



Behaviour and Praise Policy

Dated: September 2023
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Behaviour & Praise Policy

Ethos

West Coventry Academy is a fully inclusive school. Our ethos centres around improving the life chances of all our young people. We believe it is our responsibility to work with every individual, challenging them to achieve their best and supporting them to become responsible young adults who leave school prepared for the next stage in their development. The purpose of the behaviour and rewards policy is to ensure that all students can learn effectively and in a safe environment. Our rules are simple and aligned to our school values, to be Respectful, Responsible, Resilient, and Ready to Learn.

Aims

We aim to ensure that students understand their behaviours and the consequences and rewards these behaviours bring. By ensuring clarity and consistency, we aim to be proactive rather than reactive. The West Coventry Way is crucial in educating students in learning to learn and how our behaviours, good or bad, affect the people around us as well as ourselves.

Roles and Responsibilities

Students are expected to demonstrate resilience by 'owning' their behaviour, so they can move forward and prosper at school and beyond. They are expected to respect each other, the adults who work with them, and their environment. Students should demonstrate a readiness to learn both in and outside of the classroom, this includes being punctual to school and every lesson. They are expected to conduct themselves responsibly and in a manner that ensures their own and others' safety.

Parents are expected to support the Academy with this behaviour policy in a way that allows us to enact the sanctions and rewards consistently across the student body.

The responsibilities for leadership and management are as follows. In a school, we are all leaders of behaviour and the table below on the following page reflects this.

<u>Post</u>	<u>Responsibility</u>
All staff	➤ All staff should praise students to reinforce positive behaviours relating to our 4R's: resilience, respect, responsible and ready to learn. Staff should not walk past poor behaviour without addressing it. All staff should attend the relevant CPD planned for them by West Coventry Academy to support student behaviour.
LSAs (Learning Support Assistants)	➤ The role of the LSA is to support individuals and groups of students in lessons aiming to ensure that, despite barriers, they are achieving as well as they can academically and in their



	personal development.
Class Teacher	<ul style="list-style-type: none"> ➤ Class teachers should follow the Academy’s behaviour routines: To facilitate meet and greet, sharp start, and purposeful transitions. Staff should use the scaffolds and support in this policy where appropriate and helpful, so language, rewards and sanctions are consistent and fair. Class teachers should attend restorative interventions where needed to help reset the relationship between student and staff member. They should aim to work with parents in the best interest of the students, which could involve making positive and negative phone calls home where necessary to ensure parents and carers are part of the process.
Subject Leader	<ul style="list-style-type: none"> ➤ Should track students with emerging poor behaviour, multiple counts of disruption and/or defiance and/or emergence of unsafe behaviours. ➤ The subject lead/progress leader should put in interventions such as restorative conversations between the class teacher and student, placing students on subject report and monitoring Classcharts. Staff should support the class teacher with keeping an effective balance of positives and negatives.
Form Tutor	<ul style="list-style-type: none"> ➤ Should be the first step of intervention on the whole school behaviour pyramid. Tutor teams and classroom staff should clearly communicate when behaviours are starting to deteriorate so they can help to reset relationships through restorative justice and contact home. When a student has emerging poor behaviours, the form tutor should put interventions in place such as parent meetings or a form tutor report to try to prevent the student reaching more negative behaviour points.
Progress Lead	<ul style="list-style-type: none"> ➤ Should provide a high visible presence across the site. ➤ Progress leads are the second point on the behaviour pyramid for students who are receiving multiple consequences, displaying unsafe behaviours and/or emergence of truancy. ➤ All interventions should be logged on my concern (with the support of pastoral leads). ➤ Should lead centralised detentions as directed as supported by SLT. ➤ Quality assure tutors are satisfying their role in the behaviour pyramid before escalation. ➤ Ensure that tutors complete the uniform and equipment check in registration, support as required.



	<ul style="list-style-type: none"> ➤ Promote a culture of success and achievement through positive reinforcement, public praise, and rewards
<p>Pastoral Lead</p>	<ul style="list-style-type: none"> ➤ Should provide a high visible presence across the site. ➤ Should be the main contact for parents and students during the school day when issues arise. ➤ Should deal with students during the day when their behaviour escalates and to resolve incidents. ➤ Should assist in restorative conversations between students and staff where needed and help to reset relationships where tutor and faculty intervention has not had the desired impact or for serious incidents. ➤ Should support students in adhering to consequences. ➤ Should publicly reward students for demonstrating our 4R's.
<p>AH (Assistant Headteachers) Linked to a phase:</p> <p>Phase 1 – Years 7 & 8 Phase 2 – Years 9 & 10 Phase 3 – Year 11, 12 & 13</p>	<ul style="list-style-type: none"> ➤ Should provide a high visible presence across the Academy. ➤ Should meet with parents/carers/guardians for students who are frequently not ready, respectful, or safe where issues persist following progress and pastoral intervention. They should address frequent incidents of defiance, disruption, and disregard for rules and safety of others. ➤ Should ensure high quality support for staff where needed. ➤ Should support with implementation of the behaviour policy and ensure that all stages of the behaviour pyramid have been followed. ➤ Should ensure that the systems, behaviour routines, sanctions and rewards are fit for purpose. ➤ Lead and support centralised detentions ➤ To recommend to the HT (Head Teacher) when to suspend where appropriate. ➤ They will form phase 4 on the behaviour pyramid for students who are becoming disaffected. This could be to do with homelife; SEND need or any other underlying reasons; students who are failing to see that their actions and behaviours are negatively influencing and impacting on others; or students who frequently do not follow our 4R's and/or have been involved in multiple serious incidents across the academy. ➤ All interventions should be logged on my concern. ➤ Should support with the daily uniform and equipment checks on the gate. ➤ Promote a culture of success and achievement through positive reinforcement, public praise, and rewards
<p>AH Behaviour</p>	<ul style="list-style-type: none"> ➤ To provide a high visible presence across the Academy.



	<ul style="list-style-type: none"> ➤ To lead classroom interventions to ensure staff are supported to follow the behaviour routines section of this policy. ➤ To help ensure all aspects of the pyramid are being adhered to, at all times, monitoring the effectiveness of each stage. ➤ Should ensure all communications between staff relating to student behaviour is as effective as possible. ➤ To lead on detentions and support staff. ➤ To lead on student recognition and rewards, promoting and encouraging staff to take part. ➤ To ensure rewards are providing students with appropriate motivation to succeed. ➤ To lead communication on behaviour to all stakeholders
<p>AH Inclusion</p>	<ul style="list-style-type: none"> ➤ To provide a high visible presence across the academy. ➤ Should lead on the support of SEND (special educational needs and disabilities) students ensuring that strategies are provided to support quality first teaching. ➤ Should ensure the relevant interventions are put in place for students with SEND or may need to be identified as SEND as agreed at referral and monitoring meetings. ➤ Should ensure students moving up the behaviour pyramid have their needs explored and information regarding the best strategies to support them are disseminated to relevant staff. ➤ Should ensure that SEND students accruing negative behaviour points, time in reflection and detentions receive support from staff with SEND expertise or experience. ➤ All interventions should be logged on my concern.
<p>Deputy Head</p>	<ul style="list-style-type: none"> ➤ To provide a high visible presence across the school. ➤ Should ensure high quality support staff members who need it. ➤ Should ensure that the systems, behaviour routines, sanctions and rewards are fit for purpose. This level of intervention is for students who have been through a disciplinary panel and have had reasonable opportunities to improve but continue to show the same level of negative behaviours previously exhibited. ➤ DH intervention should involve regular and effective communication with parents or carers and year team. ➤ This level of intervention is for students who have been through a disciplinary panel and have had reasonable opportunities to improve but continue to show the same level of negative behaviours previously exhibited. ➤ All interventions should be logged on My Concern. ➤ To lead and support staff during detentions.



HT (Headteacher)	<ul style="list-style-type: none"> ➤ To provide a high visible presence across the school. ➤ Should meet all students and parents/carers/guardians when a student is going to Supported Transfer or being permanently excluded. ➤ To line manage the Assistant Headteachers. ➤ To make the final decision on suspensions. ➤ To decide when to permanently exclude.
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Consequences system

Our emphasis is on building positive relationships between staff and students by using a restorative approach to poor behaviour; allowing students to reflect and accept responsibility for poor behaviour, whilst allowing positive relationships to be built between staff and students. At our school we look to promote students’ self-management of their behaviour. Students are expected to take responsibility for their actions and accept the consequences of poor behaviour that is not corrected. Sanctions should be used when students fail to adhere to the expectations of our 4 R’s.

Incident Type: these lists are not exhaustive and there may be context that makes behaviour types difficult to identify - please use ‘best fit’. Behaviour does not always fit neatly into categories; please use the grids below as advisory.

	Incident Type	Consequence	Communicate
Phase 1 C1-C2	<ul style="list-style-type: none"> • Chewing • Lack of equipment/kit • No evidence of home learning • Poor effort and engagement • Low level disruption • Uniform • Late to lessons • Late to school 	Student’s name on the behaviour board then any other actions as required: <ul style="list-style-type: none"> • Movement in seating plan • Restorative conversation • Work catch-up 	Log on ClassCharts – (to inform form tutor and parents/carers)
Phase 2 C3	<ul style="list-style-type: none"> • Repeated phase 1 behaviours • Lesson truancy 	30-minute detention then any other actions as required: <ul style="list-style-type: none"> • Restorative conversation • Subject report for repeated phase 1 behaviours • Attendance and punctuality report 	Log on ClassCharts – (to inform form tutor, parents/carers and Progress and Pastoral Leader)



<p>Phase 3</p> <p>C4</p>	<ul style="list-style-type: none"> Continued failure to follow classroom teacher instructions after final Warning. One off, serious incident Mobile phone defiance Repeated phase 2 behaviours 	<p>All actions below required:</p> <ul style="list-style-type: none"> Referral for remainder of lesson 60- minute detention Restorative conversation 	<p>Phone call home (from teacher who issued C4)</p> <p>Log on Class Charts – (to inform form tutor, parents/ carers, Progress and Pastoral Leader, and Assistant Headteacher link</p>
<p>Phase 4</p>	<ul style="list-style-type: none"> Refusal to respond to actions taken so far Dangerous/violent behaviour Harmful sexual behaviour 	<ul style="list-style-type: none"> Referral for one or more days Internal exclusion Re-education Restorative Conversation and/or conference FTE as appropriate Review meeting and formulation of PSP 	<p>Log on Class Charts – (to inform form tutor, parents/ carers, Progress and Pastoral Leader, Assistant Headteacher link, and Headteacher. Phone home.</p>

Behaviour Pyramid

All consequences carry negative points. The number of points are monitored weekly by Subject Leaders, Tutors and Pastoral teams to determine which students enter which stage of the pyramid. This ensures persistent low-level behaviour that negatively impacts learning is addressed in the same way as higher-profile behaviours.

West Coventry Academy reserves the right to escalate the Behaviour Policy due to any significant incident, including bringing dangerous/banned items onto school site. This includes any type of bladed article, weapon or modified weapon or drugs/ drug related paraphernalia of any kind.



Students who are repeatedly not meeting behaviour expectations

Personalised Support Plan

A PSP is a school-based document that aims to address behaviours of concern by understanding the student's thoughts and feelings concerning the curriculum, relationships with others and exploring how they feel about themselves. The PSP outlines the various approaches, support and/or interventions to address behaviours of concern, this may include specialist referrals to our inclusion hub or to external providers. SMART targets are set and reviewed in a two-week cycle, giving the opportunity to monitor the impact of the adjustments, support and interventions received before further adjustments are made. Parents/Carers and the child will meet together with any other relevant professionals (e.g. SENDCO) to produce the plan. Where two or more cycles of the plan do not result in significant behaviour change the child is then placed onto the next level PSP, triggering a further review and support.

The Assistant Headteacher and/or Headteacher may decide to look at alternative provision at any point during the cycles of PSP if they feel this might be an appropriate intervention, this may include a six-week placement at another school in Coventry or a provision at one of our partner schools in the ALTP, in this case a Disciplinary Panel with our school advocates will be called.



Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, we will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care (EHC) Plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies.

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and may include approaches such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism and ADHD
- Use of reconnection spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND When considering a behavioural sanction for a pupil with SEND, we will consider:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently



being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC Plan must be secured and we will co-operate with the Local Authority and other bodies. If we have a concern about the behaviour of a pupil with an EHC Plan, we will contact the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC Plan.

Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Communication

Staff

A half – termly behaviour bulletin will be sent to staff to share information on:

- Percentage of students in referral
- Students currently working in SID
- Students on part time timetables
- Students who have been suspended and parents met with
- Students on personalised support plans
- Students on a 6-week/12-week placement
- Students who have made outstanding achievements
- Students who have represented the school externally
- Students who have reached milestone rewards

In addition, there are weekly updates during Monday briefings from HT/AHT where appropriate to update staff on successes and areas that we still need to improve on as an Academy.

A termly behaviour forum will allow staff to give feedback on the effectiveness of the behaviour/reward systems and allow staff the chance to contribute to the Academy-wide vision.



Communicating with students

Progress Leaders will ensure weekly updates are communicated to students to ensure that successes are celebrated, and expectations reinforced. Student achievements are regularly celebrated in a weekly assembly, the theme of which may be adapted to suit the themes prevalent within individual year groups.

Communicating with parents/carers/guardians

Parents will be informed of the behaviour phases during admission meetings and when students are inducted into the school. Parents of students already in the school will be communicated with via regular text messages, emails, ClassCharts. The Headteacher releases a weekly 'Keeping in Touch' newsletter, which will celebrate and communicate student success. In addition, communication will be provided by classroom staff, form tutors and Year Leads.

We regularly gather feedback from parents and families through forums, parents' evenings, and questionnaires. These are organised by the Deputy Headteacher and Assistant Headteachers.

On-Call

On Call will be used

- when a member of staff has issued a C4 for a phase 3 behaviour in the consequences table.
- where a student has been marked present earlier in the day but has not appeared in a lesson and classroom staff have had no notification that this would be the case.
- to do in lesson checks for students who are on safety plans.
- At the start of period 1 to further support the admittance of any late students into school.

Other than this, On-Call is to be used in an emergency situation, such as a fight breaking out, emergency first aid (an injury that needs to be seen to) or anything that poses an immediate risk to anyone in the classroom. If On-Call is called for a student, this results in a detention for the and must be logged on ClassCharts by classroom staff for that to happen. Wherever possible, it should be logged in the lesson or very shortly afterwards. Teachers are expected to phone home to contact parents/carers to explain the behaviour which had resulted in C1-C4.

Students who request to leave the classroom on the grounds of feeling sick or urgently needing the toilet should be supported by additional adults in the classroom or department wherever possible. Teachers should always use best judgement in these cases and only one student is permitted to be let out of the classroom at any one time, teachers should give the student an out of lesson lanyard to wear. On-Call should be a last resort only, calls for feeling sick or the toilet will not be prioritised.



Referral

The purpose of referral is to provide an area for students who are causing a major disruption in class, preventing the learning of others. Students can also be placed in referral for any phase 4 behaviour, including refusal to attend school sanctions set. Referral will also provide a working area for students who are involved in the investigation of an incident.

When a student receives a C4 they are removed from the lesson and placed in the referral, if they have been able to regulate their behaviour and meet the expectations of the room they will be dismissed to their next lesson. A student may also be placed in referral if they fail to attend detention or as a further consequence or holding area whilst a serious incident is investigated. A day in referral will not finish until 3.45pm. During the day, there is no talking, no social time with peers and work is set on TEAMS or Oak Academy to be completed in silence. Students may spend time with a mentor/Pastoral Leader if further intervention and support is required. Work during tutor time will focus on the West Coventry Way, reaffirming school wide behaviour expectations linked to our 4 R's.

The behaviour and learning expectations of the room must be met if the student is to return to normal lessons the following day. In certain circumstances students may spend longer in referral as an alternative to a fixed term exclusion.

Space is limited and thus placements will be made judiciously. Staff on duty (on-call) will decide whether a placement in referral is appropriate. Students can only be placed in the referral by a member of SLT, Progress/Pastoral Leader or staff on call. They will only be placed if the above criteria are met.

Staff induction, development and support

All new staff participate in an induction process. An annual staff induction programme is held in July for all new staff starting on July 1st and September 1st. In addition, any mid-year new staff participate in the induction process. During induction sessions, staff are shown the behaviour policy and take part in scenarios to practise the behaviour routines and conversations with parents/carers/guardians. New staff are able to engage with the policy at this stage and ask questions that arise regarding how to implement the policy.

Existing staff will have regular CPD to ensure the systems are robust. Staff will also engage with the systems through 'steal and shape' sessions, where they will have a chance to practise scenarios. In addition, half-termly behaviour forum meetings will be led by the SVP and AP Conduct/Pastoral to allow staff to feed back the effectiveness of the systems in place and to suggest any solutions to improve these systems.

All classroom staff will be asked to attend and/or facilitate TWW (the West Coventry Way) sessions. TWW teaches students to learn how to learn and the expectations for behaviour in the corridors, appropriate behaviour at social times as well as behaviour for learning.



CPD (continued professional development) throughout the year will support the following:

- Behaviour routines and shared language
- Role of the tutor and co-tutor
- Restorative conversations
- Behaviour toolkit and identifying a colleague for advice/support
- The West Coventry Way

The West Coventry Way

The West Coventry Way is a behaviour curriculum for students, teaching them how to learn and the behaviour and conduct expectations we have as an Academy. Existing students will have an annual reminder of The West Coventry Way. It involves teaching students:

- How to note take
- How to effectively discuss
- How to self-mark their work during lessons
- How to regulate their emotions
- How to reflect and take account for their behaviour and actions
- How to reflect and have a restorative conversation
- How they will be challenged in lessons and why
- How they will be supported to do well in lessons
- How they can peer-support each other

- How to help each other to learn
- How they can expect staff in the school to speak to them/reward them/sanction them
- What the behaviour routines are including time to rehearse
- The 4 R's – what they are and what they look like in practice

Arrival to School

- Students are welcomed on to site from 8.30am each morning, if students arrive earlier, they need to go to the canteen where there will be supervision.
- Staff on the gate will check uniform and any student not in full uniform or needing equipment will be directed to the Ready Room where the student will be able to correct their uniform without consequences.
- At 8.45am gates close late students directed to another entrance (not main reception to be registered. C3 – Lateness to school recorded and sanctioned, reasonable adjustments will be made for public transport issues as appropriate.

Registration every day starts with a uniform and equipment check. A member of the year team visits classrooms to check the students have everything and resolve any issues. Tutors to log on ClassCharts.



End of the Day

- At the end of every lesson, students stand behind their chairs when asked to and are dismissed a group at a time into the corridor. At the end of period 5 (3.15pm) the classroom teacher will escort any students who have a detention to the centralised detention location.
- Staff will be visible on exit points to ensure a calm and controlled end to the school day.

Mobile Phones

We understand that students may wish to carry mobile phones in order to be contactable on the way to and from school. When on school site mobile phones should be turned off and either be placed in their locker or kept in their bag out of sight. If a student is seen with a mobile phone during the school day, the phone will be confiscated and kept securely in our school office where the student will (in the first instance) be able to collect their phone at the end of the day. Where a student repeatedly has their phone confiscated, we reserve the right to require parents to collect the phone.

Lesson Behaviour for Learning Expectations

- Meet and greet - Staff should meet and greet students at the door with a smile.
- Sharp start - Students all line up or enter the classroom the same way and start their Do Now.
- Purposeful transitions We have high expectations for punctuality and purposeful movement around the academy building

The following behaviour routines should be embedded in everyday practice:

- Students go straight into lessons from the corridor.
- The teacher meets and greets, providing a positive reminder of the Do Now expectations, as appropriate.
- The register is taken during the Do Now activity by the member of staff- any latecomers are swiftly engaged into the lesson and dealt with at an appropriate time.
- Home learning is set as appropriate.
- The lesson is framed
- Informal and inappropriate language is challenged. The teacher encourages discussion in subject specific language.
- Students are not sent out of the lesson, for any reason, without a lanyard from the teacher. Students are not asked to stand outside for longer than one minute and this must only happen in exceptional circumstances.
- The learning is summarised towards the end of the lesson – “today we have learnt...”
- At the end of every lesson, students stand behind their chairs when asked to and are dismissed a group at a time into the corridor.
- Students have a maximum of 5 minutes to walk from one lesson to another from the time of the bell.



- Lateness to lessons to be logged on ClassCharts, attendance to monitor and log
- The 'sharp start' policy is reinforced by senior and middle leaders dropping into lessons and all staff having a positive, proactive presence on corridors at changeover times.

Challenging dysregulated behaviour

To develop a shared language and build a culture of positive behaviour a simple scaffold and examples have been created.

The intended purpose of these is to contribute to the school's culture and not to inhibit the unique characters and approaches of the wide range of staff we have at West Coventry Academy. Staff across the school should follow the spirit of the scaffolds (even if they do not follow the exact words) wherever possible.

Scaffolds - sentence starters and examples for young people not meeting our expectations in or out of the lesson:

1. I notice you are <<insert specific behaviour>> this is a phase one behaviour (issue appropriate consequence as required)
2. I need you to <<insert specific behaviour>>
3. This behaviour is important because where possible link to the school values
4. Thank you for listening (give the student take up time)
5. Repeat reminders. If DA or SEND are any reasonable adjustments necessary to help the student regulate their behaviour and access the lesson.

Sentence starters and examples for Dealing with young people you may not know well who are angry or emotional:

1. I wonder if you are <<empathise with situation>>
2. I imagine that must be difficult <<validate>>
3. I noticed you seemed <<emotion>>
4. Let's <<suggest action>>

For example:

I wonder if you are finding it hard not seeing your friends... I imagine that would make anyone feel sad... I noticed you looked unhappy about that...

This way of communicating helps to emphasise positive use of 'I' statements, uses empathy and validates feelings and emotions.

If students argue or complain about the action or try to divert your attention onto another student's behaviour, these phrases and sentence starters may be helpful:



- Maybe you are right. Maybe I do need to speak to her as well. I can do that as soon as we are finished here.
- I understand what you are telling me, however I still need you to <<repeat action required>>.
- I've often thought the same but right now we need to focus on you and your actions.
- I hear you but my priority right now is you. There are other staff helping that student.

Phrases and examples for adults unsure of how to deal with a particular behaviour or what the next steps should be:

1. I need to check this with someone who knows you a bit better. I will come and speak to you later about what will happen next.
2. I am going to walk away to give you a chance to calm down and reflect on what's happened.
3. I am going to ask you to go to your lesson now to give us both a chance to think about and reflect on what's happened then we can pick this up later.
4. I don't have enough information to make a decision right now. I will need to speak with you later.

General tips



Refer to previous examples of good behaviour or, if appropriate, offer a positive incentive to improve. Use the scaffolds and sentence starters in this policy where appropriate and helpful to do so.



Reiterate that there are consequences of their choices - these can't be changed, substituted or negotiated. They are responsible for that behaviour.

Interventions

6-week placements

6-week placements are arranged for students if:

There is a one-off situation that is so serious it warrants being educated elsewhere, such as an out-of-character serious assault.

There are persistent failures to comply with the Academy's expectations. A Disciplinary Panel, attended by the school advocates will be called to review and advise whether or not a placement is appropriate.



A 6-week placement does not mean a student has left the Academy, but they are educated at a different school for 6 weeks to give them a chance to reflect on their behaviours. If successful, they return to our Academy. If unsuccessful, it could lead to ST. It is a measure intended to preventative ST or PEX (Permanent Exclusion).

Re-education

Where a student consistently displays the same behaviours such as vaping, racism etc, an intervention will be put into place help re-educate students so that they don't repeat the same behaviours. This intervention will be led by the most appropriate professional.

Supportive Transfer

ST is arranged for a student when the school has exhausted all options and resources, yet their behaviour is still consistently poor. All steps of the pyramid would need to be exhausted before this took place. ST means a student will not return to education at West Coventry Academy. If an incident is so serious that the HT judges the student is not safe to be in mainstream education or poses a significant risk to other students, then PEX would be done instead of ST. ST is also used as a deterrent for one-off, very serious, out-of-character behaviours.

Internal Support Services

Breakfast club
Mental health drop in clinic
Mental health group work and 1-1 support
School nurses
Sensory refocus sessions
Lunch club- children with/suspected ASC (Autism spectrum condition)
Sensory team- supporting children with hearing/visual impairment
ICT intervention
Handwriting intervention
Dyslexia intervention
Literacy nurturing
SID -1-1 support
Lunch provision for identified children
Learning Mentors

External Support Services

- **Happy Confident Kids**: 1:1 and small group work to help children manage their own emotions, resolve anxiety, grow in confidence, self-esteem and resilience.
- **Boomerang**: Resilience programme from Mosaic Hub
- **Blind association**
- **Complex Communication Team**: Children who are diagnosed or awaiting diagnoses of ASC



- St Giles: Mentor children and risk of grooming/exploitation.
- Hub: supporting reintegration into school for children with medical/behaviour/ SEN needs/ mental health and social-emotional needs
- Time to talk: Mentoring project for boys focusing on Misogynist.
- Horizon Team: Sessions focusing on exploitation, healthy relationships and sexual health.
- School intervention and prevention officers: 1:1 interventions and group work
- Project Artemis: Violence reduction workshop for girls
- Project Apollo: Violence reduction workshop for boys
- Music and change: MAC project - Equipping young people with vital life skills.

Summary

The most important aspect of this policy is the notion that behaviour is everyone's responsibility (staff, families, advocates, and the students themselves) and we all have our part to play in ensuring that students are behaving in the best way possible. CPD is central to ensuring that behaviour and our reaction to it are consistent. Our 4R's and behaviour routines are embedded in our Academy culture to ensure that whatever behaviour presents itself, all staff respond to it in a consistently effective, calm way.

Praise & Rewards

Rewarding against our 4 R's

Students are given praise and rewarded against our school values, the 4 Rs. Praise is logged by staff on ClassCharts. When a student receives praise, they also accumulate praise points. Praise points generate milestone awards, these are awarded regularly during assemblies.

Value	Certificate Points	Badge Points
Ready to Learn	100	200
Responsible	75	150
Respectful	75	150
Resilient	75	150



Extras for above and beyond

Further reward certificates will be issued to those students who consistently go above and beyond. Excellent behaviour at West Coventry Academy is expected. Therefore, we place an emphasis on behaviours that go above and beyond such as:



- 100% attendance
- Excellent home learning
- Completing extra home learning
- Helping a member of staff
- Helping a peer
- Being an excellent role model
- Outstanding academic achievement
- Fantastic classwork
- Demonstrating the 4R's
- Enrichment and extra-curricular
- Representing the school

As well as rewarding students throughout the academic year we will celebrate the outstanding achievements of our students with our whole school community at a formal rewards evening in summer term.

Rewards Shop

Further to achieving milestone awards, students will be able to spend their accumulated reward points in our school rewards shop. This will include being able to access rewards trips towards the end of each academic year. The reward shop is currently in consultation with the student body, further details to be announced. (Academic year 2023-24)

Related documents:

DfE search and confiscation policy: [Searching, Screening and Confiscation - GOV.UK](#)
WCA Consequences of Unacceptable Behaviour