

Behaviour for Learning Guidance – 2023-2024

BEHAVIOUR SYSTEM	WHEN GIVEN	WHAT HAPPENS
OUT OF LESSON NEGATIVE BEHAVIOURS		
RWBA Conduct Card	<p>Around the School For out of lesson behaviours staff should verbally reprimand unacceptable behaviour and praise good behaviour.</p> <p>Unacceptable behaviours: -</p> <ul style="list-style-type: none"> ▪ Behaviours e.g., running in corridors, chewing gum, dropping litter, on mobile phone. ▪ Using headphones or ear pods at times other than break or lunch. ▪ Uniform issue – including shirt untucked, wearing a hoodie, polo shirt sleeves rolled up, coat on indoors ▪ Late to lessons after the teacher has taken the register <p>Acceptable behaviours: -</p> <ul style="list-style-type: none"> ▪ Good deeds such as litter picking, holding doors, helping others. ▪ Supporting others ▪ Running errands or being helpful ▪ Standing up for things that are right <p>For incidents that are deemed more serious, they need to refer to the Head of Year and the Student Manager as soon as possible.</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. 	<ul style="list-style-type: none"> ▪ Tick and sign a student’s Conduct Card ▪ Confiscate a mobile phone and pass to the HoY / SM with the student’s name. ▪ Rectify any uniform issues. ▪ I Learn Tutors and HOY to monitor conduct card points and update tracker Spreadsheet. ▪ Tutors to inform a student that they have a detention from a full conduct card.

BEHAVIOUR SYSTEM	WHEN GIVEN	WHAT HAPPENS
IN-LESSON BEHAVIOURS		
<p>Teachers are expected to consider behaviour management alongside their standard lesson planning; this should include planned reasonable adjustment for students as required, especially considering any SEND need, or Graduated Response Plan or students on report. <i>See also – preventative positive classroom management strategies</i></p>		
<p>PRE C1 WARNING The Informal Warning</p>	<p>This is when a student needs to be reminded that they must correct current their behaviours, issue a pre-warning.</p> <p>The purpose is to help the students de-escalate before they get to the formal stage.</p>	<p>Specific mention such as:</p> <ul style="list-style-type: none"> ▪ Warn informally – <i>“Come on – back on task please”</i> or <i>“Stop what you are doing otherwise you risk escalating this situation to a C1”</i>. ▪ A clear the throat warning, with a visual look (raised eyebrows) and ask to return to task. ▪ Write it on the board if this may help or a post it note for their desk. ▪ Try to redirect with positive praise and quick get back on task requests – date, title, underline, high light etc.
<p>C1 - WARNING The Formal Warning</p>	<p>If a student is not meeting the Expectations of Behaviour for Learning and it is hindering their learning or the progress of other students:</p> <ul style="list-style-type: none"> ▪ Disruption to the learning of others – persistent chat ▪ Failure to complete work set to teacher’s expectations ▪ Failing to follow instructions ▪ Chewing gum/eating in class ▪ Phone out (seen or heard) 	<p>Specific mention:</p> <ul style="list-style-type: none"> ▪ Inform them they have a C1 – right their name on the board under C1 sign. ▪ <i>“I’ve asked you to stop and refocus. Try sort this out”</i> or <i>“The way you are talking when I am, is disrupting the learning of others in the whole class. You need to correct this behaviour”</i>. ▪ Click C1 on ECHO. <p>Remove the phone, rectify chewing etc.</p>
<p>C2 - MOVE The Final Warning</p>	<p>Failure to make improvement following a C1 warning and take-up time:</p> <ul style="list-style-type: none"> ▪ Disruption to the learning of others – persistent chat continues ▪ Failed to start work or stopped working again ▪ Not following instructions to change behaviour ▪ Chatting over the teacher instructions 	<p>Specific mention:</p> <ul style="list-style-type: none"> ▪ Inform them they have a C2 – name on board under C2 sign. ▪ <i>“You had a C1 warning. You are now at C2 so let’s move to here please”</i>. Or <i>let’s talk outside the room before you move to reset</i>. Choose suitable location. ▪ Move - adjust seating plan and speak with student outside if appropriate. ▪ Click C2 on ECHO

C3 - REMOVE Removal from a lesson to the Removal Room	Failure to make improvement following C2 – <ul style="list-style-type: none"> ▪ Refused to move ▪ Answered back ▪ Continues to be disruptive after a move ▪ An automatic C3 can be given without a C1/2 graduation for: - ▪ Verbal abuse or swearing at a member of staff ▪ Abusive, discriminatory or inappropriate language ▪ Failure to borrow PE kit ▪ Inappropriate response to the phone being confiscated 	Specific mention: <ul style="list-style-type: none"> ▪ Remove – the student will be asked to leave the classroom to go to the RR ‘Removal Room’ (<i>see guidance below</i>). ▪ Inform the students they will now have a detention. ▪ Record on ECHO as C3. This will log a SIMS Behaviour Management Log and inform the parents.
Pre C4	Agreed time given to rectify the problem before escalating to a C4 detention - <ul style="list-style-type: none"> ▪ Not having the correct equipment ▪ Not wearing the correct uniform ▪ Failure to complete homework 	Specific mention: <ul style="list-style-type: none"> ▪ Equipment to be loaned from the library. ▪ Students get uniform or a non- uniform slip from Year office. ▪ Students are given a homework extension to the next lesson. If it is not completed by the extension, a C4 is issued.
C4 - School Detention 3.00pm – 4.00pm Mon-Fri	Detentions on the same day - <ul style="list-style-type: none"> ▪ All C3 [Removal Room] behaviours ▪ Refusal to hand over Conduct Card ▪ All Pre C4 behaviours if not rectified the next day ▪ Late to school - with no parental contact (break and lunch time) 	Specific mention: <ul style="list-style-type: none"> ▪ Automated Parent / Carer email to confirm time of detention. ▪ Teacher to attend the detention to discuss the reflection sheet and ensure fresh start. ▪ Contact home and subject report discussed
C5 - School Detention 3.00pm-4.30pm Mon - Fri	Extended Detentions on the same day <ul style="list-style-type: none"> ▪ 2 x C4 Incidents on same day (e.g. Twice to the Removal Room in the same day) ▪ Excessive travel time. ▪ Failure to attend an After-school detention. ▪ Discretion of HOY/LT 	Specific mention - <ul style="list-style-type: none"> ▪ Automated Parent / Carer email to confirm time of detention. ▪ Teachers and HOY to attend the detention to discuss the reflection sheet, the day and ensure fresh start. ▪ Subject teacher contact home and subject report discussed ▪ Parent meeting or contact from HOY / SM regarding the behaviour in the day.

<p>C6 - School Detention 3.00pm- 5.00pm Mon - Fri</p>	<p>Detentions on the same day</p> <ul style="list-style-type: none"> ▪ Poor behaviour in an After School Detention ▪ Failure to attend After School Detention ▪ Discretion of HOY/LT ▪ Behaviour incident in school. 	<p>Specific mention:</p> <ul style="list-style-type: none"> ▪ Automated Parent / Carer email to confirm time of detention. ▪ Student Manager or Head of Year to confirm time and reason for IER and detention. ▪ IER officer to contact parents regarding the success of the day. ▪ On Stage 3 report for two weeks
<p>C7 - IER Internal Exclusion 8.40pm – 5.00pm Mon – Fri At LT and HOY discretion</p>	<p>Isolation from the school due to :-</p> <ul style="list-style-type: none"> ▪ ‘Pending further investigation’ regarding a serious incident. ▪ Negative interaction with other students ▪ 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 or failure to rectify e.g., piercings, extreme makeup, hair colour; false eyelashes or nails – isolation or POD ▪ Smoking / vaping on school site <u>or in the vicinity</u> ▪ Repeated failure to follow rules or failure to rectify behaviour over time. <p>The above list is not exhaustive and the Headteachers decision is final.</p>	<p>Specific actions or mentions:</p> <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. ▪ Parental meeting request with the HOY. ▪ Tutor support if requested by HOY or SM. ▪ IER log completed and shared with parents ▪ On HOY report for a term following C7

<p>C7+ Off Site Direction or Trust Internal Exclusion Room (IER) at a Trust School and possible progressive consequences to Fixed Suspension or Permanent Exclusion</p>	<p>Multiple IER days or suspensions in a Term, persistent behaviours and / or failure to rectify behaviours.</p> <ul style="list-style-type: none"> ▪ C7+ Placement can last from 1 to 10 days in another Trust School between the hours 8.40am until 5.00pm (transport provided). ▪ RWBA will choose the location and it is non-negotiable. <p>DHT / HOY / SM / Admin Support will -</p> <ol style="list-style-type: none"> 1. Liaise with Parents 2. Liaise with Placement School 3. Complete documentation 4. Arrange transport if needed 5. Arrange for access to work and support 6. Reintegrate student after Placement 	<p>Specific actions or mentions:</p> <ul style="list-style-type: none"> ▪ Parent / Carer text face to face meeting to confirm time and reason for C7+ ▪ Involvement of Police or other agencies as appropriate ▪ HOY to provide daily update to parents on the placement outcomes. ▪ DHT report on return and student meeting ▪ BIP / GRP or REP if necessary and persistent problem ▪ POD reintegration if necessary
<p>C8 Fixed Term Suspension and possible progressive consequences to Permanent Exclusion</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 the IER (NB: IER will be completed upon re-admission) ▪ Failure of C7+ ▪ Verbal abuse or threatening behaviour against a student or an adult ▪ Assault against an adult ▪ Assault against a student ▪ Persistent Disruptive Behaviour ▪ Persistent & targeted bullying (including racist, sexist/prejudiced based bullying or disability). ▪ Possession, or under influence, of illegal substance or alcohol ▪ In possession of an 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>*Please note this list is not exhaustive and follows Government guidance Sept 23</p>	<p>Specific actions or mentions:</p> <ul style="list-style-type: none"> ▪ School to communicate with LA, VSH, Social Services, LAC as per Government guidance Sept 23. ▪ School to inform parents at the earliest opportunity of the decision to suspend. ▪ Reintegration meeting on return to school or consideration of AP placement. ▪ Consideration of a phased return and support plan for this.

REMOVAL ROOM: STAFF GUIDELINES

Students exhibiting low level disruption in class are given opportunities 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 a reflection log and hand it in followed by reading or s subjectwork.
 - 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, an alert will be raised via the radio to seek help in locating the student. The student may be issued with a C7 IER or a C8 Fixed Term Suspension 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.

Expectations in the Removal Room –

- **Bags under the desk.**
- **Sitting up in the chair and not slouched on the desk.**
- **Engaged in completing the reflection form, reading, or completing work set.**
- **Ensure the student is fit to return to the next lesson or keep them in the RR. Contact E Ramsey to inform the Pastoral team or LT.**

C4 DETENTIONS: STAFF GUIDELINES

1. Parents / Carers will be 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 from 3.00pm - 4.00pm.** C4 registration list will be provided by Admin Support.
 4. All students to discuss their Reflection Sheet with the teacher who set the C4.
 5. Students will be allowed to complete reading, Sparx Maths, Memrise, Educake or revision if in their assessment period.
 6. No Mobile Phones are to be used. They will be confiscated if seen.
 7. C4 detention will be supervised by staff on the After School Detentions Rota.
 8. Staff supervising these detentions must attend their duty and be punctual. Swaps need to occur before the day and within departments.
 9. Students are to remain seated and be silent whilst in detention.
 10. Colleagues who place students in a C4 sanction are expected to carry out a restorative discussion with the students during this time based upon the reflection log.
 11. *After 4.00pm, LT and/or HOYs will take over the sole supervision of the detentions as required.*
- **C5 Detentions run until 4.30pm.**
 - **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.**
 - **Failure to attend C6 will result in IER**
 - **Multiple failed detentions will result in a suspension.**

ROYAL WOOTTON BASSETT ACADEMY

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

Techniques to try:-

Teacher techniques	Details
Provide the student with a choice	Giving students some control over a situation may be less likely to initiate point-blank refusal and an argument; examples include: <i>"I want you to focus on your work or (consequence), it's your choice."</i> <i>"Are you choosing not to follow our expectations on _____?"</i> Or <i>"Sit over here or next to Connor please"</i> (implicit choice).
UNCRC (UN Convention on the Rights of the Child)	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: <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 to reduce your impact on others."</i>
Take up time	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: <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> <i>"Please move to there" Then move to another student and ignore. Give a few minutes, remind they need to move, give another minute then sanction if they don't move.</i>
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings, and actions. Examples include: <i>"Yes, you may have been talking about your work, but I would like you to reduce the discussion and work independently..."</i> <i>"Yes, it may not seem fair, but I want you to learn not them..."</i>
When-then direction	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> or <i>"I'll think about it, and we can discuss in ten minutes"</i> .
Privately understood signals	Draws the class together and builds in sharing times. Examples include counting down from 3,2,1, ringing a bell or playing a buzzer. An individual student may recognise a gesture from the teacher as a reminder to concentrate on work.

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: “Well done you have remembered to put your hand up to answer a question” or “Well done you have your books and equipment out and look ready to start”</p>
Consequences and Expectations	<p>Needs to be in line with the Academy’s Behaviour for Learning Policy and be implemented clearly and consistently. Examples include:</p> <p>“Remember the school expectations, Chloe. It’s there on the poster to remind us all”</p>
Deferred consequences	<p>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 avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include:</p> <p>“I’d like to sort this out, Amy, but we can’t do it now. I will talk with you at the end of the lesson. Seek another colleague to join you for the discussion.</p>
Catch them being good	<p>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.</p>
Use of vocal and body language skills to redirect	<p>For example: Facial expressions, eye contact, positioning, patrolling, proximity, level, silence, relaxed positions, rapport building, vocal tone, pitch, and pace.</p> <p>People communicate: 55% through their body language, 38% through the tone of their voice, and 7% by the words that they use.</p>
When dealing with pupils using ‘and’ and ‘we’ rather than ‘you’ and ‘but’	<p>Asserts a far more positive slant on the learning process. Focuses on the students’ behaviour as opposed to sounding like a personal ‘dig’</p>
Use of questions to divert	<p>Throw them off track. Quick fire questions also work well as they don’t have time to misbehave. Especially to other members of the class.</p>
Modelling	<p>Display the behaviours that you expect them to. Don’t raise your voice, state that we can sort this out after the lesson rather than now – you are choosing to avoid the conflict.</p>
Keep up the pace of lessons	<p>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.</p>
Try using humour but not banter	<p>Only use your own humour that you feel confident with – don’t try to imitate others’ style.</p>
Surprise tactics	<p>What are they least expecting you to do?</p> <p>Say ok, you write me reasons why you don’t deserve a C4, or to lose the phone (for example) and we can discuss it when you have done so</p>