



St Wilfrid's
Church of England Academy

Behaviour for Learning Policy

Statutory Policy

Created by: Mrs V Michael, Mrs S Stamford, Mr P Lewis, Mr N Ashman, Mrs N Pyper-Mann, Mrs G Rees and Mrs H Cass

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For public viewing

Link to other policies:

- Anti-bullying
- Uniform
- Attendance and Punctuality
- Safeguarding/Child Protection
- Acceptable use of Mobile Devices
- Self-harm
- Social Media
- E-safety
- Mobile Phone

St. Wilfrid's C of E Academy



Behaviour for Learning Policy

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1. Our Values

I have come that they may have life, and have it to the full. John 10v10 (NIV)

The Academy holds the following values at the heart of all we do:

- Learn – Wisdom**
- Inspire – Hope**
- Value – Love**
- Experience – Koinonia**

These values hold true to the Christian ethos of the Academy community. We are constantly striving for all to *Live Life to the Full*.

<p><u>Wisdom:</u> <i>Our students are taught to make wise choices which lead them to experience success and develop their independence and resilience.</i></p>	<p><u>Hope:</u> <i>Our students experience success and are inspired to work with staff to make the Academy a positive environment for all. Our students and staff are supported to take care of their wellbeing.</i></p>
<p>Wise students:</p> <ul style="list-style-type: none"> • Develop a positive attitude to learning by applying themselves fully in every lesson; • Take responsibility for their own learning; • Respond to feedback from teachers and upgrade work so that it reflects their true potential; • Complete all homework; • Follow instructions from staff in St. Wilfrid's the first time; • Abide by the Academy's iPad acceptable use policy to keep myself and others safe; • Act responsibly when using devices to study, access online content or complete homework; • Use social media in a responsible way; • Organise themselves for the school day. 	<p>Hopeful students:</p> <ul style="list-style-type: none"> • Feel positive about themselves and the Academy; • Have high expectations for themselves; • Approach every lesson with a positive attitude to learning; • Strive for outstanding attendance (97% and above) and punctuality; • Attend any intervention as required before, during or after school; • Exhibit resilient behaviours and overcome difficulties; • Look beyond the Academy to support the needs of others and to have ambition for their future.
<p><u>Love:</u> <i>Our staff and students demonstrate the values of respect, tolerance, forgiveness, compassion and appreciate the diversity and difference within our community.</i></p>	<p><u>Koinonia:</u> <i>Our Academy community is built upon fellowship where students are leaders and all members are working towards fairness, positivity, respect and we have clear communication of our expectations to all.</i></p>
<p>Loving students:</p> <ul style="list-style-type: none"> • Care for St. Wilfrid's environment and accept appropriate sanctions and rewards; • Respect and support the actions of Academy leaders; • Promote positive relationships at all times; • Inform a member of staff if they see or hear any behaviour which upsets or demeans themselves or others; • Respect the rights of other students to learn. 	<p>Community-driven students:</p> <ul style="list-style-type: none"> • Understand what it means to be part a Church of England Academy and to embrace St Wilfrid's values; • Participate in all acts of collective Worship in St. Wilfrid's; • Contribute to the wider-life of the Academy; • Respect the right of all to be valued equally within the community of St. Wilfrid's; • Share opinions when asked.

This policy aims to outline how the Academy's processes and procedures enable the above values to be enacted and lived-out by all.

2. Rewards

We believe in celebrating and rewarding our students for demonstrating the positive values on which our Academy is founded. Our students are encouraged to strive towards greater pride in their achievements which will be recognised by a range of accolades.

a. Merits

Merits will be awarded by staff in recognition of demonstration of positive values under the categories below:

LEARN (WISDOM)	INSPIRE (Hope)	VALUE (Love)	EXPERIENCE (Koinonia)
<ul style="list-style-type: none">• Homework• Classwork• Attitude to Learning• Collaborative teamwork	<ul style="list-style-type: none">• Representing Academy• Student leadership• Bravery• Charity	<ul style="list-style-type: none">• Respect for others• Emotional support of others	<ul style="list-style-type: none">• Volunteering through service• Respect for environment• Helpfulness• Extra-curricular• House• Faith


b. Additional Rewards

Additional rewards to recognise sustained exemplary behaviour and exceptional conduct will be awarded. This includes Fantastic 50 for positive Attitude to Learning, Attendance and Punctuality which links with our termly reporting system, where parents will receive a detailed student report three times a year. Other examples of recognition for exemplary behaviour and achievement are postcards, letters and phone calls home; celebration events, some of which parents may be invited to; badges and certificates linked to achievements; educational and extra-curricular visits.

3. Sanctions

When behaviour falls short of the Academy's high expectations, staff follow a clear and fair procedure for implementing consequences and sanctions. Serious breaches of the behaviour policy will be investigated by senior leaders to ensure fairness and consistent application of sanctions. A full and detailed list of misbehaviours and their subsequent sanctions can be found in the appendices of this document.

Sanctions and consequences are issued to students in the following tiered approach:



Consequence 1, 2, 3	1. The classroom teacher will use three warnings known as “Consequence 1, 2 and 3” (C1, C2, C3) to address poor behaviour within lesson time. The classroom teacher will be supported by the Learning Area Co-ordinator if further sanction is required.
Lunchtime detention	2. The classroom teacher or Learning Area Co-ordinator will issue lunchtime detentions if behaviour does not improve following the above sanction.
POD Lunchtime detention	3. Duty staff and POD staff will issue a POD lunchtime detention for lateness to the Academy, failing punctuality to lessons report or inappropriate behaviour out of the classroom
Academy service detention	4. POD staff and senior leaders will issue community service detentions after school for littering, vandalism, chewing gum, or other damage to Academy property due to poor choices.
Key stage detention	5. POD staff and senior leaders will issue after school key stage detentions for failure to attend above sanctions or for persistent poor behaviour in lessons or poor choices out of lesson time.
Strategy detention	6. Senior leaders will issue after school ‘Strategy’ detentions for serious breaches of the behaviour policy or lack of engagement with sanctions listed above.
Internal Suspension	7. Senior leaders will place students into our internal suspension unit (known as ‘Reflect’) for persistent non-engagement with the sanctions listed above and for serious breaches of the behaviour policy (a full list of the behaviours which trigger an internal suspension can be found in the appendices).
Suspension	8. The Principal will issue a suspension to provide a clear signal of what is unacceptable behaviour in line with our Academy policy and to show a student that their current behaviour is putting them at risk of permanent exclusion (a full list of behaviours which trigger a suspension can be found in the appendices).
Permanent Exclusions	9. The Principal can permanently exclude a student if there is a serious breach or persistent breaches of the Academy’s behaviour policy or where allowing the student to remain within the Academy would seriously harm the education or welfare of themselves or others (a full list of behaviours which trigger a permanent exclusion can be found in the appendices).

4. Banned Items

Some items are not suitable in a school setting and as such are banned items within the Academy. Below is a list of banned items. **The list below is not exhaustive and is open to amendment at any time by the Principal. The Principal reserves the right to forbid students from bringing to school articles that may be potentially dangerous or undesirable.**

- Chewing gum and sweets
- Energy or fizzy drinks
- Aerosols

- Smoking paraphernalia including lighters, matches, tobacco, cigarettes, filter and papers, e-cigarettes and associated vaping fluids
- Any other items that could be deemed dangerous.

A student found **in possession of (either on their person or in their bag or locker), or who is found to have supplied, sold or used such items** within the Academy, its grounds, whilst wearing Academy uniform or on a visit organised by the Academy, will be in serious breach of Academy rules and may face the ultimate sanction of permanent exclusion.

Students should not look after items from the banned list for any student. If asked to do so, they should report the matter immediately to the relevant POD. If a student accepts banned items from another student, they will be in breach of the Behaviour for Learning Policy and subject to appropriate sanctions.

The relevant Academy Leader, along an additional staff member, will usually conduct a search. Searches will be non-invasive and searching students' possessions includes searching their bag, kit bag, any electronic devices and other belongings they may have with them. Where a student refuses a search, this will be a disciplinary matter in itself. The Principal may deem it necessary to involve the Police in a search.

It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. However, every effort will be made to contact the parent/carer following a search adhering to [guidance from the DfE](#). The items confiscated, except those considered to be offensive or illegal, will be available for collection by the parents/carers. Illegal or offensive items confiscated during a search will be made available for the Police to collect

5. Use of Reasonable Force

In the Academy, staff should refrain from the use of reasonable force, unless it is for two main purposes; namely to:

- control students; or
- restrain students from injuring themselves or others.

A member of staff must not feel compelled to use physical restraint because it can place that member of staff in a vulnerable situation. Reasonable force can only be justified in the circumstances outlined below. Staff will need to familiarise themselves with these circumstances and have a responsibility to follow these guidelines. Within the Academy, force is a last resort after all other behaviour management strategies have failed or when students, staff or property are at risk of harm.

Reasonable force covers a range of actions that members of Academy staff may use that involves a degree of physical contact with students. Guidelines refer to, 'any member of staff at the school and any other person, whom the Principal has authorised to have control or charge of students' ([DfE Guidelines on Use of Reasonable Force July 2013](#); [Behaviour and discipline in schools, advice for headteachers and school staff – updated Jan 2016](#)). In reference to the Academy, it does not include volunteers or parents, except in exceptional circumstances as defined by the Principal or when acting *in loco parentis*.

The term **reasonable** means no more force than is necessary given the circumstances.

Control refers to either passive physical contact, such as standing between students or blocking a student's path, or active physical contact, such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is for more extreme circumstances, for example, when two students are fighting and refuse to separate without physical intervention. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring a student.

The decision on whether to intervene physically is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. There is a legal duty for staff to make reasonable adjustments for disabled children and children with special educational needs. In addition, due thought should be given to the age and gender of the student(s) concerned. Even then, force should be at a minimum to achieve the desired outcome. Where possible, staff should summon the assistance of another member of staff before intervening.

Below are examples of when reasonable force may be used to prevent a student:

- attacking a member of staff, another student or students, or to stop a fight between two or more students;
- causing deliberate damage to property;
- causing injury or damage by accident, rough play or misuse of dangerous materials or objects;
- behaving in a way that seriously disrupts a lesson, sporting event or school visit;
- from self-harm or placing him/herself at risk; or
- committing a criminal offence. In this event, the Academy will make a professional judgement concerning the involvement of the police.

The most appropriate action might be to remove other children from the situation who are co-operative, rather than trying to remove an agitated student.

For the purposes of clarity, physical intervention may involve:

- stepping between students;
- blocking a student's path;
- escorting a student;
- herding a student away.

Where physical intervention has been necessary to manage a student, the Principal and Vice Principal for Safeguarding will be informed and a written, central record kept and managed by the Principal's PA. The Academy will endeavour to inform parents as soon as possible if such physical intervention has been necessary.

If a student complains about the use of force on them, the Academy will investigate in line with the guidelines set out in [DfE Guidelines on Use of Reasonable Force July 2013](#)

Behaviour Monitoring System

Where issues continue after the above protocol, a traffic light system of behaviour monitoring helps support and modify student behaviour.

The monitoring system works by setting targets (a maximum of 3) for the student to reach in each lesson with a focus on Attitude to Learning.

It is the student's responsibility to keep this report card safe, take it home at the end of each day and ensure their parent/carer signs it. Students will receive a score dependent on whether they have met targets related to attitude to learning and behaviour in lesson.

The levels are as follows:

- **Green Monitoring Report** - initiated and monitored by the form tutor for an initial period of 3 weeks or until an improvement in behaviour occurs. If a student is on green monitoring, the form tutor must log this on SIMS and will notify parents.
- **Amber Monitoring Report** – initiated and monitored by Year Managers, this is for students who have not made the necessary improvement on green monitoring or for students who have behaved in a way that needs continued POD intervention making a green monitoring system unsuitable. Students on Amber monitoring report will need to check in with their Year Manager at specific times during the day as set out by the relevant Year Manager.
- **Red Monitoring Report** – initiated and monitored by the Assistant Principal attached to the relevant POD. Students may go on red monitoring for failing to make improvements at amber monitoring stage, or because they have been involved in a serious breach of discipline or have returned from a period of fixed-term suspension. Students on Amber monitoring report will need to check in with the Assistant Principal at specific times during the day as set out by the relevant Assistant Principal.

Students who fail to respond to the monitoring system, will see an escalation of sanctions in accordance with the Behaviour for Learning protocol.

Internal Suspension

Within the Academy, we refer to our internal suspension unit as *Reflect*. The purpose of this level of sanction is to provide our students with the opportunity to reflect upon their poor choices and the impact this has had on themselves and the Academy community.

The following behaviours will result in a referral to Reflect but this is not an exhaustive list:

- failure to complete Strategy detention
- continued disruption to lessons; - 3 C3s plus in one day
- defiant behaviour or refusal to follow a reasonable request from duty staff;
- aggressive or threatening behaviour towards another student;
- harassment of others (for example racism, homophobia, etc)
- bullying;
- theft;
- fighting;
- verbal abuse to/about a member of staff;
- wilful damage to Academy property or vandalism;
- Inappropriate use of social media or e-safety breaches that impacts Academy life

- repeated truancy;
- bringing the Academy into disrepute through actions outside of school;
- extreme uniform breaches;
- Any other behaviours deemed significant by SLT.

Post-Internal Suspension Interventions

For students referred to Reflect on more than one occasion in a term, Year Managers will complete an Early Intervention Student Support Plan with the student and their parents/carers.

Students will also be placed on Amber Monitoring Report card.

When suspended for behaviours relating to hate crimes, e-safety, or for any other offence where Year Managers see fit, appropriate rehabilitative activities will be offered.

Other types of intervention from external agencies may be sought or put in place following discussion with parents and the student, for example anger management referrals, social skills intervention groups.

Suspensions

On rare occasions, students may choose behaviours which are in serious breach of the Behaviour for Learning policy. In response to serious incidents, or in response to persistent poor behaviour that has not improved following in-school sanctions and intervention, the Principal can use suspension as a sanction. This is to support all students within the Academy to receive an education that is protected from disruption and can learn in a calm, safe and supportive environment.

This list is not exhaustive and is illustrative of actions that may lead to a suspension:

- Repeated failure to complete Reflect
- physical violence towards another student;
- abusive or derogatory comments to another student or member of staff;
- persistent, disruptive behaviour;
- serious defiance or refusal to follow a reasonable request from a senior member of staff;
- repeated bullying of any kind;
- repeated harassment of any kind
- possession, use, supply or sale of banned items in the Academy
- excessive, wilful damage to property;
- serious e-safety breaches or misuse of ICT, a mobile device or social media
- any other incident or inappropriate behaviour as defined by the Academy that puts members of the Academy community at risk of harm;

Interventions

For students suspended on more than one occasion, the KS3 or 4 Assistant Principal will complete an Individual Support Plan with the student and their parents/carers.

Students will also be placed on Red Monitoring Report card.

Other types of intervention from external agencies may be put in place following discussion with parents and the student, for example anger management referrals, social skills intervention groups etc.

Students who receive more than 6 suspensions in a term will be required to attend, with their parents, a meeting with the Vice Principal and/or the Principal, to review the student's behaviour.

Students who receive 15 or more suspensions in a term, will be required, with their parents, to attend a Governors Disciplinary Panel.

Permanent Exclusion

Where this is the most appropriate course of action, protocol will be followed and parents/carers will be able to make representations to the Governing Board as laid out in the Exclusion paperwork, if they so wish.

There are two main types of situation where a permanent exclusion may be necessary:

- Final stage of disciplinary procedures, after all other avenues are exhausted. Parents/carers will already be aware that this is the likely outcome if behaviour is not adjusted by the student concerned;
- Exceptional circumstances which may be a first- or one-off offence that the Principal deems to put the well-being of the Academy and its members at risk. Such offences include:
 - serious, actual or threatened violence to a student or member of staff;
 - sexual abuse or assault;
 - carrying a weapon;
 - possession, use, supply or sale of dangerous items (as listed in section 6) in the Academy;
 - arson;
 - continued or serious racial/ homophobic/gender-phobic/sexual harassment; sexual abuse

This list is not exhaustive but indicates the serious nature of such offences.

All exclusions will occur in accordance with the current Department for Education exclusion guidelines.

Parents/carers can make representations to the Governing Board in regard to any fixed-term or permanent exclusion and the Governing Board must review the exclusion in certain circumstances including all permanent exclusions as outlined in the [DfE Exclusion Guidance](#) (Sept 2022), if the Governing Board upholds the decision, parents/carers have the right to appeal to an independent review panel.

Where permanent exclusion occurs, the Local Authority has a duty to provide suitable fulltime education from the 6th day of the exclusion or earlier, if possible.

Appendix 1: The Academy's Rewards and Celebrations

Merits	Awarded by Academy staff for recognition of qualities and behaviours under the categories of these Christian values: Learn, Inspire, Value and Experience
Certificates for Merits Awarded	Students who accrue the requisite number of merits will receive a Bronze, Silver, Gold or Platinum certificate in Celebration Assemblies in the summer term.
Year 11 and Year 13 Celebration Evening Events	These take place annually in the Autumn term, with students receiving subject commendations and sporting recognition awards.
Morning celebration events	Students are selected to attend based on criteria set by the relevant Assistant Principal and/or Year Manager, so that a wide range of students will be included in this reward. These take place half-termly at times designated by relevant Assistant Principal and/or Year Manager.
Postcards and letters sent home to parents	Staff within the Academy issue these in recognition of outstanding work, commitment to the wider life of the Academy, for demonstrating a marked improvement in behaviour for learning.
Termly and Yearly Fantastic 50	Each term, approximately 50 students from each year will participate in a reward event. The criteria for this reward are excellent scores for Behaviour, Attitude to Learning, Homework, Attendance and Punctuality, with the calendared data update used to acquire this information. These students will receive a Fantastic 50 badge to wear for that term and an extra-curricular or developmental rewards event/activity. Students can progress through bronze, silver and gold badges, depending on how many times they appear in the Fantastic 50. Those students who achieve the Gold badge for all three terms, will be awarded a platinum badge to wear the following academic year.
Attendance Certificates and Badges	<p>Students with outstanding attendance and punctuality will qualify for this achievement at one of the following levels:</p> <ul style="list-style-type: none"> • Attendance Certificate Certificates are awarded for 100% attendance during the autumn, spring term or summer terms. • Attendance Certificate and Badge <ol style="list-style-type: none"> 1. Year's 100% attendance – bronze badge 2. Years' 100% attendance – silver badge 3. Years' (or longer) 100% attendance – gold badge <p>Students who take the permitted time for religious observance of other faiths may still achieve this reward if this is the only reason they have been absent over the relevant period.</p>
Educational and Extra-curricular Visits	The Academy may organise extra-curricular and educational visits to various venues, in recognition of and for the further development of learning and experience.

Appendix 2: Behaviour for Learning Procedures

Classroom Behaviours:

When a student's behaviour falls short of the Academy's expectations within lesson time, the following protocol will be followed:

Consequence	Action	Staff responsible
C1 – First warning	Records student's name & inform student of warning	Class teacher
C2 – Second warning	Mark escalation of warning against student's name. Reinforce expected positive behaviours for learning. Student has the opportunity to correct behaviour without sanction.	Class teacher
C3 – Student removed to buddy classroom*	Student removed to buddy classroom which results in an afterschool within 48 hours. C3 sanction will be recorded by class teacher on SIMS. Class teacher will attend detention to have a conversation with the student. If student refuses to leave / go to the room / is presenting more challenging behaviours, 'on call' should be requested.	Class teacher & Learning Area Coordinator
C4 – Refusal to follow staff instruction at C3	Staff requests 'on call' from SLT.	Classroom teacher / Learning Area Coordinator

*Where a student reaches C3 repeatedly within a subject area, the Learning Area Coordinator will work alongside the classroom teacher, student and parents to support student in making wise choices regarding their behaviour. Parents will be notified of a detention ideally with 24hrs notice via Firefly. However, there may be instances when parents/carers are notified of a detention on the day it is to be served.

Other classroom behaviours:

Consequence	Action	Staff responsible
Student to make-up missed learning time at earliest opportunity – break time or lunchtime with the classroom teacher	Lateness to lesson	Classroom teacher
Punctuality to lessons report card See the Attendance and Punctuality Policy	Persistent lateness to lesson	Year Managers
Classroom teacher's detention	Incomplete homework	Classroom teacher

Learning Area detention *If no improvement, homework club referral to be considered	Persistent incomplete homework	Classroom teacher / Learning Area Co-ordinator
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Escalation of behaviours:

When a student's behaviour falls short of the Academy's expectations outside of lesson time, during form time or with behaviours which are deemed more significant, the following protocol will be followed:

Consequence	Action	Staff responsible
POD Lunchtime Detention	The following will result in a lunchtime detention: <ul style="list-style-type: none"> – Lateness to the Academy – Inappropriate behaviour outside of lesson time – Failing monitoring report card – Uniform infringements – Failing punctuality to lessons report card – Any other behaviours deemed inappropriate by POD staff 	Duty Staff POD Staff Attendance Manager
Academy Service	The following will result in an after-school Academy service detention: littering, vandalism, chewing gum, or other damage to Academy property due to poor choices.	POD Staff and SLT
Key Stage Detention	The following will result in a Key Stage Detention: <ul style="list-style-type: none"> - failure to attend teacher detention lateness to the Academy or persistent lateness to lessons - persistent poor form time behaviour - poor out of lesson behaviour - lack of respect for others in the Academy community - any other behaviours deemed significant by the Year Manager - confiscation of mobile phone (see Mobile Phone policy for details of confiscation and escalation) 	POD Staff
Strategy Detention	The following will result in a Strategy Detention which is coordinated by senior leaders within the Academy: <ul style="list-style-type: none"> - failure to attend / complete Key Stage detention or Academy Service Detention - significantly poor out of lesson behaviour - significant lack of respect for others in the Academy community - any other behaviours deemed significant by a member of the Senior Leadership Team 	SLT

Appendix 3 - St Wilfrid's Home Academy Agreement

To be completed at the start of year 7 and with all subsequent new starters

St Wilfrid's C of E Academy - Home School agreement

I have come that they may have life, and have it to the full. John 10v10 (NIV)

The Academy holds the following values at the heart of all we do:

Learn – Wisdom

Inspire – Hope

Value – Love

Experience – Koinonia

These values hold true to the Christian ethos of the Academy community. We are constantly striving for all to *Live Life to the Full*.

<p>Wisdom: <i>Our students are taught to make wise choices which lead them to experience success and develop their independence and resilience.</i></p>	<p>Hope: <i>Our students experience success and are inspired to work with staff to make the Academy a positive environment for all. Our students and staff are supported to take care of their wellbeing.</i></p>
<p>Wise students:</p> <ul style="list-style-type: none">• Develop a positive attitude to learning by applying themselves fully in every lesson;• Take responsibility for their own learning;• Respond to feedback from teachers and upgrade work so that it reflects their true potential;• Complete all homework;• Follow instructions from staff in St. Wilfrid's the first time;• Abide by the Academy's iPad acceptable use policy to keep myself and others safe;• Act responsibly when using devices to study, access online content or complete homework;• Use social media in a responsible way;• Organise themselves for the school day.	<p>Hopeful students:</p> <ul style="list-style-type: none">• Feel positive about themselves and the Academy;• Have high expectations for themselves;• Approach every lesson with a positive attitude to learning;• Strive for outstanding attendance (97% and above) and punctuality;• Attend any intervention as required before, during or after school;• Exhibit resilient behaviours and overcome difficulties;• Look beyond the Academy to support the needs of others and to have ambition for their future.

Love: <i>Our staff and students demonstrate the values of respect, tolerance, forgiveness, compassion and appreciate the diversity and difference within our community.</i>	Koinonia: <i>Our Academy community is built upon fellowship where students are leaders and all members are working towards fairness, positivity, respect and we have clear communication of our expectations to all.</i>
Loving students: <ul style="list-style-type: none"> Care for St. Wilfrid's environment and accept appropriate sanctions and rewards; Respect and support the actions of Academy leaders; Promote positive relationships at all times; Inform a member of staff if they see or hear any behaviour which upsets or demeans themselves or others; Respect the rights of other students to learn. 	Community-driven students: <ul style="list-style-type: none"> Understand what it means to be part a Church of England Academy and to embrace St Wilfrid's values; Participate in all acts of collective Worship in St. Wilfrid's; Contribute to the wider-life of the Academy; Respect the right of all to be valued equally within the community of St. Wilfrid's; Share opinions when asked.

As a stakeholder in St Wilfrid's Church of England Academy, I agree to uphold and adhere to the Values stated above. I have signed below to indicate my support.

	Parent	Student	Form Tutor
Name			
Signature			
Date			

Appendix 4: St Wilfrid's Sixth Form Learning Agreement

	As an Academy, we will:	As a student, I will:
Learning	<ul style="list-style-type: none"> encourage each student to achieve their potential; create a positive learning environment; ensure students receive feedback which allows them to make the best progress set regular homework via Firefly; ensure appropriate and timely intervention facilitates progress of all learners. 	<ul style="list-style-type: none"> apply myself fully in every lesson, taking responsibility for my own learning; check Firefly messages and tasks daily; study independently for 5 hours per week per subject, completing homework, review work, wider reading or past questions; act positively on all advice given by teachers; submit all work on time; attend all timetabled periods.
Behaviour	<ul style="list-style-type: none"> ensure that all students are able to learn in a positive atmosphere where the highest standards of behaviour are maintained; respond promptly to all reports of poor behaviour; check uniform daily to ensure that high standards of appearance are being maintained; apply all Sixth Form rules in a fair and consistent manner; update parents/carers about key issues concerning students. 	<ul style="list-style-type: none"> adhere to all rules; care for the St. Wilfrid's environment; not bring in anything which is dangerous or illegal; follow all rules when participating in any St. Wilfrid's activity; follow all aspects of the uniform policy; seek to uphold the positive reputation of St Wilfrid's students.
Christian Distinctiveness and Academy Life	<ul style="list-style-type: none"> promote Christian values which are central to Academy life; ensure staff are positive role models demonstrating our Christian distinctiveness; welcome all students whether Christian, of other faiths or none, helping all to develop a genuine sense of belonging to the St Wilfrid's family; provide inclusive practice for all students regardless of ethnicity, religious beliefs, gender or sexual orientation; understand the needs of each student so that their achievements can be celebrated and they can be supported where necessary; be open and welcoming at all times, keeping parents informed about life at St. Wilfrid's; seek student opinion and value their ideas so that they are actively involved in improving all aspects of life at the Academy; encourage inter-faith understanding. 	<ul style="list-style-type: none"> embrace the Christian values of the Academy; contribute to the wider-life of the Academy; act as a role model, inspiring younger students; participate in all acts of collective Worship. These will normally take place in assemblies or in tutor time. (If I am not a practising Christian, I will reflect quietly and bow my head during prayer); respect the right of all to be valued equally within the community of St. Wilfrid's; attend Parents' Evenings along with my parent(s)/carer(s); communicate with relevant staff to let them know if I have concerns or issues regarding any aspect of Academy life; support the actions of St. Wilfrid's staff.
Use of IT	<ul style="list-style-type: none"> provide opportunities to embrace new and emerging technologies that will benefit learners; provide a safe environment to study when online in the Academy; encourage students to use technology in a safe and responsible way that will benefit their learning. 	<ul style="list-style-type: none"> act responsibly when using technological devices to study, access online content or complete homework; not use apps to attempt to bypass school filtering systems; use social media in a responsible way, in order to foster appropriate relationships and not to cause harm or increase risk to myself, staff or students.

Relationships	<ul style="list-style-type: none"> • provide support, care and guidance in a respectful to prepare students for work or study at the next level; • encourage our students to become well-rounded individuals through enrichment. 		<ul style="list-style-type: none"> • be respectful, polite and caring to all members of our Academy community appreciating their work, views, property and individuality; • promote positive relationships at all times; • inform a member of staff if I see or hear any behaviour which upsets or demeans myself or others. 	
	Student Name	Student Signature	Parent Signature	Tutor Signature