



**The Wordsley School
Business & Enterprise and Music College**

Behaviour Policy

October 2010

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Introduction

This behaviour policy has been written as a response to a whole school consultation process using the Behaviour and Attendance audit which was carried out in April 2004.

Subsequently we have consulted our pupils using B&A In Depth audits, an Education Perceptions monitor and Kirkland & Rowell Pupil, Staff and Parent surveys. We have been mindful of legislation and the Every Child Matters agenda. Our rigour has been acknowledged by OFSTED (June 2010) who judged behaviour to be "outstanding".

In line with our Mission Statement:

High Expectations + Challenge = Success

We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework. We ALL have a responsibility to uphold the procedures outlined in this policy, and this includes teaching and non teaching staff, pupils, parents and governors.

The School Aims:

- To create a supportive environment where everyone can work together and feel secure, happy and confident
- Where relationships between all members of the school community are based on mutual respect and tolerance.
- Where good behaviour and learning is expected, acknowledged and rewarded

The Wordsley School Philosophy

We believe:

- **Every one has the right to learn**
We educate our young people to the highest standards to ensure their potential is realised
- **Everyone shows respect for others**
We value all students equally and constantly promote a sense of purpose, self confidence and shared values
Information on promotion of racial equality and how the school tackles discrimination and bullying can be found in related Anti - Bullying and Equal Opportunities policies
- **Everyone takes responsibility for their own actions**

Research identifies consistency as more powerful than severity in managing behaviour. It is therefore important that all members of the school community are aware of their role and fully subscribe to their responsibilities.

Responsibilities of students:

- To attend school regularly and punctually
- To maintain a high standard of appearance complying with the uniform and equipment details (see student planner/school handbook (SHB)
- To give priority to learning, following the school code of conduct
- To show respect and courtesy to others and their environment
- To accept the authority of their teacher
- If they have done wrong, to accept responsibility and play their part in putting it right

Responsibilities of subject teachers:

- To provide a good role model
- To create a positive working ethos within the classroom (see Expectations for a well organised lesson, SHB)
- To provide a stimulating environment, engaging pupils in varied and challenging work (see Effective lessons, SHB)
- To take responsibility for the maintenance of discipline by using positive behaviour management strategies
- To encourage and reward good behaviour
- To carry out their staff duties

Responsibilities of Form Tutors: (see Role of Form Tutor, SHB)

- To nurture and encourage the social and academic development of students in their form group
- To create a positive, calm, disciplined start to the day
- To monitor student's academic progress and attendance
- To meet regularly with parents/carers for Review and Guidance

Responsibilities of parents/carers:

- To ensure students attend school fully equipped for lessons and dressed in accordance with the school's uniform code
- To encourage and support their child to promote a positive attitude towards their education
- To keep school informed of anything which would affect their child's attendance, punctuality or behaviour
- To monitor and sign their child's planner regularly
- To attend their child's Review and Guidance sessions

Responsibilities of Heads of House:

- to monitor pupil attainment, progress and behaviour
- To promote pupil attainment and achievements
- To develop systems to meet the individual needs of all students
- To support and co-ordinate the work of the form tutors with regard to pastoral and behavioural issues
- To liaise with parents and outside agencies

Responsibilities of the Senior Leadership Team:

- Support, manage and lead in order to maximise achievement of all pupils in a supportive and disciplined environment.
- Online reporting to parents of pupils' behaviour is being developed.

Rewards

At Wordsley school we value and celebrate good behaviour, attendance and attainment. Staff are encouraged to frequently use appropriate rewards e.g. positive praise, merits and house points.

- **"Stars"** will be awarded for:
Effort and excellent achievement
- The school recognises outstanding achievement through, for example, the Headteacher's Commendation, subject certificates, Student of the Month awards and the award of badges.
- **House points** will be awarded for a range of activities which promote pupil involvement, competition and extra curricular activities. Throughout the year competitions lead to termly awards to the entire House. At the end of the year one pupil from each House is acknowledged as the House Point winner.

We constantly review the rewards systems as it is a major contributing factor to our "Positive Behaviour for Learning" ethos.

Rules/Routines

There is a **Code of Conduct** which is made known to pupils when they enter the school and with which they are expected to comply. A copy of this code is included in the student planner. A consistent approach to enforcing this code should be adopted by all staff. Frequent reference should be made to the Code of Conduct, on display in every room.

A consistent approach to promoting positive behaviour

We know that much behaviour good and bad is learnt; therefore we need to teach good behaviour. Staff should use positive behaviour management strategies, making clear their expectations and using the language of choice, which will enable our pupils to make correct choices and help to empower them as individuals. Our pupils need to understand the inevitability of consequences if they chose to misbehave.

Pupils who fail to comply with instructions will be issued with a green incident slip. The Form Tutor will monitor these and may put the student on FT report. If there is still cause for concern the HoH will place the pupils on report. If the pupil still fails to improve they will be placed on the red slip list by the Head of House and their positive behaviour monitored by a red report card.

Incidents logged on Behaviour SIMS by Cara Grazier.

Disruptive behaviour will lead to a pupil's removal from lessons - this would result in an exclusion or inclusion

Sanctions - Detentions

A subject teacher who wishes to give a pupil a detention may detain them at the end of the day for 10 minutes, without notice.

To detain a child for a longer period of time the triplicate "Notification of Detention" paper work must be completed and sent to the parent/carer 24 hours in advance. The pupil must note the detention in their homework diary.

Pupils who fail to carry out their detention should be referred to the CAL. If the pupil fails to respond to the CAL's sanction they will be placed in SLT detention. Green sheets are used at all stages to inform or request further action/intervention. All this information is passed to the Form Tutor via this green incident sheet.

Inclusions

A new facility is being developed to support a range of pupils who are vulnerable, have special needs or who risk exclusion. This inclusive support will be provided wherever possible to avoid exclusions.

Exclusions

Pupils who fail to respect our school rules may be excluded. In the case of statemented pupils, consideration will be given to personal circumstances/SEND regulations. **Permanent exclusion** will be used in extreme circumstances where there has been a serious incident or if a pupil has persistently breached our code of conduct. All exclusions, fixed term and permanent are made following the LEA procedures. The LEA is informed of all exclusions and parents are informed of their right of appeal.

Teaching and Learning

Our pupils are given opportunities to develop social, emotional and behaviour skills throughout the curriculum and extra curricular activities. The ethos and culture of the school promotes S.E.A.L. (Social and Emotional Aspects of Learning).

Support systems for pupils

- We aim to meet the needs of all pupils by paying attention to every individual's needs and adopting a firm and consistent approach to behaviour management
- We have a strong pastoral system with vertical tutor groups and Heads of House. The form tutor plays a vital role in establishing good relationships and links with individual families.
- Older pupils are encouraged to support the younger members of their tutor group as mentors. All students are encouraged to take responsibility for maintaining a positive form environment.
- Our pupils can access services provided by the Educational Psychologists, the Dudley Counsellor service, Health Advisor, Connexions P.A., Careers Advisor etc.
- Pupils who have difficulty making good choices will become part of the "Red slip system". A parental meeting will be called with school and external agencies. Behaviour targets will be agreed and an individual behaviour plan (IBP) written. The pupil will then be monitored as "school action plus".
- Pastoral Support Programmes (PSP) maybe used for students at risk of exclusion.
- We have strong links with outside agencies and work with our Connexions PA to offer some pupils alternative curriculum. We work with EMAS and the Travellers service to support vulnerable pupils. See also SEN policy.
- Blue Card Report.
- Learning Mentor.
- CAF are organized when appropriate
- Strategies are employed to identify needs at the earliest opportunity so that intervention can be applied as soon as possible and therefore be most effective.

Support systems for staff

- Abusive behaviour towards any member of staff/serious incidents must be referred immediately to a member of the SLT.
- There is a strong programme for staff development and individual CPD requests will be prioritised.
- Staff are encouraged to develop teaching strategies that meet the preferred learning styles of individual pupils. Sharing good practice is a key element of our whole school development.

Support systems for parents

- Parents are expected to sign a home/school agreement outlining our policies
- We make first day phone calls re. absence and our Pupil Welfare Manager works closely with families and the EWO to support regular attendance .
- Regular Review and Guidance meeting are held with pupil/parent and form tutor. A report is prepared for the parent/carer with personal and academic information.
- We communicate regularly with our parents via phone, letters and meetings. We ensure that parent/carers are informed when their children do well.
- A behaviour report identifying positive and negative behaviour as well as personal achievements is available along with Review and Guidance Academic reports.
- Parent Support Advisor appointed.

Consultation

Staff, pupils and governors were consulted using the Behaviour and Attendance initial review and in depth audits between April 2004 and June 2005. As a result of this and other surveys such as Kirkland Rowell (June 2008) the Behaviour Policy has been reviewed and the Draft Policy will be presented to staff and Governors.

Monitoring and review

- There is weekly monitoring of attendance data.
- Racist incidents and bullying incidents are recorded.
- Behaviour incidents are recorded on the SIMS Behaviour log.
- Data from Review and Guidance is analysed twice yearly. Strategies are developed in light of this data e.g. Blue Card system, SLT intervention.