring of attendance for all pupils with a targeted response for poor attendance
- Half termly assembly focused on Spiritual, Moral, Social and Cultural (SMSC) links to attending school
- Celebration of attendance and tutor group prizes
- Termly Key Stage draw for 100%'s to win an iPad Mini

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