



**Learning and Achieving Together:
Behaviour for Learning Policy**

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Name of School:	Washwood Heath Academy
People responsible for the policy:	Mrs B Mabey (Executive Head Teacher) Mr D Walsh (Chair of Governors) Ratified 220514

Our Expectations and Ethos

Washwood Heath Academy has extremely high expectations of its students and staff. The whole ethos of the school promotes positive relationships based upon respect and family values. To this end, we expect students to demonstrate these values at all times. Each adult who works at Washwood Heath Academy must ensure they are positive role models to the young people they interact with. When we reprimand, we criticise the behaviour, not the person. Our approach to discipline is preventative and corrective but essentially supportive.

One of the aims of the school is to guide and model for our students the behaviour that will show them as courteous, well-mannered young people. This means that simple courtesies such as opening doors for each other, saying please and thank you and not interrupting are expected as normal.

In the classrooms we expect the same courtesy. Students should make every effort to treat staff respectfully. They should follow instructions, sit quietly, listen, put hands up if they wish to speak and follow all classroom rules.

This policy is an attempt to bring out the best in all students and staff so that we can work together to achieve our full potential and help students to enter the world of work beyond school, knowing exactly what is expected of them in terms of behaviour and courtesy.

Learning and Achievement

Outstanding behaviour is a foundation for good learning and behaviour and learning is everyone's responsibility. At Washwood Heath Academy we expect students and staff to try their best at all times. Students should complete all work and challenge each other to do better within an ordered and work centred atmosphere.

Teachers and support staff work diligently to plan appropriate and challenging lessons with a clear learning objective and personalised learning outcomes, which help students to achieve according to their abilities. Lessons should focus on independent, student-centred and collaborative learning and enable students to develop the five Outstanding Learner qualities. Exciting and stimulating lessons promote good behaviour. Teachers will praise and reward students with credits, certificates and prizes and give regular feedback by marking books regularly.

Parents play an active role in monitoring their children's work by checking and signing planners, especially in making sure homework is completed. Parents can contact any member of staff with concerns, but especially their child's form tutor or subject teacher.

Equality of Opportunity

Every member of our school community has the right to learn and to teach and each one of us is responsible for actively promoting equal opportunities for all. This means students, staff and parents will challenge poor behaviour and attendance, discrimination and bullying at every opportunity.

Uniform Code

Our school uniform was designed by students and as such is a symbol of the values we hold as a school. The way each student presents himself or herself reflects both on the students and on the school. Our uniform should be worn with pride as a symbol of membership in our school community and in ourselves. We include our planner and school bag as part of our uniform and students will be sent home if they come to school out of uniform or without their planner.

Members of the sixth form should dress modestly and smartly. As leaders in the school community, all sixth formers are expected to dress appropriately and avoid extremes of fashion.

We expect students to:

- Have a zero tolerance for any types of bullying and harassment.
- Wear the full uniform as detailed on the School Uniform Information page. Trainers or shoes with logos are not allowed.
- Be dressed smartly at all times (shirts tucked in and ties worn properly).
- Bring their planners, school bag and all equipment every day.
- Have and wear the correct P.E. kit for all P.E. lessons.
- Ensure their presentation reflects self-respect and respect for the school.

We expect staff to:

- Have a zero tolerance for any types of bullying and harassment and to encourage students to report immediately any incidents.
- Challenge students not wearing the correct uniform.
- Notify the form tutor of persistently incorrect uniform including the wearing of jewellery or trainers.
- Give sanctions for persistently incorrect uniform.
- Notify parents of persistent breaches of the uniform code.
- Confiscate articles that do not form part of our uniform code.

We expect parents to:

- Have a zero tolerance for any types of bullying and harassment and to encourage students to report immediately any incidents.
- Check that students are in correct uniform, with their planners and school bag, and dressed smartly before leaving the house.
- Support and encourage students with work at home

Sanctions (Behaviour For Success)

Our disciplinary system is firm, fair and consistent in promoting high standards of work and conduct. It has been developed through close consultation with students, staff and parents and endeavours to ensure high standards of behaviour both inside and outside of the classroom.

How Behaviour For Success (BFS) Works

- Students are issued TWO clear warnings before a detention is given. These cannot be 'worked off' or taken back. These will be termed W1 (first warning) and W2 (second warning).
- If a student gets to third warning, they are issued a C3 (consequence 3) which is a 30 min detention.
- If a student progresses to a fourth stage i.e. continues disruptive behaviour, the detention is upgraded to a C4 (consequence 4) which is a 60 min detention.
- If a student then progresses to a fifth stage walkabout must be called to collect the student. This is a C4+. The student is taken to GM who will decide on the best action to be taken for this pupil for the rest of the day.
- NEVER NEVER – this is a separate consequence, issued without warnings for serious unacceptable behaviour. Walkabout must be called and pupil taken to GM or HOH to deal with this immediately. In this instance for example, a parent may be called to attend a meeting that day, parent could be asked to collect child and to bring in the following day pupils could be issued with an IER or FTE, etc
- The behaviour for success books can be used anywhere around the school. If issuing a detention outside of the classroom no warning is needed. The slips are completed in the same way and taken to Admin.
- **C3** , **C4** and **C4+** will be issued using a carbon copy slip which the teacher completes at the end of that lesson, student gets top copy, admin get 2nd copy, staff member keeps 3rd.
- The slips must be handed to admin the same day before 3:15 otherwise the detention cannot be issued (central collection point). Please take slips to admin during the day when possible, break lunch etc.
- The student will know they are in detention the following evening. Lists will be outside the house office each day for extra clarification and checking
- Detentions are held Mon -Fri evening after school, 3:10 - 3:40 or 3:10- 4:10
- All detentions are held in houses. In 5 separate designated areas of the school. If possible next to house office.
- All detentions take place the day after they are received
- GM's, HOH, and one timetabled member of staff from that house supervise the detentions. This ensures there is consistent monitoring from GM and HOH and also the chance for daily dialogue with 'repeat offenders'.
- SLT detention will still run separately to this. They will take place every Friday and last for 2 hours.

- A register is taken at each detention, missing pupils are added to the next evening's detention and upgraded to next level (where possible). A txt is automatically sent to parents informing them that their child truanted a detention.
- Detentions will **never 'stack up'**. Every day the pupil has a fresh start. If pupils are receiving multiple detentions in one day other processes will be put in place for those individuals e.g. Parental meetings, IER room, Exclusion, SLT detention, break and lunch time detention.

Behaviour Categories

Students are issued detentions based on the following categories

Code	Category of Incident - C3 and C4
C	Eating & Chewing & Drinking
CD	Continued Disruption
D	Defiance
E	Equipment
MB	Mobile Phone
L	Late
HD	Head Phones
U	Uniform
DAS	Disruption Around School
OB	Out of Bounds
LIT	Litter
OT	Off Task
TR	Truancy
IAF	In Appropriate Use of Facilities
FL	Foul Language
NV	Nail Varnish
M	Make Up
O	Other

Never Never Forms

The below form shows categories of behaviour that we as a school deem totally unacceptable. This behaviour results in a student's immediate removal from lesson and a suitable sanction is issued.

NEVER/NEVER FORM

Student Name: _____ Form: _____

Victims Name: _____ Year Group: _____
(if applicable)**DETENTION DETAILS**

Subject: _____ Location: _____

Period: _____ Staff Code: _____

Category of Incident (please tick box):

- | | | |
|--|--|--|
| <input type="checkbox"/> Smoking | <input type="checkbox"/> Verbal abuse to staff | <input type="checkbox"/> Possession or use of alcohol or drugs |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Physical abuse to staff | |
| <input type="checkbox"/> Racial abuse | <input type="checkbox"/> Possession of a weapon | <input type="checkbox"/> Other category of incident |
| <input type="checkbox"/> Threatening behaviour towards staff | | |

Reason(s) for detention:

Action(s) (for House Leaders use only):

- | | |
|---|---|
| <input type="checkbox"/> Parental meeting | <input type="checkbox"/> Fixed Term Exclusion |
| <input type="checkbox"/> Governor Panel | <input type="checkbox"/> SLT Detention |
| <input type="checkbox"/> IER | |

Rewards – Learn 2 Earn

Washwood Heath Academy has an exciting and innovative reward system, 'Learn 2 Earn'. The system allows students to earn credits for exceptional work, achievement, behaviour and conduct. Each credit earned has a monetary value and students can spend money earned in an online shop. Goods are delivered to the school on a monthly basis and distributed through the house system. Learn 2 Earn allows students to view league tables of credits earned and compare their totals with other students across their year group and house. The system teaches students that hard work and positive behaviour results in rewards. An ethos that our students can carry with them both in further education and employment

At the end of each term pupils take part in reward assemblies. Students who have shown high levels of achievement, effort, and attendance are given certificates and Learn 2 Earn credits.

A whole school trip takes place during the summer term. Students who house believe have shown exceptional levels of effort, achievement, behaviour and attendance throughout the year attend this trip free of charge as reward for their hard work.

Learning Environment

Washwood Heath Academy is a learning community and we need to share the site and its facilities with one another. This gives each of us a responsibility, not just to the school but to everyone who works in or visits it, to look after the school environment. This includes respect for our facilities like toilets and canteens but also the wider environment such as the playground, ensuring they are free from litter. The school promotes care and respect for the environment by providing recycling bins in all major areas. Student Prefects are on duty in these areas at break and dinnertime with other student leaders monitoring indoor and outdoor break areas.

Movement around the School

We expect students to move sensibly around the school site. Students should keep in a single line whenever possible and keep to the left of corridors and staircases. They should never run in school or make loud noises. No teacher should need to raise their voice above the noise of students in their classroom. Our students are asked to be considerate to each other by not pushing each other, by keeping bags below shoulder and head levels and by supporting and caring for those who may need help.

Safety

It is essential that all students and staff follow the simple rules which ensure their safety. Students must follow fire drill instructions which are implemented for their safety. They must not involve themselves in any activities which are dangerous and could lead to accidents. This includes vigilance around e-Safety and strict adherence to the school policy on Internet use and email. Inappropriate objects like weapons, alcohol, drugs, cigarettes and lighters or offensive images are banned. Mobile telephones, MP3 players and headphones may be used outside of the school building at break and lunchtimes but must never be visible inside the school building. Students and staff must follow all recommended procedures which are there for their own safety. Guidelines concerning this area are found in our Health and Safety Policy.

We expect students to:

- Remember that the Teacher is in charge of the classroom.
- Actively follow the code of conduct.
- Participate fully in the life of the school and help to make each day a fun and productive one.
- Help keep the environment clean and tidy including putting all litter in bins.
- Keep exercise books and planners neat and presentable.

We expect teachers to:

- Be in charge of their classroom.
- Actively follow Standard Classroom Procedures.
- Use the code of conduct in classroom management.
- Follow whole school referral procedures and give appropriate sanctions and rewards.
- Raise concerns with appropriate staff, especially in regard to keeping students safe and healthy.
- Work together to maintain a calm, collaborative learning environment and give sanctions to students who do not care for their environment.

We expect parents to:

- Support our code of conduct and rules for the environment with their children.
- Encourage their children to care for their books and keep them neat.
- Reinforce the message that the teacher is in charge of the classroom and learning environment.

Support for students

Every student has a form tutor who should be the first point of contact for students, parents and subject teachers with concerns. Each form group belongs to a House with a Head of House and Guidance Manager providing pastoral care and spiritual, moral and social education. Head of House and Academic Leaders track student progress and ensure they meet their full potential. For students with additional needs, members of the Student Support Team provide learning, behavioural and language support both in and out of lessons.

Support for teachers

Subject teachers are in charge of their classrooms and their classroom rules should reinforce the Code of Conduct. Teachers should follow whole-school procedures for behaviour and achievement and reward and sanction students accordingly. These procedures include subject specific rewards and letters home as well as subject detentions. If a class teacher has exhausted their own classroom management strategies, they can refer students to a Subject Leader or their Second in charge. The Subject Leader can sanction students, or if necessary, call for Walkabout, which leads to a member of senior staff coming to collect the students, sanction them and/or deliver them to a Guidance Manager.

Any referrals, even within departments, should be documented on Behaviour Watch, a rewards/sanctions database.

Teachers receive regular training on classroom management from professional mentors and INSET programmes, especially staff new to the school.

Support for parents

Parents should use the planner to check on their child's homework. The planner records messages to and from school so parents can use this to communicate with form or subject teachers. Parents are welcome in the school and can telephone the school with concerns or make appointments in advance to see members of staff.

Monitoring, Evaluation and Review

Governors review the Behaviour for Learning Policy annually and we seek the views of students, staff and parents to improve it through Student Council, various questionnaires and written feedback. Rewards, behavioural referrals, detentions and exclusions are monitored half-termly with an end of year review.

Appendices

- Uniform Code
- Classroom Procedures: Integrating rewards and sanctions into a lesson
- Behavioural procedures and expectations

- Rewards
- Care, Behaviour and Guidance
- Roles and Responsibilities within Vertical Tutoring
- Student Support Roles and Responsibilities
- Staff duties including Walkabout
- Managed Moves
- Behaviour for Learning summary
- Code of Conduct
- Outstanding Learner Qualities
- Classroom Management Procedures

OUR SCHOOL UNIFORM 2015/16

We expect high standards of school uniform. This includes: no patterns or lines cut into hair and no jewellery (apart from small stud earrings). Nail varnish and make up are not permitted.

A suitable bag (not plastic carrier and not pouch) and a school planner are also part of student's uniform and should be carried at all times.

BOYS

Black blazer with school badge and house identification badge (available from our suppliers or student reception)

Optional black V neck knitted jumper with house colour on neck (available from our supplier or student reception)

Tailored black trousers (not denim or cord)

White school shirt with collar – no logos or motifs

Black shoes (not black trainers) with no logos or motifs

School tie in house colours (available from our suppliers or student reception)

Suitable bag (not plastic and not pouch style) for carrying books and school equipment

GIRLS

Black blazer with school badge and house identification badge (available from our suppliers or student reception)

Optional black V neck knitted jumper with house colour on neck (available from our supplier or student reception)

Tailored black trousers (no denim, cord, leggings), or black skirt below the knee and above the ankle or black pinafore with white collared shirt and black trousers

White school shirt with collar – no logos or motifs

Black shoes with low heels (not black trainers) with no logos or motifs

Plain black socks or tights if visible

School tie in house colours (available from our suppliers or student reception)

Suitable bag (not plastic and not pouch style) for carrying books and school equipment

Plain black headscarf if desired with school

	colour trim (available from our supplier or student reception)
<p>Rules about Jewellery and Makeup</p> <p>Only small studded earrings are allowed. No other jewellery is to be worn.</p> <p>Jewellery must be removed for PE lessons</p> <p>No makeup or nail varnish allowed</p>	<p>Rules about Jewellery and Makeup</p> <p>Only small studded earrings are allowed. No other jewellery is to be worn.</p> <p>Jewellery must be removed for PE lessons</p> <p>No makeup or nail varnish allowed</p>
<p><u>BOYS PE</u></p> <p>Royal blue rugby top with black panels</p> <p>Black shorts</p> <p>Black socks</p> <p>Black polo shirt (with House colours)</p> <p>Trainers</p> <p>Year 7 and 8: swimwear and towel</p> <p>Black jogging bottoms</p>	<p><u>GIRLS PE</u></p> <p>Royal blue rugby top with black panels</p> <p>Black shorts</p> <p>Black socks</p> <p>Black polo shirt (with House colours)</p> <p>Trainers</p> <p>Year 7 and 8: swimwear and towel</p> <p>Black jogging bottoms</p>



Classroom Procedures for Staff
Integrating Rewards and Sanctions into a Lesson

Lesson Timings	Positive behavioural strategies	Response to poor behaviour
Before the lesson	<ul style="list-style-type: none"> • Seating plan based on data and knowledge of students • Plan differentiated lessons with personalised learning outcomes and student-centred activities (OLQ) 	<ul style="list-style-type: none"> • Identify students with learning or additional needs in planner • Have resources organised ready to give out to students • Display code of conduct
Start of lesson	Meet, greet and correct uniform, equipment etc.	Remind students of code of conduct and classroom rules
Starter activity	<ul style="list-style-type: none"> • Settle students into starter and praise immediate engagement • Take register • Issue merits to student(s) for effort/achievement in this part of the lesson • Praise other students for following classroom rules 	<ul style="list-style-type: none"> • Refer to code of conduct if students call out or fail to engage with work. • Give rule reminder. • Ask students who misbehave, "what is our rule when <<" • Begin 1st step on stage of sanctions
Introducing the lesson	<ul style="list-style-type: none"> • Thank students for arriving on time • Welcome back students returning from absence • Review prior learning and discuss objectives/outcomes • Set homework and get students to write into planner 	<ul style="list-style-type: none"> • Set expectations for type of learning e.g. "when we work in a group we <<" • Offer incentives for positive behaviour e.g. "I'll be rewarding students who use listening skills today"
Main Activities including mini-plenaries	<ul style="list-style-type: none"> • Ensure students listen to you and each other by praising those who show active listening skills • If you carry out a consequence e.g. moving seats, and the student improves, make a particular point of praising them • Praise students quietly, in small groups or in front of the whole class as appropriate for that students • Reward students for meeting your expectations, especially when they improve – catch them behaving well • Use varied methods of assessing student comprehension e.g. show of hands, group feedback, 1 to 1 discussion to keep motivation high 	<ul style="list-style-type: none"> • Ask students who are turning around or off task to refocus and stay near them for a few minutes. • Quietly warn students who are talking or failing to complete work about the possibility of moving seats and then carry out the consequence if necessary • If students persist in poor behaviour ask them to choose between improving their behaviour or being given a sanctions e.g. detention • Take on board student's response and praise them for making positive behaviour choices • If not, carry out the consequence

Behavioural procedures and expectations

The role of the Form Tutor

Form Tutors are the main point of contact for any student. Form Tutors should get to know all their students well through discussions with staff and students, weekly planner checks, communication with parents through the planner and in helping students to get organised for the day ahead by:

- Taking the register and following up unauthorised absence
- Checking uniform for inappropriate jewellery, trainers, decorated headscarves, and correct length of ties
- Checking that students have planners, a bag and are well-equipped for school
- Delivering form time activities
- Discussing with students any rewards/sanctions they may have received in lessons as shown in Behaviour Watch
- Guiding and advising students and parents on dealing with day to day issues and concerns
- Promoting a positive ethos for their house and fulfilling the expectations set by the house mission statement
- Setting and following up late detentions
- Monitoring students on Form Tutor report
- Isolating students as requested by Head of House
- Mentoring students during FT mentoring period

Procedures for supporting role of the Form Tutor

- HH to clarify expectations e.g. activities, mentoring, tracking, isolating students and contacting home and create support systems e.g. buddying up FT
- Agenda for Tues briefings to share information about student progress as a result of pastoral intervention and track concerns
- GM to support and advise FT in following up unauthorised absence records
- SLT to support HH in going to different form rooms, developing strong FT, support HH in covering absent colleagues and communicating with members of House team.

Procedures for tracking students

- Maintain 3 cohorts of concern; track weekly-behaviour through Behaviour Watch, attendance and punctuality through CMIS, U/A through progress sheets, data and discussed with KS Achievement Leader.
- Share names of students on all 3 cohorts with FT in weekly meeting especially to get feedback and monitor.
- SLT to monitor through weekly discussion record of students causing concern, intervention and its impact.
- Uniform-at the start of every term there will be renewed emphasis on uniform via SLT/HH
- rota with students who are out of uniform being sent home with a letter.
- Please keep a daily list of students who have uniform/planner issues. Record intervention (e.g. phone call home) on tracking sheet and who is keeping them in at break/lunch/after school. Students should be sent home if at all possible.
- Students who continue to break uniform rules should go on your behaviour cohort watch list) for closer monitoring. (uniform = bag, shoes, planner, equipment, etc)

- SLT uniform checks every half term will record names of student out of uniform and confiscate non-uniform items. SLT to support HH in rewarding students who meet expectations of uniform.
- Walkabout-sheets record information about students. HH to add to watch list if appropriate and be a presence in monitoring hot spots with support of SLT.
- Termly summary of Walkabout to be shared with middle leaders (ML) and SLT.
- Departmental referrals-GM and HH to keep a list of termly subject staff who refer to GM/HH
- GM/HH to redirect to HoD.
- GM/HH to pass monitoring lists to HMC for SLT to follow up with subjects they line-manage.
- Termly departmental referrals shared with ML to help them monitor classroom behaviour and set up appropriate intervention.
- Role of Academic Leaders is to have the overview of achievement by year group. Any students who are underachieving (especially if in wrong set etc) should be given to HH to follow up. This particularly includes students on behaviour or attendance cohorts.

Procedures for sanctions and rewards:

Reports:

- There are 5 levels of report in traffic light colours but only 2 types of report: Daily and Weekly. Students should be monitored by FT, GM/HH/AL, AHT, DHT, and EHT. Being on report is a sanction, but should be used no longer than a 2 week block of time for it to be effective before moving up to the next level of report. Students who get Xs in their reports should stay after school for 10 minutes detention for each X or length of time appropriate to misbehaviour. Reports have personalised targets and should match those on the student's IBP (if appropriate)

Internal Exclusion

This is done through house discussions and is based on an accumulation of negative behaviour incidents or can be for one a one of incident that is deemed serious enough to warrant internal exclusion.

Exclusion:

- GM/HH complete exclusion preparation sheet (white) and follow guidelines set out in exclusions procedures. Only the HT or DHT can exclude students.
- Re-integration - GM/HH meet parents and complete re-integration sheet. SLT meet parents in more serious incidents or for persistent offenders.

Record Keeping:

- GM responsible for checking all events have been entered on Behaviour Watch and student folders are maintained with up to date information. This includes student support.

Procedures for Assemblies and form time

- All students should enter in full uniform, including a bag and their planner and be silent upon entering the hall. The HH and team should challenge students who break these rules and follow up these issues.

- SLT attend their House assemblies, reinforce expectations and support HH. SLT also take assemblies.
- HH to monitor FT activities during form time including sharing of good practice ½ termly using FT monitoring sheet
- SLT to support HH in monitoring FT

Procedures for referral to Student Support Team

- If a student is escalating as evidenced by tracking systems e.g. continued poor behaviour while on HH report, HH can refer initially to TWI (SCO) during the weekly discussion meeting or by email beforehand if necessary. HH emails TWI with student's name and reason for concern. HH needs to include details of pastoral intervention e.g. FT mentoring and HH mentoring. No student should be sent to TWI for internal support unless HH has record of their own intervention or they are returning from a serious 1 off incident as discussed with SLT. HH may also decide to refer new admissions with known issues.
- Students admitted via a managed move or Sharing Panel automatically are referred to YSC for support and should be gradually integrated into school with this support.
- SLT to monitor stages of support and success of interventions.
- Continued tracking and monitoring of intervention may lead to referral to Referral Support Panel to access external provision e.g. BSS, Managed Move or Sharing Panel. Only the most vulnerable students should need this level of support.
- SLT to discuss referrals to Panel and approve.

Procedures for communicating with parents:

- Communication, letters home are part of the steps of sanctions and should be sent by FT, GM/HH, SLT, HMC, BMA depending on the stage the student is at. SLs can and should send letters home but should discuss with FT, GM, HH first to consolidate information being sent home if possible.
- SLT sign standard letters for their House and ensure a copy is kept in student folders.
- Letters for truancy, absence or punctuality will be sent by attendance team in consultation with GM. Letters for detentions or poor behaviour are organised by GM/HH as part of stages of sanctions. Letters for U/A will be organised by GM/HH in consultation with Academic Leaders (there will only be 1 cohort/achievement stage)
- Success of parental intervention monitored by SLT in weekly meeting.

Levels of Response (always should be the minimum effective response):

- Discussion with FT, GM/HH, SL, SLT as appropriate
- Phone call home at levels above
- Detention at levels above
- Isolation break/lunch time
- Letters to parents at levels above
- Put on report at levels above
- Referral to Student Support Team (support-see below)
- Meeting with parents at levels above
- Isolation
- Exclusion
- Referral Panel (support-see below)

- Governor's panel
- Reduced timetable/Managed Move via Sharing Panel
- Permanent exclusion

Levels of Pastoral Support and Intervention

- Discussion with FT, subject teacher, HH, SL about concerns
- FT or subject teacher extra-curricular help e.g. stay with FT at break for reading practice
- Use of FT mentoring time
- FT discussion with HH, subject teacher discussion with SL e.g. patterns of misbehaviour/truancy spotted, students in the wrong set
- Regular time for support and mentoring arranged by FT, subject teacher, HH, SL, AHT e.g. homework/coursework club accompanied by phone call home
- GM/HH referral to Student Support Team via email; discussed at weekly meeting (phone call to parents)
- Letters to parents regarding concerns and need for escalating intervention sent at appropriate level e.g. GM/HH, SL, AHT, DHT, HT
- GM/HH record intervention and take to Referral Panel for external intervention (IBP)
- GM/HH write Pastoral Support Plan with help from Student Support Team
- Reduced timetable/Managed Move via Sharing Panel

Dealing with Incidents

- Whoever picks up the incident first becomes the lead person (if HH/GM).

Lead person ensures:

- All GM/HH and AHT (Student Experience) informed of incident and GM/HH collect statements from students in their house
- Lead person collects all evidence as well as suggestions for sanction/restoration from GM/HH who know students and their backgrounds.
- Lead person meets AHT (Student Experience) to go through levels of response to incident
- Lead person sends information back to GM/HH to ensure sanction/restoration carried out with appropriate staff.
- GM/HH to inform SLT about incident and use SLT as appropriate.
- Statements collected and initial response (contact with parents) should take place that same day.
- In absence of AHT (Student Experience) refer in the first instance to DHT (PWe) then (DHT (HMc) or EHT.

Rewards at Washwood Heath Academy

Students should be rewarded for meeting school expectations as outlined in the Code of Conduct. The following are some of the rewards students can regularly receive.

Class teacher	Form tutor	Subject Leader	Head of House/GM	AL	EHT
Verbal praise	Record credits on wall display	Praise postcard	Praise letter home	Praise letter home	Executive Headteacher's Award
Positive comment in books	Recommend students for credit certificates/ awards	Subject Awards in Presentation Assemblies	Credit certificates	Endeavor Awards	Celebration Evening Awards
Credits recorded on L2E	Presentation Assembly Awards	Celebration Evening Awards	Attendance/ punctuality Awards	Presentation Assembly Awards	
Positive comment to parents in planner	Celebration Evening Awards		Presentation Assembly Awards	Celebration Evening Awards	
Positive phone call home			Celebration Evening Awards		
Praise letter sent home			End of Year reward trip		

Care, Guidance and Behaviour

*please note these are only responsibilities in Care, Guidance and Behaviour not entire job descriptions

Roles and Responsibilities

Subject Teachers

- Classroom management e.g. write seating plans, give warnings and run detentions, reward students
- Follow departmental behaviour procedures
- Use baseline data to plan lessons, track progress of students, record assessments and adapt learning to intervene when students underachieve, e.g. see students on a 1 to 1 to discuss grades and targets
- Mark work
- Take register no later than 15 mins into lesson
- Identify students causing concern and discuss with Subject Leaders
- Phone parents/send letters home in consultation with Subject Leaders
- Contact DSP for Child Protection if you think a student is at risk

Subject Leaders/2nd in Department

SLs line- manage Second in Departments and provide the leadership and strategy for their departments together. Their roles are therefore closely linked.

- Support subject teachers in their classroom management
- Set up departmental behaviour procedures (including AHT who line manage subjects) and monitor them e.g. number of referrals etc
- Use baseline data to monitor underachievement and intervention by subject teachers
- Use baseline data to run departmental intervention e.g. cohorts, coursework sessions, setting arrangements
- Track and monitor marking of work
- Monitor completion of registers by Subject Teachers
- Identify students causing concern and discuss with Heads of House (HH)
- Phone parents/send letters home in consultation with HH
- Track and monitor departmental rewards and nominate students for subject awards
- Monitor quality of reports

*At any point, subject teachers/leaders can raise concerns about students with form tutors or any other staff, especially to find out more about their students' needs.

Aim: to provide targeted support, care and guidance for individual students

Roles and Responsibilities

Form tutors

- Daily discussions with students about their attendance, number of referrals or rewards
- Complete academic mentoring logs, track completion of targets and discuss with students
- Support student in making curriculum choices, e.g. options
- Raise issues with HH about SEN, School Nurse, attendance or behaviour
- Phone parents about concerns in consultation with HH/GM
- Monitor students on report
- Support HH by taking students who have been isolated.
- Track rewards on form reward chart.
- Check equipment, uniform and diaries and follow whole school procedures.

Heads of House/Guidance Managers

HHs line manage GMs and provide the leadership and strategy which GMs then carry out on a day to day basis. Their roles are therefore closely linked.

- Monitor attendance, behaviour and academic progress of the Key Stage cohorts and provide support within Houses to meet these needs in the first instance.
- Track success of interventions compared to academic achievement in consultation with ALs
- Refer to in-school provision in consultation with AHT and AL e.g. SEN, write IBPs or to external agencies through the Referral Panel.
- Support student in making curriculum choices, e.g. options
- Meet parents to re-integrate from exclusion and monitor students on report.
- Run detentions for students who fail to meet FT's punctuality, attendance or behavioural expectations.
- Monitor 'hot spot' behaviour of year group from Walkabout or by HoD request
- Monitor whole school rewards and run House rewards in line with whole school systems, e.g. presentation assemblies
- Monitor form time activities and ensure students are settled and registered each morning
- Phone parents, investigate incidents e.g. misbehaviour and raise concerns about Children in need with DSP for Child Protection (EHT/DHT/Student Support Manager)
- Lead assemblies and House events e.g. charities.
- Maintain and update student records e.g. letters home, Conductor log.
- Hold House Councils and support School Council reps.
- Lead extra-curricular activities

Student Support Faculty roles and Responsibilities

Student Support Manager (SSM)

- Monitor effectiveness of intervention delivered by SEN, EAL and Additional Support through e.g., assessment data, attendance data, work scrutiny, pupil trail, staff/student questionnaires, weekly SLT/ Support request discussion meeting records between HH/ GMs and Support Officer for Safeguarding, line meetings etc
- Oversee the completion of SEN Provision Map & the Register of Needs to include all additional needs information e.g. Medical/ School Nurse, all External Support Agencies, etc)
- Monitor and evaluate success of external agency support in all provision (common record-keeping and assessment reviews in liaison with AHT
- Oversee the identification of students causing concern across Student Support Faculty, amend provision if necessary and discuss with AHT
- Monitor the discussion of students causing concern/lack of progress with HOF & Achievement Leaders En/ MA, via Line Meeting with SENCO & Student Support Faculty Achievement Leader refer to appropriate provision as necessary
- Ensure all students receiving support make expected progress and achieve A*-G qualifications, or equivalent, as per target grades.

Student Support Faculty Subject Leaders (SENCO, EAL Co-ordinator)

Assess mid-year admissions and Newly Arrived EAL students before entry, in liaison with Admissions/ AHT Assess all students referred from Weekly Support Request meetings, communicate outcomes back to the Student Support Manager and Houses/ SLT link

- Arrange and timetable all appropriate SEN/ EAL provision and share details with all relevant staff.
- Record assessments on the provision map and/ or the register of needs
- Share assessment information with all relevant staff incl. FTs/ Mentors, Class Teachers/ HOF etc) and clarify responsibilities of class teachers to be able to address the needs identified students
- Provide training, guidance and advice to all staff to meet the needs of students with additional SEN or EAL related needs in line with best practice and statutory requirements ie the SEN Code of Practice (NB new guidance being published for Sept 14 implementation)
- Maintain complete student support records and provision map for department.
- After discussion with the SSM, liaise with appropriate external agencies for external provision. Update SSM & AHT as requested.
- Monitor effectiveness of TA and departmental intervention based on whole school assessment data ensuring expected levels of progress are achieved Review, advise, amend as appropriate after discussion with SSM.
- Monitor and complete student reviews e.g. Statements
- Contribute to feedback requests for Newly Arrived, LACs who are SEN or EAL Newly Arrived (SL does not carry these out-)

- Phone parents/send letters home in consultation with SSM to inform them of additional intervention assessments eg SEN related assessments etc
 - Nominate students for SEN & EAL departmental rewards in HH awards assemblies
 - Monitor quality of TA support records and intervention eg via lesson observations
 - Monitor completion of registers of attendance for staff providing additional needs support in WHA and discuss with SSM if required
 - Provide feedback for SEN/ EAL students as requested by SSM or Support Officer
- Safeguarding

Walkabout Procedures

Walkabout is the system where staff support other staff by walking around the school for an assigned period. The purpose of this system is to ensure students are learning in a calm and settled environment and that teachers can teach.

Staff on Walkabout have the following duties:

- Respond to staff who call Reception to ask for support with students who misbehave
- Remind students that teachers are in charge of the lesson
- Record the names, year and forms of students who are misbehaving or out of lessons on the monitoring sheet and help the teacher to take appropriate action with them e.g. whole school behaviour system
- Challenge students who are out of lessons without a pass and return them to their class teacher
- Record examples of good practice in lessons on monitoring sheet especially according to Walkabout themes for the week.
- Complete Focus Week monitoring e.g. drop in sessions or book checks
- Remove students who receive C4+ or NEVER NEVER from lessons take to relevant Person and provide staff member with correct pro forma

What happens to the information collected on Walkabout?

- Copy of daily sheets go to HH who check that staff have taken appropriate action with students in their year groups.
- Hot spots are identified by the summaries with copies given to SLT. These staff can then support their subject teachers or year groups during hot spots.
- AHT (Student Experience) to check Walkabout staffing rota so that areas/times of day with hot spots are assigned to senior staff.
- Focus Week monitoring information is used to evaluate the achievement of the year group.
NEVER NEVER forms are inputted by admin staff and checked daily by HOH and GM

Permanent Exclusion/Attendance Provision

Managed Moves In/Out

Expected level of misbehaviour	Expected level of support
1 FTE	Governor's panel
2+ IER	Bridge
2+ isolations	S4S*
4+ SLT detentions	IBP*
Parents meeting in school *	SLT report*
Persistent low level disruption eg A2/3	HH/GM
Frequent low level disruption eg A1/2	Form Tutor report
	Letters of concern
	Weekly discussion record

*Must have parental consent and regular contact between SLT/GM/HH and home

Managed moves should be the last resort-a final alternative to PEX when every other strategy has been tried. A managed move is a 6 or 12 week trial to another school within the EBN, brokered by HMc/LSt as part of links with other schools. Each host school has the right of refusal or termination but there is an expectation that the longer a student succeeds at their host school, the more likely they are to take them on roll. All behaviour/attendance is tracked by the home school via CLM. CVa is informed of any managed moves taking place. Some managed moves will take place due to a serious final incident, but only following a governors meeting where the decision to move a student to another school is taken as the only alternative to PEX, with parental consent.

We do liaise with some schools outside the EBN eg Golden Hillock or Aston Manor, due to personal contacts, but MRO must be informed of every non-EBN managed move prior to it taking place.

The most successful managed moves:

- Have exhausted every possible support strategy
- Are jointly agreed by parents, HH and SLT through the numerous parents' meetings that have already taken place
- Take consideration student's journey from home to host school
- Are closely monitored by GM/HH through CLM, follow up phone calls and good communication between home and host school
- Are y7-9, not older
- Are well supported by closely supervised integration strategies at host school (not into lessons too quickly and buddied up with fellow student)

If a student's managed move is terminated, we will always attempt a second managed move, especially in years 7-9. This may be supported by additional external support eg. A 6 week placement at Bridge with support from EBN (brokered at Sharing Panel).

Only if a 2nd managed move fails or a student is in year 10 would we place a student on Alternative Provision eg. Right Track as this is an extreme withdrawal from normal school provision. Most AP placements are independent institutions and at students/parental request, this may result in a change of school, just like a successful managed move.

EBN Free School

There are limited places at the EBN Free School and it's an exclusive provision, not suitable for more vulnerable students or those with serious issues in their families or high levels of need. Students would need to have failed at least 1 managed move to be considered at the Free School and only if they have the potential to be successful in a mainstream setting. Once at the EBN Free School, students will be on dual role.

Year 11 Early Study Leave

It's almost impossible to find managed move placements for students in year 11, so most students at the top of the misbehaviour procedures and having received support either stay on home school roll during a managed move or have alternative curriculum arrangement with a mixture of LS2 and key lessons. This is managed by HMc/PWa in consultation with HH/GM.

SEN, LAC or students with CP plans

Statemanded or LAC students cannot be sent on a managed move to another school due to their statutory rights. At WHA, students with CP plans are also not considered for managed moves to another school as they need the stability of their home school and time for the support to have a positive effort on behaviour.

Outstanding Learners:

- Learn and Share with Others
- Show Commitment and Achieve
- Use and Develop Key Skills
- Think and Create
- Care and Respect



Show Commitment and Achieve

- Lead by example
- Try your best in lessons and your own time
- Enjoy a challenge and keep trying
- Respond positively to feedback
- Arrive on time to school and lessons
- Get involved in school activities
- Be organised with equipment, planner and uniform
- Know your targets and how to achieve them

Think and Create

- Link ideas
- Think and talk about your learning
- Question and be curious
- Justify ideas and decisions
- Work things out and solve problems
- Analyse and evaluate
- Learn independently
- Come up with ideas and consider alternatives

Learn and Share with Others

- Lead a discussion and encourage others
- Take part in discussion and listen to other respectfully
- Work as part of a team
- Share your ideas in presentations, art and performance, making and creating

Care and Respect

- Speak respectfully
- Know your own strength
- Be helpful to all at all times
- Respect yourself and other
- Express your feelings appropriately
- Adopt a healthy lifestyle
- Show empathy and care for others
- Move around school safely, quietly and respectfully
- Care for the environment, supporting recycling

Use and Develop Key Skills

Effectively and enthusiastically:

- Speak
- Listen
- Read
- Write
- Use mathematical skills



Behaviour for Learning

Achievement in lessons

Behaviours inside the classroom that have a negative effect on the pupil's or the class' learning. E.g.

- Not following the Classroom Rules
- Poor progress
- Lack of homework
- Lack of equipment
- Lateness to lesson
- Poor language

Respect at all times

Behaviours that do not follow the school Code of Conduct. These will usually be things that take place outside of lessons, or are severe/persistent instance inside lessons. E.g.

- Extreme bad language
- Behaviour incidents
- Not following instructions
- Fighting
- Truancy
- Smoking
- Disrespect of school property
- Persistent lateness

Heads of Houses
to monitor

Faculty/Department

- A1 - Up to a 20 minute detention
- A2 - Up to a 45 minute detention
- A3 - Head of Department/Faculty detention up to 1 hour

House

- R1 - Up to 20 mins tutor detention
- R2 - Up to 45 mins GM detention
- R3 - GM detention up to 1 hour with SLT support if required.

A4/R4
SLT detention
1.5 hours

Faculty detentions

Monday, Wednesday and Thursday

- Rota in Faculties (1 room per faculty)
- Chance to complete work
- Resolve/mediate any pupil/teacher relationship issues.
- HoFs to monitor pupils within their subjects and provide further support and intervention when required.

House detentions

Monday and Wednesday

- Guidance Managers
- Head of House and SLT involvement where necessary.
- GMs to monitor pupils within their Houses and provide further support and intervention when required.

Show Commitment

Be on time for school and every lesson

Wear full uniform including your planner, bag and equipment.

If at first you don't succeed, keep trying.

Take Responsibility

Be polite and helpful.

Look after our school and help to keep it clean and orderly.

Eat and drink only in the canteen and don't chew gum.

Expect
the Best:

Code of
Conduct

Achieve

Know the level/grade you are working at and how to improve it.

Complete all classwork and homework on time and to the best of your ability.

Respect at all times

Respect your teacher who is in charge of the classroom.

Respect all school staff and visitors.

Respect other students. Respect everyone's right to learn. Respect people's differences.

Classroom Management Procedures

Students will always be given the chance to consider their behaviour. We criticise the behaviour not the child. They will be encouraged and helped to make apologies to other students or staff they may have offended or make suitable reparation.

Class Teacher

Recorded on
Behaviour Watch

Class Teacher uses solution focused strategies:

- Non-verbal - a look
- Use of proximal praise
- Verbal encouragement and help to return to task. First verbal warning.
- 2nd verbal warning - public or private.
- Removal of privileges e.g. move seats, time out
- Detention - A1 (20 mins after school)
- Removal to SL - A2

SL/2nd IC

Recorded on
Behaviour Watch

Subject Leader uses solution focused strategies:

- Gather information from student and staff
- Set up meeting between student and staff
- Put students in departmental detentions
- Contact parents
- Change student groups

HoH/GM

Recorded on
Behaviour Watch

Head of House uses solution focused strategies:

- Collate and review all information on student
- Meet with student, form or class teachers, HoD, parents as appropriate
- Put students into House detentions
- Put students on form tutor or HoH report
- Explore all support available e.g. Student Support Team, form tutor mentoring, Academic Leader mentoring
- Explore additional support via Referral Panel

SLT Link

Recorded on
Behaviour Watch

Solution focused strategies:

- Review all information and strategies offered
- Meet with student and parents as appropriate
- Put students in SLT detention
- Put students on SLT report
- Makes recommendations to AHT and EHT about consequences

AHT - S. Exp.

Exec/Ass. HT

AHT and EHT review final consequences:

- Review all information and strategies offered
- Make recommendations to Governor's Panel re: managed move or permanent exclusion
- Only EHT can exclude a student