

Behaviour for Learning Guidance – 2019-20

WARNING	WHEN GIVEN	WHAT HAPPENS
OUT OF LESSON BEHAVIOURS		
RWBA Conduct Card	<ul style="list-style-type: none"> ▪ Behaviours e.g. running in corridors, chewing gum or dropping litter* ▪ Using headphones or having them visible on the uniform ▪ Uniform issue – including shirt untucked, wearing a hoodie, polo shirt sleeves rolled up** ▪ Not wearing Lanyard ▪ Lateness to lessons** ▪ Lack of PE Kit (issued by the PE Teacher) <p>*Please Note: For out of lesson behaviours, staff should verbally reprimand the pupil, ensure the behaviour is corrected, and complete the student’s Conduct Card.</p> <p>For incidents that they deem to be more serious, possibly requiring a C4 detention or higher, they need to ‘Refer to Head of Year’ by adding this in the Action Taken box on SIMs and then alert the Head of Year and Student Manager by email.</p> <ul style="list-style-type: none"> ▪ Heads of Year, Student Managers and the Leadership Team have discretion to respond to out of lesson behaviours with a C4 Detention or higher. <p>** Lateness to lessons & Uniform issues are the only issues in a classroom after a student has crossed the ‘threshold’ where a Conduct Card will still be applicable.</p>	<ul style="list-style-type: none"> ▪ Tick and sign student’s Conduct Card (Please remember to carry a pen on you at all times) ▪ I Learn, Tutors to monitor (<i>see guidance for I LEARN Tutors</i>)

IN-LESSON BEHAVIOURS

Teachers are expected to ensure that they deliver outstanding teaching for learning and should consider behaviour management alongside their standard lesson planning; this should include **planned reasonable adjustment** for students as required, especially taking into account any SEND need.

See below for preventative classroom management strategies

PRE-WARN	If a student needs reminding that they need to pull back from negative behaviours, or correct current behaviours, issue a pre-warning. The purpose is to help the students de-escalate before they get to the formal stage.	Specific mention such as: "Stop what you are doing otherwise you risk escalating this situation to a C1". <ul style="list-style-type: none"> ▪ Warn – informally.
C1 - WARN The Formal Warning	If a student is not meeting the Expectations of Behaviour for Learning and it is hindering their learning or the progress of other pupils: <ul style="list-style-type: none"> ▪ Disruption to learning of others ▪ Failure to complete work set to teacher's expectations ▪ Failing to follow instructions ▪ Chewing gum/eating in class 	Specific mention such as: "The way you are talking when I am is disrupting learning and removing others' right to an education, so you are now being given C1. You need to correct this behaviour" <ul style="list-style-type: none"> ▪ Warn - name on board under C1/C2 sign. ▪ Click C1 on ECHO.
C2 - MOVE The Final Warning	To be used in class for failure to make improvement following C1 warning and take-up time Whilst it is expected that behaviour in class will be managed by the class teacher, the Heads of Faculty/Department can issue a C4 detention for subject related incidents in exceptional circumstances.	Specific mention such as: "I have given you a C1 warning. You are now at C2 and if you do not make the right choices I will need to ask you to leave the classroom for the Removal Room" <ul style="list-style-type: none"> ▪ C2 Tick against name on board under C1/C2 sign ▪ Click C2 on ECHO ▪ Move - adjust seating plan or speak with student

	<p>HOFs and HODs will:</p> <ol style="list-style-type: none"> 1. Liaise with Heads of Year and Admin Support 2. Contact home if needed (for repetitive behaviour) 3. Log on ECHO and this will enter on SIMS 	<p>outside if appropriate</p> <ul style="list-style-type: none"> ▪ Make any additional notes on Record on SIMS Behaviour Management
<p>C3 - REMOVE Removal from lesson</p> <p>Removal Room</p>	<ul style="list-style-type: none"> ▪ Failure to make improvement following C2 consequence and after take-up time <p>Additionally, the following will be an automatic C3 without the requirement of C1/2 graduation:</p> <ul style="list-style-type: none"> ▪ Verbal abuse towards a member of staff – <i>see C8</i> ▪ Abusive or discriminatory language towards another student ▪ Inappropriate language in the presence of a member of staff ▪ Failure to borrow PE kit ▪ Having a mobile phone out without permission if the response to having the phone confiscated is inappropriate 	<ul style="list-style-type: none"> ▪ Remove – Student will be asked to leave the classroom via the ‘Removal Room’ system (<i>see guidance below</i>) ▪ Record on ECHO and this will log a SIMS Behaviour Management Log
<p>C4 - ASD After School Detention 3.00pm – 4.00pm Mon-Fri</p>	<p>DETENTIONS ON THE SAME DAY (<i>see Detentions & IER Guide</i>):</p> <ul style="list-style-type: none"> ▪ All C3 [Removal Room] behaviours ▪ Refusal to hand over Conduct Card or no Conduct Card ▪ Late to school – this will be recorded by KHm or LT ▪ Not having correct equipment & not purchasing a new set at the start of the day ▪ Not having correct equipment eg Reading Book ▪ Not wearing correct uniform – not having school shoes or forgetting tie – <i>see also C6</i> ▪ Not having a lanyard ▪ Failure to complete Teacher/Faculty Homework Support <p>SCHEDULED DETENTIONS (<i>see Detentions & IER Guide</i>):</p> <ul style="list-style-type: none"> ▪ 5 Conduct Points (to be issued by Tutors during iLearn checks). ▪ HOY/Subject/LT Detention. 	<ul style="list-style-type: none"> ▪ Parent / Carer text or emailed by Admin Support, Student Manager or Head of Year to confirm time and reason for detention.

<p>C5 - ASD School Detention 3.00pm- 4.20pm Mon - Fri</p>	<p>DETENTIONS ON THE SAME DAY (see Detentions & IER Guide):</p> <ul style="list-style-type: none"> ▪ Losing RWBA Conduct Card ▪ 2 x C4 Incidents on same day (e.g. Removal Room & lateness to school or 2 x ASDs) ▪ Discretion of HOY/LT 	<ul style="list-style-type: none"> ▪ Parent / Carer text or emailed by Admin Support, Student Manager or Head of Year to confirm time and reason for detention.
<p>C6 - ASD School Detention 3.00pm- 5.00pm Mon - Fri</p>	<p>DETENTIONS ON THE SAME DAY (see Detentions & IER Guide):</p> <ul style="list-style-type: none"> ▪ Poor behaviour in an After School Detention ▪ Failure to attend After School Detention ▪ Discretion of HOY/LT 	<ul style="list-style-type: none"> ▪ Parent / Carer text or emailed by Admin Support, Student Manager or Head of Year to confirm time and reason for detention.
<p>C7 - IER Internal Exclusion 8.40pm – 5.00pm Mon – Fri</p> <p>At LT and HOY discretion</p>	<p>DETENTIONS ON THE SAME DAY (see Detentions & IER Guide):</p> <ul style="list-style-type: none"> ▪ ‘Pending further investigation’ ▪ Ripping up another students’ Conduct Card ▪ Uniform issue that is not rectifiable by: 1) Student borrowing item, 2) Parent correcting item, 3) Student being sent home to correct* ▪ Repeated Failure to attend C4/C5 detentions. ▪ Bullying Incidents ▪ Truancy / wandering ▪ Internet crime against a student or member of staff ▪ Assault on a student / fighting ▪ Failed Removal Room because of behaviour in the room ▪ Extreme defiance ▪ Inappropriate sexualised behaviours ▪ Theft ▪ Inappropriate use of the Academy’s ICT system ▪ Damage of school property ▪ Bringing the school into disrepute in the community ▪ Student walking out of lesson before Removal Room is issued. ▪ Repeated Uniform issues e.g. piercings – DHT decision ▪ Smoking on school site <u>or in the vicinity</u> 	<ul style="list-style-type: none"> • Parent / Carer text or emailed by Admin Support, Student Manager or Head of Year to confirm time and reason for detention.

C7+ – Trust Placement

Internal Exclusion Room (IER) in a Trust School

and possible progressive consequences to Fixed or Permanent Exclusion

C7+ Trust Placements

Where repeated IER sanctions have not supported the student to rectify behaviour, C7+ will be used.

DHT and HT discretion.

C7+ Placement can last from 1 to 5 days in another Trust School between the hours 8.40am til 5.00pm (transport depending).

DHT and HOY/SM/Admin Support will

1. Liaise with Parents
2. Liaise with Placement School
3. Complete Safeguarding documentation
4. Arrange transport if needed
5. Arrange for access to work and support
6. Reintegrate student after Placement

- Parent / Carer text or phoned by Admin Support, Student Manager, Head of Year to confirm time and reason for IER and detention.
- Involvement of Police or other agencies as appropriate

Consequences must be reasonable and proportionate to the circumstances of the case and account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student. The Academy should also consider impact on lost-learning or absence from internal or external exams. All staff should also consider Safeguarding arrangements in all decisions related to behaviour. Reasonable adjustment should be considered where appropriate.

<p>C8</p> <p>Fixed Term Exclusion</p> <p><i>and possible progressive consequences to Permanent Exclusion</i></p>	<ul style="list-style-type: none"> ▪ Failure to leave the classroom when requested via the 'Removal Room' system or refusal to attend 'Removal Room' ▪ Failure to complete consequence in the IER (<i>NB: IER will be completed upon re-admission</i>) ▪ Failure of C7+ ▪ Verbal abuse of a member of staff ▪ Assault on a member of staff ▪ Persistent Disruptive Behaviour ▪ <u>Persistent</u> & targeted bullying (including racist, sexist/prejudiced based bullying) ▪ Possession, or under influence, of illegal substance or alcohol ▪ In possession of offensive weapon, dangerous or banned item; this may include: pornography, drugs, alcohol, bladed items, chains, tools, fireworks, combustible substances* ▪ Actions that compromise the health and safety of others; e.g. damaging fire extinguishers or CCTV equipment, setting off the fire alarms ▪ Any other serious/continual breaches of the Academy's expectations compromising the good order and discipline in the Academy to be considered on an individual basis <p><i>*Please note this list is not exhaustive</i></p>	<ul style="list-style-type: none"> • Up to 5 days Fixed Term Exclusion (FTE) – meeting with parents. • Extended FTE – in most cases this will be pending further investigation that may lead to permanent exclusion. • Consider referral to LA's Fair Access Protocol (FAP) • Permanent Exclusion (PEX) • Involvement of Police or other agencies as appropriate
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REMOVAL ROOM: STAFF GUIDELINES

At Royal Wootton Bassett Academy the aim is to create an environment where students' rights to learn are supported and where colleagues are supported to enable this. That means that students exhibiting low level disruption are given opportunities in class to rectify their behaviours so that they too can learn. If, however behaviours are not rectified, the Removal Room will be used.

C3 – Removal Room

- Will be supervised by a rota of Senior and Middle Leaders.
- If a student's behaviour is unacceptable in the 'Removal Room', the member of staff supervising will inform the student's Student Manager, Head of Year or member of LT. The student will subsequently be issued an emergency C7 - IER Placement or be placed in isolation with a member of the LT.

If a student does not improve their behaviour following a C2 consequence, the class teacher should:

1. Input on ECHO, thus alerting the Removal Room and recording a SIMS behaviour management log.
 2. *Try to avoid sending more than one pupil from a lesson.*
 3. Add any further details to the SIMS behaviour management log. – **as soon as possible and certainly no later than 3.15pm each day.** Ensuring you complete the 'Action Taken' field with **C3 Removal Room**
- Whilst in the Removal Room, the student will be expected to complete work or silent reading.
 - Staff supervising must complete an After School Detention Slip and give it to the student, reminding them of their After School Detention that day.
 - If a student fails to go to the Removal Room, Admin Support and the Student Manager must be informed who will liaise with the Head of Year and LT as appropriate – the student will be issued with a C7 IER or a C8 Fixed Term Exclusion for failure to follow instructions at the earliest opportunity.

If a student is sent to the Removal Room for the third time in a day, the student will be issued with a C7 IER placement for the remainder of the day by the member of staff supervising and then will subsequently be issued with an additional C7 IER with detention until 5.00pm the next day.

C4 DETENTIONS: STAFF GUIDELINES

1. Parents / Carers will be text and emailed before 2.00pm each day to say that their child has a C4 detention after school that day.
2. If a student picks up a detention between 2.00pm and 3.00pm, they will be given a C4 detention for the next day.
3. **C4 detention will take place in Terry's from 3.00pm - 4.00pm.** C4 registration list will be provided by Admin Support.
4. All students to complete a Reflection Sheet.
5. Year 11 and 10 students will be allowed to complete work, coursework or complete revision or read.
6. Years 9, 8 and 7 to read.
7. No Mobile Phones are to be used. They will be confiscated if seen.
8. All students to wear lanyards.
9. C4 detention will be supervised by colleagues on the After School Detentions Rota.
10. Colleagues supervising these detentions must attend their duty and be punctual.
11. Students are to remain seated and be silent whilst in detention.
12. Colleagues who place students in a C4 sanction are expected to carry out a restorative discussion with the students during this time.
13. *After 4.00pm, LT and/or HOYs will take over the sole supervision of the detentions as required.*

- **C5 Detentions run until 4.20pm.**
- **C6 and C7 Detentions run until 5.00pm.**

If a student fails to attend a C4 detention, they will be issued with a C6 After School Detention until 5.00pm the next day

Equipment

1. During iLearn, Tutors must check each morning that students have the correct equipment.
2. A student without equipment must be given the opportunity to borrow equipment and they will be given 10 seconds to rectify any lack of equipment at the start of each lesson.
3. If the lack of equipment is not rectified, the student will be issued with a C4 After School Detention for the same day and parents contacted.

ROYAL WOOTTON BASSETT ACADEMY

Encouraging Positive Behaviour for Learning *before* needing to use the Consequence System - techniques to try.....

Teacher techniques	Details
Choice	<p>Giving students some control over a situation may be less likely to initiate point-blank refusal; examples include:</p> <p><i>“I want you to focus on your work or (consequence), it’s your choice.” “Are you choosing not to follow our expectations on _____?” Or “Sit over here or next to Connor please” (implicit choice)</i></p>
UNCRC	<p>We are a Respecting Rights Academy. Remind students that they are depriving themselves and others of an effective education if they disrupt others or take up too much of your time so that you cannot teach the rest of the class. Examples include:</p> <p><i>“Do remember Chris that if you are choosing to disrupt this lesson, you are impacting on others’ right to an education, including your own. Therefore, I will use the sanctions available that could impact on your other rights.”</i></p>
Take up time	<p>Allow students not to lose face; watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow students time to comply. Examples include:</p> <p><i>“Could you open your book and start work now Sarah. I’m going to see Josh who needs some help but I’ll come back in a minute if you need any.”</i></p>
Partial agreement	<p>Deflects confrontation with students by acknowledging concerns, feelings and actions. Examples include:</p> <p><i>“Yes, you may have been talking about your work but I would like you to...”</i></p> <p><i>“Yes, it may not seem fair but...”</i></p>
When-then direction	<p>Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>“When you have finished your work, then you can...”</i> as opposed to <i>“No, you cannot go out because you have not finished your work”</i></p>
Privately understood signals	<p>Draws the class together and builds in sharing times. Examples include: Clapping your hands gently twice, or counting down from 3,2,1. An individual student may recognise a gesture from the teacher as a reminder to concentrate on work.</p>
Tactical ignoring /Positive discipline	<p>May be appropriate for attention seeking behaviour. Ignore the ‘target’ student but praise the nearby student. Examples include:</p> <p>The teacher may say to a nearby student: <i>“Well done you have remembered to put your hand up to answer a question”</i> or <i>“Well done you have your books and equipment out and look ready to start”</i></p>

Redirect behaviour	Reminds the students what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. Examples include: <i>“OK John and Louise. We’re looking at the extract from on page 23 of your books”</i>
Consequences and Expectations	Needs to be in line with the Academy’s Behaviour for Learning Policy and be implemented clearly and consistently. Examples include: <i>“Remember the school expectations, Chloe. It’s there on the poster to remind us all”</i>
Deferred consequences	Deals later with a student who is misbehaving and therefore removes the ‘audience’, that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include: <i>“I’d like to sort this out, Amy, but we can’t do it now. I will talk with you at 10.30”</i>
Catch them being good	Crucial for relationship building. Look for the positives no matter how small they might seem. If you can build them up then gradually the attitudes to learning will change.
Use of vocal and body language skills to redirect	For example: Facial expressions, eye contact, positioning, patrolling, proximity, level, silence, relaxed positions, rapport building, vocal tone, pitch and pace. People communicate: 55% through their body language, 38% through the tone of their voice, and 7% by the words that they use.
When dealing with pupils using ‘and’ and ‘we’ rather than ‘you’ and ‘but’	Asserts a far more positive slant on the learning process. Focuses on the students’ behaviour as opposed to sounding like a personal ‘dig’
Use of questions to divert	Throw them off track. Quick fire questions also work well as they don’t have time to misbehave.
Modelling	Display the behaviours that you expect them to.
Keep up the pace of lessons	Chunk work down so that they do not get ‘stuck’ on one task for too long. Attention spans won’t last! Also do not be afraid to stop or abort something if it’s clearly not working.
Try using humour	Only use your own humour that you feel confident with – don’t try to imitate others’ style.
Surprise tactics	What are they least expecting you to do?
Be prepared...	A well planned/structured lesson will always assist in promoting positive attitudes to learning. A variety of teaching styles, differentiated work and the teacher to be there to greet them at the door goes a long way. As does a smile 😊
Mobile phones	If you see a mobile phone out when it should be away, confiscate it but remind the student when they should expect their phone back (i.e. at the end of the day). Remind them if they respond negatively that they are escalating the sanction but be mindful that confiscating a phone can cause them further turmoil and so support them to de-escalate.