



Westfield Sports College

WITH BUSINESS & ENTERPRISE
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WESTFIELD SPORTS COLLEGE TRUST AND FOUNDATION

Behaviour Management Policy

| | |
|---------------------------|-------------|
| Staff Responsible: | C Beckett |
| Last Reviewed: | Autumn 2010 |
| Review Date: | Autumn 2011 |

RATIONALE

“For all pupils and students good behaviour is a pre-requisite for effective learning”
(Ofsted Inspection Framework)

We recognise that good behaviour fosters an appropriate environment within the College for our students to learn and achieve. We recognise that all members of the College community have the right to work in a learning environment that is safe, supportive and fosters an appropriate sense of responsibility.

AIMS

As a shared educational community we aim to:

- ❑ To improve the quality of teaching and learning to impact upon student behaviour and achievement.
- ❑ Maximise student attendance
- ❑ Ensure that teachers have the right to teach and that students have the right to learn.
- ❑ Create a purposeful environment that is conducive to learning where the whole College community feels safe and secure.
- ❑ Be positive role models, demonstrating consideration and respect for each other, the College and the community.
- ❑ Value all members equally regardless of gender, race ability or disability.
- ❑ Create a safe and secure learning environment
- ❑ Nurture the academic, emotional, social and moral growth of our students to be confident and independent learners who can form positive relationships within the community.
- ❑ Understand that the effects of behaviour impact on others and acknowledge that effective behaviour management is interdependent with a clear policy for rewards and sanctions.

EXPECTATIONS

All Staff

To achieve this **ALL STAFF WILL** be accountable for and have high expectations for learning and behaviour. All staff are responsible for promoting a positive ethos by:

- ❑ Respecting every member of the College community.
- ❑ Treating students as individuals and maintaining their dignity at all times.
- ❑ Rewarding all students for their academic, social / emotional and personal progress, celebrating their achievements, both inside and outside of College.
- ❑ Being punctual and greeting our students positively. **(Five In)**
- ❑ Dismissing our students in a quiet, orderly manner. **(Five Out)**
- ❑ Taking responsibility for the monitoring of corridors. **(Five Around)**
- ❑ Consistently supporting the College expectations and classroom rules. **(Five for Learning)**
- ❑ Consistently challenge and promptly follow-up unacceptable behaviour using College procedures.

Teachers

- ❑ Being reflective practitioners, taking responsibility for developing their teaching and behavioural management skills.
- ❑ Ensuring effective curriculum delivery and student behaviour management through careful planning, differentiation, monitoring and evaluation.
- ❑ Ensuring that clear learning objectives and outcomes are clear, supporting an appropriately challenging curriculum, which matched the students' ability and performance targets.
- ❑ Assessing students' work to inform progress, setting clear targets and monitoring these.
- ❑ Developing positive partnerships with students and parents/carers.

- ❑ Ensuring a quick and efficient lesson change over. (**Five In & Five Out**)
- ❑ Following the Anti-Bullying policy and procedures

Students

To achieve this **ALL STUDENTS WILL** take responsibility for their behaviour and their learning, contributing to a positive College environment where teaching and learning is effective. Students will:

- ❑ Show respect to all members of the College community.
- ❑ Attend College and all lessons for a minimum of 95% of the College year.
- ❑ Arrive on time to College and lessons. (**Five In**)
- ❑ Wear College uniform at all times unless specified.
- ❑ Arrive prepared for each lesson with the correct equipment. (**Five In**)
- ❑ Enter the classroom and move around the College building quietly and safely showing respect for other students and their teachers. (**Five In & Five Around**)
- ❑ Listen to instructions and requests and respond positively, waiting their turn as necessary. (**Five In & Five for Learning**)
- ❑ Work hard at all times completing tasks both at College and at home.
- ❑ Value their learning by participating, concentrating, contributing and co-operating fully in their lessons and the wider College community. (**Five for Learning**)
- ❑ Understand their progress targets and work hard to achieve these.
- ❑ Recognise, value and celebrate their own successes and those of others and accept the consequences of their actions.
- ❑ Accept and celebrate that people are different.
- ❑ Understand the important part they play in contributing to the community.

ALL OF US, ALL OF THE TIME

THE 5s

5 In

- Be on time and remove all non - uniform items.
- Enter quietly when invited by staff and swipe in.
- Sit where asked in the seating plan.
- Have all specific equipment for lesson ready.
- Stop talking and listen to staff.

5 for Learning

- Follow instructions straight away.
- Be polite and respectful to everybody.
- Avoid unnecessary interruptions.
- Be positive and join in the lesson.
- Put up your hand if you need help.

5 Out

- Check homework is written down.
- Review learning.
- Put everything away.
- Stand behind you seat.
- Leave quietly when dismissed.

5 Around

- Move around the building in a calm and sensible manner.
- Always keep to the left, especially on staircases.
- Electronic devices should not be in College.
- Only water allowed out of the restaurant and all litter to be placed in the bins provided.
- Swearing at any time is unacceptable.

APPENDIX 1 A Summary of Westfield Sports College Behaviour Management Strategies and Procedure

| Type of Disruption | Typical Behaviours | Immediate Strategies | Longer Term Strategies |
|----------------------|--|---|--|
| Low level classroom | <ul style="list-style-type: none"> • Lateness • Lack of equipment/homework • Inappropriate use of language • Off task • Not following 5's • Calling out | <ul style="list-style-type: none"> • Reminder of rules • Eye contact • Physical presence • Proximity praise • Ignoring • Verbal warning • Change seating plan • Speak to student away from audience • Issue short break-time detention • Note on lesson monitor | <ul style="list-style-type: none"> • Check student data including SEN information • Discussion with student • Identify as a hotspot to Pastoral Team and SLT • Discuss with Student Success Leader • Liaise with other staff including tutor • Record event on SIMS • Departmental report • Contact home |
| Persistent Classroom | <ul style="list-style-type: none"> • Persistent calling out • Continually trying to distract others • Swearing at other students • Leaving room without permission | <ul style="list-style-type: none"> • Move to another classroom • Refer to: <div style="text-align: center; margin: 10px 0;"> Student Success Leader ↓ Pastoral Manager ↓ Head of Hall </div> • Note on lesson monitor | <ul style="list-style-type: none"> • Refocus student attention on learning as opposed to behaviour • Arrange in advance for student to work elsewhere • Record event on SIMS • Issue 30minute detention • Discuss with tutor / pastoral manager / consider target report |
| Serious | <ul style="list-style-type: none"> • Bullying • Fighting • Swearing at staff • Violence towards staff/students • Dangerous behaviour re: health and safety • Serious vandalism | <ul style="list-style-type: none"> • Allow student time to calm down / leave (fight or flight) • Move to another room if possible to calm down and then call for Pastoral Support/SLT • Ensure the safety of the rest of the students • Note on lesson monitor | <ul style="list-style-type: none"> • Remain calm, act as role model • Avoid shouting • Actively attempt to de-escalate situation • Avoid personal space of student • Try to manage situation away from audience • Write statement of incident • Inform Head of Hall / Pastoral Manager |