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BEHAVIOUR & ATTENDANCE POLICY

Behaviour and Attendance Policy- A Summary

This policy describes Wey Education's approach to promoting positive behaviour, student engagement and full attendance. It supports our core purpose to:

- provide high quality, positive, accessible and flexible experience of learning within a school community inspiring all students to discover, develop and fulfil their potential and aspirations and to make outstanding progress in their learning.
- promote positive behaviour and full attendance as essential components of an effective teaching and learning experience.

This policy our key mission, values and objectives in relation to the creation of a positive learning environment and the promotion of excellent student conduct, within a wider framework of their personal development. It outlines our agreed Code of Conduct and the Behaviour system, a combination of praise and rewards, proportionate management techniques and support systems in place for all stakeholders. It outlines our Anti-Bullying policy in full.

This policy also summarises our approach to promoting good attendance and punctuality. It explains the importance of regular attendance and punctuality by all students and the commitment students, parents and staff make to securing high attendance. This means that we strongly discourage unavoidable absence, including shopping trips, non-urgent medical appointments and term-time holidays. Our School Charter asks of parents that they ensure their child is present for each lesson in full on their timetable each school day. At Wey Education, we promote good attendance by informing families of their child's attendance patterns and by celebrating good attendance in many ways. It details how we record and monitor attendance and authorised absence. It explains our multi-agency responsibilities regarding non-attendance and unexplained attendance and vulnerable students.

This policy should be read in close conjunction with our **Child Protection and Safeguarding policy**

- Appendix 1 – types of abuse
- Appendix 3 – specific safeguarding issues, including...
 - Child criminal exploitation -page 30
 - Child sexual exploitation – Page 30-31
 - students at risk of exposure to radicalisation / extremism = page 33-35

This policy should also be read in close conjunction with our **Online Safety policy**

This policy should also be read in close conjunction with our policy on **Exclusions**.

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1. Purpose of the Behaviour and Attendance policy

This policy describes Wey Education's approach to promoting positive behaviour, student engagement and full attendance. It supports our core purpose to:

- provide high quality, positive, accessible and flexible experience of learning within a school community inspiring all students to discover, develop and fulfil their potential and aspirations and to make outstanding progress in their learning.
- promote positive behaviour and full attendance as essential components of an effective teaching and learning experience.

2 Our mission and commitment

Wey Education is committed to the promotion of positive behaviour at InterHigh and Academy 21, to maximising attendance for all pupils and to supporting pupils to develop their social, emotional and behavioural skills. We are committed to ensuring that InterHigh and Academy 21 provide online environments that are free from bullying. We seek to promote high attendance, whilst recognising that for some of our students who present with additional needs, we will need to adopt a flexible approach that best suits their needs.

This policy provides the framework within which all staff, pupils, parents and carers are committed to the development and maintenance of an environment where learning will flourish enabling students to develop their intellectual curiosity into a love of learning within a highly digitised 21st century world.

Our mission within this rapidly evolving global and digital age is to use the technology of today to ensure pupils develop the skills, competencies, values and academic success to become influential citizens of tomorrow.

3. Our key values

As we seek to fulfil this mission and commitment to our students, we have some key values that underpin our work. These are to:

- meet the educational, social and behavioural needs of individual pupils
- have a fully inclusive approach to all pupils regardless of their abilities or background
- promote creativity, self-esteem, respect for oneself, respect for others and respect for the school environment
- create a safe, secure but open community where everyone is encouraged to contribute.

These values inform the behaviour of all members of the school community and will form the basis upon which the school seeks the support and assistance of parents, carers and supporting agencies.

4. Our policy objectives

The objectives of this policy are to help develop:


- positive behaviour, high attendance for all pupils and an online environment free from bullying
- an online school environment which encourages pupils to attend regularly and participate fully
- pupils' social, emotional and behavioural skills
- an ethos of positivity, mutual support and community
- pupils' sense of being part of a community in which one needs to behave well
- a well-designed, relevant curriculum that reflects how children learn within an online environment
- teaching styles that accommodate individual learning needs and preferences
- systems to recognise and reward positive behaviour and engagement
- a tendency by all staff to reflect on their behaviour management approach
- full understanding of this policy through regular support and online appraisal opportunities
- appropriate induction and training in behaviour management within an online classroom
 - a culture of reflection, such that implementation of this policy is regularly monitored and evaluated.

5. Roles and responsibilities

Wey Education promotes excellent attendance and behaviour by placing the student at the centre of our community and by ensuring that all those people that are engaged in the education and welfare of the pupil are encouraged to take a close interest in the development, learning, progress and achievements of the pupil.

All stakeholders within Wey Education have a role to play in promoting excellent attendance and behaviour:

Associate Deans – by developing an appropriate ethos, strategies and policies which ensure that excellent attendance and behaviour are at the heart of the school; recruiting staff who are



committed to excellence and who will make a positive contribution to the school and individual pupils; ensuring high standards from all staff with particular emphasis on developing a rigorous appraisal policy that is underpinned with a culture of positive support and excellent training; ensuring reward systems are in place that value and encourage excellent attendance and behaviour.

Heads of Faculty and Senior Leaders of Learning - by leading of the implementation of this policy and modelling high standards of punctuality, attendance and behaviour. As leaders at Wey Education, they will support their colleague leaders of learning in ensuring that this policy is implemented fairly, consistently and robustly.

Leaders of learning – by modelling high standards of punctuality, attendance and behaviour; using the most appropriate method of teaching drawing on pupils’ experiences and valuing their contributions; ensuring pupils have classroom experiences that are stimulating with high standards expected; providing opportunities for personal development through extended curricular activities; ensuring pastoral support time is always available; ensuring explicit, regular praise and reward are used for all types of achievement; liaising regularly with parents, school and LA mentors.

Pastoral and Support staff – by providing instant access to up to date attendance data for personal tutors, schools and parents/carers by updating records daily; responding quickly and positively to any pastoral issues; responding quickly and positively to any parental, school or mentor concerns; checking online data regularly to inform mentor if problems arising; liaising with leaders of learning to check on progress if concern alerted; meeting regularly with parent schools or LA mentor to review the progress of pupil; supporting any specific requests from the pupil, parent, client to ensure attendance not affected by technical or other issues.

Pupils – by ensuring they are equipped and punctual for all lessons; informing staff if they experience any technical issues; providing support to their peers through activities and sharing; respecting and valuing their peers and their peers’ opinions and tolerating those with differing views; listening to other pupils and staff; taking responsibility for their actions and to always try to act calmly when expressing an opinion.


Parents and carers - by encouraging their child to attend regularly; supporting the values and expectations of Wey Education; taking an active interest in their child’s work and progress; informing support staff of any important information about their child; supporting assignment and coursework requests from our leaders of learning.

6. Our Code of Conduct

The Code of Conduct informs pupils about the expectations we have of their behaviour, the way these expectations will be rewarded, and the response pupils can expect if they choose not to meet the expectations.

Our Code of Conduct is based on respect for self, for others and the environment. It is designed to encourage pupils to develop responsibility for their behaviour and attendance.

The key principles behind the Code of Conduct are:

- to treat other people with respect and consideration;
 - to take responsibility for our own learning, attendance and behaviour and to strive for improvement in these key areas of their development;
 - to take an active part in making sure that we behave in a safe way within our school environment.
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Code of Conduct for Students: every student will:

contribute to a well-ordered online learning environment by:

- Page
- bringing the right equipment and ensuring I am logged in and ready for each lesson
 - arriving punctually to registration and all lessons in full
 - listening to and cooperating with leaders of learning by listening, working hard and by completing all work set to the best of my ability, meeting all deadlines
 - meeting the expectations of our behaviour policy by behaving well in lessons and other activities, by showing respect and courtesy to others and by participating fully in school life
 - ensure that their contributions to the lesson via chat box, microphone or on the whiteboard are to be positive, constructive and focused on the learning objectives of the lesson

show respect for others by

- being polite and courteous to each other and refraining from bullying and name-calling
- being polite, courteous and honest with staff and listening to and carrying out instructions

act in a responsible manner by

- doing nothing to endanger a healthy, safe and secure online environment
- using the internet and social media in a safe, appropriate and positive way and by not taking part in any form of 'cyber-bullying' (that which takes place online or through smartphones and tablets on social networking sites, messaging apps, gaming site and chat rooms)
- letting an adult know promptly if I have any concerns or problem

The Code of Conduct will be made available to parents/carers for information and forms part of the Parents and Learner Charters.

7. Our behaviour and attendance management system focuses on three key areas:

- a) Praise and Rewards**
- b) Behaviour management techniques**
- c) Support systems**

(a) Praise and rewards

Frequent praise and reward for achievement is a key feature of teaching and learning at InterHigh and Academy21 so that pupils receive recognition for their positive contributions to school life.

Positive contributions to school life might include:

- school work and effort
- extra-curricular work and effort
- positive behaviour such as showing respect to others or helping others
- punctuality to lessons
- regular attendance
- individual progress

The school will use informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards (such as certificates, school credits and digital badges) for the positive contributions as mentioned above.

The value of regular attendance is highlighted using rewards for high attendance rates and this is often supported by the local authority or parent school.

(b) Behaviour management techniques

We intend to model the culture we wish to see at InterHigh and Academy 21. We will focus on quality first teaching to maximise the potential for good behaviour. However, if necessary, we will deploy techniques aimed at helping pupils make appropriate choices about their behaviour and attendance. They are always applied consistently and there are some simple features which characterise a technique of this kind being used:

- it is behaviour that is the focus;
- the technique is accompanied by an explanation of why it has been applied;
- the technique is accompanied by an explanation of what is required to avoid further action being taken.

To simplify the process of applying behaviour management techniques, we have identified five separate stages of inappropriate behaviour that will require a particular response:

Stage 1 – General misbehaviour managed by the leader of learning

Example: Inappropriate language or comment to the leader of learning/peer

Behaviour management technique: reminder by the leader of learning that this is inappropriate behaviour

Stage 2 – Repeated misbehaviour managed by the leader of learning

Example: Repeated incidents of inappropriate language or comment to the leader of learning/peer

Behaviour management technique: removal of messaging, voice or whiteboard tools for period e.g. 2 minutes. Parents would be informed if incidents are repeating.

Stage 3 – More serious misbehaviour which may endanger the safety of the person or their peers or disrupt the smooth running of the classroom

Example: Sharing of personal information, repeated interruptions that have not been resolved through sanctions imposed at Stage 1 or Stage 2.

Behaviour management technique: removal from the classroom for the remainder of that day and mentor/parent contacted. Discussion about appropriate action with mentor including

informing parents/carer. If the disruption continues upon return, the individual is removed from their timetable for an agreed amount of time of good behaviour before we consider putting it back on their timetable. Pastoral/HoF must inform parents with reason.

Stage 4 – **Very serious misbehaviour** requiring the intervention of Head of Faculty and Associate Dean.

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Example: Continued sharing of personal information; repeated interruptions/personal abuse that have not been resolved through sanctions imposed at Stage 1,2 or 3; serious data protection issue such as hacking into personal database.

Behaviour management technique: discussion about appropriate action with mentor including informing parents/carer and consideration of a fixed-term exclusion although this is only taken as a last resort.

Stage 5 – **Continued very serious misbehaviour** requiring the intervention of the Associate Dean / Executive Director of Education.

Example: Continued sharing of personal information; repeated interruptions/personal abuse that have not been resolved through sanctions imposed at Stage 1,2, 3 or 4; serious data protection issue such as hacking into our databases.

Behaviour management technique: discussion about whether the placement in an online school is appropriate with parent and carer and where appropriate, mentor, parent school and LA. In this circumstance, a permanent exclusion may need to be considered.

(c) Support

Our support systems

Support systems for the pupil: Wey Education is committed to equal opportunities for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to pupils to meet their needs.

This support for the pupil might include: - regular scheduled weekly pastoral reviews; - daily register and attendance check; - particular support for pupils returning after a significant period of absence; - contact with parents/carers in the early stages of a problem; - support from the parent school / LA mentor; - referrals for specialist advice;

Support systems for staff: all staff have a responsibility to promote and maintain positive behaviour and full attendance in school. Guidance is provided for staff on strategies they can employ to promote positive behaviour and attendance and respond to misbehaviour or absence. Staff can seek support and advice from a variety of sources within InterHigh and Academy 21. This 'low level' support is encouraged actively because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from subject leaders or the management team.

Wey Education further supports staff through continuing professional development and training whether on an individual or whole staff basis.

Support systems for parents: Wey Education is keen to facilitate effective and on-going parent/carer support for all its policies and practices. We operate a very open community and encourage dialogue and discussion at any time with parents and carers.

Parents and carers who express concern to a leader of learning or Health and Well-Being staff about their child are offered additional support as is required.

If our staff do have concerns about a pupil's behaviour and attendance, the parents and carers will be informed about these concerns at the earliest opportunity and invited to discuss solutions to the problem. This process will always respect the opinions and situation of the family, pupil and the parent (and where appropriate, the school / LA mentor). The school also provides opportunities for parents and carers to contribute to the Wey Education's policy and strategies for promoting positive behaviour and attendance and are always open to suggestions about how we can improve our practices.

8. Excluding a student

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy. Relevant information is shared with members of staff, leaders and Academic Council members on a general and individual basis to better inform decision making, and to assist in meeting the educational needs of all students at the school. A decision to exclude will be taken only: • In response to serious breaches of the school's behaviour policy and contract between the family and Wey Education; and • If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

See Exclusions Policy

9. Anti-Bullying

Rationale

Bullying is a problem. It exists in all schools and many other institutions and organisations. Bullying enjoys a high profile in the media with frequent programmes/articles devoted to the subject. Bullying overflows into schools from the local community and vice versa. It is therefore vital that we work with students, parents, staff and the wider community to promote positive relationships, identify, and tackle bullying (including cyber-bullying) appropriately. Specifically, 'cyber-bullying' is that which takes place online or through smartphones and tablets on social networking sites, messaging apps, gaming site and chat rooms.

Scope

We at Wey Education have committed to drawing up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. We see the duties as extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so because one or more of our students is affected. Schools have a duty to 'safeguard' and promote the welfare of pupils (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

Aims

This policy aims to:

- demonstrate that the school takes bullying seriously and that it will not be tolerated;
- set out measures to prevent all forms of bullying in the school and on off-site activities;
- support students in helping them keep themselves and others safe from bullying
- support everyone in the actions taken to identify and protect those who might be bullied;
- demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying;

- ensure that incidents of bullying are dealt with through the Behaviour policy;
- promote an environment where it is not an offence to tell someone about bullying;
- promote positive attitudes in students;

Definitions and Principles

Page | 10 **Definitions**

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period. It always reflects an abuse of power.

Bullying behaviour can include;

- Physical aggression such as hitting, kicking, taking or damaging possessions;
- Verbal aggression such as name-calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls;
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or their family.
- Racial, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality.
- Cyberbullying is a recent addition to this list and includes using text, email or webspace and social media to write or say hurtful things (see separate E-Safety policy). Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults.

Principles

At Wey Education, we believe that everyone has the right to learn and work, in an online environment where they feel safe and that is free from harassment or bullying. As a community of students, staff and parents, we believe bullying should not be tolerated. We strive to be most effective in tackling bullying by following the guidelines listed below.

Guidelines for students, staff, parents and the wider community on action to be taken if bullying occurs.

Students and parents

The key message given to students and parents is that they must report bullying - if we know about bullying then we can, and will, tackle it. We will use strategies to ensure that students and parents are aware of bullying and what they should do if bullying occurs. The Health and Well-being team will manage and deal with any reports and incidents immediately in the school day or as soon as feasibly possible.

Preventative action

Bullying and abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We encourage students to routinely be alert themselves, as well as staff, to any potential incidences of such activity; alert to the fact that one’s words or actions can have a detrimental effect on other students. This involves students knowing about the needs of others; for example, how inappropriate words and actions may affect a young person with anorexia. This message is routinely reinforced through tutor sessions, assemblies and lessons. We encourage students to help keep themselves and those around them safe by being alert in this way and by promptly reporting any issues through the channels available to them.

Staff

We commit raising awareness, monitoring, reporting, taking action and escalating concerns.

Early identification and response

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When bullying is reported it is always investigated and action taken. This action may be as simple as getting the students together to resolve an issue or giving a student a formal warning. Health and Well-being Co-Ordinators, personal tutors and subject staff are often involved at this level.

Escalation

If the bullying continues, or a serious incident takes place then higher-level action will be taken. The Designated Safeguarding Lead will act at this stage to investigate the incident, usually taking witness statements. Where necessary, bullying incidents, once confirmed, may lead to the use of sanctions at Stages 3-5 as referred to in this policy. We will work in three ways - to support the victim, to address the bully (who may require support as well as sanctions) and to raise awareness more widely across InterHigh and Academy 21 through the curriculum.

Follow up meetings are used to monitor the success of any action, and additional support – mentoring, use of outside agencies – may be arranged. Incident forms and details of any action taken are kept on student files to build up evidence which could lead to students being permanently excluded for bullying as a Stage 5 sanction decision.

All racist incidents are investigated and recorded by the Health and Well-Being Co-ordinators. Staff in curriculum areas, and form tutors, should seek to promote group work and problem-solving activities to raise awareness of bullying issues.

The Wider Community and Social Media


Incidents which occur outside school are also tackled if they involve students from InterHigh or Academy 21 School. This has included identifying students, contacting their parents on behalf of members of the community or liaising with the police. An area of development is encouraging parents to take responsibility for tackling bullying in the home – particularly text and email messaging. Health and Well-Being staff are beginning to have discussions with parents about limiting time on social networking sites, switching off mobiles, changing numbers and not giving 'friends' numbers etc.

Monitoring and review to reduce the likelihood of bullying occurring. The Head of Health and Well-Being and Health and Well-Being Co-Ordinators will meet regularly with key members of staff to discuss 'vulnerable' students and monitor their progress. Students are identified to attend support programmes and peer mentoring. Through this pattern of meetings, staff understand and remain alert to the different types of bullying and evidence of their occurrence in the school and the community.

10. Monitoring and review

To ensure that high standards of behaviour and attendance at InterHigh and Academy 21 are maintained, Wey Education has systems for monitoring behaviour and attendance including punctuality to lessons.

These systems include monitoring the behaviour and attendance, achievements and progress of individual pupils so that actions to promote positive behaviour.



Behaviour and attendance are reviewed and analysed regularly within Wey Education to inform action planning at an individual, class or whole school level. This includes such data as: - referrals to pastoral staff; - misbehaviour recorded in class at Stages 1-5; - referrals for additional support; - use of praise and credit system; - the credit system and awards shop; - parental contact.

11. Attendance

At Wey Education, we provide an alternative choice for families who have opted to look beyond the traditional bricks and mortar school. They select our schools for a myriad of reasons and we try to offer maximum flexibility, especially given the significant proportion of students who present with additional needs.

Promoting and monitoring attendance

The Education Act states that parents and carers must ensure that their child of school age receives a suitable education. If they have selected to send their child to be educated with us, families and the school need to work together to ensure that attendance is high, since this promotes safety and leads to high achievement. This means that we strongly discourage unavoidable absence, including shopping trips, non-urgent medical appointments and term-time holidays. Our School Charter asks of parents that they ensure their child is present for each lesson in full on their timetable each school day. At Wey Education, we promote good attendance by informing families of their child's attendance patterns and by celebrating good attendance in many ways. Attendance registers are kept automatically (see below) and absence is carefully monitored. Parents can monitor attendance through their Parent Portal and Teachers will raise concerns about persistence absence in their lessons.

Attendance procedures

School Attendance, Conduct and Expectation


Lesson Registration

Attendance and punctuality will be recorded for every lesson. We encourage Parents/Guardians to monitor attendance via the parent portal.

If students are in a lesson and do not respond to a leader of learning's questions or texts, then the leader of learning will log them out of the lesson. This is because the leader of learning need to know that all students in the lessons are taking part, rather than just logging in. Every student is expected to respond to the leader of learning using at least the private text function in the classrooms.

If students are experiencing technical issues, they should consult IT support, so they can try to rectify the issue.

Every student is required to have a working microphone for every lesson. It is very important for the interactive nature of our lessons. The National Curriculum also includes elements of Speaking and Listening, so all pupils are encouraged to use their microphones regularly. If for any reason, students are unable to speak on the microphone then the Health and Well-Being team must be informed via email. Parents can request a microphone exemption for students. Students with a microphone exemption are welcome to speak on the microphone when they feel comfortable but will not directly be asked questions by the leader of learning.



Automated Attendance

To promote seamless attendance record-keeping, we have introduced a system of automated attendance. The system works using the following criteria:

- If a student joins a lesson within the first 10 minutes, they will be marked as present.
- If the student joins a lesson after the first 10 minutes they will be marked as late.
- If a parent or member of staff has updated the register with a student absence, this will be ignored by the system and not overwritten.
- The system will monitor attendance on the hour every hour to ensure the register is updated accordingly.

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Authorised Absence

Absences need to be reported by a Parent/ Guardian through the parent portal. This will then be logged on the register. Any unauthorised absences that continue for up to 5 days, where there has been no contact from a Parent or Guardian, will be investigated to ensure there are no evidence safeguarding concerns about the student's whereabouts. The relevant parent / carer will be contacted by telephone / registered email address if we receive no direct contact from the family within five days of the first day of absence. If students miss a lesson for any reason, they can catch up via the lesson recording. Lesson recordings and resources will remain available throughout the year for students to access.

Lateness

Students must strive to attend lessons on time. Students that arrive within the first 10 minutes of class will be marked as present. Anyone arriving after the first 10 minutes will be marked as late on the register. Teachers will raise concerns with Parents if a student is consistently late to classes. Lateness does disrupt the class and has a negative impact on learning. The Parents and Learner Charters ask Students and Parents to ensure they are on time for lessons.

Lesson Timetables

All pupils are expected to attend every lesson on their timetable. No subject is compulsory, students can drop subjects at the written request by Parents/Guardians to admin@interhigh.co.uk

12. Attendance and safeguarding

Wey will endeavour to contribute effectively and efficiently to any inter-agency cases in line with the requirements set out in 'Working Together to Safeguard Children' (February 2019). Wey will strive to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance and written reports at initial case conferences, core groups and safeguarding review conferences. Wey shall notify the relevant Children and Family Services team in the relevant local authority if:

- It should have to exclude a pupil on the safeguarding register (whether fixed term or permanently)
- There is an unexplained absence of a pupil on the child protection register of more than one day duration from school or as agreed.
- There is unexplained and sudden withdrawal of a student from the roll, where we have had safeguarding concerns about the student involved.

