

Behaviour for Learning Policy

Amended: October 2017

Approved by Governors: October 2017

Review date: October 2020

Reviewing Panel: Standards, Staffing and Curriculum (SSC)

Whole School Policy on Pupil Behaviour

The development of pupil self-discipline is the goal that all staff works towards by appealing to the best in their pupils belief of the school's core values ("The Woodlands Way")

Our core values are as follows:

- Be the best you can be
- Respect others
- Respect social diversity
- Keep others safe
- Respect the environment we share.
- Promote the school positively in the community

OUR AIM IS TO encourage pupils to develop and take ownership of their learning, in the context of social responsibility, by:

- applauding achievement
- encouraging effort
- clarifying the means whereby learning may be developed
- setting goals to modify behaviour
- influencing by negotiation
- providing support
- discussing and applying the Home-School Agreement

At Woodlands School we believe that.....

All members of the school community have the right to:

- feel safe, happy and secure
- be treated with respect
- be valued equally

A pupil also has the right to:

- have a suitable working environment where learning can take place
- receive all elements of the National Curriculum
- enjoy social and recreational time with fellow pupils.

A teacher also has a right to expect pupils to:

- bring equipment and completed work to lessons
- display suitable behaviour so that learning can take place
- be dressed in school uniform.

All members of the school community have a responsibility to:

- set a good example for the school
- care for each other and themselves
- show courtesy and respect to other people, their work, opinions and property
- keep the school neat and tidy.

It is especially important that pupils behave properly in public places when wearing the Woodlands School uniform. Smoking, swearing and misbehaviour bring the good name of the school into disrepute and let everyone down.

Code of Conduct

We place great emphasis upon good behaviour. We expect all pupils to play their part in seeing that the school is a place where there is a well-ordered and safe environment where pupils can learn and achieve to the best of their ability. Our four golden rules are intended to guide pupils and form the basis for our disciplinary structures.

1. Attend every lesson and be on time.
2. Look smart and wear your uniform with pride.
3. Be polite and respectful to everyone in the class.
4. Work hard and try your best in all aspects of school life.

SPECIFIC RULE

The following should not be brought to school:

Tobacco, lighters and matches, knives and other weapons, fireworks.

Jewellery (unless permitted in Uniform Code), personal stereos, MP3 players, iPods and chewing gum will be confiscated. Mobile phones must be handed in before school every day.

It is important that pupils and their parents should understand and accept the School's Code of Conduct.

POSITIVE LEARNING ENVIRONMENT: Strategies

Set out below is a list of suggested actions which may be used to help establish a learning environment.

1. Provision of purposeful, interesting, well-organised lessons with clear, articulated learning targets and a variety of stimulating resources.
2. Consistent prioritising of the tasks in hand, to promote learning.
3. Negotiation of ground rules between individual groups and their teachers – ideally from the outset.
4. Discussion of difficulties with group or individual pupil.
5. Recognition by the subject tutor of potential problems and sharing the concern with colleagues; in particular Area Adviser.
6. Consideration of advice. Development of personal strategies and teaching skills.
7. Negotiation of targets with groups or individuals to facilitate behaviour modification
8. Further consultation with Area Adviser.
9. Consultation with the Form Tutor, Year Manager and Assistant Headteachers.
10. Discussion, if necessary, between Form Tutor and Learning Support Adviser regarding Code of Practice which can also be used for recording and reviewing.

BEHAVIOUR TYPES

Behaviour Type	Context	Actions/Strategies
Poor Punctuality	Arriving late to school, lessons and returning to school late from lunch	<ul style="list-style-type: none"> One off: Warning/discussion / 15 minute same day detention Regular/Frequent: Involve parents / carers, detention from Year Head, document for file, referral to EWO, form tutor to Head of Year 2 lates p/w – 1 hour HOY detention 3 lates p/w – 2hr SLT detention
Truancy	Not being on school premises or present within lessons without permission from school staff	<ul style="list-style-type: none"> Try to find out where student was/why. Involve parents / carers Students are expected to see subject staff and address the missed work Detention given to make up time/work missed. Negotiation between Year Team and Departments may be necessary Attendance Report, if appropriate, to Form Tutor Document for file - Update GO4SCHOOLS
Vandalism	Any intentional damage to school property or equipment. Including uniform borrowed and littering school building and grounds	<ul style="list-style-type: none"> Parents / carers to be contacted Where suitable, damage to be "made good" If necessary, payment to repair to be negotiated through SKANSKA. Documentation necessary for files - Update GO4SCHOOLS Appropriate punishment e.g. collection of litter / Community Service
Bullying	Can include being physical, emotional, social, cyber, passive, mental, racist, homophobic etc. At Woodlands, any unkind actions or comments are called bullying. If the perpetrator is in a more powerful position than the victim (e.g. stronger, more confident, and / or part of a group).	<ul style="list-style-type: none"> Form Tutor and HOY must be informed The "victim" must be taken seriously and provided with support The "bully" must be dealt with - this can be effected in a number of ways: <ol style="list-style-type: none"> Investigating the circumstances (and recording the outcome) Inclusion (if appropriate) Contacting the parents / carers (when necessary) A reconciliation meeting could be arranged (restorative justice) Completion of anti-bullying exit survey. <p>In the longer term, the possibility of involving outside agencies, such as an Educational Psychologist and Education Welfare Officer, would be considered.</p>
Physical Aggression	Any intentional / deliberate physical assault, harm and intimidation on another person.	<ul style="list-style-type: none"> Remove students from the class teaching group/situation by requesting, Year team staff, behaviour for learning coaches or the Senior Leadership Team (SLT), as appropriate. Pupils to be isolated for remainder of the day in Unit or HOY. Investigate situation – both pupils' to write accounts. Involve parents / carers at any stage as necessary. Documentation required for both files - Update GO4SCHOOLS In serious cases, especially persistent problems or unprovoked assault, other more severe sanctions may be necessary.
Foul and Abusive Language	Swearing at a member of staff Swearing in class Swearing around the school	<ul style="list-style-type: none"> HOY / HOF to document for files on GO4SCHOOLS Expectations of the school to be made clear Behaviour to be logged on GO4SCHOOLS HOY / HOF to interview the pupil. Expectations of the school to be made clear If appropriate, pupil to be told that Form Tutor will be informed If appropriate, behaviour to be logged on GO4SCHOOLS
Smoking	Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking is not permitted. Pupils may not possess smoking equipment.	<p>First offence:</p> <ul style="list-style-type: none"> Contact parents in writing Confiscate smoking materials and only return directly to parents / carers. Make detention appropriate, regarding time and task. 2 hour SLT detention - Friday <p>Repeated offence:</p> <ul style="list-style-type: none"> Contact parents / carers by telephone, e-mail or letter Send student home with letter at the end of the day Arrange interview if appropriate Document case for file - GO4SCHOOLS SLT Saturday morning detention

All actions to be recorded on GO4SCHOOLS

Please see department behaviour policy for direction on any behaviour issues that relate to incidents within the classroom.

Behaviour Improvement Goals

If a pupil becomes a persistent source of trouble he / she can be put "On Report" by the Head of Year or SLT in consultation with the Group Tutor.

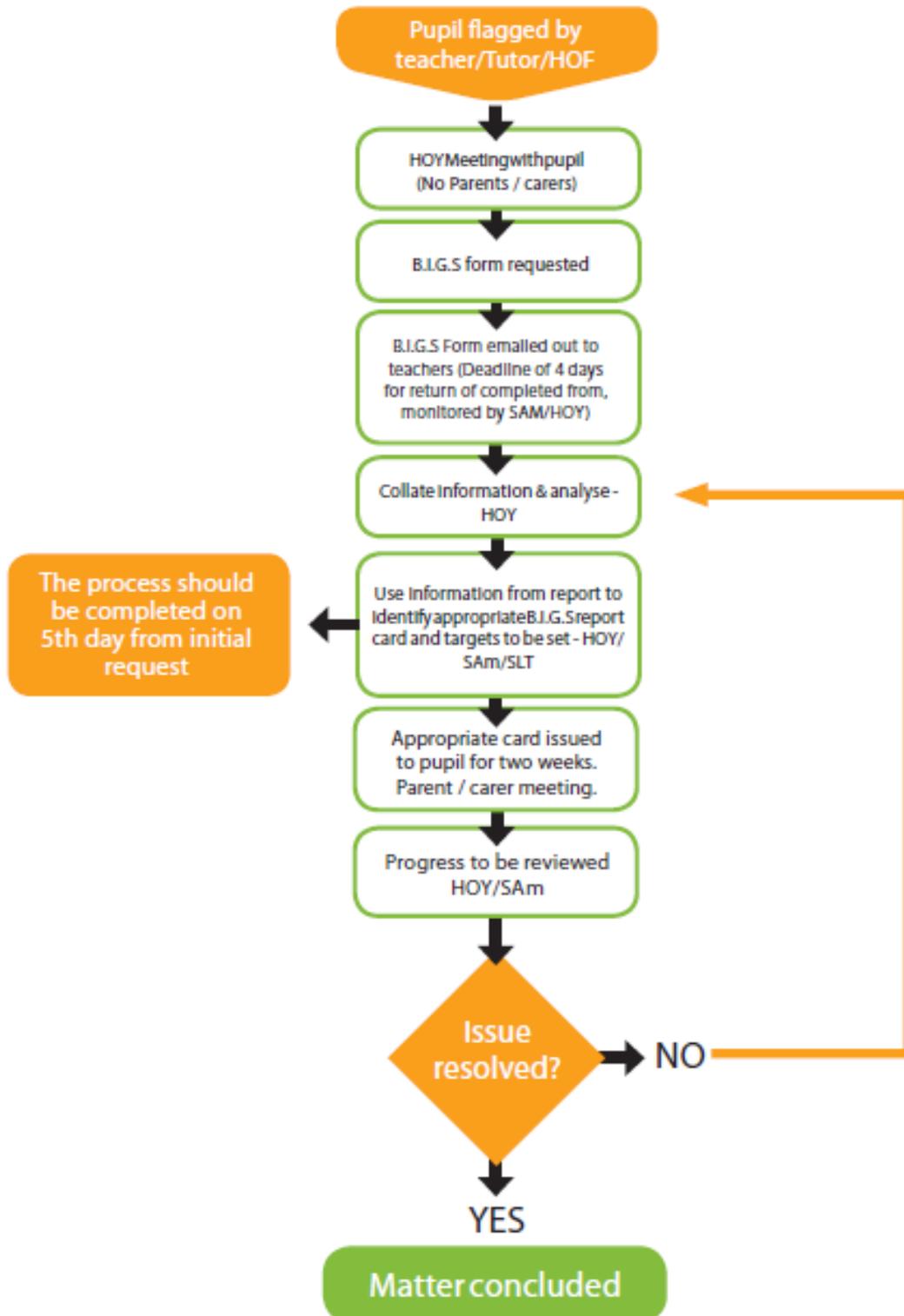
A holistic understanding of the concerns can be obtained via the issue of the B.I.G.s form (Behaviour Improvement Goals) (see appendix 2 5 - 9). This enables the HOY / SLT to set specific targets that directly relate to common teacher concerns.

The HOY / SLT are to select one of six B.I.G.s report cards (Rules and routines, behaviour, study skills, effort, self-esteem and respect for others). Whenever this is done parents should be informed.

The pupil will then carry a report card containing their timetable for 2 weeks. Subject teachers and the form tutor are to view the pupil's targets, give a score out of five for each target, write a comment and sign each lesson or tutor session.

Any adverse comments will mean that the pupil will stay behind after school to make up unsatisfactory work. The "B.I.G.s" report card should be presented to staff at the beginning of each lesson.

REPORT CARD/ B.I.G.S PROCEDURES



All actions to be recorded on GO4SCHOOLS

Promoting our school positively within its community

Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking, foul and abusive language, damage to public property and anti-social behaviour is not permitted.

The school may act upon any incident / behaviours that are out of school premises and out of school hours if it is deemed to become a barrier to pupil learning or has brought the schools name into disrepute. If judged appropriate such behaviours maybe reported to the police.

Department Behaviour Policy

Department Aims

- To reduce classroom disruption thus improve the quality of learning for all students
- To empower staff to utilise a stepped approach to behaviour management in their classroom
- To reduce the number of fixed term exclusions
- To reduce the number of referrals from lessons
- To achieve an improvement in behaviour and academic performance of targeted students
- To consolidate the role of the home-school partnership in reinforcing behaviour for learning expectations.

Department Objectives

- To help students recognise and understand the consequences of their actions
- To equip students with an understanding of how their conduct effects their own and other students' learning
- To encourage positive changes in behaviour and attitude
- To improve consistency in whole school discipline
- To improve home-school liaison over rewards and sanctions

Every student is expected to follow the school and class room Code of Conduct (see Appendix), a home / school agreement has been signed by the student's guardian in agreement with these terms. Departments must be committed to ensure every student they come into contact with is following both the school and classroom code of conduct. If a pupil fails to do so, staff must follow the Department Behaviour Procedures.

If an incident occurs or a member of staff is aware of persistent unacceptable behaviour, the following department behaviour procedures must be followed. These procedures are in line with Woodlands School whole school systems and policies and are to be followed by every member of each department.

PHASE 1 (Class Teacher)

1

- Sanction issued if pupil fails to respond to verbal warning.
- Sanction to be recorded on Go4Schools and detention slip issued to pupil.

AFTER SCHOOL DETENTION

2

REFUSAL TO ENGAGE WITH STEP 1 SANCTION

- Sanction to be recorded on Go4schools and detention slip Issued to pupil.

REFUSAL TO ENGAGE WITH STEP 2 SANCTION

- Communicate concerns with parent/carers and refer incident to HOF/subject lead /lead practitioner.
- When recording on Go4schools, notify HOF/Subject Lead/Lead Practitioner

AFTER SCHOOL DETENTION

PHASE 2 (HOF/Subject Lead/Lead Practitioner)

3

- Increased sanction is issued if pupil fails to respond to class teacher sanction.
- New sanction to be recorded on Go4schools and detention slip issued to pupil.

AFTER SCHOOL DETENTION

4

- Refusal to engage with sanction, communicate concerns with parent / carers and refer incident to SLT link.
- Pupil is to be placed on subject report with HOF for a 2 week period and then reviewed.

PHASE 3 (Senior Leader)

5

- Increased sanction is issued if pupil fails to respond to class teacher sanction.
- New sanction to be recorded on Go4schools and detention slip issued to pupil.

School Based Meeting with Parent / Carer
2 hour SLT after school detention
2 hour SLT Saturday morning detention
Inclusion (1 – 5 days)

6

- Refusal to engage with sanction, communicate concerns with parent / carers, development of a personalised programme lead by SAm (supported by HOY and the behaviour for learning team)
- Possible PSP established, followed by fortnightly school based meetings

Staff are required to log all behaviour actions on GO 4 Schools at each phase

Ensure all communications with the pupil / parents / guardian are recorded on a department pupil action log and forward any correspondence to HOD / Ass HOD for information. This early information will become valuable if the pupil fails to engage and incidents escalate.

The above should be followed unless the incident occurring is deemed to be more than a classroom concern. If this is the case the classroom teacher can refer the incident directly to the HOD / Ass HOD and an incident report should be written and sent to the HOY directly via the on line incident reporting system located on the schools VLE.

In the event of a serious incident situation the Classroom Teacher, HOD / Ass HOD may contact the school office immediately, requesting a Senior Leadership Team call out. An incident report should be written and sent to the HOY directly via the on line incident reporting system located on the schools VLE.

Behaviour checklist for teachers (*Getting the simple things right - Charlie Taylor, DfE*)

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Below are strategies when working with pupils who struggle to conduct themselves appropriately within the perimeters of the schools behavioural policies and procedures, which may go onto displaying reoffending patterns.

Celebrate the small stuff

When a pupil is insolently answering back or thumping other children, we must remember that such behaviour can be a classic sign of low self-esteem. Use every opportunity to praise them for the slightest evidence of good behaviour, even if it's just quick thumbs up or a nod in their direction as they obey an instruction without having to be reminded repeatedly.

Avoid nit picking

As a teacher it can be hard to let indiscretions go by without a reprimand, but with some children it is wise to pick your battles. If a pupil who usually calls out constantly is sitting quietly but fiddling with pencils, for example, it can be expedient to turn a blind eye. I used to worry that this was sending out the wrong message to the rest of the class, but children are pretty savvy – they recognise a child who genuinely struggles with behaviour and won't hold it against you if you sometimes let the little things slide.

Beware scapegoating

Children who find themselves in trouble can often try to shift the blame on to the class troublemaker, hoping that this will get them off the hook, so be on guard for this. Also, when it comes to seating plans it's often best to keep your most difficult child on the move. Don't punish the best behaved pupil in the class by sitting them next to a challenging peer week after week.

It's not just your problem

When it comes to behaviour, you need to know that you are not alone. Your behaviour management should always be backed up by a wider support group and this is particularly true for very challenging children. Show the pupil that you have that backup. Senior managers, special educational needs coordinators and outside agencies can all help – hopefully by having regular contact with the child and their parents and removing the pupil from class for short periods if necessary, instead of just filling out incident forms with you.

Take time out

For some children there will be occasions when they just cannot cope in a whole-class environment. Give them a place they can go to for time out: somewhere safe where they can get some space and regain control of their emotions. Try to keep any activities here repetitive and undemanding; using whatever best suits the child's learning style.

Stay in control

Children with severe behavioural difficulties often don't respond to strategies that are effective with others. This can be very disempowering for teachers. And battling a child who continually expresses angry and negative emotions can create similar feelings in the adult. Ensure that your response is intellectual rather than emotional. Bear in mind the kind of behavioural response they may be used to in their home life and try to be a good role model.

Don't give up

It sounds trite but keep believing in the child. Try to be a calm, consistent presence and give as much positive encouragement as possible without ever condoning bad behaviour. Their progress may well be a case of one step forward, two steps back, but the fact that your influence may be hard to measure is not a reason to stop trying.

Rewards & Celebrations

Every child likes to know they are doing well and every child likes to be congratulated. Here at Woodlands School we believe that positively reinforcing good behaviour or high achievement can be more effective than punishing bad behaviour or low achievement.

We feel that rewards act as motivators for pupils when they believe that they have a chance to earn the reward. They only become effective when pupils truly value them. With this in mind, good work, effort and behaviour are commended by Woodlands staff whenever possible. We use 'GO4Schools' behaviour recognition tool to reward both individuals and groups of pupils. This is proving to positively affect motivation, attitude and performance. It is a powerful learning loop which empowers teachers, encourages pupils, and involves our parents/carers in their child's progress. Pupils of all years find this electronic rewards system exciting, engaging and easy to use. Pupils enjoy the instant access to their individual GO4Schools accounts via the internet and their smart phones, and value opportunities to share their achievements with their parents/carers.

Here at Woodlands School we work hard to ensure that we have a rewards system that has relevance to all pupils, ensuring every pupil is getting the recognition for their personal achievements and group contributions, no matter how large or small. GO4Schools reward credits are issued at every opportunity to positively reinforce the values and attributes we wish our pupils to demonstrate.

Below are the principle behaviours for learning that all staff at Woodlands have a responsibility to reward and the amount of credits issued to pupils for each.

100% Attendance	4
Academic Targets Achieved	5
Acting Upon The Teachers Comments	3
Attendance To Academic Interventions	2
Attendance To Period 6	2
Caught Doing The Right Thing	10
Commitment To Out-Of-Hours Learning	4
Consistent Good Effort	3
Contributing To Ethos Of School	4
Contributing To The Schools Image	5
Determined & Organised	3
Doing The Right Thing	3
Effective Participant	3
Environmental Awareness	2
Exceeding Home Expectations	5
Excellent Graphical Work	3
Excellent Handwriting	2
Excellent Practical Work	3
Excellent Progress	3
Excellent Project Care & Attention	3
Excellent Work In Pastoral Time	3
Good Behaviour In Classroom	3
Good Conduct In Corridors	2
Good Manners	2
Homework Completed On Time	2
Improved Graphical Work	3
Improved Handwriting	2

Improved Homework	2
Independent Thinking	3
Listening & Contributing	3
Often Unnoticed Good Work	3
Organised With Correct Books/Folders	2
Organised With Correct PE Kit	1
Organised With Correct Stationary	2
Organised With Requested Resources	2
Positive Attitude To Work	3
Positive Role Model	5
Presentation & Uniform Improved	1
Presentation Exceeding Expectations	5
Presentation Standards Exceeded	3
Prize Winner	50
Punctual For Lessons	2
Punctual For Period 6	2
Punctual For Tutor Time/Assembly	1
Punctuality For Lesson Improved	2
Punctuality Improved For Tutor Time	1
Reflective Learning	3
Representing The School Well	5
Schoopetition Winner	50
Significant Lesson Progress	3
Sporting Achievement	3
Taking Responsibility For Environment	2
Valuable Member Of Form	3
Well Presented Uniform	2
Working Well In Teams	2
Working Well In The Community	4

Each week all staff at Woodlands are encouraged to issue and reward pupils with GO4Schools behaviour points.

The allocation of these credits is below.

- Support staff – 50 credits weekly
- Teaching staff – 100 credits weekly
- Senior Leadership – 40 credits weekly

In Year 11 pupils have the opportunity to work towards gaining enough GO4Schools credits for their Passport to the Prom Award where credits are also awarded for their attendance and contributions with period 6 sessions and other forms of GCSE interventions such as holiday coursework clinics and Saturday extension mornings.

Other Forms of praise and rewards:

Good work, effort, behaviour and attendance are also to be commended by teachers whenever possible. All adults endeavour to show interest in pupils' activities both in and out of school. These other forms of praise may be presented in a range strategy, from public acknowledgement to a quiet word, thus recognising differences in age and the wishes of pupils. The celebration of success is achieved through:

- Badges & broaches (e.g. 100% attendance gold/silver/bronze)
- Certificates
- Praise text
- Praise post cards
- Letters from the Headteacher or senior staff
- Photographs displayed on notice boards
- Inclusion in the newsletter
- Press releases
- Head of year celebration lunch
- Head teacher commendations & celebration lunches
- Awards / presentation ceremonies

Signed: 
Head Teacher

Dated: October 2017

Signed: 
Chair of Governors

Dated: October 2017

October 2017

