



Behaviour for Learning Framework and the 4Rs – September 2020

1. Introduction

- 1.1. West Coventry Academy promotes high standard of behaviour by encouraging a positive atmosphere underpinned by the school values of being **Respectful, Responsible, Ready to Learn** and **Resilient** (The 4Rs).
- 1.2. 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.
- 1.3. 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.
- 1.4. Every classroom and teacher space should display the following documents
 - **The 4Rs and a West Coventry Academy Student**
 - **Recognising Achievements and Reward Points**
 - **Staged Approach to Behaviour**
 - **Consequences of Unacceptable Behaviour**
 - **Consequence Points and Sanction Ladder**
- 1.5. **Features that reduce the incidence of inappropriate behaviour**
 - a prompt and calm start to the lesson
 - consistent use of **Four To Start and Do Now** activities
 - clear and efficient organisation of activities and groups.
 - fair and clear use of authority.
 - effective support for students by the teacher and support staff (where appropriate).
 - mutual respect.
 - properly established work habits.
 - relevant activities that meet the learning needs and engage the interest of all students.
 - an emphasis on self-discipline and age appropriate behaviour.
 - consistent and effective implementation of behaviour management plans.
 - an attractive, welcoming and energising learning environment.



2. Reward System

- 2.1. The school reward system is a “points” based system which aims to reward students in many areas, not just good behaviour and academic achievement.
- 2.2. The reward points will be electronically stored on **ClassCharts**
- 2.3. The default reward is worth 5 points. However, there are 1 point rewards as well.
- 2.4. For rewards to be meaningful, they need to be significant in the eyes of the students. Issuing everyone with the same reward points may does not really do that.
- 2.5. Please see the **Recognising Achievements and Reward Points** document.



3. Managing Poor Behaviour - Consequences

3.1. All staff are reminded that we should try other behaviour/classroom management strategies first before resorting to consequences.

3.2. Please state your expectations of students clearly, using the 4Rs where appropriate

3.3. De-escalation strategies and providing students options work well

“Jack, if you keep shouting out and being disrespectful, you will get your name on the board.”

3.4. Consequences

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 A C3 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 log 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.**

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

3.6. **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
- *Please note – Late to lessons is not a C1, please log it as a late*

3.7. **If no improvement in behaviour the student moves on to C2 and then a C3.**

3.8. **Education Assistants can recommend consequences to the subject teacher.**



4. C3 Detentions

- 4.1. A C3 detention will take place if there are two ticks against a name on the board.
- 4.2. **It must be made clear to the student that a C3 has been given.**
- 4.3. Staff must log the C3 on ClassCharts.
- 4.4. If a teacher gives the same student more than two C3s please refer the **Stage Approach to Behaviour** as a phone call home from the teacher is required.
- 4.5. Detentions will take place in the Theatre on the following school day.

5. C4 - Referral

- 5.1. 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.
- 5.2. 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.
- 5.3. The stepped approach to managing behaviour can be by-passed if the student's behaviour is particularly bad.
- 5.4. **When a Student needs to be removed from a lesson**
 - 5.4.1. 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 On-Call.
 - If a telephone is nearby, call 444 and request Leadership assistance.
 - 5.4.2. On-call duty staff will be contacted and collect the student from the classroom
 - 5.4.3. The member of staff sending the student to referral needs to log the details on ClassCharts
- 5.5. If a teacher gives the same student more than one C4 please refer the **Stage Approach to Behaviour** as a phone call home from the teacher is required.



5.6. Behaviour that could constitute a C4/Referral

- Continued unacceptable behaviour following a C3
- threatening behaviour towards students or staff.
- causing danger to others in practical lessons.
- 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.

5.7. 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

6. Period 5 Lessons

6.1. 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 designated detention location.

6.2. ***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.***

7. Benefits of a whole-school approach

7.1. Reduce the duplicated work across site (department detentions taking place in several areas at the same time).

- 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