Behaviour for Learning

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Shaw Education Trust

Contents

At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

#TeamWoodhey

At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.

These are:

Respect

We treat everyone as we wish to be treated ourselves; we are all part of the same team

Excellence

We strive to be the best we can be at all times; nothing but the best is good enough for us

Underpinning our values are two clear expectations.

These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeanyi Enoch Onuoha)

#TeamWoodhey

Behaviour for Learning Policy

Policy Rationale

This policy is designed to promote, establish, and maintain high standards of behaviour across the school. This ensures that teachers can deliver the curriculum, allowing students to make excellent progress, but also plays a critical role in ensuring the school is a safe environment for all of our students.

This policy is underpinned by our vision and values, which you can find in our introduction. As part of our statutory requirements, this policy determines the measures we will take to:

- Encourage good behaviour and respect for others;
- Secure an excellent standard of behaviour of students;
- Promote, among students, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Ensure that students complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of students.

Purpose of Policy

The Academy Council and staff of Woodhey High School are committed to providing a learning environment which supports the young people in our care in feeling safe, happy and achieving excellent academic and personal progress. To achieve this, Woodhey High School has very high standards and expectations of our students. The school believes that all students have both the capacity and the right to reach their full potential, therefore, the policy and our practices have been developed to ensure that there is an environment within the school that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic and personal success and prepare for life.

The school's behaviour expectations are guided by our core values of: Respect and Excellence. Everyone within our community is expected to model and follow our core values. They must be used in interactions with students. This helps to create a safe environment, and also equips students with the knowledge and skills to make their own, correct, decisions in relation to their behaviour, learning and interactions with others.

This policy details the steps involved in managing student behaviour to achieve the above, including learning expectations, consequences of both positive and negative behaviour and the steps involved in managing student behaviour.

It is imperative to the operation of this policy that behaviour remains the responsibility of all staff, regardless of role.

Links with other Policies or Legislation

This policy has a significant impact on the 'daily life' around the school, and as such, is linked to several policies. Throughout this policy, there is reference to the following Department for Education (DfE) documents, which should be read in conjunction with this policy:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (Department for Education [DfE], 2022)
- Use of reasonable force in schools (DfE, 2013)
- Searching, screening and confiscation: advice for schools 2022 (DfE, 2022)
- Behaviour in schools: Advice for headteachers and school staff (DfE, 2022)
- Keeping Children Safe in Education 2022 (DfE, 2022)

Leadership and Management

In order to ensure the effective implementation of this policy, the following roles and responsibilities are implemented:

The role of the Headteacher:

- To ensure the policy is applied fairly and consistently across the school
- Report to the Academy Council about the performance of this policy
- Model the behaviour expected in this policy, underpinned by building excellent relationships with all students

The role of the Academy Council:

- Monitor the behaviour of students through Academy Council meetings
- Form behaviour committees and panels as required
- Model the behaviour expected in this policy, underpinned by building excellent relationships with all students

The role of the Assistant Headteacher (Behaviour and Attitudes):

- To ensure the policy is applied fairly and consistently across the school
- Monitor data generated to assess the impact of the policy and identify where any necessary support or adjustments are required
- Model the behaviour expected in this policy, underpinned by building excellent relationships with all students

The role of other Senior Leaders:

- To ensure the policy is applied fairly and consistently across areas of responsibility (for example, year groups or faculties)
- Model the behaviour expected in this policy, underpinned by building excellent relationships with all students

The role of Middle Leaders:

- To ensure the policy is applied fairly and consistently across areas of responsibility (for example, year groups or faculties)

- To provide support to colleagues where there is an identified need, or when colleagues are new to school or teaching
- Monitor behaviour data to identify students repeatedly demonstrating either positive or negative behaviour in areas of responsibility and implement relevant recognition or support (for example, phone calls home, year group or subject reports, etc.)
- Model the behaviour expected in this policy, underpinned by building excellent relationships with all students

The role of other staff:

- To apply the policy fairly and consistently at all times, including both during and outside of lesson time
- To liaise directly with parents and carers to celebrate excellent behaviour, or where there are concerns about poor behaviour
- Model the behaviour expected in this policy, underpinned by building excellent relationships with all students

The role of Parents and Carers:

- Support the school in upholding high standards of behaviour at all times

School Systems and Social Norms

The school has two key expectations (rules) that all students are expected to follow at all times:

Respect every member of staff and student in our community, following all instructions without answering back

Being *excellent* by being prepared for, and completing all work to the best of our ability without distracting others

To ensure this happens, there are routines that students must follow at all times:

During lesson change overs and social times:

- Keep to the left of the corridors
- Ensure perfect uniform is worn at all times (including the removal of outdoor layers when inside the building)
- Walk without making contact with other students
- Be polite and respectful to all staff, students and visitors
- Follow instructions at the first time of asking

At the start of lessons:

- Enter the classroom calmly and in perfect uniform (including the removal of outdoor layers)
- Put your coat on the back of your chair
- Put your bag on the floor
- Place all equipment needed for the lesson on the desk
- Start the Do Now activity immediately

During lessons:

- Complete all work to the best of your ability without distracting others
- When the teacher, or any other adult or student is talking to the class:
    o Place all items of equipment on your desk, with nothing in your hands
    o Sit up straight
    o Look directly at the speaker

At the end of lessons:

- Stand behind your chair
- Ensure your uniform is perfect (including the removal of outdoor layers)
- Leave a row or group at a time when dismissed by your teacher

During assemblies:

- Enter, sit down and remain in silence
- Put your coat on the back of your chair
- Put your bag on the floor under your chair
- Sit up straight
- Face the front and look directly at the speaker

<u>Recognition</u>

Where students exceed our expectations and demonstrate our values, they will be recognised using at least one of the following ways:

- Verbal praise
- Feedback in books, folders or files
- Phone calls with parents and carers
- Issuing of 'Excellence' postcards
- Issuing of Recognition Points

Where students repeatedly exceed our expectations and demonstrate our values, and achieve a high number of Recognition Points, a tiered approach to recognising these students will be:

- Postcard 1
- Postcard 2
- Postcard 3 and the awarding of the Bronze Recognition Badge
- Recognition letter from the Director of Progress and the awarding of the Silver Recognition Badge
- Recognition letter from the Senior Leadership Link for the year group and the awarding of the Gold Recognition Badge
- Recognition letter from the Headteacher and the awarding of the Platinum Recognition Badge

Each half term, there will be recognition events for the students who have achieved the most Recognition Points, and those who have made most improvement in the numbers of Recognition Points they have been awarded compared to the previous half term.

<u>Sanctions</u>

Where students fail to meet one or both of our two key expectations in a lesson, the following systems will be implemented (see Appendix 1 for relevant scrips for staff):

- First offence, a **C1 – Verbal Warning** will be issued and logged on ClassCharts (no comment necessary)
- If the student continues to fail to meet one or both of our two key expectations, a **C2 – Behaviour Point** will be issued and logged onto ClassCharts (no comment necessary)
- If the student continues to fail to meet one or both of our two key expectations, a **C3 –after school detention** will be issued and logged onto ClassCharts (with a brief comment about the reason why)
- If the student continues to fail to meet one or both of our two key expectations, a **C4 – Removal** will be issued and logged onto ClassCharts (with a brief comment about the reason why). At this point, the student will be collected from lesson either by the On Call member of staff, pastoral mentor or middle or senior leader and taken to Reset (Internal Exclusion) for a period of one full day (for example, if this is P2 on a Monday, the student will remain in Reset until the end of P2 on Tuesday, including any break or lunchtime periods). A **C4 – Removal** will automatically trigger the arrival of On Call to the room or incident.

For students who receive a **C3 – after school detention** sanction, the following will occur the same day:

- One C3 in a day = 30 min detention
- Two C3s in a day = 1hr detention
- Three or more C3s in a day = a day in Reset

Where a student fails to meet one or both of our two key expectations on a corridor, or at a break and lunchtime, the member of staff challenging the behaviour will inform the student that a **C3 – after school detention** has been issued (see Appendix 1 for the relevant scripts for staff). Similarly, any student found in possession of, and using, banned items that are not dangerous (such as mobile phones or other prohibited electronic equipment) will also be issued with a **C3 – after school detention** sanction, and the item will be confiscated until the end of the day. Any prohibited or permitted item utilised in a dangerous manner (such as taking images on electronic devices) will be dealt with as part of the school's non-negotiable behaviours (see below).

All detentions will be held centrally, with the following staff monitoring the attendance of and behaviour during detentions of the year groups they are linked to:

- Senior Leadership Team (1x day per week)
- Director of Progress (1x day per week)
- Assistant Director of Progress (1x day per week)
- Pastoral Mentor (1x day per week)
- Director of Faculty (1x day per week)

Any member of staff who issues a **C3 – after school detention** or a **C4 – Removal** must visit the student in their detention room to hold a corrective conversation to support the student understanding why their behaviour was unacceptable and how they can correct their behaviour in any future similar situations.

If a student fails to attend a **C3 – after school detention**, they will be given the opportunity to complete the detention the next day for a period of one hour after school. If the student still fails to attend, they will be issued with a **C4 – Removal** and will complete a full day in Reset.

Non-Negotiable Behaviours

To support ensuring a safe environment that is conducive to learning, the school has a list of non-negotiable behaviours. If any student demonstrates any of the below behaviours listed below, they will immediately be issued with a **C4 – Removal** and the behaviour will result in either an exclusion or suspension, which may be:

- A defined period of time in Reset (up to a maximum of 5 days)
- Direction to another school (up to a maximum of 10 days)
- Fixed period suspension (FPS)
- Permanent exclusion (P/Ex)

The school's non-negotiable behaviours are:

- Swearing at or about staff
- Bullying, discrimination or inappropriate language
- Violence and aggression
- Dangerous banned items
- Persistent defiant behaviour*
- Serious inappropriate behaviour**

*Persistent defiant behaviour is reserved for any student who fails repeatedly to follow expectations in Reset, or who repeatedly fails to follow instructions from more than one member of staff after a **C3 – after school detention** has been issued.

**Examples of serious inappropriate behaviour are detailed below, but staff should consider that this behaviour is of a serious nature, that necessitates the issuing of some form of exclusion or suspension:

- Child on child abuse
- Theft
- Serious inappropriate use of banned or permitted items (such as electronic devices), for example, by filming or taking images

When a **C4 – Removal** incident is logged. The relevant Progress Team (Director of Progress, Assistant Director of Progress and Pastoral Mentor) will investigate the incident, including:

- Taking accounts from relevant parties, written by students
- Informing families
- Arranging sanction (including discussing with SLT if they believe a Direction, FPS or P/Ex is necessary)
- Communicate sanction back to the logging member of staff, and update any victims on the course of action taken (being mindful of GDPR requirements)

Attendance at trips, visits and school evets are subject to the demonstration of our school values: Respect and Excellence. Where students do not demonstrate our values, attendance at these events may be restricted or removed to ensure the safety and enjoyment of all students attending.

Punctuality

Punctuality to lessons is vital, as this ensures students can maximise their learning time and make excellent progress. All lessons start with learning activities structured to recall and embed prior learning, which is vital in helping students to embed their learning into their long term memories. Therefore, a **C3 – after school detention** sanction will be issued if students arrive to lessons 4 minutes after the bell, or after the rest of their class unless they have a slip from a member of staff. For any student who is late to school without a valid reason (for example, a medical appointment with accompanying appointment card), will be issued with a **C3 – after school detention** sanction each day they are late to school.

Students will be marked as late to school if they arrive at the school site after the bell has sounded at 8.30am. Students will be marked as late to lesson if they do not arrive to lessons as detailed above.

Truancy

Students who truant lessons are not only missing key parts of their learning, but also cause significant disruption to the rest of the school, through the disruption to the learning of others, and the disruption to the staff who have to support students back into lesson. Any student who is found to be truanting will be issued with a **C3 – After school detention for Truancy** sanction. All Truancy detentions will last for a period of one hour. Students issued with **two C3 – After school detention for Truancy** in a day will complete a period of **24 hours in reset.**

Uniform

The wearing of school uniform correctly is part of the school expectations. Uniform promotes equality across all students and sets the standard for high expectations for all. Students with incorrect uniform will have the opportunity to correct their uniform on arrival to school. If students are then wearing their uniform incorrectly, they will be issued with a **C3 – after school detention**. In cases where there is a medical or SEND need reasonable adjustments will be made.

<u>School equipment</u>

The bringing of school equipment for learning each day is part of the school expectations. School equipment, including ipad (must be charged to a minimum of 70%), pens, pencils, ruler, calculator, maths equipment, PE kit etc is essential for learning. Form tutors will check students are ready to learn every morning and organised for the day ahead. Any students without the correct equipment will be issued with a **C3 – after school detention** by their form tutor.

<u>Reset (Internal Exclusion)</u>

Students who are placed into Reset will spend a period of at least one full day in the room (for example, if they are placed into Reset during P3 on a Wednesday, they will remain in the room until P3 on Thursday, including all breaks and lunchtimes). Whilst in the room, students will continue with their learning, ensuring they follow the pre-planned curriculum that all other students will be studying. For students who are in Reset, their school day will finish at 4pm. Any student who fails to complete the day in Reset will be given one further chance to complete their day, otherwise they will receive some form of suspension from school, either through Direction, or a Fixed Period Suspension.

Any student who fails to meet one or both of our two key expectations in Reset and as such disrupts the learning of others, will receive two warnings, before being removed by a member of the school's Senior Leadership Team to refocus the student. At this stage, the student and their parents or carers will be informed that if their behaviour continues, they will receive some form of suspension from school, either through Direction or a Fixed Period Suspension.

Staff Induction, Development and Support

All new staff to Woodhey High School will receive a thorough induction programme, which includes dedicated CPD sessions on how to enact this policy.

Behaviour management will be a focus of every September INSET Day. The school operates two briefings per week, one focusing on Curriculum, and the other on Culture. The Culture briefing operates as a regular, takeaway CPD opportunity, focusing on emerging issues and the sharing of best practice around all areas that improve the culture around the school, including behaviour. This allows reinforcement of the messages delivered on September INSET Day. Throughout each term, there will be a minimum of one Pastoral CPD session after school, where CPD around emerging needs, including behaviour is delivered.

Student Transition

Where students have a break from school, for example, due to school holidays, students will have a reinduction during form time, which will include reminders of the two key expectations and social norms of the school. Similarly, at the start and end of each lesson, and the start of each assembly, students will receive standardised, consistent reminders about the school social norms.

Student Support

Student Support Group meetings take place, attended by members of the Progress teams, the SEND team and the school's Senior Leadership Team. In these meetings, staff identify students who require

additional support to ensure they can meet the school's expectations. Support may include, but is not exclusive to:

- Issuing of fidget equipment
- Issuing of quiet pass cards
- Behaviour support plans
- Behaviour reports
- Parental or carer meetings
- Pastoral Support Plans
- Testing for a range of learning difficulties that may impact the ability to focus in the classroom
- Wider professionals' meetings
- Referrals to Bury Partnership for Outreach support.
- Referrals to external agencies, for example; CAMHs, Early Break

See Appendix 4 for further information.

Child on Child Abuse

At Woodhey High School, we do not tolerate child on child abuse (as detailed in the current Keeping Children Safe in Education). Where this is witnessed by a member of staff, or is reported to a member of staff, they will immediately log a **C4 – Removal**. This will alert the pastoral team who will investigate as detailed under School Systems and Social Norms. Any child-on-child abuse will result in an exclusion or suspension.

The school utilises its Respect Curriculum to teach students how to keep themselves safe, and how to recognise child on child abuse, and the steps to take in this situation. The school uses internal and external expertise to ensure the curriculum is relevant to our context and the context of a young person growing up in our local community.

Banned Items

As detailed in the DfE's: Searching, Screening and Confiscation: Advice for Schools, document, the below are listed as dangerous banned items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the student)
- An article specified in regulations (such as: tobacco and cigarette papers, fireworks and pornographic images)

Other prohibited items in school are:

- Mobile phones* and other electronic devices/items, including headphones (except for school-issued devices)
- Vapes or other related vaping equipment

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for. Further information can be found in the previously mentioned DfE document.

*the school understands and acknowledges that students may need to bring mobile phones to school for the purposes of travelling to and from school, however, mobile phones must be turned off and placed in bags whilst on school site.

Appendices

Appendix 1

Stage	Script for Member of Staff
C1 – Verbal Warning	*Narrate the behaviour witnessed* is not treating everyone as we wish to be treated ourselves, therefore this is your verbal warning. I expect you to *narrate the positive behaviour* otherwise you will be issued with a behaviour point. Or *Narrate the behaviour witnessed* is not striving to be the best you can be at all times, therefore this is your verbal warning. I expect you to *narrate the positive behaviour* otherwise you will be issued with a behaviour point.
C2 – Behaviour Point	*Narrate the behaviour witnessed* is not treating everyone as we wish to be treated ourselves, therefore this is your behaviour point. I expect you to *narrate the positive behaviour* otherwise you will be issued with a C3. Or *Narrate the behaviour witnessed* is not striving to be the best you can be at all times, therefore this is your behaviour point. I expect you to *narrate the positive behaviour* otherwise you will be issued with a C3.
C3 – 30min after school detention	*Narrate the behaviour witnessed* is not treating everyone as we wish to be treated ourselves, therefore this is your 30min after school detention. I expect you to *narrate the positive behaviour* otherwise you will be removed from the lesson. Or *Narrate the behaviour witnessed* is not striving to be the best you can be at all times, therefore this is your behaviour point. I expect you to *narrate the positive behaviour* otherwise you will be removed from the lesson.
C4 – Removal	*Narrate the behaviour witnessed* is not treating everyone as we wish to be treated ourselves, and you have repeatedly been warned about this. You are being removed from the lesson; on call will come to collect you. Or *Narrate the behaviour witnessed* is not striving to be the best you can be at all times, and you have repeatedly been warned about this. You are being removed from the lesson; on call will come to collect you.

Example of narrating the behaviour:

Making comments about someone's appearance is not treating everyone as we wish to be treated ourselves, therefore this is your verbal warning. I expect you to *use polite language when talking to other people* otherwise you will be issued with a behaviour point.

Distracting others by talking whilst I have asked you to work in silence is not striving to be the best you can be at all times, therefore this is your verbal warning. I expect you to *complete this activity in silence* otherwise you will be issued with a behaviour point.

Appendix 2

During the corrective conversations that are completed during the detentions, staff are to remind students about the school's expectations in relation to behaviour and why these are important. Staff will discuss any potential barriers to securing the improvements needed in behaviour.

If students are not responding appropriately to the corrective conversation, or behaviours are not being acknowledged, the matter will be passed to the Director of Faculty for lesson-based sanctions and to the Director of Progress if in social times or form time.

Appendix 3

Tiered approach to behaviour consequences, per academic year:

Tier	Action
Tier 1	Form tutor report issued for a period of 2 weeks Form tutor to inform parents and carers Interventions to be discussed with Director of Progress
Tier 2	Intervention review. Behaviour Strategy Plan implemented Referrals for support and testing as appropriate are completed Director of Progress report issued for a period of 2 weeks Director of Progress meeting with parents and carers Student is BACT by Director of Progress
Tier 3	Intervention review Student is BACT by SLT Link Referrals and testing reviewed as appropriate SLT Link report issued for a period of 2 weeks SLT Link meeting with parents and carers
Tier 4	Academy Council Behaviour Panel Intervention review Consideration of a managed move Headteacher report
Tier 5	Consideration of a Managed Move or a Permanent Exclusion, depending on the situation

Student Support:

Where students require additional support, the school will review their Behaviour, Attendance, Curriculum and Timetable (BACT). BACT is explained below:

Area for Review	Action to be considered*
Behaviour	- Pastoral mentoring - Behaviour support plan - Reports - Morning and after school year team check ins - Identification of hot spots and year team drop ins - Round robins completed to share effective behaviour management strategies with staff
Attendance	- Home visits - Reward programmes - Punctuality report cards
Curriculum	- Group/class dynamic reviews and make any necessary movements - Review of courses studied – are they appropriate? - SEND testing - Review of ability groupings and make any necessary adjustments
Timetable	- Review teachers – do new relationships need to be established? - Review timetable for diet of lessons and range of staff (do they need more or less teachers; do they need more experienced teachers, etc.?)

*most appropriate actions taken, depending on the individual circumstances

Behaviour is often a communication of another underlying need. The BACT approach allows staff to identify whether there is an underlying need, and allows appropriate intervention to be implemented to remove the barrier to learning and excellent behaviour. Where a student has an identified SEND need, any necessary reasonable adjustments to the expectations, for example, the use of fidget equipment during teacher instruction, will be discussed and agreed with parents and carers before being communicated to staff. The school is an inclusive environment where all staff understand that expectations for all students must remain high, however, some students may need additional support in achieving these expectations.

Appendix 5

Tiered approach to student recognition:

Tier	Action
Tier 1: 25x Recognition Points	Postcard 1 issued
Tier 2: 50x Recognition Points	Postcard 2 issued
Tier 3: 75x Recognition Points	Postcard 3 issued and the awarding of the Bronze Recognition Badge
Tier 4: 150x Recognition Points	Recognition letter from the Director of Progress and the awarding of the Silver Recognition Badge
Tier 5: 250x Recognition Points	Recognition letter from the Senior Leadership Link for the year group and the awarding of the Gold Recognition Badge
Tier 6: 500x Recognition Points	Recognition letter from the Headteacher and the awarding of the Platinum Recognition Badge