



Williamwood
High School

Mighty oaks from little acorns grow

Positive Behaviour Policy

An Ongoing Story of Promoting Respect, Ambition and Kindness

Respect * Ambition * Kindness



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Williamwood High School's Aims

The school promotes high expectations and standards which create an inclusive environment, where all are encouraged to strive to achieve their full potential. The positive ethos across the school and a high degree of commitment shown by our staff, our young people and our parents, as well as the wider community, allow the young people of Williamwood to achieve their full potential, both academically and socially.

Our school values of Respect, Ambition and Kindness underpin the life and work of the school. We recognise learners' successes in living the school values through their actions and choices. Our school vision of 'Mighty Oaks from Little Acorns Grow' aims to develop the skills which will enable our young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors



Rationale

Disruptions are guide posts. They tell us what kinds of responsible behaviour students need to learn - what needs to be taught. Disruptions by students are often immature, undisciplined, self-defeating attempts to meet a need. When the student learns mature, responsible ways to meet those needs, the student wins: the student gets his/her needs met without becoming a discipline problem. The teacher and class win: they become part of a productive learning environment, without disruptions.

(Win-Win Discipline, 2019)

Background and Legislation

This policy makes use of current documentation that has supported our strategic planning. In particular, we have utilised the following documents:

- Kagan, S., Kyle, Patricia B., Scott, S. (2019). *Win-Win Discipline: Strategies for All Discipline Problems*. Kagan Publishing.
- Dix, P. (2017). *When the Adults Change Everything Changes: Seismic Shifts in School Behaviour*. Crown House Publishing.
- Harris, A. (1999). *Teaching and Learning in the Effective School*. Routledge.
- Clear, J. (2018). *Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones*. Penguin Random House.



Aims of Policy

The purpose of this policy is to Improve Our School and strive for excellent experiences in our classrooms. This framework will support teachers to promote positive behaviour in the classroom and wider school community.

The strategy is split into 5 categories:

1. Back to Basics
 - Effective Planning
2. The 3 Rs (Craft of the classroom)
 - Routines
 - Refresh
 - Reset
3. The 4 Cs (Challenging Disruptive Behaviour)
 - Consistency
 - Choices
 - Chances
 - Consequences
4. Praise, rewards and celebration of successes at Williamwood
5. Williamwood Expectations



Back to Basics

By focusing on the basics, we aim to improve consistency across departments and ensure we continue to provide excellent learning experiences for our young people. Below are some questions that teachers should consider for 'effective lesson planning and presentation', as outlined in *Teaching and Learning in the Effective School*.

- a. Does the lesson appropriately cater for the level and range of ability in the class?
 - Year group
 - Academic levels
 - Additional support needs (review ASN profiles)
- b. What do pupils already know about the subject/topic?
 - Have you established prior learning, for example:
 - Exit passes from previous lesson?
 - Plan a starter task to confirm current understanding?
- c. What do I want pupils to learn in this lesson? How will this relate to past learning and to the course of study as a whole?
 - Wider context of learning?
 - Relevance of lesson to course?
 - Does this lesson form part of an extended teaching programme?
- d. Which resources do I have to hand? How will I use them to best effect?
 - Have you consulted colleagues to share good practice?
 - Are departmental resources already produced?
 - Are the resources relevant/appropriate for your class/individual learners?
- e. What preparation is needed directly before the lesson? What teaching material/resources will I need?
 - Are digital resources functioning?
 - Is there a contingency plan if there is a technical issue?
 - Are all necessary handouts printed and collated?
 - Is stationary sufficient for all tasks?
 - Is my seating plan up to date and conducive to learning?



- f. What assessment procedures will I use during/following the lesson?
 - How will you know what pupils have learned during/at the end of the lesson?
 - What formative assessment strategies do you plan to use during the lesson?
 - Are any relevant resources available (e.g. show-me boards)?

- g. How will I evaluate my own performance and that of the lesson as a whole?
 - Formative assessment approaches (e.g use of plenaries)
 - Observe pupil progress during the lesson
 - Reflection post-lesson



The 3 Rs: Routine, Refresh, Reset

Routines - Craft of the Classroom

Routines should be deeply embedded in all lessons to ensure all young people receive a consistently high standard of learning and teaching in all faculties. This results in a clear understanding of expectations that learners can apply across the school.

Routines to consider:

- Seating plan (points to consider):
 - Equity/Attainment/Behaviour/ASN
- Lesson starters
 - On board for lesson starting promptly
 - Task can be brief - quickly engage learners
 - Timer on the board can help to ensure pupils start quickly
 - A good opportunity to revise/challenge prior learning
 - Use time to ensure pupils have all required resources (e.g. pen, jotter)
- Praise (recognise achievement)
 - Classroom
 - Departmental - refer to departmental policy
 - Department Websites
 - Display boards
 - Whole School
 - School website/Twitter (X)
 - Google Classroom
- Records and registers
 - Should be completed during lesson starter (paper and electronic)
 - Track resources e.g. forgetting jotters/kit etc
- Resources / Materials
 - Are there any resources that can be used to enhance learning?
 - Online learning
 - ICT
 - Show me boards
- Returning work/homework
 - Homework should be marked and returned promptly
 - Feedback should be given in written form or verbally



- Support staff
 - Effective deployment of Support Staff as agreed and evaluated through Support Agreements to maximise impact for learners
- End of lesson
 - Planned plenary for formative assessment
 - Use variety in plenary approaches
 - Teacher to monitor and ensure orderly dismissal of class into the corridor.
 - Lesson should be well timed to conclude on the bell

Refresh

The Williamwood community are committed to embedding our positive values in all areas of our young people's academic, social and personal lives. Refreshing young people's knowledge and understanding of routines, expectations and positive behaviours supports consistent adherence and fosters a universal attitude conducive to learning.

Teachers may want to consider:

- Consistently rehearsing routines
- Referencing posters and wall displays highlighting values around the school
- Embedding reference to values in curriculum
- Facilitating class discussion on positive behaviours
- Regular verbal reminders reinforcing values and expectations
- Challenging negative behaviour through refreshment of standards
- Utilising praise for embodying positive values
- Modelling values in our interactions with all members of the school community
- Engaging with professional reading on the causes of indiscipline, behaviour management and de-escalation

Reset

Resetting and re-establishing all routines and expectations with classes reinforces the purpose and importance of the Williamwood standards.

Teachers may want to consider:

- Stopping learning in progress to perform reset
- Highlighting negative behaviours and juxtaposing with positive choices
- Re-establishing expectations, rehearsing routines and refreshing understanding
- Focusing heavily on positive behaviours in subsequent lessons



The 4 Cs: Consistency, Chances, Choices, Consequences

Consistency

A consistent approach to classroom routines and the promotion of positive behaviour gives both teachers and students a clear understanding of the framework of expectations. This approach to positive behaviour, and commitment to the processes above should be universal across all classrooms, faculties and the wider Williamwood community.

Choices

All staff and young people make a commitment and a choice to embody Williamwood's values and expectations; failing to do so is also a choice. Teachers will use the universal commitment to our values as a tool to highlight negative choices, and allow for better ones to be made.

Chances

Teachers are all well trained in classroom management and can adeptly use non-confrontational de-escalation strategies and techniques to minimise the need for sanctions and allow any young person the chance to correct their behaviour in line with the Williamwood values.

'Timing often affects the nature of the teacher's intervention. For instance, to see something early can allow the teacher effectively to "take action" by a gentle look, a raised finger, or a light pause in what he or she is saying.' (*The Craft of the Classroom*, 2002)

To avoid confrontation, it is essential to take up the first instance of indiscipline calmly, fairly and firmly, to prevent the matter escalating. It is often better to act promptly, but discreetly, rather than wait until you are required to deal with multiple pupils. In other situations, it can be beneficial to ignore minor incidents initially, dealing with the matter later in the lesson when it is more appropriate to do so.

Many 'serious incidents in classrooms...arise out of initial errors in picking the wrong person or picking the wrong timing for the reprimand'. (*The Craft of the Classroom*, 2002)



Consequences

Classroom teachers and faculties will implement relevant and appropriate consequences in line with the severity and regularity of negative choices. Class teachers and Faculty Heads will use a variety of sanctions designed to promote positive behaviour, reflection and improved choices.

Classroom Consequences

Where possible, classroom teachers should utilise the approaches in this strategy to minimise instances of disruption and manage them appropriately.

Teachers should employ a range of classroom sanctions that merit specific behaviours, for example: specific rearrangement of seating plans to create environment conducive to learning; informal chats to provide feedback; negotiating targets; reviewing progress; behaviour cards; personal reflection.

Faculty Consequences

If required, pupils should be referred to the Principal Teacher in the first instance. If the Principal Teacher is unavailable, a departmental colleague may be asked to remove the pupil from the working area/classroom.

Principal Teachers should implement faculty sanctions, these may include:

- Detention club
- Removal from learning for short periods
- Behaviour Cards
- Involvement in feedback, targets and review
- Whole School Consequences

Principal Teachers should deal with instances of indiscipline within faculties. Principal Teachers, after reviewing strategies, processes, and implementing relevant consequences can determine that a matter is of a serious nature and justifies referral to SLT.

It may often be useful to make the relevant PTPS aware of issues in your class as there may be a pattern across the wider school or a wellbeing concern.

School Trips and Extra Curricular Activities

Throughout a young person's time at school there are many opportunities to become involved in a range of activities and school trips. Staff involved in these events take on an enhanced level of responsibility and therefore a level of trust must exist between the young person, the member of staff, and the parents/carers. Extra-curricular activities and school trips are a positive way to build relationships, achievements and develop wellbeing, as well as providing a further opportunity for young people to engage with the school's values of Respect, Ambition and Kindness. At times where a young person is unable to live out our school values, a decision to



remove them will be taken. This decision will then be reviewed in the following academic year for future activities. A formal exclusion of any length will result in removal from all school trips for which a child currently holds a place.

'Use the system as a lever, not a weapon...If we use the system as a lever, we're securing excellent behaviour by using the sanctions judiciously: we're firm, consistent, strict. But we are also conspicuously fair, positive and kind.' (*The Learning Rainforest*, 2017)

A school's culture, ethos and values are fundamental to promoting positive relationships and behaviour. An inclusive ethos where everyone's contribution is valued and encouraged should be promoted. (Included, Engaged, Involved Part 2)



Williamwood Expectations (Pupils and Staff)

Consistency

All pupils and staff should adhere to the same standards and expectations.

Respect

All pupils and staff should show respect to one another at all times.

Fairness

All pupils and staff should treat each other with fairness.

Integrity

All pupils and staff should act with integrity and honesty.

Ambition

All pupils and staff should strive to achieve their full potential.

Responsibility

We are all responsible for our own actions.

'Teach learning behaviours alongside managing misbehaviour.' (*A Blueprint for Revitalising our Schools, 2020*)