



## Walthamstow Academy

### Behaviour Policy

We have a responsibility to develop our students academically, morally, socially and spiritually. We aim to reward our students' enthusiasm effort and achievement, their attendance and community responsibility.

#### Principles

Our rewards and sanctions should therefore promote the following:

- \*support the requirements of 'Every Child Matters' agenda
- \*self respect and self discipline
- \*knowledge and understanding
- \*taking responsibility for their own lives
- \*earning loyalty, trust and confidence of others
- \*respect for the privacy and property of others
- \*resolution of disputes calmly
- \*respect for the rule of law
- \*respect for cultural diversity

#### Practice

When dealing with students for any reason it is important that all staff present a united approach in being supportive, consistent and insisting on high standards.

The emphasis should be on the positive with expectations [rules], exhortation [rewards] and encouragement. There should be clear, fair and transparent consequences if expectations are not met.

The academy has specific expectations of students respect for learning, respect for others and respect for the environment.

That all staff who are in control of students are authorised to discipline children using the sanctions outlined in this policy.

#### Expectations of conduct in lessons [Behaviour for Learning]

Staff should put into practice the following guidance which minimises the potential for disruptive behaviour. Lessons should be positive, calm and controlled. Clear routines are essential, especially for entering the classroom, structuring the lesson, communication within the lesson, packing up and dismissal.

### 1. Enter the classroom ready to learn

Students should be greeted at the door by the teacher; they should be admitted promptly to avoid congestion. They should enter in a calm and sensible fashion controlled by the teacher. They should remove all outdoor clothing and bags.

### 2. Learning objectives

These should be made clear at the start of the lesson and shared with the students.

### 3. Prompt start

It is important that students are set tasks and starters quickly whilst the teacher takes the register.

### 4. Classroom Seating

The teacher decides where the students are seated; seating positions should be conducive to effective teaching and learning. Move students if they are causing a distraction to learning.

### 5. An attentive class

Do not try to teach over students talking. The teacher controls the communication in the classroom, often by insisting on hands up or targeting specific students. Calling out is rarely appropriate. Single out individuals and issue them with an appropriate warning, it is rarely appropriate to sanction a whole class.

### 6. An organised end to a lesson

A lesson plenary should review the learning objectives and progress made during the lesson. Rewards can be given for achievement or effort. Students should leave promptly for their next lesson, if anyone is detained a note should be given for the next teacher.

The classroom should be left tidy, clear of litter, board cleaned and teacher's desk tidy.

Well planned and orderly lessons are vital for constructive learning and teaching. Detentions, referrals and incident sheets should be filled in where appropriate so follow-up action can be taken.

### Strategies for dealing with disruptive behaviour

1. Be clear with your instructions so that there is no possibility of a misunderstanding. Remain calm and repeat your instructions quietly and clearly, continuously if necessary. Continuous shouting will only increase tension for everyone, and often makes the situation more difficult to handle.

2. For minor disruption such as talking or chewing you should refer to the 'Respect Four' sheets applicable. [These should be displayed on the wall] Students should be warned that continuing to disregard your instruction will lead to a consequence of detention or incident sheet. [These will go home and go on their record and may result in reports having to be followed].

3. Persistent disruption where a warning has been given will automatically lead to an incident sheet and detention being issued. Always refer to the consequence of their actions, do not threaten a sanction which you cannot carry out or which is outside the behaviour policy.

4. After an incident sheet has been given if the student is still disrupting the lesson significantly then they should be removed to the head of subject as a last resort. Details of further disruption should be added to the incident sheet.
5. The member of staff should maintain a calm but persistent approach. If you are flustered or angry this can create a confrontation from which neither side can withdraw. A quiet response, even after angry exchanges will enhance the seriousness of the situation and underline your authority.
6. An incident sheet must be completed for any serious issues of misconduct. Without this and statements of witnesses a serious sanction such as exclusion cannot be processed.
7. Do leave the student a way out and yourself room for manoeuvre.
  - Do allow time for the student to cool down.
  - Do remain calm and self-controlled.
  - Do remain detached from the incident and reflect dispassionately on the poor behaviour of the student rather than of the student themselves.
  - Do not adopt a threatening attitude or use a threatening gesture, and never touch a student in anger. The only exception to this is if a student risks harming themselves or others in a fit of rage. In this case it may be necessary to use minimum force to restrain them.
  - Do not adopt a position which is impossible to maintain or withdraw from.
8. A member of staff may use reasonable force to stop a student who is in danger of harming themselves, another student or member of staff.
9. If a member of staff has reason to confiscate a student's property, they should place that item in an envelope and pass it to the learning manager with the name of the student and date. Items which are confiscated are normally to be collected by a parent.

### Monitoring

This will be carried out by all staff but specifically by the pastoral team.

There will be a regular weekly list made by the learning manager of who is on report and this will be placed on the staff notice board.

The updating of student logs will be the responsibility of the learning manager with help from admin support. Regular reports and analysis of the outcomes from these logs will be made to the SLT.

Heads of department will use the incident sheets to highlight areas for support within their department and discuss this in half termly reviews.

### Evaluation

This will be led by the Vice Principal every year.

## Appendix 1

### The Sanctions Ladder

#### 1. Reaffirming of expectations

For minor breaches of the codes of conduct, very low disruption in class and to set the tone at the start of a lesson. The member of staff may use tone of voice, body language and proximity to establish order and an appropriate start to the lesson.

#### 2. First Formal Warning

Given when the disruption has not stopped and the student has ignored the teacher reaffirming expectations.

#### 3. Second formal warning= incident sheet filled in

These would be given where the first formal warning has not changed the behaviour of the student.

The top copy of the incident sheet is put in the Vice principals pigeon hole and will be sent home to the parent. The yellow sheet goes to the tutor who issues a yellow report. The pink sheet goes to the learning manager who will check that the student is put on report and that the incident sheet is added to the log and place sheet in student's record file. The subject teacher issues a consequence [reprimand, community service, detention or other sanction] and when this has been completed passes the blue sheet to the head of dept.

#### 4. Detentions

If a detention is given there must be 24 hours written notice and the student should record the date, place and time in their diary. If the student does not turn up for the first detention without good reason the teacher should fill in a repeat detention sheet. School detentions of one hour will also require 24 hours written notice to parents.

#### 5. A further incident sheet/ failure to follow yellow report well

If a student gets a 1 or 2 on their yellow report they will automatically be given an incident sheet. This will result in the learning manager placing the student on a red report. The same procedure will be followed as for step 3.

## 6. PSP /parents meeting

If a student is getting several incident sheets in more than one area it is the responsibility of the learning manager to set up a meeting with the parent/carer to talk about the issues. It may be appropriate to create a PSP and various interventions to support the student. It is important to check the SEN status of the student, attendance and latest report information at this point.

## 7. Fixed Term Exclusion

To be considered for persistent disruptive behaviour, failure to follow reasonable instructions of staff, abusing staff, vandalism, smoking, bullying, swearing at a teacher, fighting, and bringing the Academy's name into disrepute, theft, damage to property, racial abuse, sexual harassment.

After an exclusion it may be appropriate to refer the student to LSU before reintegration back into mainstream school.

After a second exclusion or one for more than 5 days there will automatically be a pastoral support plan completed [if not already in place], with the student and parent. This will include referral for support to other agencies. [Anger management, social services, social inclusion, BIP etc.]. They will be placed on a blue report to SLT.

## 8. Case Conference

To be considered when students are excluded repeatedly without impact or genuine effort to improve.

A case conference will recommend follow-up action this could include Acceptable Behaviour Contract [ABC] administered by the police. A Parent Order, where there has not been support for the academies action from the parent. The academy may involve other agencies, [social services, housing etc.]. They may be recommended for the 'hard to place panel' for temporary or permanent placement to avoid permanent exclusion.

## 6. Permanent exclusion

Always for possession of an offensive weapon and supply of illegal substances

To be considered for repeated, deliberate disruptive anti-social behaviour, assaulting a member of staff, extreme violence towards another student, theft, damage to property, extreme racial/sexual harassment.

## Appendix 2

### Rewards Ladder

Levels 1 to 5 can be awarded every year to a student. Levels 6 and above are accumulated over their time at the Academy.

#### 8. 300 merits

This will trigger a gold certificate and a gold badge. They will get a £5 voucher. To be awarded in awards assembly.

#### 7. 200 merits

This would trigger a silver certificate and a silver badge. They will get a £5 voucher. To be awarded in awards assembly.

#### 6. 100 merits

This would trigger a bronze certificate and a bronze badge to wear on their uniform. They will get a £5 voucher. This will be awarded in Awards assembly.

#### 5. 75 merits

This would trigger a 75 merit certificate to go out in assembly. They will get a £1 voucher and a pass to go to the front of the queue for 1 week. This will be awarded in Key stage assembly.

#### 4. 50 merits

This would trigger a 50 merit certificate to go out in assembly and a £1 voucher to spend in the canteen. These will be awarded in key stage assembly.

#### 3. 25 merits

This would trigger a 25 merit certificate to be given out in assembly and a pass to go to the front of the queue for 1 week with a friend. This will be awarded in year assembly.

#### 2. 10 merits

When this is reached the tutor would trigger a 10 merit certificate. This will be awarded in the form group.

#### 1. Merit

Awarded for excellent work, really good effort, and persistent helpfulness to staff, an unusual level of community service or a particular act of support for another student. These can be awarded by any member of staff.

Appendix 3

The incident sheet

Appendix 4

The report form

Appendix 5

The repeat detention sheet

Appendix 6

The Respect Four sheets

Appendix 7

The form tutors record sheet

Appendix 8

The covering letter to go with incident sheets home