

WEDNESFIELD HIGH SPECIALIST ENGINEERING ACADEMY

BEHAVIOUR MANAGEMENT POLICY

Author	Revision Number	Date of Ratification at JNC	Review date
Mr Jamie Howe	3		April 2018

Policy adopted by the LAB of:	Wednesfield High	Date:	
Signed by the Chair of the LAB:		Print:	Mr M Chalk

Statement of Principle

All students within Wednesfield High Specialist Engineering Academy are entitled to a safe, secure environment and ethos conducive to effective learning. Good behaviour underpins the success of the academy and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience difficulties and we will do all we can to support them, but every student is expected to adhere to the academy rules and procedures. All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. Wednesfield High Specialist Engineering Academy will recognise and reward positive behaviour and achievement and encourages the support of all carers and parents.

Whole Academy Behaviour Expectations (see Appendix 1)

Students will be expected to:

- Move around all areas of the academy in a quiet and orderly way.
- Follow all instructions promptly.
- Be fully equipped.
- Show respect for other people and the academy.
- Use appropriate language and behave in a sensible manner.
- Never bully others.

Teachers will be expected to:

Manage behaviour by taking the initiative at every opportunity. We expect staff to:

- Model good behaviour.
- Meet and greet students.
- Deal with all misbehaviour.
- Set high standards of speech, manner and dress.
- Relate positively to students.

Heads of Department/Subject Leaders will be expected to:

Heads of Department/Subject Leaders should aim to lead a successful implementation of the Behaviour for Learning Policy within their subject areas. They should:

- Use the data that will be generated:
 - keep records of consequences and rewards issued by their staff.
 - discuss with and offer INSET to any member of their staff who is continuing to experience difficulties with identified students or classes.
- Include Behaviour for Learning as a standard agenda item at every Department Meeting.
- Be prepared to answer, with data evidence, the questions that will be asked for QA.
- “How is Behaviour for Learning impacting upon student learning within your subject area?” and Personal Development and Wellbeing meeting “Do Students Enjoy Learning?”
- Ensure that equipment such as pens/pencils/kit is available for student loan if a student appears without them – so that this, by itself, does not disrupt the teaching and learning.

Form Tutors will be expected to:

- Model expected behaviour for learning.
- Establish a safe, secure learning environment where expectations are clear and standards are maintained.
- Make students aware of what is acceptable behaviour and ensure that standards are maintained.

- Ensure that expectations regarding correct uniform and equipment are checked daily and rewards or consequences are awarded as appropriate.
- Use pastoral and whole academy systems to reward and motivate students.
- Use pastoral and whole academy systems to correct students as appropriate.
- Keep all relevant staff informed of incidents dealt with and actions taken by recording all details on SIMS.

Year Leaders will be expected to:

- Ensure that pastoral practices reflect the academy's Acceptable Behaviour Policy
- Support Form Tutors/academic staff in resolving issues of inappropriate behaviour fairly and sensitively.
- Ensure that the pastoral team are informed of issues relevant to their year group.
- Closely monitor the academic progress and trends relating to attendance and punctuality relevant to their year group.
- Keep all relevant staff informed of incidents dealt with and actions taken by recording all details on SIMS.
- Ensure that parents/carers are informed of all incidents recorded, actions and interventions taken and outcomes seen.
- Provide documentation required for Inclusion Planning Meetings, Disciplinary Panel Meetings and any external agencies.
- Attend meetings with external agencies where appropriate.

Senior Leadership Team will be expected to:

- Ensure that the departmental practices of the departments they line manage reflect the academy's Acceptable Behaviour Policy.
- Support the Head of Department/Year in resolving issues presented in a fair and sensitive manner.
- Ensure that all relevant staff are informed of incidents dealt with and actions taken by recording all details on SIMS.
- Ensure that incidents requiring Fixed Term Exclusions are presented to the Headteacher, or Deputy Headteacher in her absence, for authorisation.

Strategies for promoting good behaviour (see Appendix 2)

- Act as a role model for things you expect to see – mirror what you want.
- Plan for good behaviour.
- Do not be surprised when problems occur – we are working with students who are learning and testing the boundaries of acceptable behaviour.
- Our success in managing behaviour should not be judged by the absence of problems but how we deal with them.
- Do all you can to avoid:
 - Humiliating – it breeds resentment.
 - Shouting often – it weakens your status.
 - Over reacting – the problems will grow.
 - Blanket punishments – the innocent do not deserve them.
 - Over punishing – it reduces options later.
 - Jumping to conclusions – avoid punishing what you cannot prove.
 - Do not block a student's exit.
- Do all you can to:
 - Use humour – it builds bridges.

- Keep calm – it uses high status and reduces tension.
- Listen – it earns respect.
- Use first names.
- Praise good behaviour.
- Be consistent and fair.
- Use the minimum sanction necessary to achieve your desired outcome.
- Use the academy Behaviour for Learning report procedure.

Behaviour for Learning (see Appendix 3 and 4)

The overall aim of this system is to improve consistency in the way behaviour is managed by all staff to facilitate teaching and learning.

This structure has been devised through consultation with SLT, Teaching Staff, Support Staff and Students

- A consistent, insistent and persistent approach to Behaviour for Learning is a fundamental aspect of moving towards Outstanding.
- In order for the systems and procedures featured within this structure to be successful, they are to be implemented by all staff.
- Students will have a greater understanding of Behaviour for Learning procedures due to a consistent approach.
- Copies of the Behaviour for Learning system are displayed within each classroom.

Behaviour for Learning Consequences

- | | | |
|-----------|---|---|
| C1 | - | Warning - Verbal (a clear verbal warning must be given). Recorded on SIMs |
| C2 | - | Detention with class teacher recorded on SIMs. |
| C3 | - | Removal from lesson – Sent to the Cool Box and serves same day 30 minute detention. |
| SC | - | Severe Clause - referred to Head of Year or SLT |

Rewards and Consequences (see Appendix 5)

The main reward for all Key Stages across the academy are achievement points which are awarded in recognition of acceptable standards of work, behaviour and contribution to the life of our academy. Every student is afforded the opportunity daily and across the week to earn achievement points.

Several other types of reward are used, for example, stickers, certificates, letters, texts messages and telephone calls home and a variety of tangible rewards.

Assemblies concentrating on praising our students will occur throughout the academic year and will draw upon relevant/key staff in recognising the achievements of our students be they academic or social.

Every year students will have the opportunity to participate in the End of Year Reward Trip. The criteria for inclusion on this trip are based on students' behaviour, the effort they have put into their work and their attendance and punctuality.

Consequences and Sanctions:

- When students choose to behave in a manner that contravenes our Academy Values and Behaviour Code, consequences will be incurred. Our Consequence Ladder includes C1 – C3 and SC all of which reflect particular types of behaviour and are graded in terms of severity and gravity from lower level (softer) consequences to higher level (harder) consequences.
- Sanctions are most effective when reminders and warnings are given prior to any sanction – the sanction should then be explained clearly and calmly to the student. With some students it will be necessary to use a progressive programme of sanctions in order to improve behaviour.
- If a student challenges any part of our Academy Values and Behaviour Code and disrupts the teaching and learning taking place the following procedure is to be followed:
 1. Every classroom teacher is responsible for all aspects of day to day classroom management and for ensuring the Behaviour for Learning procedure is followed.
 2. Every Head of Department is responsible for:
 - Supporting every member of their team and offering assistance where needed
 - Ensuring all aspects of the Behaviour for Learning procedures are being followed by all members of staff in the Department
 - Making the decision to place a student on a department report and informing SLT/Head of Year via SIMs
 3. Pastoral teams will:
 - Be responsible for monitoring information on SIMs following BfL procedure
 - Make the decision to place a student on the appropriate report
 - Communicate with Heads of Department and class teachers regarding sanctions via SIMs
 - communicate with parents regarding their child's behaviour
 4. Decisions regarding student exclusions will only be made by the Headteacher in consultation with members of the Senior Leadership Team and the relevant Year Leaders.

Detention System (see Appendix 6)

- If a student receives a C2 they will be placed in a class teacher detention.
- If a student receives a C3 they will be removed from the class and will serve a 30 minute detention on the same day.
- Detentions will take place on Tuesdays and Thursdays.
- Detentions will take place in The DeMarco Theatre.
- Admin will email the detention list to all members of staff leading the detention by 12.30 pm on the day of the detention.
- There will be a member of SLT and two Middle Leaders leading the detention, a register needs to be taken on SIMS.
- Year Leaders will contact home for any student who does not turn up to a detention and re-issue it.

Restorative Conversations

Please note, where a student has received a C3 due to poor behaviour or low level disruption in a lesson, the member of staff who issued the C3 must visit the student in the detention to address the behaviour in order to ensure a positive start to the following lesson.

Internal Exclusion:

- The student being placed in Internal Exclusion (SC) should be informed calmly and clearly of the reasons for this decision. This will occur within the isolation room.
- Relevant staff should be informed and details recorded on SIMS.
- Work will be provided and completed by the student to the required standard whilst in Internal Exclusion. Parents will be informed as a matter of urgency and kept up-to-date as to progress made during the period in Internal Exclusion and following his/her reintegration to lessons and whole academy population.
- An official letter should be sent both with the student in question and by first class post.
- Parents/carers are invited to attend a meeting to discuss issues raised and positive ways forward.
- In conjunction with the Year Leader students should be taken through a period of restorative justice to inform and support a more positive and proactive approach to his/her behaviour once back in lessons and amongst the whole academy population.

Fixed Term Exclusions:

- Ensure that a thorough investigation has been carried out.
- That the student(s) involved have been afforded the opportunity to provide a statement as to what happened.
- Take into account the academy's Behaviour and Equal Opportunities Policies.
- Ensure that the exclusion has been sanctioned by the Headteacher and in his/her absence the Deputy Headteacher.
- Consider how long the fixed term should last and aim for the shortest period to ensure that the student's learning is not compromised any more than is necessary.
- Consider and qualify whether the student to be excluded is due to take any examinations during the period designated. If so the student will be allowed to take his/her examinations but will leave the academy premises immediately afterwards.
- Suitable and constructive work/tasks are to be gathered for the student which are to be completed at home and returned for marking on his/her immediate return.
- Parents/carers are to be contacted and the reasons for the exclusion clarified and an official letter sent both with the student in question and by first class post.
- Parents/carers are expected to attend a meeting to discuss issues raised and positive ways forward.
- Pastoral leaders to liaise with office staff to ensure that records containing information regarding exclusions are updated, that this is issued to Education Wolverhampton.

Permanent Exclusions:

- Permanent exclusions are normally used as a last resort and will be in response to a history of persistent, disruptive behaviour where a range of strategies to modify the student's behaviour have been utilised but without success. This would include a mixture of both academy based interventions and the involvement of external agencies.
- One off incidents resulting in permanent exclusion would include supplying/selling drugs or the possession of an offensive/dangerous weapon.

EARLY INTERVENTION

Wednesfield High Specialist Engineering Academy will:

- Undertake reviews of the educational needs of students, as appropriate. Details of reviews undertaken will be included within each student file.
- Involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.
- Develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- Provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the academy.
- Parents/carers are contacted promptly by the academy and normally within three working days to notify them of any concerns.

Teachers Power to Search:

- Academy staff can search a student for any item that may contravene the Academy Behaviour Policy (see paragraph on exclusions).
- The Headteacher and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they reasonably suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- Academy staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to academy discipline.

Teachers Use of Reasonable Force:

Who can use reasonable force?

- All members of academy staff have a legal power to use reasonable force.
- This power applies to any member of staff at the academy. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on an academy organised visit.

DFE guidance stipulates that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts an academy event or an academy trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- Restrain a student at risk of harming themselves through physical outbursts.

Discipline outside the academy gates:

Teachers have a statutory power to discipline students for misbehaving outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In line with DFE Guidance and the Wednesfield High Behaviour Policy, the academy may discipline a student for any misbehaviour when the child is:

1. Taking part in any academy-organised or academy-related activity.
2. Travelling to or from the academy.
3. Wearing academy uniform.
4. In some other way identifiable as a student at the academy, or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the academy.
 - Poses a threat to another student or member of the public.
 - Could adversely affect the reputation of the academy.

The Behaviour Policy in relation to the Equality Act 2010 in respect of students with SEND

The academy acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

Allegations of Abuse Against Staff

Allegations of abuse are taken seriously, but we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Malicious accusations against academy staff are fully investigated and will be dealt with in a fair and consistent manner. The investigation will be led by the Headteacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

Roles and Responsibilities

The Local Governing Board will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the academy in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Students have an important part to play in ensuring that the academy is a safe and happy place in which to learn. Parents are expected to work in partnership with the academy.

Appendix 1

Expectations of:

Students

Classrooms (including labs, workshops and sports facilities) are your places of work. Just as in a factory or office, there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

Start of Lessons

- If waiting for your teacher, line up sensibly and enter the room going straight to your workplace/seating plan when directed to do so.
- Take off and put away any outdoor wear.
- Take out planner, books, pens and equipment and place on the desk.
- Put bags out of the way and not on the desk.
- Remain silent during the register (except when your name is called!)
- If you arrive five minutes or more late – apologise. If you do not have a late pass then your teacher will issue you with a C1.
- No mobile phones or headphones unless directed by teacher.

During Lesson

- When your teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question, put up your hand to answer; do not call out (unless you are asked for quick ideas).
- You are expected to work sensibly with your classmates.
- Eating in lessons is not allowed, water may be consumed with permission (NO FIZZY DRINKS).
- You must not leave a lesson without permission from your teacher or a note in your planner.
- Stay in seat or designated area unless directed otherwise.
- Work hard and try your best.
- Have pride in your work!

End of Lessons

- Homework must be recorded in your planner accurately with due date and task set.
- The bell and the clock are not signals for you; they are for the information of your teacher.
- You should not begin to pack away or put on outdoor wear until told to do so by your teacher. Tidy equipment away neatly.
- Plug laptops back in correctly.
- When told, stand and push your chair in.
- Check for any litter and put it in the bin.
- Leave the room quietly and sensibly when your teacher tells you to do so and not before!

Finally and Most Importantly

- When moving around the academy do so in an orderly manner and keep to the left hand side.
- Treat the building with respect, do not drop litter.
- All adults at the academy should be treated with equal respect, including visitors.

- All staff are in a position of responsibility while you are in the academy. This means that:
 - There is no excuse for rudeness, disrespect or insolence towards staff.
 - Any reasonable request from staff should be carried out at once and without argument.

Staff in the Classroom

Create and sustain a positive, supportive and secure environment.

Well prepared, stimulating lessons generate good behaviour and earn respect.

We expect staff to:

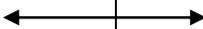
- Complete a register on SIMs within the first 10 minutes of the lesson.
- Make learning objectives and success criteria clear to all students.
- Have a seating plan for every lesson.
- Have a starter task.
- Catch students being good and positively praise. This acts as a reminder to other students as to your expectations.
- Address behaviour do not make it personal.
- Pick up on all low level behaviour.
- Arrive before the class (where possible) and begin on time.
- Be prepared for the lesson.
- Keep everyone engaged and interested.
- Extend and motivate all students.
- Mark all work promptly and constructively.
- Set homework regularly to schedule.
- Encourage creative dialogue – confidence in discussion is important.
- Keep an attractive, clean and tidy room.
- Maintain interesting wall displays.
- Use students' first names.
- Keep accurate records.
- Be consistent.
- Have staff planner available on your desk or teaching area.
- Be respectful of shared classrooms and work areas.
- Establish your authority firmly and calmly.
- Avoid confrontational behaviour.
- Separate the problem from the person.
- Always apply Behaviour for Learning consistently.
- Use SC for serious incidents only.
- Ensure C1, C2, C3 and SC are recorded appropriately on SIMs and in the student planner.

Appendix 2 - Promoting Desired Behaviour

<p>Class Teacher (Record on SIMS behaviour management)</p> <p>Additional Support</p>	<p>Class teacher uses Behaviour for Learning procedure:</p> <ul style="list-style-type: none"> ▪ Verbal encouragement to assist in return to task ▪ Positive modelling ▪ Redirection ▪ Follow Behaviour for Learning procedure
<p>Head of Department (Record on SIMS behaviour management)</p> <p>Additional Support</p>	<p>Head of Department uses behaviour management strategies:</p> <ul style="list-style-type: none"> ▪ Gather information from member of staff ▪ Gather information from student ▪ Set up meeting between student and teacher ▪ Liaise with other staff about “what works” ▪ Follow Behaviour for Learning procedure and monitor and evaluate within department
<p>Head of Year (Record on SIMS behaviour management)</p> <p>Additional Support</p>	<p>Head of Year uses behaviour management strategies:</p> <ul style="list-style-type: none"> ▪ Collate and review all information on student ▪ Meet with student, class teacher, Head of Department, parents as appropriate ▪ Follow Behaviour for Learning procedure and monitor and evaluate within the house system
<p>Senior Leadership Team (Record on SIMS behaviour management)</p>	<p>SLT uses behaviour management strategies:</p> <ul style="list-style-type: none"> ▪ Review all information and strategies offered ▪ Recommendations made to Head of Year/House Leader, Headteacher and Governors Disciplinary Committee ▪ Follow Behaviour for Learning procedure and monitor and evaluate throughout the academy
<p>Senior Leadership Team/Headteacher</p>	<ul style="list-style-type: none"> ▪ ABC ▪ Alternative Provision ▪ Permanent Exclusion

Appendix 3

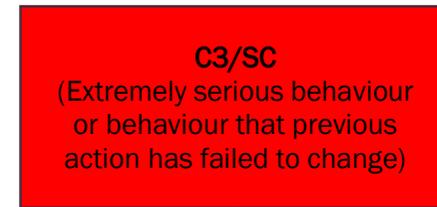
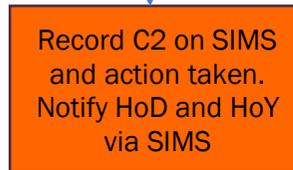
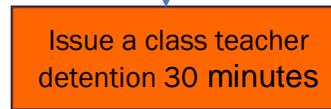
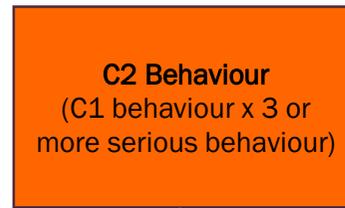
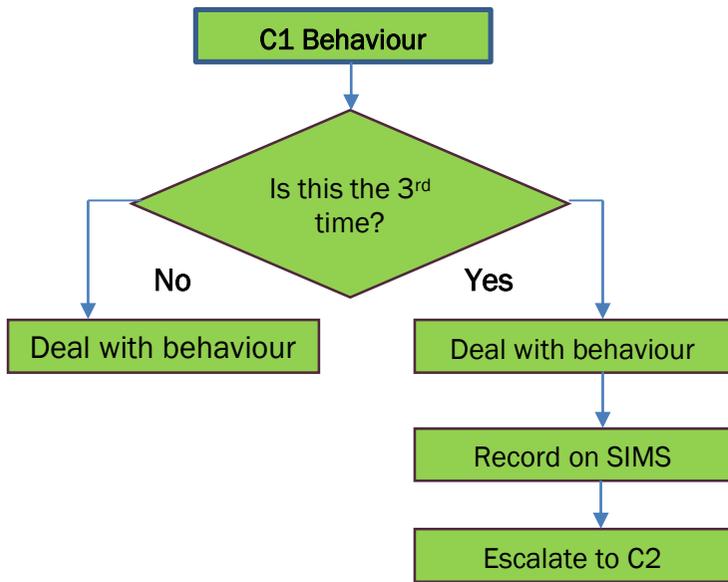
Behaviour for Learning, Levels of Behaviour

C1	C2	C3	SC
Talking	On-going prevention of teaching from occurring	Refusal to co-operate with Head of Department	Persistent disruption of learning/refusal to co-operate with Head of Year/House Leader
Uniform Issues	Disruption from outside classroom 	Offensive language to staff	Physical abuse to staff or other students
Only minimum effort made	Refusal to follow teacher's instructions 	Discriminatory language	Drug related incidents
Forgetting equipment, organiser, homework, etc	Fighting 	Wearing unsuitable clothes/jewellery	Carrying a dangerous weapon
Wasting time	Rudeness to staff	Smoking	Vandalism
Interruptions	Refusal to leave classroom	Truancy	Cyber bullying
Making fun of others	Leaving classroom without permission	Consistent low level behaviour	
Arriving late to lesson	Refusal to attend detention	Stealing	Cheating in examinations
Eating in class	Wasting department resources	Bullying 	Graffiti
Throwing items	Cheating in assessment		Consistent low level disruptive behaviour

C1	C2	C3	SC
Mobile phone use	Undermining class teacher		Racism, homophobia, discrimination
Interfering with other students possessions			Inappropriate contact
Preventing others from working			
No kit			
Drinking other than water			
Wearing unsuitable clothes			

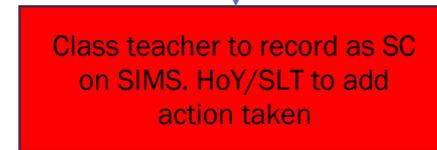
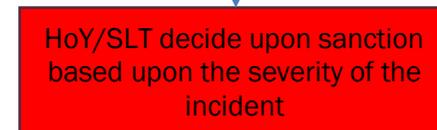
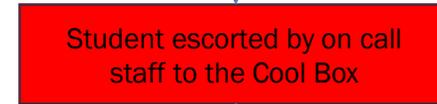
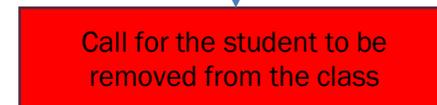
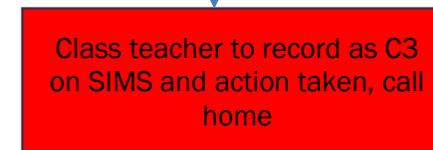
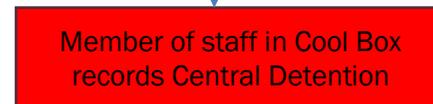
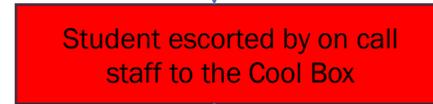
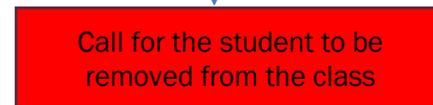
All staff must follow procedure consistently and fulfil their individual role for it to work successfully.

Appendix 4 – Behaviour Flow Chart



No = C3

Yes = SC



#teamwednesfieldvalues

Respect

Success

Resilience

Opportunity

Pride

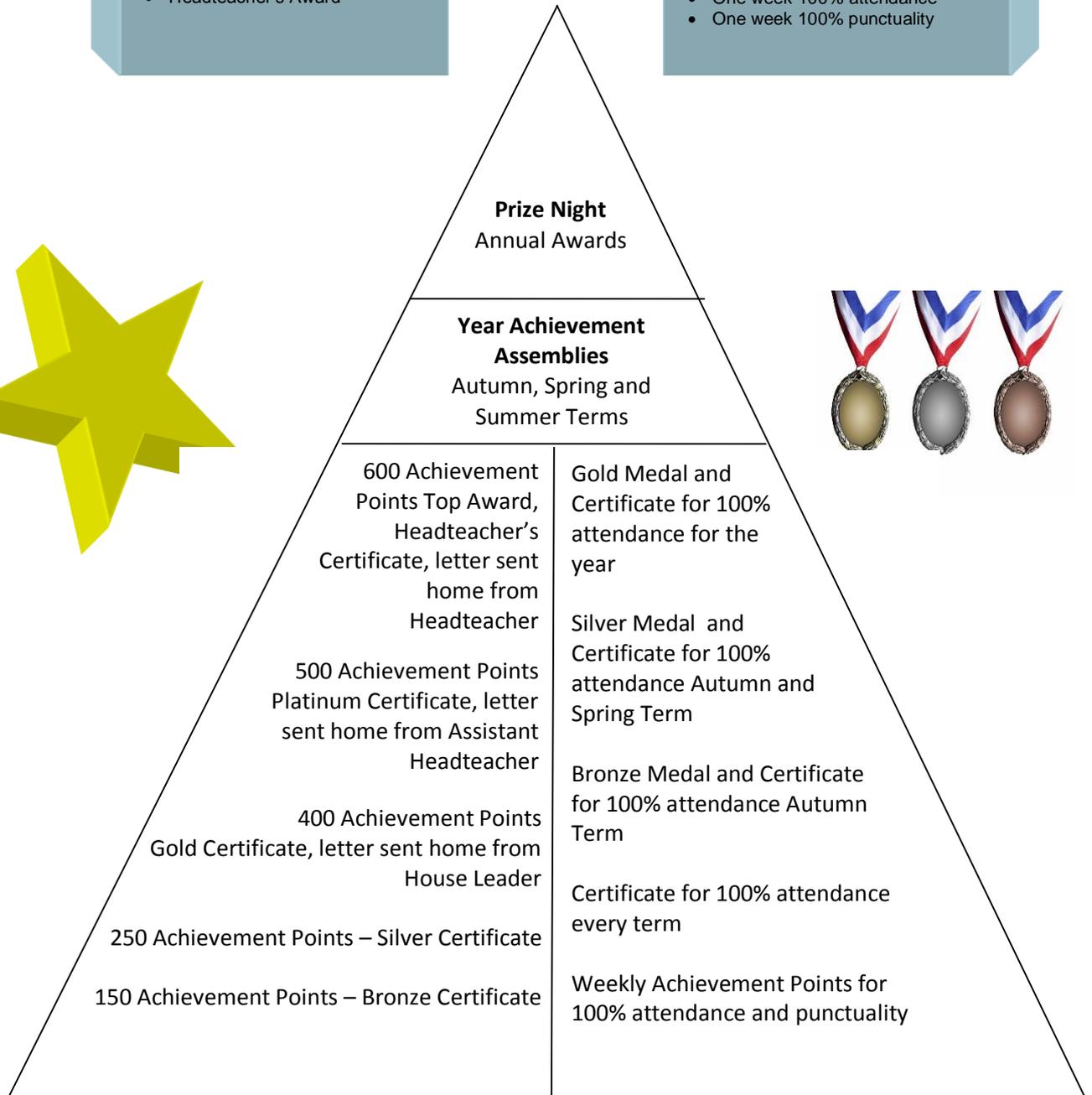
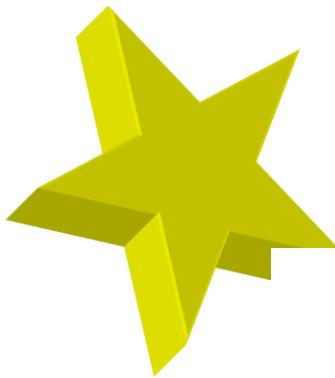
REWARD PYRAMID

Achievement Points

- Catch-up Session
- Excellent Homework
- Excellent Planner
- Extra-Curricular Activities
- Good Progress
- Headteacher's Award

Achievement Points

- Homework
- Positive Contribution
- Student of the Day
- Student of the Term
- Uniform
- One week 100% attendance
- One week 100% punctuality



Appendix 6 – Detention Procedure

