

## **Student Behaviour policy**

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### **Summary**

Woodham Academy has an overriding concern for the development and well being of its students. All aspects of Woodham's Behaviour for Learning policy are in accordance with our responsibilities under equality, diversity and disability discrimination legislation.

We aim to provide a safe, secure and pleasant environment for everyone where students are supported to fulfil their potential. All students have the right to learn in an environment free from disruption, poor behaviour, bullying and discrimination. The vast majority of our students behave well, and conduct themselves appropriately. Unfortunately, a small number of students sometimes do not meet the standards of behaviour and conduct expected of them by the school. We all accept the responsibility for the behaviour management of our students. This Behaviour for Learning policy outlines the procedures for recognising and rewarding good standards of behaviour in addition to the procedures for dealing with misbehaviour when it occurs. This policy should be read in conjunction with the following policies: Anti-bullying, Drugs and Alcohol, ICT User, Use of Reasonable Force and our Home School Agreement. The policy takes into account the advice for headteachers and school staff published by the Department for Education, February 2014.

<b>Date first adopted</b>	July 09
<b>Review Date</b>	Annually
<b>Last Reviewed</b>	October 2016

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### **1. Principles**

Children achieve their maximum potential in an environment which is safe, secure and supportive of their needs. The majority of students know how to behave in an appropriate manner, and do so consistently. Our firm belief is that most students will behave appropriately when staff adopt a consistent, calm and fair approach, and when lessons are purposeful, well planned and pitched appropriately. We know that students generally respond in a positive way to positive feedback, and we encourage staff to praise students for good work, good effort and good behaviour. We understand that there will be times when some students will behave in an inappropriate manner, and will make poor behavioural choices. We also recognise that there can be complex underlying reasons for a student's misbehaviour, and by creating a supportive and caring ethos within our school, we strive to minimise the impact of poor behaviour on other students' learning.

We are committed to the following principles:

- We wish Woodham as a community to be based upon the principles of achievement for all, tolerance, respect and good citizenship
- Woodham's first and over-riding concern is for the development and well being of its students.
- Students have the right to expect unconditional respect
- All students have the right to learn, and must allow others to learn
- A positive and encouraging ethos is central to the development of good behaviour
- Staff will maintain high professional standards and deliver excellent teaching and support for students
- Staff will adopt a positive, assertive approach and model the behaviour that they expect to see
- Students should be encouraged to develop self awareness and a sense of responsibility for their behaviour
- We all accept responsibility for the behaviour management of the students in the school
- We all have the right to expect to work and learn in a safe orderly environment which is free from bullying
- When students misbehave, appropriate and proportionate sanctions will be imposed
- If all intervention fails then the rights of those students who wish to learn will prevail over those of the disruptor or bully

### **2. Aims**

This policy aims to:

- Clarify the expectations for each of the stakeholders of the school
- Clarify the school's approach to rewarding good behaviour
- Give guidance to staff on planning for good behaviour
- Outline the sanctions that will be imposed when students misbehave
- Outline the measures in place to prevent bullying

### **3. Roles and responsibilities**

#### **The Governors of the school will:**

- Provide a written statement of general behaviour principles that underpin this detailed policy
- Support the school in maintaining high standards of behaviour
- Support the school in promoting positive behaviour, unconditional respect and high quality teaching and learning
- Support the school in developing a clear and widely understood system of rewards and sanctions
- Recognise that discretion may be used in individual circumstances
- Support permanent exclusion in extreme cases and fixed term exclusion as a temporary measure
- Monitor the implementation of the policy to ensure its effectiveness

#### **The Headteacher will:**

- Maintain responsibility for the implementation and the day to day management of the policy
- Maintain responsibility for the implementation of the associated home school agreement
- Maintain responsibility for and exercise discretion in all external exclusions, both fixed term and permanent

#### **The Director of Student Support will:**

- Oversee the work of the Behaviour and Welfare Support Assistants with regard to behaviour management
- Have line management responsibility for members of the Student Support Team
- Act as Lead Behaviour Professional within the school
- Take day to day responsibility for all investigation and evidence required leading to fixed term external exclusions of students, in consultation with other members of the Leadership Team and Heads of Year as appropriate
- Impose sanctions other than exclusion where appropriate
- Take responsibility for and implement, in consultation with the Heads of Learning and Behaviour and Welfare Support Assistants, a coherent and consistent rewards system
- Work with the SENCO with responsibility for links with outside agencies in ensuring that referrals are made

#### **Behaviour and Welfare Support Assistants will:**

- Monitor behaviour reports and intervene in cases of persistent low level disruption
- Recommend and provide evidence for fixed term exclusions where appropriate to the Director of Student Support
- Deal with serious incidents when they arise within the year group
- Deal with incidences of bullying when they arise within the year group
- Liaise with Heads of Department
- Liaise with other professionals within the school and external agencies where appropriate, to support the individual needs of students within the Year group
- Promote and praise positive behaviour
- Delegate responsibility for dealing with behavioural issues to Learning Managers as appropriate
- Work with the SEN team in developing behaviour support plans for students
- Work with outside agencies in developing pastoral support plans for students

#### **The Head of Department will:**

- Monitor the behaviour of groups of students in lessons within their department
- Liaise with the Behaviour and Welfare Support Assistants in cases of more serious incidents within the department, and agree sanctions where appropriate
- Monitor homework as detailed in the Homework Policy

#### **All staff will:**

- Show unconditional respect for students

- Model the behaviour that they expect to see
- Praise and reward achievement and good behaviour
- Deal consistently with poor behaviour and always in the least intrusive way possible aiming to diffuse any confrontation
- Be positive and fair
- Ensure that students are listened to and supported according to individual need
- Consistently use and refer to the LEARN (see Appendix A)
- Use the Behaviour Management system consistently to record incidences of poor behaviour
- Refer all bullying incidents or racist incidents in line with the appropriate policies
- Follow up any concerns with the tutor, Head of Learning, Learning Manager, Behaviour and Welfare Support Assistant or Head of Department as appropriate

**In addition, classroom teachers will:**

- Engage students by delivering well-planned, stimulating lessons
- Plan for good behaviour
- Where poor behaviour occurs, impose sanctions as appropriate
- Repair relationships with students before the next lesson, or as soon as is possible
- Monitor the completion of homework as detailed in the Homework Policy
- Liaise with Learning Managers prior to contacting parents to discuss behaviour issues
- Act as a Learning Manager, and as such, have the following additional responsibilities

**In addition, Learning Managers will:**

- Act as first point of contact within the school for behaviour issues with tutees
- Act as first point of contact for parents
- Liaise with the Heads of Learning and Behaviour and Welfare Support Assistants in identifying students who need monitoring in their tutor group
- Liaise with the Behaviour and Welfare Support Assistants in referring potentially escalating behaviour issues, or where a student is experiencing difficulties in more than one curriculum area
- Liaise with Heads of Department or classroom teachers in monitoring individual students within their tutor groups

**Parents will:**

- Have high expectations of their child
- Ensure that their child attends school regularly, on time and properly equipped
- Support the school's uniform policy, mobile phone policy and other behaviour related policies
- Inform the school about any absences
- Make the school aware of any issues, concerns or problems that might affect their child's work or behaviour
- Support the school policies and guidelines on behaviour and anti-bullying
- Encourage their child to take responsibility for their own actions
- Attend parents' evenings and discussions about their child's progress

NB these responsibilities form part of the home school agreement

**Students will:**

- Follow the LEARN rules in and around the school (see Appendix A)
- Behave in a manner which is in keeping with the spirit of this policy, and which is conducive to learning
- Take notice of and adhere to our specific policies on drugs and alcohol (including smoking), anti-bullying, the use of mobile phones and other electronic devices, and the appropriate use of ICT facilities

#### 4. Rewards

Students will be rewarded for good work, effort and behaviour at the class teacher's discretion through:

- Verbal praise from teacher
- Postcard sent home
- Telephone call home
- Text message home

Uniform, planner and equipment checks by Heads of Learning and LG are used to feed into the Achievement Point System on a regular basis.

In addition, good work, effort and behaviour are rewarded systematically through our Progress check process which feeds into termly Key Stage rewards assemblies. The Rising Stars review process will also be used to award certificates in year group assemblies.

#### 5. Planning for Good Behaviour

The staff of Woodham Academy are committed to providing high quality learning experiences for students. We believe that the vast majority of students will choose to behave well if they have well planned, appropriately pitched lessons that interest and engage. We also believe that a consistent behaviour framework applied in each and every lesson helps students to understand our common expectations. All staff will refer to the LEARN (Appendix B) during lessons as a basic framework. In addition, guidance for planning for good behaviour is given in Appendix C. This is not meant as a prescriptive list, but is meant as good practice guidance. There are a number of strategies that classroom practitioners can employ to re-direct students with off-task or inappropriate behaviour before sanctions become necessary. These are included as part of Appendix C.

Woodham Academy is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Woodham. If bullying does occur, all students should know who to tell and know that incidents will be dealt with promptly and effectively. We at Woodham have a responsibility to respond promptly and effectively to issues of bullying. All incidents will be dealt with in accordance with our Anti-Bullying policy.

#### 6. Sanctions

##### Sanctions and the behaviour management system (BMS)

The strategies included in Appendix C that may be employed by classroom teachers to redirect off task behaviour are meant as good practice guidelines, and teachers will choose to use different strategies at different times. When these strategies are insufficient, and students continue to choose to misbehave, sanctions will be imposed. These sanctions will be recorded on the behaviour management system, and will trigger hierarchical interventions that form part of the student's behaviour file. The behaviour management system uses a points system to record the number and level of sanctions imposed for each student.

Where normal classroom strategies fail the following system should be used:

The student is given a formal "**Rule Reminder**". They will be reminded of the LEARN, and the rule that they are breaking will be highlighted. It will be made explicit at this point that it is a formal reminder. Although this is not recorded on the system, an appropriate and proportionate sanction may be imposed by the classroom teacher. For a breakdown of these sanctions, please see Appendix D and E.

Should a student continue to disrupt the lesson and interfere with teaching and learning they will be given a final warning and an appropriate sanction should be issued and recorded on the behaviour management system.

If, after a final warning, a student continues to disrupt, they should be sent, with work, to the C-rooms to work under the supervision of Behaviour Support Staff (**room removal**). This will incur a 50 minute detention after school.

Rule reminder	This is NOT recorded on the Behaviour Management system (BMS)
Final Warning	Recorded on BMS – C2
Student Removal (Room removal to another class)	Recorded on BMS – C3
Refusal to co-operate with Room Removal – on call called to assist	Recorded on BMS - C4
On Call (Serious Incident)	Recorded on BMS – C5

**The BMS is used by the Student Support team to monitor student behaviour, and intervene at different levels as follows:**

The Student Support team monitor student behaviour throughout the day and will respond where a C2 has been recorded, visiting a classroom and student to ensure the appropriate support can be given.

#### **7. Behaviour Room**

Students whose behaviour is persistently unacceptable will be placed in the Behaviour Room for an appropriate length of time, staying at school until 4:15pm. This sanction will also prompt a review of the student and their needs by the Student Support team.

#### **8. Educated off-site**

For a small number of students who have been placed in the Behaviour Room several times, we will use school resources to educate them off site for a period of time, usually not exceeding 3 days. On return we will utilise the expertise of the Student Support team.

#### **9. Behaviour course**

A small number of students experience such difficulties in managing their behaviour for complex reasons that normal sanctions are ineffective and inappropriate. These students may be given support through attendance at a short behaviour course, run by the Student Support team where they are given the opportunity to learn appropriate behaviour, in addition to receiving small group tuition. Students will be referred to this course by the Director of Student Support.

#### **10. Detentions**

Detentions will be used as a sanction as follows:

- After school.
- Timing will be 20 minutes to one hour depending on behaviour (see appendix....)

#### **11. Exclusions**

Exclusion is an extreme sanction. Any exclusion may ONLY be sanctioned by the Headteacher. (In the case of absence of the Headteacher, the designated member of Leadership Group adopts the role of "Teacher in Charge" and therefore authority of the Headteacher – this will usually be the Deputy Headteacher.)

**The Headteacher will use discretion in determining whether exclusion is the most appropriate sanction in each case, and will determine the length and nature of the exclusion.**

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct:

- Verbal abuse of staff and/or others
- Verbal abuse of students
- Physical abuse of /attack on Staff
- Physical abuse of /attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Malicious accusations against school staff
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Any other illegal activity
- Unacceptable behaviour which has previously been identified and reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

**Each case will be judged individually – and therefore a simple tariff system will not be adopted for particular offences. The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what they are alleged to have done, the Headteacher may exclude the student.**

**Before making a decision to exclude, the Headteacher will:**

- Ensure that a thorough investigation has been carried out
- Ensure that the student has been allowed to give their version of events
- Check whether or not the incident had been provoked, e.g. by bullying, racial harassment or sexual harassment
- Consider all the evidence available, taking account of other relevant policies including equal opportunities
- Ensure that a written record of the actions taken is kept including details of any interview with the student and any witness statements
- Ensure that the school is meeting its duty of care towards the student in particular with due regard to any Child Protection issues

### **Exclusion procedures – fixed term**

The Department for Education regulations permit the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days), however longer fixed term exclusions may be imposed at the discretion of the Headteacher.

Once a decision has been made to exclude, parents will be contacted immediately by telephone where possible. Written notification of the exclusion will be sent home by post.

The notification letter will contain the following information:

- The reason for the exclusion
- The nature and duration of the exclusion
- The date and time that the exclusion ends
- The readmission procedures
- A statement detailing the parental right to make representations to the Governors and/or the LA including the contact detail
- A statement outlining the parental responsibility for the daytime supervision of their son / daughter for the duration of the exclusion
- Notice that the parent may be prosecuted or given a fixed penalty notice, if their son / daughter is unsupervised during school hours and is present in a public place without justification
- Notification that the student is not allowed on the school site for the duration of the exclusion, unless the Headteacher has given prior consent

Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect the next school day, notice must be given before the start of the afternoon session. Where the pupil is excluded in the morning session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

A readmission meeting will be held following the expiry of the fixed term exclusion, involving the student, the parents, the Behaviour and Welfare Worker and other staff where appropriate. At this meeting the following should be discussed:

- The reason for the exclusion
- The continued partnership between the school and parents in terms of taking responsibility for behaviour issues
- An agreement on how the student's education should continue and measures that will be put in place
- Any wider issues or circumstances that may affect the student's behaviour

The school will endeavour to set the time and date for the meeting at a time convenient to the parent. This will usually be on the day that the student returns to school, and will be between the first and fifteenth school day following the return to school. The school will keep a record of all times and dates of the meetings set. At least one parent should attend the meeting, and usually the student will be present for at least part of the meeting.

Please note: A parent's failure to attend a meeting will be one factor taken into account by a magistrates' court when deciding whether to impose a parenting order if at any future point a parenting order has been applied for by the school or local authority.

It is normal school practice for the student to be placed on report to the Behaviour and Welfare Worker on return from exclusion to monitor behaviour and work, usually for a minimum of a week.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up which will be agreed with the school, student and parents.

Any fixed term exclusion that would lead to a student being excluded for over 15 days in a school term or missing a public examination will be reviewed promptly by the Governors.

The Governors will review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

### **Permanent Exclusion**

There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in an extended process for dealing with misbehaviour following the use of a wide range of other strategies and external agency support where appropriate, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
2. The second is where there are exceptional circumstances and it is inappropriate to implement other strategies. In these circumstances it may be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another student or a member of staff.
  - Sexual abuse or assault.
  - Supplying an illegal drug.
  - Carrying an offensive weapon \*.
  - Where criminal behaviour outside of school would seriously harm the education or welfare of the student or others in the school if they were to remain in school.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider;

- the nature and gravity of the incident, or series of incidents
- the effect that the student remaining in the School would have on the education and welfare of other students and / or staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's behaviour record, witness statements and the strategies and interventions already used by the school to support the student prior to exclusion.

**This school will take additional guidance on exclusions when required from the DCSF publication "Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units" September 2008.**

### **12. Power to use reasonable force**

In exceptional circumstances, when preventative strategies have failed, there may be situations where the use of reasonable force is unavoidable in order to prevent students from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Guidance on the use of force to control or restrain students is contained in the Department for Education Use of Force Guidance and school has taken account of this document to devise its own policy to guide staff on these matters.

Our school Policy on the Use of Restrictive Physical Intervention gives guidance on:

- the legal powers of school staff
- what constitutes reasonable force
- who is allowed to use reasonable force
- when reasonable force may be used
- what forms of physical control are not acceptable
- recording of incidents where reasonable force has been used
- Informing parents
- Dealing with complaints
- Other physical contact with students

The policy also makes it clear that corporal punishment is **NOT** allowed.

In summary, within the continuum of RPI, physical control **should only** be used:

- with minimum and reasonable force
- rarely and exceptionally
- as a last resort where all other courses of action have failed
- with the minimum degree of intrusion required to resolve the situation.

There are occasions when physical contact, other than reasonable force may be proper and necessary. These include for example:

- to give first aid
- to demonstrate exercises/techniques in Physical Education or sports coaching
- to demonstrate how to use a musical instrument
- when comforting a distressed child

### **13. Screening, Searching and Confiscation**

In line with the Department for Education Screening, Searching and Confiscation Guidance for School Leaders, Staff and Governing Bodies, staff can search a student for any inappropriate item if the student agrees. The Headteacher and staff authorised by the Headteacher have a statutory power to search students, or their possessions, without consent, where they suspect the student has certain prohibited items. These include knives and blades, weapons, alcohol, illegal drugs or stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. For further guidance, please see policy referring to searching a student.

### **14. Monitoring and Review**

The Director of Student Support will ensure that detailed behaviour records are kept, and will report at least annually to the Leadership Team as to the effectiveness of the policy. The school governors will review this policy annually as part of the regular cycle of review and monitoring.

The Woodham Academy behaviour policy will, where necessary, be implemented when students are travelling to and from school and/or wearing school uniform in the community or in the case of a student committing a criminal offence which could harm the education or welfare of the student or others at Woodham Academy. It also applies to any student who is off the school site and under the lawful control of a member of staff from school.

## Appendix A

**In addition to the LEARN rules, we have clear and specific policies on the following:**

- **Mobile phones and music players**
- **Drugs and alcohol (including smoking)**
- **Anti-bullying**

**Mobile phones** should not be switched on during the school day. Please see our policy on Mobile phones and Personal Music Players.

**Summary of main points:**

If a student wishes to have a mobile phone with them during the school day it must be switched off, and kept out of sight in lessons and between lessons, unless the use of such devices is integral to the lesson e.g. use of camera in Art. If a student ignores the policy by using or bringing an unauthorised device into school they will be required to give their phone / device to a member of staff. It will be locked away and parents will be asked to collect it from the school.

**There are also very clear guidelines and policies relating to drugs, alcohol and smoking. Please see the Drug and Alcohol policy for further details.**

**Summary of main points:**

The school is a non-smoking site. Students are **NOT** permitted to smoke within the school boundaries. Alcohol is **NOT** permitted within the school boundaries.

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is completely unacceptable. Please note: The definition of “school boundaries” includes the school grounds, buildings and also times when students are on their way to and from school, when they are in uniform, and when they are in the local community and can be associated with the school.

**We take BULLYING very seriously. All forms of bullying are unacceptable at Woodham. Incidences of bullying will be dealt with in accordance with our Anti-bullying policy.**

## **L.E.A.R.N. rules**

**The student will:**

**Let others learn and complete all work to the best of your ability.**

**Ensure phones are on silent and out of sight in corridors and lessons.**

**Attend school and lessons prepared and on time.**

**Respect and be polite to all people in or out of school.**

**Never drop litter.**

## Appendix C

### Planning for Good Behaviour guidelines

#### Underlying principles:

- **We are all responsible for the behaviour management of the students in the school**
- We use positive behaviour management strategies when dealing with students
- There should be a consistent approach across the school
- Good behaviour often needs to be taught, we cannot assume that students know how to behave
- Dignity and respect are fundamental rights
- We try to prevent poor behaviour through good planning
- We discourage poor behaviour using appropriate sanctions
- We support, repair and rebuild relationships with students

#### Before the lesson, teachers should:

- Use SEN information and prior attainment data to ensure work is appropriate and accessible for the ability and needs of the students
- Try to plan for a variety of activities and tasks within the lesson
- Think about the layout of the room, reposition furniture to avoid disruption
- Ensure that the classroom is clean and tidy, with desks and chairs straight.

#### At the start of the lesson, teachers should:

- Ensure that the learning objective is clear and displayed on the board
- Make sure that you are on time to the lesson
- Welcome the class on entry to the lesson
- Ensure that the students have their coats off, bags on the floor, and equipment out ready
- Have resources ready on the desks, or an established routine for giving out and collecting in materials or books
- Have something ready for students to do as soon as they come in to the classroom that doesn't require much explaining – to help get them settled into work

#### During the lesson, teachers should:

- Insist on silence when explaining or speaking to the whole class
- Practise “voice control” (tone and volume)
- Refer to the Seven Simple Rules frequently
- Be consistent
- Praise and reinforce good behaviour

#### At the end of the lesson, teachers should:

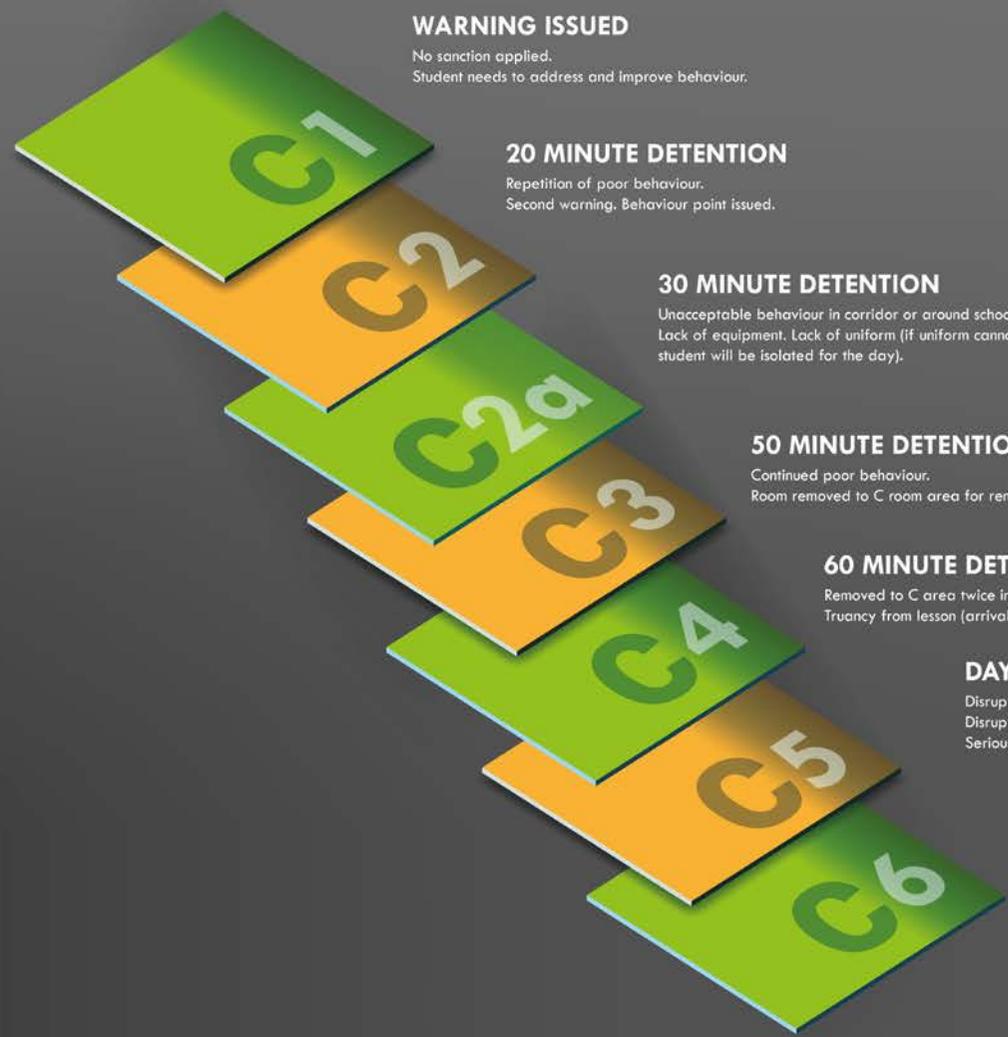
- Ensure that there is an established routine for collecting or returning all equipment & books
- Ensure that the classroom is clean and tidy
- End on a positive note
- Resolve any conflict
- Keep students until the end of the lesson – wait for the bell

**There are lots of different strategies that teachers may choose to employ to avoid poor behaviour escalating. The following list is not exhaustive.**

- Choosing to ignore the behaviour whilst picking up on the “on task” behaviour of others
- Using simple, quick directional statements or rule reminders to the rest of the pupils whilst ignoring target behaviour
- Giving non-verbal, non-confrontational messages using eye-contact and or body language
- Giving simple, quick directions followed by “Thank you” to indicate compliance. Follow this immediately by transferring attention to on task behaviour.
- Direct rule reminders “Can I remind you of the rule about...?”, followed by a simple expectation of compliance e.g. “Back to work now, thanks”
- Using casual questions to re-focus the students on the task – e.g. “How’s it going? Do you need some help with that?”
- Using distraction or diversion to direct students back on task e.g. “John, could you give me a hand with this?”

- Defusing potential conflict / not reacting to stressed outbursts with humour – be careful not to use sarcasm.
- Deflection of low level challenges with redirection to task and expectation of compliance e.g. “This work’s boring” met with “yes it is a bit, but you should find the next piece more interesting. Back to work now thanks”
- Use “double-what” questioning to hold the pupil accountable. “What were you doing? What should you have been doing?”
- Use assertive (non aggressive, non confrontational language) “I” statements e.g. “I find it difficult to work when..” based upon the need to protect individual rights
- Use the language of choice – give students simple realistic choices leaving the student with direct responsibility for their actions “If you choose to continue to talk, then I will have to ask you to move”, and redirect the student back on to task, with the expectation of compliance.

## WOODHAM ACADEMY BEHAVIOUR CONSEQUENCES



### WARNING ISSUED

No sanction applied.  
Student needs to address and improve behaviour.

### 20 MINUTE DETENTION

Repetition of poor behaviour.  
Second warning. Behaviour point issued.

### 30 MINUTE DETENTION

Unacceptable behaviour in corridor or around school.  
Lack of equipment. Lack of uniform (if uniform cannot be supplied student will be isolated for the day).

### 50 MINUTE DETENTION

Continued poor behaviour.  
Room removed to C room area for remainder of lesson.

### 60 MINUTE DETENTION - REMAINDER OF THE DAY IN C AREA

Removed to C area twice in one day.  
Truancy from lesson (arrival 5 minutes after start of lesson).

### DAY IN ISOLATION - BEHAVIOUR ROOM

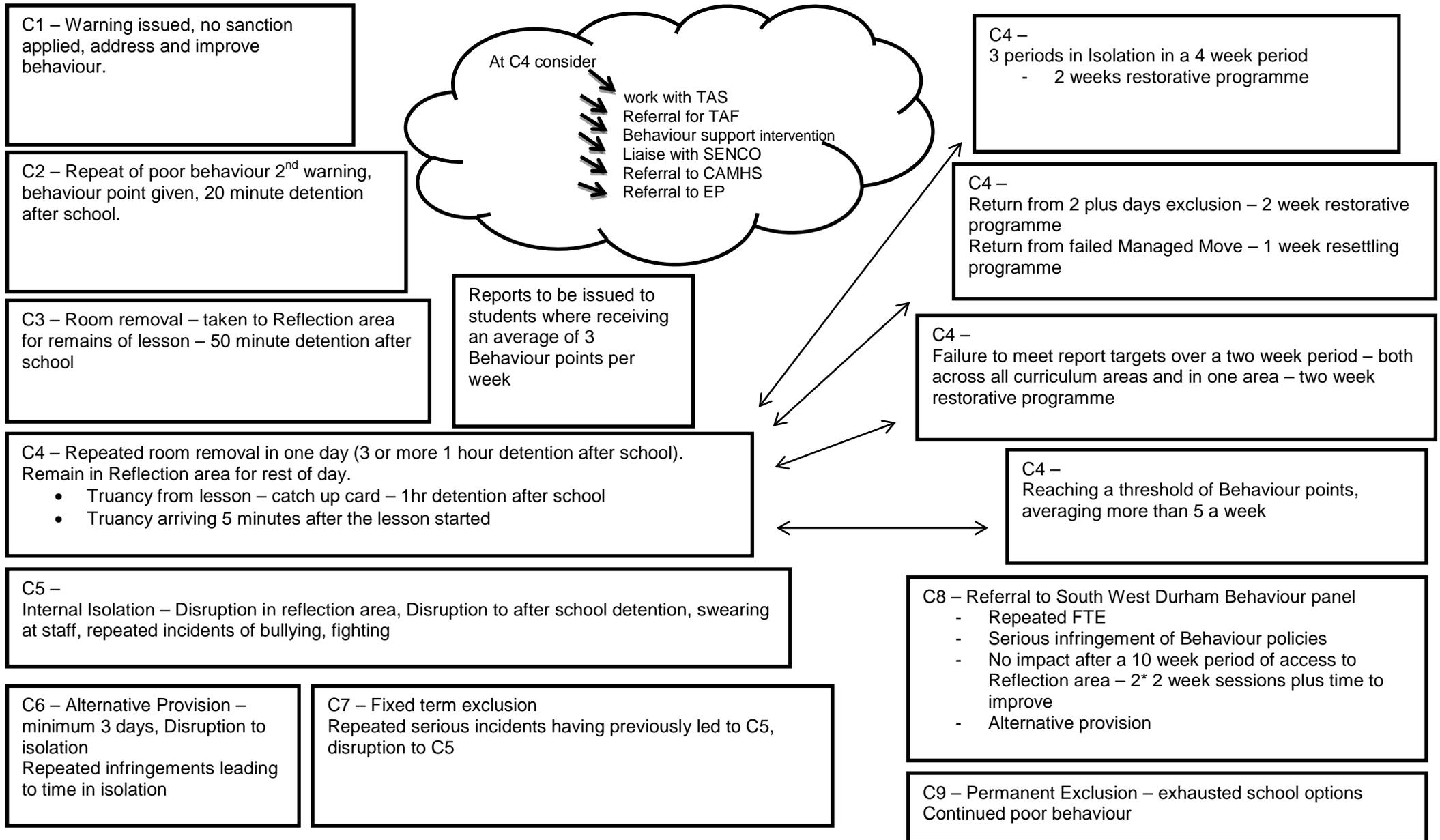
Disruption in C room area.  
Disruption to detention.  
Serious incidents including swearing at staff, fighting, repeated bullying and smoking.

### RESTORATIVE PROGRAMME / ALTERNATIVE PROVISION / EXCLUSION

Persistent poor behaviour.  
Repeated referrals to internal isolation.

## Appendix E

**Aim:** The premise of the system is to support students in making excellent progress. Ensuring learners are engaged and enthusiastic. To produce a clear supportive and responsive system that is understood by all school partners – both teaching and non-teaching staff, learners and parents. This will be consistently implemented and accepted by all. Always remember your own skills as a teacher; informal behaviour management strategies.



**Appendix F Summary of sanctions - flowchart**

**Move the student within the classroom**  
**Assert authority on the class.**

**Classroom teacher**  
 Uses positive classroom management strategies  
 Where these fail, uses formal rule reminder and imposes classroom sanctions  
 Records on BMS sanctions e.g. det set

Refer issues of punctuality and lack of equipment

**Tutor**  
 To check punctuality and equipment on a daily basis



**Level 3 – room removal**  
**or**  
**If the same student is repeatedly having difficulties within the lesson, refer to HoD**

Serious incidents

**If a student is having difficulties in more than one subject area, the Tutor may refer them to HoL for additional monitoring**

Information flow – back to tutor

**Move the student out of the class for a set number of lessons**

**Departmental detention**

**Liaise with tutor / HoL – if appropriate, phone call or letter home to discuss behaviour**

**Departmental report**

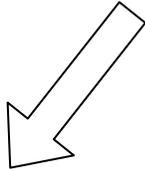
**HoD**  
 Monitors behaviour patterns of students in department through BMS  
 Departmental sanctions

If the student does not improve their behaviour, or there are wider concerns, HoD refers student to HoL

**HoL**  
 Monitors behaviour and attendance of year group  
 Head of Learning sanctions

Persistent disruptive behaviour refer to BfL for period of time / no lessons

Investigate serious incidents - liaise with Director of Student Support



**Headteacher**  
 Fixed term exclusions  
 Permanent exclusions

In consultation with HT

**Director of Student Support**  
 Parental meetings and behaviour contracts  
 Investigations relating to fixed term exclusions. Refer to meeting with Governor Representative

Referral to external agencies

## Appendix G – Homework Procedure 2016/17

The way in which homework is distributed, marked and monitored will change for the start of the 2016/17 academic year. Having listened to feedback from pupils, parents and staff, changes to be made are based upon:

1. The relevance of the homework in relation to the lessons being taught at that point in the term / cycle
2. An outcome for the homework besides effort and completion
3. The amount of marking compared to the impact on learning / progress
4. The workload associated with the production of the homework (included front office staff time)
5. The delay / difficulty in monitoring the completion of homework during the week (as they were paper documents)

However, many aspects of the current homework system have been highlighted as best practice and will continue. These include:

1. A cycle of distribution
2. The principle of regular and consistent homework
3. Accountability for homework distribution, collection, monitoring and sanctions

### Homework Distribution Cycle

<b>HOMework CYCLE FOR YEARS 7,8 &amp; 9</b>			
1	2	3	4
Maths	English	Maths	English
Science	French	Science	French
Music	Art (not year 7)	History (not year 7)	Technology (not year 7)
RE (not year 7)	Computing (not year 7)	PE	Geography (not year 7)

Homework will be distributed via Doodle as part of a 4 week cycle. This has been drawn up based upon the timetable allocation for each subject. Woodham learning subjects will not allocate homework unless they have a specific reason for doing so. It is hoped that wherever possible, teachers will use the self-marking tests on Doodle. Where this is not possible, teachers should be encouraged to use Doodle resources, in order to help track and monitor completion.

- Homework will be allocated into student areas by subject teachers. This will go 'live' at 8.50 on a Monday morning and will close at 8.50 the following Tuesday. (Deadline is the Monday at 8.50, but leaving it open will allow students to complete it 'late', as per the system this year.)
- Departments wishing to set traditional paper based homework will do this by uploading the homework to doodle and assigning the document to students using the same process. Access to the document should be monitored and homework will be collected by the class teacher in the first lesson of the week. Class teachers should then update the SIMS spreadsheet accordingly.
- Teachers will enter 'completion' on a SIMs marksheet (Alan will be doing these over the holidays)
- Heads of Learning will produce a report from SIMs on a Tuesday morning identifying those students who have failed to hand in work. These students will be in detention that afternoon. When students complete homework in the detention set by HOL, HOL should update the SIMS sheet accordingly by changing the colour of the cell to green to indicate that the homework has been completed in the detention.

Student fails to submit homework

HoL issues immediate detention for 20 mins per homework missed on Tuesday after school

Student completes homework in detention with HoL

Student fails to attend after school detention for non-submission of homework

HoL to contact home and inform parents

HoL to arrange period in C Rooms, behaviour room or a further detention depending on severity/frequency

Student persistently fails to complete homework (more than 1/2 missed per cycle)

HoL to arrange meeting with parents

HoL to arrange period in C Rooms, behaviour room or a further detention depending on severity/frequency

## Equipment

Tutors will check equipment on a daily basis using the weekly pro forma placed in registers. Any student failing to bring appropriate equipment will be issued with a 30 minute detention. A student who does not attend will complete a full day in the Behaviour Room.

## Punctuality

All students to be on site before 8.45am and arrive to line-up and lessons on time. There will be **no student access** to Student Support between lessons; students **must** gain permission from their teacher and **must** carry a door pass. Any student without this will be returned to lessons. Staff should also record this with a 'red flag' on the register to allow patterns to be identified.

Students' punctuality will be monitored by Learning Managers and a student who is marked late receives an hour's detention as they will be considered to be truanting. A student who does not attend will complete a detention day in isolation.

Students who are persistently late will be subject to the penalties as advised by the Education and Attendance Enforcement Team.

## Smoking

Woodham Academy is a no smoking site.

Any student smoking on the school site or in the vicinity of the school, or associating with smokers (smoking by association) will be placed in the behaviour room.

## Corridor Behaviour

Students are to be calm and orderly when moving around the school. Where students need to pass in narrow corridors and on the stairs they should do so on the left.

Any electronic device or headphones seen on the corridors will be confiscated immediately by staff without question and locked in the safe. For a first offence students will be able to collect the item from reception at 3.15pm. In the case of repeat offences, parents will be asked to collect the item. Refusal to cooperate will result in immediate referral to the Behaviour Room.

## Classroom Behaviour

**Stage 1 Rule reminder**  
Remind the student of the rule that they are not following. This is not recorded on the tracking system. You could also choose to

- Use de-escalation strategies to diffuse the situation
- Move the student to sit elsewhere in the classroom

**Stage 2 Final Warning**  
Students should be given a formal final warning. This must be recorded on SIMS. You could also choose strategies as for stage 1. A detention will be issued for 20 minutes.

**Stage 3 Room Removal**  
In addition to the room removal, the following departmental procedures should follow;

- A member of school staff phones home on the same day to notify parents of the problem.
- The student will be issued with a 50 minute detention after school