

Behaviour Policy 2018-19



Woods Bank
Academy

**Rough Hay Road
Darlaston
Wednesbury
WS10 8NQ**

Tel: 0121 568 6421

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Updated September 2018

Review Date September 2019

At Woods Bank Academy we believe that good behaviour is necessary for effective teaching and learning. This is supported through the creation of a positive and encouraging learning environment. The behaviour policy is written to provide clear expectations and ensure fairness for all children, teachers, parents, guardians, visitors and other adults working within the school. The policy is based on these key principles:

- We always reward positive behaviour.
- Cooperative learning promoted in all lessons.
- We never ignore children's unacceptable behaviour - **all adults are responsible** for the behaviour of any child, at any time.
- We support children who exhibit unacceptable behaviour in an atmosphere of kindness, patience and understanding.
- We regularly inform parents about the behaviour of their children, for example termly behaviour reports, phone calls home, end-of-the-day, face-to-face meeting with class teacher, phase leader or senior members of staff or home school diaries.
- We ensure rewards, sanctions or consequences are shared with all stakeholders.
- We recognise that all children have the right to be heard, irrespective of their age, understanding and ability. Children are always asked to share their account of events.
- We nurture a committed partnership between staff, pupils, parents and the community.
- We actively support the principle of inclusion.
- We provide opportunities for pupils to recover their behaviour, by nurturing self-discipline and the desire to strive towards their own high expectations and standards. Personalised behaviour plans and contracts are used with the support of parents to recover and maintain behaviour.
- Children play an active role in creating and displaying classroom rules that nurture a positive learning environment.

Pupil Code Of Conduct

Our school rules were created by the children and are reviewed by the nominated school council.

At Woods Bank, we promise to

- Always have an 'I can' attitude,
- Make it possible for all children to learn in class,
- Show respect to members of staff and each other,
- Move quietly as we move around school,
- Treat the school building and school property with respect,
- Always look smart and be proud of our school uniform,
- Accept consequences for our behaviour,
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Cooperative learning behaviours

At Woods Bank Academy we use a model of cooperative learning throughout the curriculum. Children learn in small teams where each child is responsible for ensuring that all team members are successful in their learning. The three principles of cooperative learning are:

- Team rewards/recognition
- Individual accountability
- Equal opportunities for success

Through the cooperative learning approach children are encouraged to:

- Practise active listening
- Help and encourage each other
- Participate
- Explain your ideas and tell why
- Complete tasks

In each lesson and area of the curriculum children are given team points for achieving the above. Winning teams are celebrated in classrooms and through assemblies. Half termly rewards will be awarded to winning teams within classes, which might include additional playtimes, prizes, experiences.

The benefits of cooperative learning include:

- Consistent teaching, learning and classroom management structures throughout the school
- Clarity and transparency for teachers and the SLT of what comprises 'good' teaching
- Clear modelling of expected learning behaviours, followed by positive feedback which enables children to develop their own learning/metacognitive skills
- Greater self esteem amongst pupils
- Increased engagement
- Improved attitudes towards school

Rewards/Incentives

Rewards or incentives allow us to celebrate children's personal, social and academic development and creates a positive ethos in our school. Our incentives are designed to give children a sense of maintaining their effort and working towards a goal by following the rules and being aware of their behaviour.

They include

- Positive comments/private/public praise,
- **Whole-school cooperative learning in all lessons - rewards and non-verbal success celebrations,**
- Class jobs/additional responsibilities around school,
- Whole-class reward systems created with the class/teacher – this may involve prizes,
- Entry to the end-of-term prize draw if they have received no warnings,
- Individual reward/treat time if stated on behaviour plans,
- Wow book award and House points (given in Friday 'Congratulations' assembly).

Unacceptable behaviour

An emphasis on a positive approach to behaviour and work is the most effective method to encourage pupils and raise self esteem. Even in the most positive environment it may be necessary for consequences to be applied. Children must be made aware that inappropriate behaviour comes with real consequences. These are clearly established with the children and displayed in classrooms alongside the pupil code of conduct. The consequences consists of a hierarchical list which works in conjunction with the classroom behaviour tracking sheets and, from the first written warning, must to be recorded on Scholarpack with relevant detail.

Consequences for unacceptable behaviour

Always start with Positive reinforcement through praise – When low-level disruption is seen, we must first give the child a chance to self-correct their behaviour by giving positive praise to others who are displaying the correct behaviour. This will act as a reminder of what is expected of them. Non-verbal communication and emphasis on cooperative learning should also embed the ethos of positive learning behaviours.

Verbal Reminder – Remind the child of the correct behaviour. A reminder is to be used when disruptive or inappropriate behaviour is displayed, or continues at a low level after positive praise has been given to others as a reminder. A recorded written warning is not required.

Warning 1 – Issue a first warning if displayed behaviour has caused disruption, or is persistent, even after a verbal reminder has been given. Explain to the child why it has been given. Child to have time out in another area of the classroom.

Warning 2 - If a second warning is recorded for continued unacceptable behaviour then minutes playtime is missed.

Warning 3 - The child must now complete a 10-minute time out with the Phase leader. The child should now complete a think sheet to enable them to reflect upon their behaviour and self-regulate to prevent the fourth warning.

Warning 4 - The Operational Lead must be informed and will intervene at this point with an appropriate consequence. A phone call home will be made to inform parents of the behaviour concerns and discuss intervention.

The Principal will intervene should the behaviour continue beyond 4 warnings.

Teachers/TAs will record warnings on the class behaviour tracking sheet immediately when issued (deciding on whether it is appropriate for a pupil to record this themselves) and on Scholarpack with a reason for the warning by the end of the school day.

Every child has a fresh start every day, beginning the day with zero warnings.

Helping Hand & Intervention Strategies including 'Team Teach' for restraint

For serious disruption in class or dangerous behaviour (e.g being aggressive), an adult will send a child with the room's HELPING HAND. A member of SMLT will respond in order to de-escalate the behaviour. Failure to de-escalate and the need to keep pupils/adults from harm may result in 'Team Teach' techniques being deployed by trained members of staff under the direction of SMLT. Firstly, the class must be vacated by the children to help de-escalate the incident (loss of audience) and maintain the dignity of the child. The child must always be moved to the nearest supervised safe zone, then to the office. 'Team Teach' incidents are always recorded on Scholarpack. Trained staff members should avoid using 'Team Teach' techniques on pupils in their own class as intervention from another adult can often de-escalate a situation.

If a child is involved in an incident involving violence or continual willful insolence to adults, they will be asked to leave the class. The Principal / Vice Principal will make a phone call home and parents may be asked to attend a meeting to discuss their child's behaviour. An internal

exclusion may be necessary; more serious incidents may result in a fixed term exclusion from school (see the exclusion policy).

Eight warnings or more over a single week will automatically result in a phone call home by the Principal / Vice Principal / Assistant Principal. These incidents may draw attention to other issues that are having an impact on the child's emotional wellbeing.

The frequency of warnings of the class and children are monitored regularly and used in discussion with parents. Failure to record warnings results in a false overview of a child's behaviour pattern. It is the responsibility of the class teacher to inform SLT if a child has received maximum warnings that day or week.

For persistent disruptive/unacceptable behaviour

Level 1 - Intervention/Support Strategies

- Reward charts, trackers, target sheets, home-school communication books
- The class teacher works closely with parents to keep them up to date with behaviour and the parent support advisor may become involved if there is a need.
- The Behaviour Coordinator should be informed and can support with initial parent meeting and designing personalised reward charts.
- *Failure to recover behaviour will result in moving to level 2 intervention.*

Level 2 - IBP Individual Behaviour Plan

- A child will only be moved to this level of intervention as a result of monitoring by the Behaviour Coordinator/SENCo, at which point
- A letter will be sent home and parents will be invited to discuss and agree the plan.
- IBPs provide the flexibility and the opportunity to manage pupil behaviour in different ways to suit the needs of that child and outside of the normal behaviour consequences described in this policy.
- IBPs will be reviewed on a four- to six-weekly basis by the Behaviour Coordinator, with an expectation that there is a measurable improvement in behaviour.
- If a measurable improvement in behaviour is NOT seen after two reviews, then a final Behaviour Letter is issued requesting that the parent meet with the Head Teacher.

Level 3 - External support

- Engagement with Walsall Behaviour Support Services
- Early Help
- Advice/supporting letter for a referral to a paediatrician
- Signposting courses for parental advice and support

The SLT will monitor the number of incidents for each child and will make the decision, with parental support, on the implementation of **level 1, 2 and 3 intervention** when it is deemed necessary.

Termly Reports

These reports are issued at Christmas, Easter and Summer by the AP (Behaviour Coordinator) for each child and will include

- Details of warnings given each week,
- Details of letters/phone calls home,
- Details of different levels of intervention implemented during that term.