



WEST BROMWICH COLLEGIATE ACADEMY

Plan and procedures for managing behaviour



Contents

A Policy Statement on the Management of Behaviour at Shireland Collegiate Academy Trust	2
Core Principles and Values.....	2
Implications for the School Curriculum and Organisation.....	3
Roles and Responsibilities.....	4
The Standards and Performance Committee and the Trust Board	4
The Chief Executive Officer and the Principal.....	4
Teachers and Teaching Assistants	4
Mentors and Attendance Support Staff.....	5
Support Staff.....	5
Parents and Carers.....	5
Support	6
Support for Students.....	6
Outside Agencies.....	6
Staff Support.....	6
Support for Parents.....	7
Consultation.....	9
Behaviour Management – Pastoral Issues.....	10
Whole Staff Responsibility to Pastoral Issues	10
Other Pastoral Issues	10
Form Tutor Responsibilities	11
Director of L4L Responsibilities.....	11
Managing Behaviour at West Bromwich Collegiate Academy	12
Student Expectations	12
Sanctions	12
Actions resulting in Remove	13
Fixed Term Exclusions	13
Appendix	14
Appendix 1: Remove Process.....	14
Appendix 2: Rules in Isolation.....	15
Appendix 3: Exclusion Checklist.....	16
Appendix 4: Fixed Term Exclusion Letter.....	17
Appendix 5: Readmittance Document.....	19
Appendix 6: Student Incident Statement	20

A Policy Statement on the Management of Behaviour at Shireland Collegiate Academy Trust.

‘The Feature that marked those schools with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Students benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many schools, however, students had learnt how to circumvent rules and to exploit differences in teachers’ approaches ...’

[Paragraph 32 from the Ofsted report: Behaviour and Attendance in Secondary Schools 2001.]

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we reinforce management systems with high expectations of learning, which value individuals and celebrate their progress.

Similarly, while it is important that boundaries are made clear and sanctions are in place, the emphasis in establishing a whole school policy should be on praise, recognising positive behaviour, and the development of self-discipline.

The Behaviour policy is based on the following:

Core Principles and Values

The belief that the education and success of all students is of equal value.

- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the school should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.

- Recognition that the success of any Academy policy depends on the understanding and support of parents and carers and as such, should be shared with them and their commitment to it sought.

Implications for the Academy Curriculum and Organisation

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour.
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral curriculum should provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the Academy, should establish good behaviour as the norm.
- Students also learn by example. We have a responsibility to model what we expect.
- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.
- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for students to develop social skills and personal responsibility i.e. class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. school council.
- Everyone needs help to manage behaviour issues at some point. The Academy's management structure should recognise this and provide clear ways in which staff can be supported.
- The Academy's Inclusion Team and Children's Services should provide the means by which vulnerable students are identified, monitored and supported.
- All students should be aware of the way in which the Academy deals with incidents of bullying and how bullying should be reported. Students should be involved in this process through peer mentoring schemes, school council discussion, and the like.
- The Trust will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice.
- In its practical strategies for intervention the Academy will make full use of support from the wider community, including multi-agency teams, EWOs, partner schools, police, social services, etc.
- The communication systems of the Trust will ensure that parents are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

The Standards and Performance Committee and the Trust Board

- Defines the principles underlying the Trust's behaviour policy.
- Ensures that all aspects of the policy promote equality for all students and addresses individual need.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

The Chief Executive Officer and the Principal

- Frame a policy, which promotes positive behaviour.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all students and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support they systems.

Teachers and Teaching Assistants

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded.
- Model in their own actions the expectations the Academy have for students.
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.

- Through Form Tutor programmes and lesson content encourage the development of social, emotional and behavioural skills.

Mentors and Attendance Support Staff

- Provide support programmes for identified individuals and groups.
- Advise the Inclusion Team/Children's Services on appropriate courses of action.
- Communicate with parents/carers re concerns and provide advice or support for families.
- Monitor individuals or groups to allow for early intervention and review of support provided. Evaluate support for individuals through reports to the Senior Team and Governors.

Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models to students in their own actions and dealings with others.
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance

Parents and Carers

- Take responsibility for their child's behaviour and attendance.
- Support the Trust's core beliefs on positive behaviour management.
- Support the Academy in carrying out sanctions and celebrating success.
- Communicate with the academy when concerns arise.

Support

Support for Students

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The Academy will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

Outside Agencies

Our Academy's will act as part of a wider community of support. Some students will benefit from referral to another agency for:

1. Alternative curriculum provision for set periods of time e.g. as part of a planned re-entry strategy.
2. Assessment leading to statement or a planned programme within their Academy.

The support outlined above will be provided within the following context:

- The Academy will contact parents sooner rather than later. Early intervention should help to avoid exclusion.
- The Academy will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEN where appropriate and the Academy will therefore act in accordance with the policy for SEN.
- Curriculum Leaders/Year Heads will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage.
- All support programmes will contain targets for improvement and regular review. The Academy should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful.

Staff Support

While it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations.

Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the Academy will:

- Communicate clearly the way in which behaviour issues are referred and to whom.
- Identify the way in which more senior staff will support behaviour issues.
- Provide regular training, particularly for staff either new to the school or the profession, on positive teaching strategies.

- Provide staff with training on issues of racial harassment, and other forms of bullying so that they are best able to be sympathetic to.
- Use other professionals and consultants from outside the school to give advice and training.
- Employ a range of staff within the school, as identified below, to support the work of teachers in creating a positive learning environment.

The Trust recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation.
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary.
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEN, etc and provide, through the Inclusion team, the process for further referral when required.
- Liaison, through the Inclusion team, and identified staff with other agencies.
- Lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis.
- Opportunities for staff to observe good practice in other lessons or schools.
- A Staff Development Programme that is closely linked to individual performance management targets.
- Opportunities in subject/pastoral weekly meetings to discuss issues and share ideas.
- The allocation of resources to provide staffing levels and expertise to support teachers.

Support for Parents

Expectations of parents' involvement in supporting good behaviour should not be taken for granted but made explicit. The academy will therefore make this policy clear to all parents at all Open Evenings and Induction events before new students join the school. The Home School Agreement will play an important part in harnessing parental agreement and support and will help parents to understand their own role in this part of their child's education.

- The Behaviour Policy will be issued to all parents annually with opportunities for them to comment via the Learning Gateway.

- All reports and communications to parents about progress will also stress behaviour so that parents are kept up to date.
- Parents will always be contacted as soon as there is any concern so that they are involved immediately.
- Parents will also be contacted when praise for achievement or improvement has been made.
- Arrangements will be made to communicate in the home language where this might be necessary.

Consultation

Staff, students and parents will have the opportunity to discuss this policy and its effectiveness on a regular basis so that it becomes a flexible document that responds to changing need. Consultation will take place as follows:

- In staff training sessions and meetings at least once a term.
- In School Council meetings at least annually.
- Through annual postings to parents and at parental consultation evenings through questionnaire.
- At our Family Forum meetings.
- Monitoring and Evaluation

Rewards and sanctions will be monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by: -

- Gender
- Ethnicity
- SEN
- Age

The person responsible for monitoring by gender, race and SEN etc. is the teacher responsible for SEN/EMAG, and this work forms part of our policy on Equal Opportunities.

Behaviour data will be monitored by:-

- Comparing termly statistics, and annual totals for rewards and sanctions
- Monitoring individual's rewards and sanctions to identify progress or cause for concern.
- Observation of lessons and student response

Evaluation of the behaviour policy will be based on the above data and will inform the Academy's development planning. Evaluation will take the form of termly reports to Governors.

Behaviour Management – Pastoral Issues

Although pastoral issues / misbehaviours are embedded in the behaviour management policy it is recognised that in a classroom situation these cannot always be dealt with effectively by the teacher delivering the lesson and that further guidance from SLT/Heads of Year (who may be more aware of sensitive issues) may need to be sought.

Whole Staff Responsibility to Pastoral Issues

All staff members (teaching or non-teaching) have a duty of care to the students and their colleagues and as such, are expected to challenge any of the following behaviours whether in the classroom, on the corridors or elsewhere on the Academy site:

- Eating or drinking outside of the dining room
- Incorrect uniform without a letter of explanation
- Rudeness to staff / students
- Lateness for lessons / school
- Lack of school equipment
- Preventing others from learning
- Health and safety on school site
- Spitting
- Play fighting
- Arguing with staff
- Vandalism / graffiti
- Swearing
- Smoking
- Leaving the school site
- Any form of bullying (physical or mental)
- Theft of school / staff / student property

In order to promote consistency across the school it is important that all staff meet their obligation in challenging students whenever they are aware of these behaviours.

Other Pastoral Issues

Where there are serious pastoral concerns regarding a student, a referral should be made to the Directors of L4L or appropriate staff in Children's Services.

It is important that all referrals are made using the standard forms and in writing as this provides important evidence should parents become involved. No verbal referrals will be accepted.

Form Teacher Responsibilities

Based on the Primary model, it is important that Form Teachers take the first line of responsibility for pastoral issues. This includes regular communication with parents when there are concerns regarding a student.

If the Form Teacher considers that their efforts to gain support from parents is no longer working then a referral should be made to the Directors of L4L who can then decide on what further action should be taken.

Director of L4L Responsibilities

The Director of L4L should deal with medium level to serious level misbehaviours on a day-to-day basis. They should also support Form Teachers where efforts have been made to gain parental support but have not proved successful.

Serious incidents should be referred directly to the Directors of L4L who will deal with them personally or involve Assistant Principals or ultimately the Principal depending on the severity of the issue. They will then inform Form Teacher of any decision made.

Managing Behaviour at West Bromwich Collegiate Academy

When a student fails to meet our expectations, within the classroom or around the Academy, in spite of warnings, the Remove process will be followed.

Incidents that occur between students outside the Academy will also be investigated by the member of Remove staff on duty. Statements will be taken from students to evidence the events that have taken place in order for a resolution to be made.

Student Expectations

We expect WBCA students to:

- Arrive regularly and on time
- Be decent
- Correct equipment, smart uniform
- Do your best work
- Expect to be challenged
- Follow instructions first time
- Get involved
- Homework is completed on time

MOBILE PHONES AND EARPHONES ARE NOT PERMITTED. If seen on the Academy site, they will be confiscated.

Sanctions

Sanctions will be issued where a student has failed to meet the Academy expectations.

They may include:

- Removal from lesson
- Break / lunch detention
- Short after school detention (10 minutes, no notice required)
- After school detention (30 minutes / 1 hour)
- Contact with home
- Suspension from Academy clubs, teams or extra-curricular activities
- Alternative timetable (8am – 2pm, 11am – 5pm)
- Alternative timetable at another Academy within the Shireland Collegiate Academy Trust
- Saturday morning detention

Parents or Carers will be informed via phone call or email if their child has been in breach of the Academy expectations (with the exception of isolated minor incidents).

Actions resulting in Remove

- Continued disruptive behaviour
- Continued passive learning
- Open defiance or rudeness
- Refusal to follow instructions
- Swearing within lesson
- Dangerous behaviour
- ***Racist or homophobic language***
- ***Swearing directly at a member of staff***
- ***Assaulting another person***
- ***In possession of a banned item***

Fixed Term Exclusions

Serious behaviour events may result in a Fixed Term Exclusion.

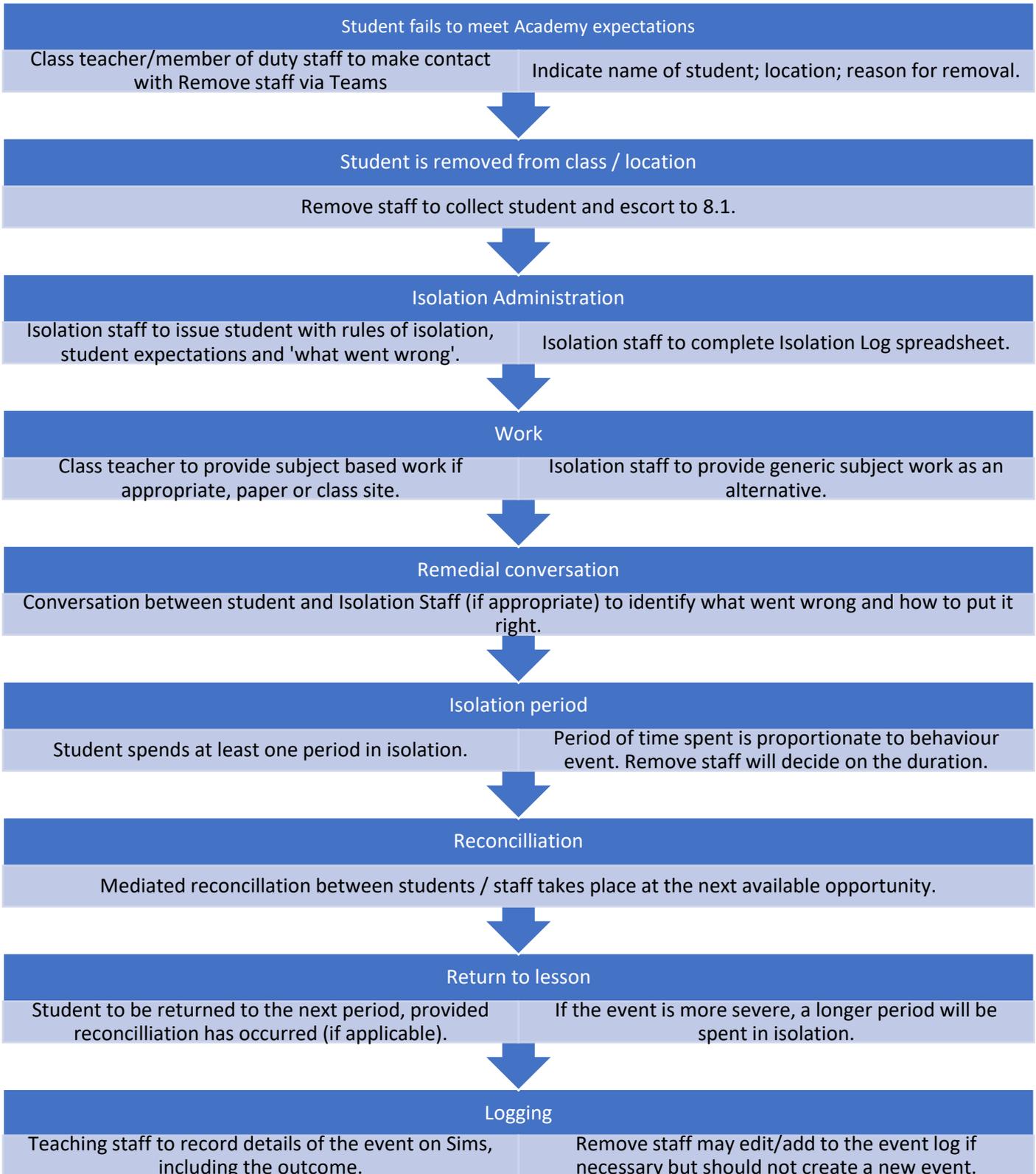
These include:

- Bringing the Academy into disrepute
- Violent conduct towards a member of staff
- Violent conduct towards others in a classroom
- Sustained failure to adhere to the Academy student code of conduct
- Endangered the health and safety of others
- Acts of aggression towards peer
- Found in possession of a banned item
- Sustained refusal of staff instructions
- Sustained verbal abuse towards a member of staff
- Threatening and intimidating behaviour demonstrated towards a member of staff
- Deliberate damage caused to Academy property
- Threatening and intimidating behaviour in an attempt to obtain money from another student
- Violent conduct resulting in injury to a member of staff
- Attempted theft of Academy property
- Being in possession of an offensive weapon
- Persistent disruptive behaviour



Appendix

Appendix 1: Remove Process



Appendix 2: Rules in Isolation

1. Follow all staff instructions.
2. There is to be no talking.
3. Raise your hand if you need to speak.
4. You will be given a book to read or some work to do. You need to complete it to the best of your ability.
5. You may be asked to talk about what happened that has led to your removal, or write a statement. This is so we can find out exactly what happened and so you can try and prevent it from happening again.
6. You will be told how long you are to spend in isolation.
7. If you are isolated across break or lunch you will stay inside. You will be supervised while you get your lunch and eat in Isolation. You will be given a toilet break.
8. If you fail to follow these rules there will be further sanctions. You may be isolated for a longer period of time.



Appendix 3: Exclusion Checklist

Student:

Form:

Reason:

Number of Days:

Start: _____ End: _____

Re-admittance Meeting Time _____ Day _____

Invitees:

- Attendance data coded "E"
- Exclusion Letter given to student/posted home
- Work provided for student
- Letter uploaded onto Student Record on Sims
- LAC – Copy of letter emailed Sandwell/Birmingham

Appendix 4: Fixed Term Exclusion Letter

Dear **Parent/Carer name**

I am writing to inform you of my decision to exclude **STUDENT NAME** for a fixed period of **X** days in the first instance. This means that **HE/SHE** will not be allowed in the Academy for this period. The exclusion begins on **DATE** and ends on **DATE** inclusively.

I realise that this exclusion may be upsetting for you and your family, but the decision to exclude **NAME** has not been taken lightly. **NAME** was involved in an incident on **DATE** in which he **REASON FOR EXCLUSION**.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **DATE** to **DATE** unless there is reasonable justification for this.

In order to consider ways to prevent the need to exclude **NAME** in the future, I have arranged a meeting between **NAME**, yourself and myself so that we can discuss a way forward. This meeting will take place at West Bromwich Collegiate Academy.

DATE AND TIME OF MEETING

We will set work for **<Name>** to be completed on the academy days specified in the previous paragraph during the period of this exclusion. Please ensure that work set by the academy is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governing Body. If you wish to make representations please contact Mrs G Patel on 0121 393 4850 or gpatel@wbca.shirelandcat.org.uk as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's Academy record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal:
<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>.
Making a claim would not affect your right to make representations to the Governing Body.

You have the right to see, and have a copy of, your child's Academy record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's Academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;



Exclusions Team on telephone number 0845 352 8115

The Children's Legal Centre

They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January

Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours sincerely

Mr G Faux
Principal



Appendix 5: Readmittance Document



Readmittance following Fixed Term Exclusion

Name:	Form:
Date(s) of exclusion:	Date of readmittance:
Reason for exclusion:	
Points discussed:	
Agreed actions:	
Signed:	(Student)
Signed:	(Parent/Carer)
Signed:	(WBCA Team)



Appendix 6: Student Incident Statement



Student Incident Statement

Name:	Form:
Date of incident:	Time of incident:
Describe what happened including the names of anyone involved.	
What do you think should happen next?	
Signed:	Today's date:
Staff use only – Further action:	