



COOMBE
WOOD
SCHOOL

Praise & Behaviour Policy and Procedures (Including Behaviour Principles)

Policy Area

Statutory Document

Author

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Version

1.0

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The Culture & Ethos of the School

Our Core Values:

Teamwork
Respect
Enjoyment
Discipline
Sportsmanship

The CWS Praise and Behaviour Policy links to other key policies within the school:

Child Protection

Anti-Bullying

Sex and Relationships Education

SEND

Home School Agreement

CWS Praise Policy

This policy has been formulated in consultation with staff, students and parents/carers.

The desired outcomes of this policy are for:

- all students to feel valued and recognised for their achievements in all areas of school life;
- all students to feel celebrated and motivated to succeed;
- all staff to have a platform for building positive relationships with their learners;
- all parents/carers to be aware of the child's achievements in all areas of school life.

Low Level Praise

Teaching staff will consistently make students feel valued by providing frequent verbal praise and encouragement, both in and outside of lesson time.

CWS Rewards

As CWS staff we will give students every opportunity to thrive and be 'caught doing good things' –

- The House System will be overseen by DHO and will give students an opportunity to work collaboratively with their peers towards team success in a wide range of extra-curricular activities.
- For individual rewards, the B4L and HRF posters designed by staff and students will be displayed around school and are in student diaries. They give clear examples of how students can live out the core values of CWS on a daily basis.
- Staff can award individual rewards points to students for living out these core values as follows:
- As a body of staff, we will never agree exactly in terms of what deserves 1, 2 or 3 rewards points, we will always judge things in slightly different ways. However, it is

important that we spend time discussing the sorts of behaviours that merit behaviour points so that we are largely aligned with each other.

- It is also important for us to remember to reward sportsmanship and enjoyment when we see it, rather than just focusing on rewarding the more visible core values of teamwork, respect and discipline.
- SIMS rewards points reports will then be run by WSM at regular intervals. Students will receive individual rewards in assemblies and their success will also be celebrated on Twitter.
- The types of rewards received and for how many points will be decided upon by the Student Council, in communication with their fellow tutees. It is important that students feel an ownership of the rewards they receive, but it is likely they will focus more on privileges such as organised tours of the new building in progress, certificates, phone calls home, postcards home and lunch at Lloyd Park Cafe.
- We will send communication to parents to let them know how they can view the rewards points that their son / daughter has received by logging on to their child's data area of the SIMS website for parents / carers.

CWS Behaviour Policy

Coombe Wood School takes the tracking of behaviour incidents very seriously and works hard to communicate trends and patterns to staff/parents/carers and students. Unacceptable behaviour will be monitored and recorded using the SIMS System.

Whole School - Procedures in the classroom

A focus on praising positive behaviour through our rewards systems will act as a natural discouragement to poor behaviour. Likewise, the following aspects of our school will lay the foundations for engaged and focused learners:

- Staff follow the CWS 'big 6' and other lesson structures as laid out in the staff handbook and think creatively about teaching outstanding lessons. Time spent assessing and planning to ensure that all students are engaged, challenged and able to demonstrate outstanding positive progress to their teacher is always the best type of behaviour management.
- The transition class exists to avoid students becoming frustrated at their inability to access the curriculum in mainstream classes and misbehaving as a result.
- Our HRF focus intends to develop physically and mentally fitter students who as a result display higher levels of concentration and resilience in the classroom.
- Leadership Group are touring every lesson and covering corridors at every lesson changeover to ensure that students remain calm and focused on entry to their classes.
- The student diary lays out clear, common sense, non-negotiable rules that tutors and Head of Year will go through with students at the start of every school year to ensure that there are no 'grey areas' that can be a source of frustration around behaviour management.

Hard work from all of us to create positive opportunities and engaging environments for students will nullify the vast majority of potentially disruptive behaviours and make our school and classrooms places where we all want to be.

Any student who still displays behaviours that are not in line with the expectations that have been explained to them, should be dealt with by staff within the following framework:

ALL STAFF

Inside or outside the classroom, if we notice any behaviours that are not in keeping with the CWS Behaviour for Learning and HRF posters, we must pick them up. Not in a way that just 'ticks a box' but in a way that builds relationships. Talk to students about why the behaviour they have displayed is not helpful to their school environment and how their actions work against everything we stand for as a school. Help them to see the bigger picture. Insist on positive body language and an understanding of community.

Then set appropriate sanctions / actions as below and log on SIMS / in student diary as appropriate.

The staff member setting the sanction must ensure it is carried out correctly by the student and refer on to WSM if this does not happen.

SANCTIONS / ACTIONS -

- speak to student 1 to 1
- move student seat
- sanction with 15 minutes break / lunchtime detentions
- after school detention (same day where possible - use LG tour / front office to phone home)
- writing task to explain why their actions were wrong
- set incomplete class work to be done by next lesson
- check SEND register to see if student support plan strategies are being followed
- allocate positive responsibility role / job to student
- 15mins community service break lunch (for non-academic issues, eg chewing gum, littering)
- parent / carer call
- liaise with other class teachers (Friday AM sessions) for strategies that are working with that student
- parent message home via student diary
- refer to DSL (E-safety)
- refer straight to HOY (truancy, bullying, physical / verbal abuse, graffiti / damage to buildings, possession/use of weapons/illegal substances)

NOTE: this is by no means a complete list of actions / sanctions. Staff should be mindful that if we all follow this framework it offers consistent messages to students, but equally should feel free to use their experience and professional discretion if they feel a different course of action is more appropriate to help the student make better decisions in the future. It should be logged in SIMS under 'other' and explained further in the comments box.

NOTE: mobile phone rules and sanctions are laid out in the student diary and should also be logged on SIMS.

NOTE: E-safety incidents should be referred straight to NLA / DHO and logged on SIMS.

HOY WSM:

WSM to run weekly behaviour report and decide appropriate further actions from the following:

- tutor report
- HOY report
- HRF and nutrition plan not followed? Input to this with parents to improve behaviour
- positive report
- parent / carer meeting to set action plan for home and school
- student meeting
- Target set to attend extra-curricular clubs
- counselling / EWO / WCGS 6th form mentors or other external body need - liaise with NLA
- SEND new or further need - liaise with ERU
- transition class short or longer term need - liaise with ZJE
- after school work club need - liaise IBR
- Withdrawal from lessons to be refocused with HOY / LG
- Refer on to BLA for serious incidents to consider temporary exclusions for rejection of school rules and ethos.

Although our principles of behaviour management won't change, the structure of these referral routes will of course be very much a 'year one thing' and will evolve as we grow to full capacity and have Heads of Departments, Heads of Key Stages etc to add to the support mechanisms.

Information on exclusions

Coombe Wood School follows the guidance hyperlinked below

Exclusion from maintained schools - Academies and pupil referral units in England

<https://www.gov.uk/government/publications/school-exclusion>

Positive & Preventative Handling Policy & Procedures (use of reasonable force or restraint)

Definition

Positive and protective handling refers to the application of 'reasonable force' (for which there is no statutory definition) with the intention of protecting a student from harming him/herself and/or others or seriously damaging property. Such reasonable force is used for two purposes: to control students and to restrain them.

- Control can mean either passive or active physical contact to block a student's path, lead away by the hand or arm, or ushering by placing a hand on the back;
- Restraining students involves physically preventing a student continuing behaviours, using reasonable and approved techniques.

Positive and protective handling techniques will be used rarely and as a last resort when other courses of action have failed, or in extreme emergency circumstances when there has been no opportunity to employ agreed strategies. Staff will always use the minimum degree of intrusion or intervention required, but it may in extreme circumstances be appropriate to call the police.

Examples of when positive and preventative handling may occur *(this is not an exhaustive list)*

- when a student is causing, or at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects;
- when a student is engaged in, or is on the verge of, committing deliberate damage or vandalism;
- when a student attacks a member of staff or another young person;
- carrying and / or using weapons;
- breaking up a fight;
- “Shepherding” a student away from where you are, with your hand in the centre of their back.

School Expectations

These expectations have been created in collaboration between the CWS student body and staff body to embed Coombe Wood School’s core values of TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP in all that we do.

Through our culture of openness, we promote all aspects of students’ welfare and expect that all students value their education, are thoughtful, caring and active citizens in school and the wider society. We expect our students to work hard to prevent all forms of prejudice and discrimination, actively seeking to eradicate discrimination based on;

Sexuality	Disability or SEN (Special Educational Needs)
Race	Health
Gender	Academic ability
Social or cultural background	Political affiliations
Religion	Personal opinion
Physical appearance	

We encourage all students to discuss issues that are important to them in an atmosphere that promotes tolerance and respect.

The CWS student diary offers detailed information about daily expectations of students in and around the school site.

Guidance for Headteachers and School Staff:

Behaviour and discipline in schools for governors

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Behaviour and discipline in schools for Headteachers and school staff

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Exclusion from maintained schools - Academies and pupil referral units in England

<https://www.gov.uk/government/publications/school-exclusion>

Screening, searching and confiscation – Advice for Headteachers, staff and governing bodies

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Government legislation which the above guides relates to:

The School Discipline (Pupil Exclusions and Review for England – Regulations) 2013

School Standards and Framework Act 1998

Education Act 2002

Education and Inspection Act 2006

Education Act 2011

Equality Act 2010