

Behaviour for Learning Framework

Tile Hill Wood school and the Woodlands Academy promotes high standard of behaviour by encouraging a positive atmosphere underpinned by mutual respect and courtesy.

Behaviour management is not the responsibility of one person. Every person within the school community has a role to play within promoting good behaviour. Students should follow the agreed code of conduct and all staff have a responsibility of promoting good behaviour and challenging behaviour that is unacceptable.

The use of praise, encouragement and rewards are a vital means of positively recognising effort and achievement in both behaviour and work. They are key features in pointing out expected behaviours.

Every classroom and teacher space should display the following posters

- Consequences of Unacceptable Behaviour
- Consequence Ladder
- Code of Conduct
- How Do I get reward points

Features that reduce the incidence of inappropriate behaviour

- a prompt and calm start to the lesson
- clear and efficient organisation of activities and groups.
- fair and clear exercise of authority.
- differentiated activities where appropriate.
- effective support for students by the teacher.
- mutual respect.
- properly established work habits.
- relevant activities that engage the interest of the students.
- an emphasis on self-discipline and mature behaviour.
- consistent and effective implementation of behaviour management plans.
- an attractive, welcoming and energising learning environment.

Reward System

The school reward system is a “points” based system which aims to reward students in many areas, not just good behaviour and academic achievement.

The reward points will be electronically stored on **ClassCharts**

Points can be gained in many ways:

- Rewards given by teachers
 - o Each teacher is encouraged to give upto 5 per lesson
 - o Work/Contribution to lessons
 - o This can be via the sticker system where students claim points via codes
- Each student to gain a point for each week they have 100% attendance
- Each student to gain points from Progress Reviews
- Each student to gain a point for attending an extra-curricular club
 - o Eg. Science, Sports
- Each student to gain a point to representing the school in an extra curricular event.
 - o Eg. Public speaking, Sports
 - o Helping on open evenings etc
- Year Team, Awards
 - o Termly awards given by Year teams at their discretion

Managing Poor Behaviour

Consequences

All staff are reminded that we should try other behaviour/classroom management strategies first before resorting to consequences. Please state your expectations of students clearly.

- C1 Verbal Warning given and name written on the board.
- C2 Verbal Warning that any further transgression will mean a detention and a tick against their name on the board.
- C3 45-minute detention will take place if there are two ticks against a name on the board. **It must be made clear to the student that a C3 has been given.** Staff must also ensure that they complete all necessary details of the C3 on ClassCharts.
- C4 If a student's behaviour persists after a C3 has been given or if a serious incident occurs please send a reliable student to reception for support. In the majority of cases students will be removed to a faculty referral room. **Assistance must be sought immediately if a child leaves the room.**

ONCE A CONSEQUENCE IS ISSUED IT MUST NOT BE WITHDRAWN. DO NOT USE THE REMOVAL OF A CONSEQUENCE AS A REWARD FOR IMPROVED BEHAVIOUR.

What behaviour constitutes a C1? (This list is not exhaustive)

- talking whilst teacher is talking
- inappropriate movement around the classroom
- misuse of equipment
- disturbing other students e.g. making silly noises
- ignoring the teacher/dismissive behaviour
- failure to get on with work
- throwing items e.g. paper, pen
- making silly noises
- chewing – 1st offence
- late for lesson – 1st offence

If no improvement in behaviour the student moves on to C2 and then a C3. Teaching Assistants can recommend consequences to the subject teacher.

Behaviour outside the classroom which could constitute a C3 [This list is not exhaustive]

- Using foul language anywhere in school.
- Smoking/consorting with smokers.
- Caught off-site – 1st and subsequent offences.
- Inappropriate behaviour in corridors, in the dining room, on the playground, on the field at any time – e.g. playing with football, running and pushing in inappropriate areas of the school which could cause harm to others.
- Causing damage to displays
- Inappropriate use of computers/Internet/ mobile phones

It is sometimes difficult to issue a C3 if you do not know the students concerned. Ask to see student exercise books to identify student or ask them to come with you to their year office.

Behaviour that could constitute a C4/Referral

- fighting.
- swearing at a member of staff.
- threatening behaviour towards students or staff.
- causing danger to others in practical lessons.
- disruption of lesson for whole class and teacher.
- total refusal to work.
- confrontational behaviour.
- malicious and wilful damage of school property or the property of others.
- racist, sexist and homophobic comments and behaviour.
- rudeness to any member of staff/giving the wrong name to any member of staff.

Some of these incidents will result in a Fixed-term Exclusion from school. This list is not exhaustive and other situations may warrant an isolation or exclusion

DO NOT TELL STUDENTS THAT YOU ARE GIVING THEM A C4 – TELL THEM THAT YOU ARE SENDING FOR REFERRAL DUTY STAFF.

C3 Detentions

Detentions will take place in the English Block – top floor. All students should be taken to the English Landing by their period 5 teacher.

Homework/Coursework Detentions

- These detentions are separate to the school run behaviour detentions.
- Each department has a policy for dealing with homework/coursework failure.

Behaviour Detentions.

- These are school run detentions taking place every night of the week
- Detentions are 45mins (60 mins for a failed previous detention)
- There is a duty rota for detentions
 - Tue, Thu & Fri
 - 1 x Leadership, 2 x Subject/Pastoral Leaders, 3 x Teachers
 - Wed (slightly different due to leadership meeting taking place)
 - 1 x Pastoral Leader, 2 x Subject/Pastoral Leaders, 3 x Teachers
- Students will sit in silence and complete work set out for them.
- Detentions take priority over extra-curricular activities for students.
- **Any student that does not comply or disrupts the detention will be sent away, they will attend a second detention on the next detention evening (60 mins).**
- **Students who fail to attend C3 detention**
 - **60 min detention the next detention evening, student collected by member of senior staff.**
 - **There may be times when the academy needs to use staff to help run the isolation room. Staff will only be used when numbers are high and a maximum of once per week.**
- Changes to detentions can only be made when parents/carers contact the school to inform of a prior appointment.

Period 5 Lessons

Students that have a detention after school will appear on the ClassCharts screen with a timer sign by their name.

Teachers should escort the student to the English landing

If students refuse, staff should not get into an argument about the situation, Inform them that there will be further sanctions. The teacher must inform the duty staff on that evening.

Benefits of a whole-school approach

- Reduce the duplicated work across site (department detentions taking place in several areas at the same time).
- A school detention will stop student/parents receiving multiple detention letters for same night
- Consistency for students in all subject areas
- Able to track and monitor student behaviour

C4 -Referral

A referral starts a process that can lead to very serious sanctions: isolation or exclusion. It must therefore only be used in the most serious of situations or when department procedures have not worked.

No member of staff should tolerate continued poor behaviour once they have followed agreed departmental behaviour management procedures. A referral will therefore be an appropriate course of action.

The stepped approach to managing behaviour can be by-passed if the student's behaviour is particularly bad.

When a Student needs to be removed from a lesson

- When a student has reached the stage that they need to be sent to referral the classroom teacher should either:
 - Send a responsible student to reception with a message requesting Leadership assistance.
 - If a telephone is nearby, call reception (200) and request Leadership assistance.
- The member of leadership on duty will be contacted and collect the student from the classroom, this will ensure:
 - The student actually makes it to referral.
 - The correct reason is known for the referral.
 - The severity of referral is increased by the process of being collected and not just sent.
- The member of staff in referral will log the details on SIMS.net
- Guidelines (for conversation)
- More People

The classroom teacher should also inform their Subject Leader that a student was sent to referral from their lesson.

Homework/Coursework Concerns

Departments will still follow their own sanctions for missed homework. These must be clearly displayed in each room and logged on ClassCharts as Dept Sanction

C1 - 1st Warning

- Verbal Warning Given
- Name written on board

C2 - 2nd Warning

- Again, warning clearly given.
- Tick next to name on board
- Remind student what will happen if poor behaviour continues

C3 - School Detention

(1 behaviour point)

- It must be made clear to the student that a C3 school detention has been given.
- 2nd tick added next to name
- Staff must log details ClassCharts

C4 - Referral

(3 behaviour points)

- If poor behaviour persists after C3 or or if a serious incident occurs, send a reliable student to reception for support.
- On-Call rota staff will escort student to referral

Consequences of Unacceptable Behaviour

C1 - 1st Warning

Name on board



Unacceptable Behaviour Continues

C2 - 2nd Warning

Tick next to name on board



Unacceptable Behaviour Continues

C3 - School Detention

+ 1 Behaviour Point

C4 - Referral

+3 Behaviour Points

At any point should a student's behaviour deteriorate to such a level that department procedures are no longer appropriate, or if unacceptable behaviour continues after the department sanction has been issued. Leadership assistance should be requested to remove the student from the lesson.

Consequence Ladder

Step 1 5 behaviour Points	<ul style="list-style-type: none">• Middle Leader intervention• Departmental or Pastoral
Step 2 10 behaviour Points	<ul style="list-style-type: none">• Communication with home from year office expressing concern (logged on SIMS communication)
Step 3 15 behaviour Points	<ul style="list-style-type: none">• Communication with home from year office (logged on SIMS communication)• 1/2 day isolation• One week report (SIMS) Year Office monitor
Step 4 20 behaviour Points	<ul style="list-style-type: none">• Communication with home from year office (logged on SIMS communication)• 1 day isolation• One week report (SIMS) Senior Teacher to monitor
Step 5 25 behaviour Points	<ul style="list-style-type: none">• 1 day exclusion with readmittance interview• One week on RESTART report to Senior Teacher to monitor