



KING EDWARD VI Handsworth Wood Girls' Academy
Behaviour, Attitudes and Rewards Policy Spring 2019

Values:

Scholarship – Character - Community

BEHAVIOUR POLICY

Statement of General Principles

We are all members of the KING EDWARD VI Handsworth Wood Girls' Academy and we believe that **"Everyone should act with courtesy and consideration to others at all times."**

In order to achieve this we have the following RESPONSIBILITIES

BEING RESPECTFUL means: • Valuing one another equally • Treating one another as you would want to be treated • Looking after property and the school environment • Listening and valuing other peoples' ideas, feelings and beliefs • Being fair

BEING SUPPORTIVE means: • Helping people • Ensuring people can retain their dignity

SHARING means: • Ensuring that people are included and feel comfortable • Listening, exchanging and understanding peoples' feelings, ideas and beliefs

BEING WELCOMING means: • Ensuring there is a place for everyone • Taking care of people especially when they are in need or when they are new

These Responsibilities will support the following RIGHTS

RIGHT TO RESPECT

• Everyone should be treated equally • Everyone should be able to say what they feel, to express their ideas and opinions and be listened to

RIGHT TO FEEL SAFE

• Everyone has a right to feel safe and that they are not going to be hurt in any way

This means we have a responsibility not to bully other people. We should try to resolve arguments or disagreements and seek help when we can't do this by ourselves. We should never put people down but have a responsibility to see that everyone retains their dignity at all times. We also have a responsibility to report instances of bullying or to speak up if we feel that someone has been treated wrongly.

Staff should consider themselves responsible at all times for the behaviour of students within sight or sound of them. Ignoring poor behaviour effectively condones it.

- The academy's Behaviour Policy has been adopted by the Governing Body, following a review of the Behaviour policy in spring 2019
- The academy will communicate the Behaviour Policy to all new and existing students through academy rules, Code of Conduct, student planner, student newsletters, assemblies and within the curriculum wherever relevant.
- The academy will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these on the academy website.
- The academy will ensure that the staff are consulted regularly about the policy and its implementation.
- The academy has communicated the Behaviour Policy to all teaching and non-teaching staff by providing copies of the policy and through the Staff Induction Programme.

Our aim as staff at KING EDWARD VI Handsworth Wood Girls' Academy should be for discipline to be not so much what we do after something has gone wrong, but how we prevent things going wrong.

AIMS

1. To encourage all students to follow an agreed set of principles of behaviour.
2. To support effective teaching and learning.
3. Maintain and further promote a positive and safe learning environment for staff and students.
4. Motivate students by regular use of praise and ensure that all students can receive recognition of their successes.
5. To follow a framework of recording and support for teaching and support staff, students and parents/carers.

PURPOSE

1. To provide consistency in a whole academy approach to behaviour.
2. To provide clear guidance for staff regarding suitable and acceptable practice.
3. To make all staff aware of support available protocols accessible to staff and students.
4. To promote a culture of fairness and equality for all.

IMPLEMENTATION: The Behaviour Policy of KING EDWARD VI Handsworth Wood Girls' Academy has, as its central focus, a Code of Conduct (Annex) that acts as a guiding principle and applies equally to students and staff.

The code must be displayed on the academy walls and in the student planner and it should be referred to when dealing with students in and out of the classroom. The Code has to apply in every setting - classroom, corridor, playground, school visits and the journey to and from the academy.

The classroom may also be a sports hall, a workshop, a laboratory, and the library or inclusion room. Curriculum Leaders must determine subject or context specific rules but certain general expectations apply.

When expectations are clearly spelt out students benefit from:

- Feelings of confidence from knowing how to behave
- Feelings of security about how others will behave
- Being able to concentrate on the task in hand

It covers all areas of behaviour within the community of the academy: -

- Constant expectations (always)
- Personal organisation
- In the classroom
- In the corridors
- In the canteen
- In the community

STANDARD ROUTINES FOR STAFF

It is the responsibility of every member of staff to establish clearly explained routines for each class so that the academy rules and expectations as stated in the Code of Conduct are consistently, insistently and persistently applied.

Staff should observe the following routines to consistently achieve the desired behaviour and learning outcomes:

- Arrive at all registrations and lessons **on time** and, if possible before the class.
- Insist upon **an orderly** entry to and exit from the class – be visible at the doorway to the classroom.
- Check basic expectations i.e. punctuality, uniform, relevant equipment, conduct each lesson, and address any issues that arise.
- Refer frequently to the Code of Conduct, particularly the **core values**, in order to maintain a calm and working atmosphere.
- Good behaviour is essential but needs to be taught. Therefore, **teach and regularly reinforce** the desired and necessary behaviour and routines for your lessons.
- **Model** the behaviour that you would like to see from students.
- Plan your lessons thoroughly using a **variety of teaching and learning styles** and resources to inspire, motivate and extend students. Interesting lessons set at the appropriate level and with appropriate challenge has a positive effect on behaviour. Similarly, boredom leads to misbehaviour.
- Make sure work is marked regularly and feedback is given to students.
- Take suitable steps to **resolve issues** and an early stage to avoid escalation. Rewards and sanctions must always be appropriate, consistent and fair.

- **Take responsibility** for the maintenance of good behaviour in your classroom using support, where required, in addition to, but not instead of your own personal action.
- Take time to **develop positive working relationships** at every opportunity both in and out of lessons.

PROTOCOLS FOR POSITIVE BEHAVIOUR REWARDS

We should actively seek every opportunity to praise our students, both in and out of school. Responding positively is a great motivator for students. This can be verbal praise, written comments in exercise books or student planner.

Rewards to include: -

- Merits to accumulate and spend in the Merit shop - sticker in student planner.
- Accumulation of positive points recorded on SIMS behaviour will result in rewards.
- Work put on display, laminated photographs, newspaper reports; the termly newsletter should celebrate student achievement.
- Certificates for attendance.
- Half-termly and annual rewards for excellent attendance, punctuality and behaviour.
- Reward visits/excursions for excellent behaviour and attendance.
- Prizes for competitions.
- Annual Award/Certificate Evening for attainment and achievement.
- Headteacher's award.
- Phone call home.
- Departmental postcards home.
- Use of the academy's reporting system to comment positively on academic achievements and also other aspects of conduct and performance in school.
- Letters home for achieving or exceeding target grades
- Post 16 students are offered rewards and incentives in the same way as younger students. These are for both in academy effort and success as well as extra-curricular and voluntary work.
- Awarding of house points.
- Certificates for positive behaviour points, bronze, silver, gold and platinum

Whatever it is, it is important to do it!

SANCTIONS

Teachers should have the right to teach effectively and students should have a positive attitude to their learning.

Following is a list of behaviours and possible sanctions

Code	Behaviour	Referred for Support
Low Level Behaviour (LB) 1 Point	Lack of effort in lesson	Class teacher gives: 1 = verbal warning If student reoffends in lesson 2 = Number 2 placed against name on board If student re-offends 3 = 10 minutes detention issued by CT at their discretion (or a time appropriate for them). Information logged on Sims Behaviour
	Not on task/engaged	
	Chewing/eating/drinking	
	Shouting out/disturbing others/talking while teacher is (Low Level Disruption)	
	No equipment (record in planner)	
	Constantly chatting (Low Level Disruption)	
	Talking inappropriately to another student	
	Late to lesson (3-5 minutes) without a note (record in planner)	
	Failure to show due consideration to others	
	Lack of concentration in lesson	
	Incorrect uniform: incorrect footwear, shirt out, not wearing blazer	
	Persistent wearing of nail varnish, make-up, jewellery (rings, large earrings)	
	Headphones on during lesson	
Medium Level behaviour (MB) 2 Points	Continual disruption of the lesson (even after 20 mins issued)	Action - log information onto SIMs Behaviour Action - FT, HOD, HoY are informed via SIMs Behaviour of the issue for follow up. If students exhibit this type of behaviour: 3 = 30 mins detention given to student. CT to arrange detention at their discretion. Failure to comply and complete detention results in 1 hour detention with HOD. Possible internal exclusion
	Persistent lack of effort	
	Isolated incident of being rude to teacher	
	Failure to meet staff requests	
	Unsafe behaviour that requires a warning	
	Damage to academy property/another students property	
	Behaving in an intimidating way either to students/staff	
	Deliberately preventing others learning	
	Extremely late to lesson (10 mins or more) without a note (record in planner)	
	Inappropriate behaviour around school/in corridors	
	Failure to follow the discipline of the academy	
Unsafe behaviour in the class (throwing pencils, papers, erasers)		

	Truantiing lesson/walking out of lesson without permission	
	Sucking of teeth	
Disruptive Behaviour (DB) 3 Points	Phone going off/taking it out – confiscate and hand in to main office	Action - Log on SIMs Behaviour to inform all relevant links Action - referred for support HoD/HoKS 1 = Removal from class if necessary) Inclusion/External exclusion
	Openly rude to member of staff/ another student	
	Physical/verbal/intimidating behaviour to staff/student	
	Answering back/continually walking away from the teacher	
	Lack of respect to teacher/student	
	Threatening behaviour towards staff/student	
	Intentional damage to property belonging to academy/students	
	Swearing at a teacher	
	Refusal to hand phone in	
	Failure to follow the discipline of the academy	
Unacceptable Behaviour (UB) 4 Points	Failure to respond to all categories above	1 = Immediate removal from class 2 = HoKS phone call home 3 = SLT support If necessary (meeting with student before return to class) Internal/external exclusion/f/t exclusion
	Unprovoked attack/fighting in class/in corridors	
	Serious bullying of another student	
	Dangerous behaviour that puts the safety of others at risk	
	Smoking on academy premises	
	GDPR Breach	
	Theft from staff/another student	
	Distributing confidential material	
Serious abuse of school property		
Seriously Dangerous Behaviour (SDB) 5 Points	Inappropriate sexual behaviour	Immediate removal from class Dealt with by Headteacher and Assistant Headteacher of Behaviour and Attitudes External Fixed Term/ Permanent Exclusion
	Bringing a weapon(s) into the academy	
	Bringing the academy into disrepute	
	Setting off fire alarm	
	Threatening behaviour towards a member of staff/student	
	Theft from a member of staff	
	Physical assault on staff member or student	
	Behaving in an intimidating manner towards staff	
	Homophobic/racist/inappropriate language	
	Misuse of social media	
Bringing drugs or alcohol into the academy		

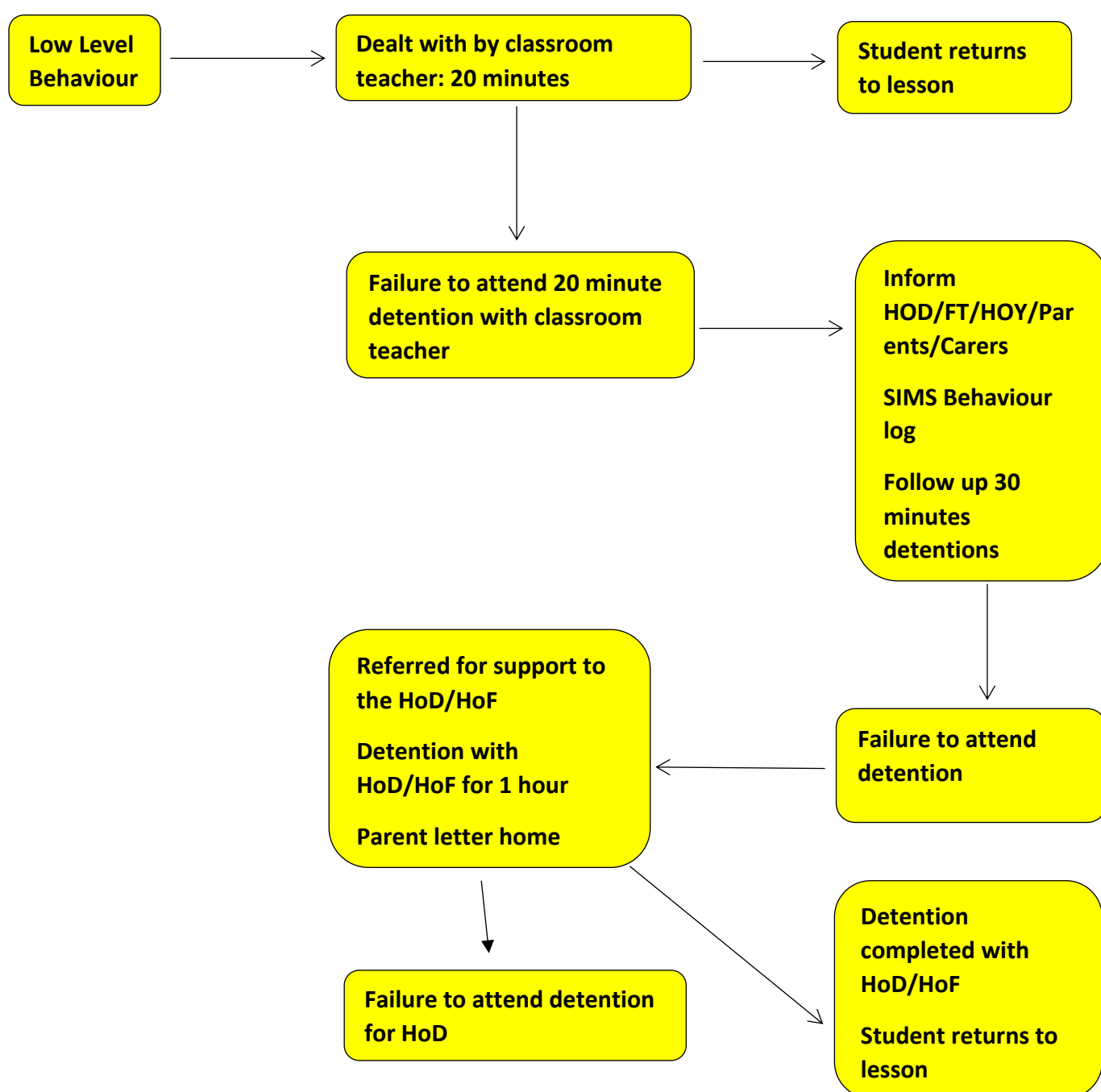
Where sanctions are found to be necessary in order to establish boundaries and ensure that all students are able to learn and progress, the focus will always be on supporting the student in working to improve unacceptable standards of behaviour and attitude. Sanctions are to be applied in order to support and promote positive behaviour and learning.

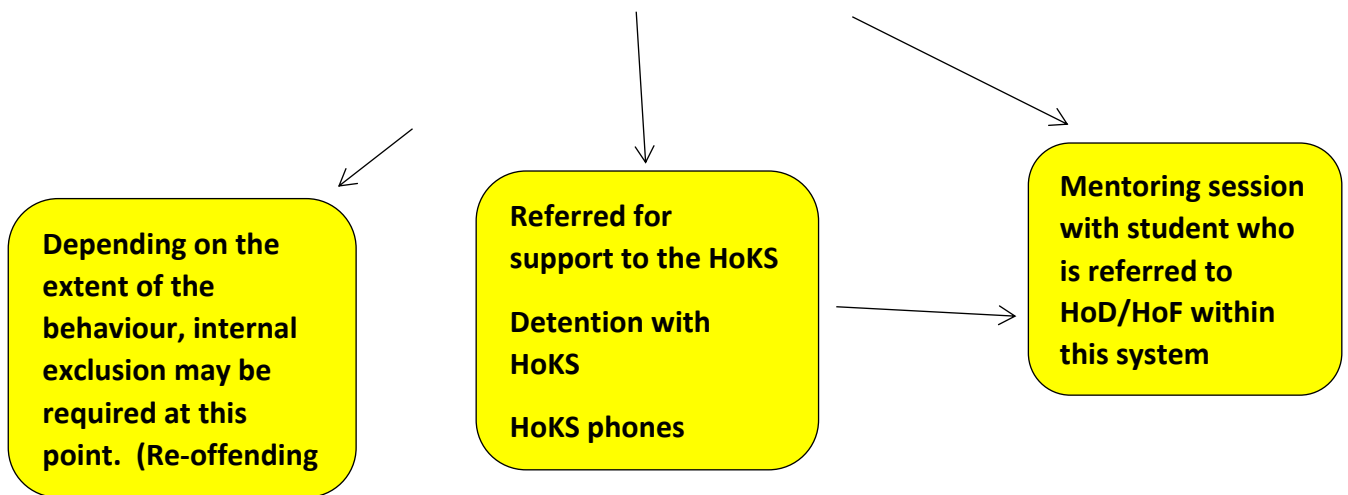
Sanctions should be used fairly.

THE NEGATIVE CONSEQUENCES

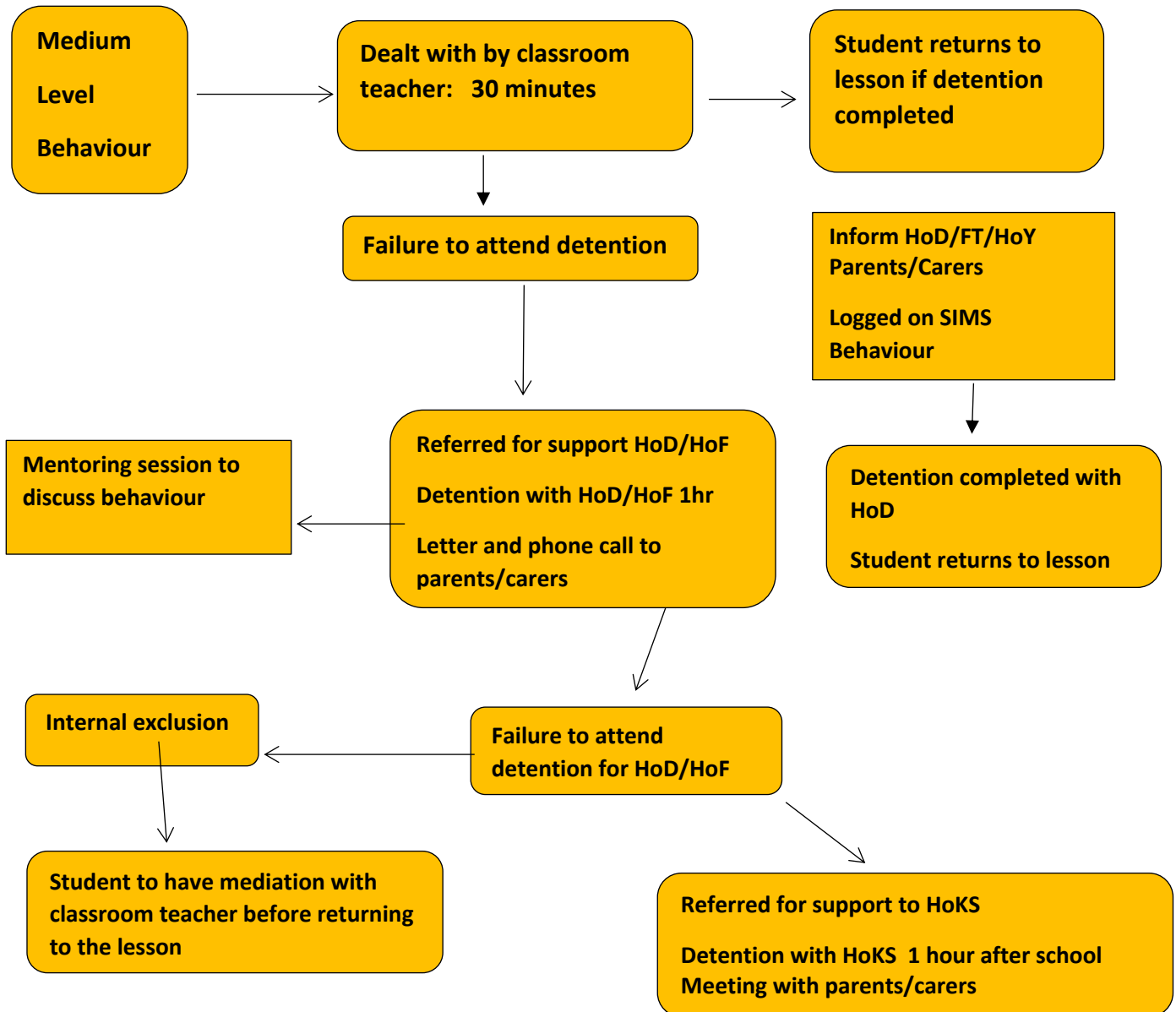
It must be understood that violence of any kind is never acceptable at Handsworth Wood Girls' Academy and will be dealt with severely, most likely resulting in exclusion. The bringing of knives or other offensive weapons into school will result in permanent exclusion.

Procedures to deal with Low Level Behaviour

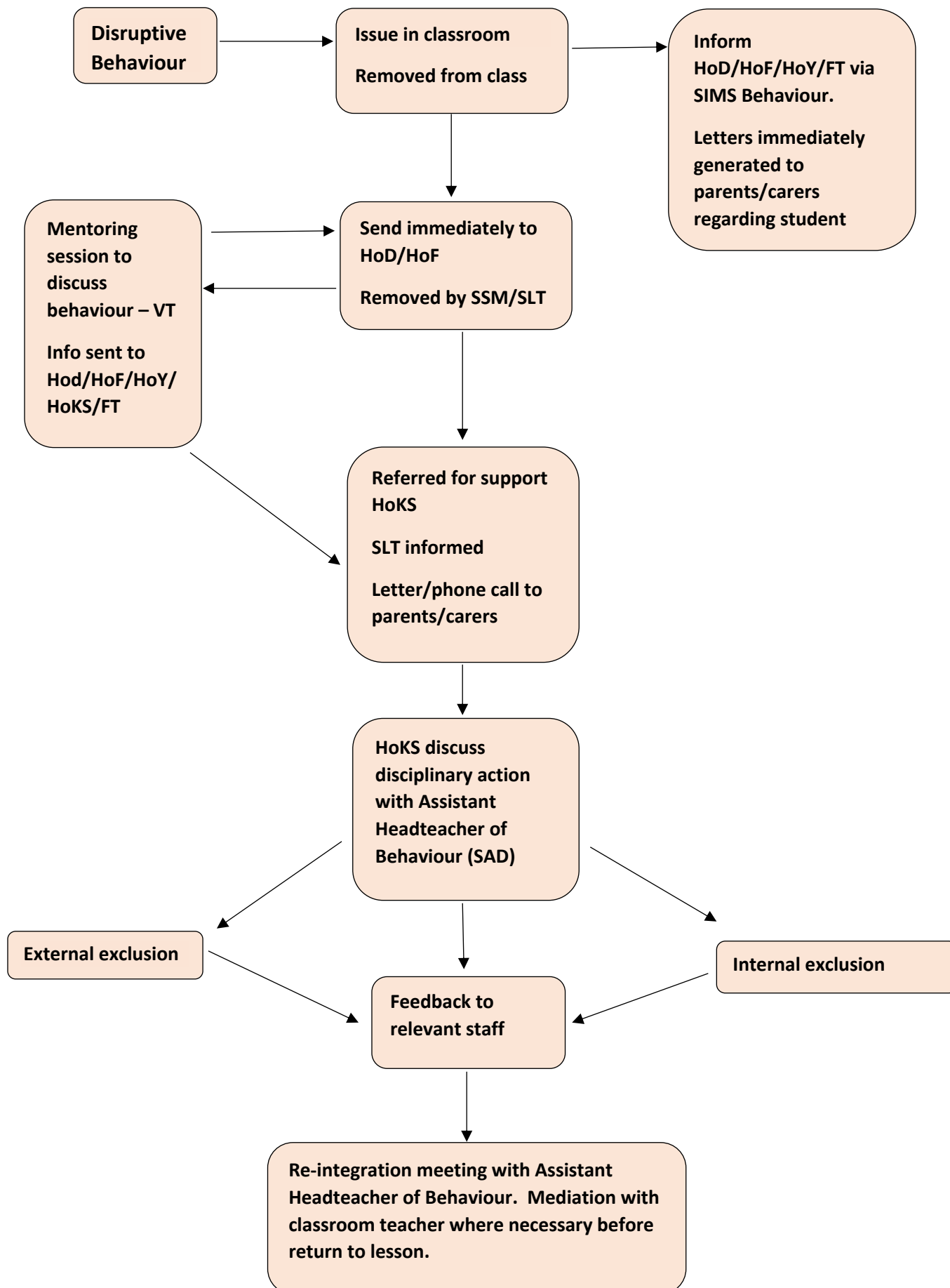




Procedures to deal with Medium Level Behaviour



Procedures to deal with Disruptive Behaviour



Conduct Card Scheme

Name:			
Form:		Consistent, Insistent, Persistent	
staff member	staff member	staff member	detention issued

Conduct Card Scheme:

- Uniform concerns **(UC)**
- Late to registration or lesson **(L)**
- Eating or drinking in the corridor/lesson **(ED)**
- Dropping litter **(DL)**
- Chewing gum **(CG)**
- Unacceptable language **(UL)**
- Immature behaviour outside of a lesson **(IB)**

ASPIRING FOR EXCELLENCE

- Every morning, students need to be display conduct card on the desk with their planner.
- Any time a member of staff asks for student's card outside of lessons students must give it to them without argument. If student refuses to hand over the card, they will get a one hour Head of Year (HoY) detention after school.
- Form tutor will inform (HoY) once you have a whole row on your card and will ask you to see (HoY) for it to be signed. A 1 hour detention will be issued.
- Failure to turn up to (HoY) to sign your card will result in 2 detentions being issued, not just one.
- If card is lost a one hour detention will be issued with Assistant Headteacher. (HoY) to inform parents.

KING EDWARD VI Handsworth Wood Girls' Academy Mobile Phones Policy

Statement:

Mobile phones are banned within KING EDWARD VI Handsworth Wood Girls' Academy because of the negative effect on student learning and wellbeing.



To ensure that the policy is clear, Handsworth Wood Girls' Academy has implemented basic principles which are listed below.

- Mobile phones should be 'off and away' at all times, any phone seen or heard will be confiscated, this includes phones on display and in shirt pockets etc.
- The first instance that a mobile phone is heard or seen, it will be confiscated and put in the school safe in a named envelope until the end of the week, parents will need to come in and collect it. Should there be a second occurrence, a telephone call will be made home with the requirement for a parent/carer to collect the mobile phone and the phone could be kept for a longer period of time
- Restriction is in place at all times while students are in the grounds and buildings of the school, this includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they have left the site
- Should students wish to use their phone at the end of the day to contact parents/carers with any concerns or for collection following school based activities they are to report to SPACE where a telephone call will be made.
- Should you wish to contact your child during the day you will need to call the school Reception and speak to your child's Head of Year or a Student Support Manager on 0121 544 8122 and they will ensure the message gets to your child. Arrangements can also be made for your child to speak to you on a phone in exceptional circumstances

Any misuse of social media will result in mobile phones being confiscated and kept for a long period of time pending investigation. In some serious cases this could result in a police investigation.

PROTOCOL FOR RECORDING BEHAVIOUR

The academy uses the SIMs Behaviour system to record all positive and negative behaviour. Each positive example of behaviour will be awarded 1 plus point, each negative example of behaviour will be awarded 1-5 negative points. All staff both teaching and support staff should access and use this recording system to record behaviour events.

Form Tutors, Heads of Year, Heads of Faculty, Head of Key Stage 3 and 4, Key Stage 3 and 4 Student Support Manager and Assistant Headteacher of Behaviour and Attendance will be emailed a daily behaviour report.

Detailed analysis of all codes entered is carried out each week. This is used to:

- Analyse the trends in codes.
- Identify decreased or increased incidents of a particular behaviour.
- Monitor staff use of the system and identify classes that may need additional support.
- Develop teaching and learning strategies that can be shared
- Inform parents/carers when necessary
- Students who receive three negative entries from the previous week will be issued with a lunchtime detention the following week **(this does not include homestudy)**
- Students who receive five negative entries from the previous week will be issued with a day in inclusion **(this does not include homestudy)**

Class teacher action includes: -

- Discussion between teacher and student to resolve the situation.
- Consider rearranging seating plan.
- Report and target setting to a member of staff (Faculty, Department, Form Tutor or Pastoral team).
- Break/lunchtime detention (student must be able to have lunch).
- Completion of report on SIMS Behaviour followed up with incident report if necessary.
- After school detention (10 minutes without notice)
- After school detention up to 1 hour after 24 hours' notice in writing to parents/carers.
- Referral to HoD or HoF for advice/support.
- Referral to Form Tutor or Head of Year.

Head of Department/Faculty action includes: -

- Conversation with student
- Departmental sanction or detention
- Letter or telephone call to parent/carers (must inform HoY/HoKS)
- Change of teaching group
- Advice from Additional Needs Co-ordinator
- Referral to FT/HoY for information/action

Form Tutor actions include: -

- Discussion with /mentoring/stage 1 IBP
- Detention
- Referral to Hoy

Head of Year action includes: -

- React to and support teacher referrals re students
- Work in conjunction with HoKS and or Student Support Manager KS3 or KS4
- Informative letters/phone calls home and meetings set up between the student, Parents/Carers and appropriate members of staff

Assistant Headteacher of Behaviour and Attendance includes: -

- Follow-up advice/Support and management in all of the above
- Advice/support/action re: Internal Inclusion Room/Fixed Term/Permanent exclusion.
- Support with parental interviews.
- Advice, support, guidance Re: Behaviour/SEN/Multi-Agency.
- Co-ordination of IBPs and pastoral support programmes
- Engagement of additional support agencies.
- Co-ordination of Governors Disciplinary Panel for a final warning
- Co-ordination of Governors Exclusion Panel.

SUPPORT SYSTEMS FOR STUDENTS

Where a student finds themselves in receipt of sanctions, they will be supported by a number of means to ensure that they can make the necessary improvements to be able to access their learning.

Where sanctions are found to be necessary in order to establish boundaries and ensure that all students are able to learn and progress, the focus will always be on supporting the student in working to improve unacceptable standards of behaviour and attitude. Sanctions are to be applied in order to support and promote positive behaviour and learning.

Sanctions should be used fairly and could include:

- Peer Mediation via the Student Welfare Team
- Referral to the School Nurse/Medical Support
- Referral to the Health and Welfare Officer
- Department report
- Tutor report
- Head of Key Stage Report
- Assistant Head Teacher Student Welfare Report
- Fixed Term Exclusion
 - Behaviour Contract via the Head Teacher following an exclusion
 - Inclusion Room
- Alternative provision/fixed term respite at another school
- Managed Move (North West Sharing Panel)
- Governors' Behaviour Appeals Panel

THE NEGATIVE CONSEQUENCES

It must be understood that violence of any kind is never acceptable at Handsworth Wood Girls' Academy and will be dealt with severely, most likely resulting in exclusion. The bringing of knives or other offensive weapons into school will result in permanent exclusion.

It must also be understood that the school will take seriously any allegations against staff. However, all allegations MUST be proven and any false or malicious allegations will result in permanent exclusion and the likely involvement of the police.

The carrying of mobile electronic technologies is **not** allowed. Any student found to be using any of these items will have them confiscated by staff, secured and later returned to a parent/carer by appointment.

Training and Professional Development for all Staff

A variety of teaching strategies promote positive behaviour in the classroom.

Behaviour management training is ongoing and reviewed to ensure that it is appropriate to the needs of staff and the academy. This will include induction of new staff to current procedures and policies, training for all staff on changes to current procedures for instance new discipline reports, on/off site by experts as appropriate.

Relevant information and training on behaviour management matters is available to all groups of staff, including:

- Support staff (e.g. Teaching Assistants)
- Newly qualified teachers during their formal induction period
- Students undertaking programmes of initial teacher training
- Supply teachers
- Class teachers (there are many different strategies that can be used to improve classroom behaviour). Heads of Key Stage, Heads of Year, Students Support Managers, Inclusion Manager, the Deputy Headteacher or Assistant Headteacher of Behaviour and Attendance are willing to assist with this as needed. There are opportunities to observe other teachers, have input on different teaching and learning styles that could help to improve classroom management.
 - The academy undertakes annual reviews of the continuous professional development needs of all staff.
 - Opportunities are provided for relevant staff to develop their knowledge and skills in relation to such issues as
 - Implementing the academy's Behaviour Policy
 - Continuous referral to the Code of Conduct which is in the student planners and are on posters in every classroom.
 - Logging and recording of incidents
 - Lunchtime supervision
 - Classroom management
 - Student Welfare support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

In issuing negative consequences to correct unacceptable behaviour the following guidelines must be observed:

- Use a variety of sanctions that are appropriate to the offence.

- Use a staged approach so that action is appropriate to the severity of the misbehaviour.
- Adopt a positive approach and positive language so that appropriate behaviour is taught, re-enforced and understood by the student.
- Allow pupils the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour.
- Avoid humiliation as this causes resentment.
- Make sure that negative consequences are not escalated until the early stage sanctions have been applied.
- Accept responsibility for the issue and follow through of sanctions.
- Seek support if required but never relinquish your own responsibility to resolve the incident.
- Make sure that negative consequences are appropriate, fair, consistent, followed through.
- Avoid issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the student to behave well.
- Avoid blanket or whole class sanctions that may punish students who are not involved.
- Do not punish that which cannot be proven.

INAPPROPRIATE SANCTIONS

The actions listed below are inappropriate and unacceptable and should not be employed as negative consequences:

- Corporal punishment or physical reprimand.
- A consequence that is not related to the negative behaviour that has been displayed.
- Moving to severe consequences before early stage sanctions have been used.
- Standing a student outside a classroom, in a corridor or in unsupervised isolation or restricting liberty.
- Whole class punishment should be avoided unless every pupil in the class has behaved unacceptably– otherwise innocent and well behaved pupils can be demotivated.
- Inappropriate use of curriculum as a punishment i.e. extra maths, extra English, sending pupil on a run etc.
- Exclusion of a pupil from a curriculum activity i.e. swimming, educational visit, work experience, class based activity is not appropriate unless on the grounds of potential health and safety.
- Issuing statements/consequences that you, as the teacher, are not empowered to carry out which removes any opportunity for the pupil to behave well.

Teachers' Duty of Care

The teacher has a duty of care to exercise disciplinary control. Specifically this includes:

- the maintenance of good order and discipline among the students
- the safeguarding of students' health and safety.

These are duties required to ensure the efficient conduct of the education process and also to protect students against causing harm to themselves and to other students.

If one student causes injury to another, the teacher may bear a responsibility if it can be shown that the injury occurred as the result of the teacher's failure to maintain order.

Teachers have a discretionary **power to use force**. However, failure to take action (including failure to use reasonable force) could in some circumstances be argued as being a breach of the duty of care towards students.

A very great deal will depend upon the circumstances of the incident. Teachers cannot reasonably be expected to foresee every incident nor, of course, to be everywhere on the school premises at the same time.

A teacher is not under a duty to run the risk of personal injury by, for example, breaking up a fight, unless this can be done without the likelihood of harm to the teacher.

However, if an injured student was involved in misbehaviour, issues of contributory negligence may arise.

Power to Restrain Students

Under certain circumstances teachers are allowed to use reasonable force to control or restrain students.

Teachers should:

- only use **reasonable force** in very specific circumstances
- exercise **caution in the use of force**
- make **accurate records** of incidents when force is used.

Use of reasonable force

Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the Principal, may use such force as is reasonable to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property, including their own
- behaving in a way which is prejudicial to the good discipline and order of the college, whether in the classroom or elsewhere where the teacher has lawful control of a student.

The law distinguishes from corporal punishment any action by a teacher which averts the danger of a pupil causing personal injury or damage to property.

Reasonable force may also be used in exercising the statutory power, introduced by the Violent Crime Reduction Act 2006, to search students without their consent for weapons. However, in situations where resistance is expected, the Academy reserves the right to call the police instead.

Definition of reasonable force

There is no legal definition of what constitutes "reasonable force".

Force is usually used either to control or restrain and should always be "reasonable in the circumstances" –in other words, no more force should be used than is needed.

Control can either involve:

- passive measures, such as blocking a pupil's path
- actual physical contact, such as taking a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. Typically this is used in more extreme cases where two fighting students refuse to separate without physical intervention. College staff will always avoid acting in a way that might result in injury to a student however, it is recognised that this might not be possible in extreme cases.

Situations where reasonable force might be justified include:

- violent behaviour by a student, eg fighting or attacking a member of staff or another student
- acts of vandalism
- behaviour by a student, eg rough play, the misuse of objects or running in the corridors which is likely to cause personal injury or damage to property.
- An incident which seriously disrupts a lesson or other school event.

Power to Search Students

The Headteacher and authorised staff have the general power to use reasonable force to search, without consent, students if they suspect them to be carrying prohibited items. These include:

- knives and weapons
- alcohol
- illegal drugs
- legal highs
- stolen items
- tobacco/e-cigarettes
- fireworks
- pornographic images
- any article likely to be used to commit an offence, cause personal injury or damage to property.

Academy staff can seize any prohibited item found as a result of a search.

An **electronic detection wand** will be used to search a student or students suspected of carrying a weapon or knife. An electronic search will only be deemed necessary based on intelligence received. A dated record will be kept of all searches carried out.

Policy signed off by: Chair of Governors

Spring 2019

Review date Spring 2022

Person Responsible: S. Devshi – Assistant Headteacher of Behaviour and Attendance

