

## **CHALLENGE PARTNERS:** Identification of Area of Excellent Practice

<b>Name of School:</b>	<b>Woodfield</b>
<b>Date:</b>	<b>7<sup>th</sup> November 2011</b>

Please give details of the area of excellent practice that you have identified to support school improvement across the Challenge Partners. Identify no more than 2 areas. Please complete a proforma for each of the areas you have identified and continue on additional sheets if you need. Thank you.

### **What is your area of excellent practice?**

Behaviour Management including rewards and sanctions

### **Why have you identified this area as a strength?**

The consistency in which we apply our behaviour management system has been identified as a strength by Ofsted in 2008- 'sanctions are applied consistently and fully understood by pupils' and in 2010- 'behaviour is outstanding and parents speak about the college in glowing terms and the positive effect it has on their children'

We have refined our policy over the last 8 years, keeping the same principles of helping pupils to take responsibility for their actions that has led to a rigorous system of monitoring and rewards and sanctions to make pupils aware of the consequences for their actions. The system is applied rigorously and pupils can articulate how it works.

### **What actions have you taken to establish the expertise in this area?**

The positive behaviour management policy has been developed over a number of years and staff training is on-going, keeping it high profile.

Behaviour is a focus in our 'tracking pupil progress' meetings where concerns about individual pupil behaviour can be raised

TAs are trained to implement the system, as are coach escorts and drivers.

Assemblies are used to keep pupils informed about what to do if an incident occurs, to follow the rules and how to be a successful learner. We also celebrate success and encourage pupils to make good choices as a community in assembly.

The school ethos does not allow lessons to be disrupted.

SLT are on duty to ensure that pupils can be helped to make a good choice and get on with their learning.

Behaviour is tracked throughout the day and detailed records kept. This is our own in house system that has been developed to enable pupils to understand how it works and to share with parents.

We have developed a specialist provision including Parent Liaison Officer, School Counsellor Drama Therapist, Speech and Language Therapist who work extensively with discrete caseloads liaising with external agencies and CAMHS.

**Which key staff (please state their roles) have led on this?**

Nick Cooper DH  
Matthew Parker acting DH  
Vijita Patel- DH

**Which phase, year group, department or subject area demonstrate the strongest elements of the area of excellent practice?**

The consistency is across the whole school. Teachers use the whole school system to record issues that occur in lessons and at the same time use strategies to keep pupils engaged and on task.

Teaching assistants use the same system to ensure incidents are recorded and passed onto SLT avoiding confrontation.

Coach escorts are trained to use the same system to report behaviour that is unsafe which can then be quickly addressed by the school.

In KS3 the emphasis through the curriculum is on personal organisation, independence, learning rules and routines which enable pupils to cope with the secondary model curriculum. In KS4 pupils take more responsibility and have a broader curriculum offer that is work related (vocational options) with a greater emphasis on PSD. The transition into KS5 is seamless for pupils after a thorough induction where the ethos is collaborative encouraging partnership between adults and young people leading to greater independence. This is fostered through an on-going dialogue with pupils building on previous learning in the main school through a reflective and peer to peer approach. The school values the partnership with families and has worked hard to ensure maximum involvement.

**How have you capitalised on the area of excellent practice in your own school?**

All staff are confident, as a result they are able to plan challenging and increasingly practical lessons, they set more challenging targets leading to greater pupil enjoyment and pupil progress. Time is not wasted in lessons. A three minute change of lesson bell ensures all

pupils are on time and focused on their starter activity.

Pupils are given opportunities to reflect on their behaviour during a detention period. This enables pupils to set themselves targets for improvement

The ILP has a PSHE /citizenship focus which can include behaviour targets for identified pupils. These targets are reviewed with parents and the pupil three times a year on ILP days. Behaviour plans are written for pupils whose behaviour needs further intervention that is not covered in the whole school behaviour management system. Behaviour plans are consulted on with the whole staff and agreed with parents.

#### **What evidence is there of the impact on pupils' outcomes?**

Lessons are not disrupted and learning is maximised in each lesson. Pupils that are withdrawn from lessons complete supervised work in the WR. There is maximum impact on pupil progress.

Pupil detention records are tracked and the reduction of detentions is evident across KS3 and 4. Evidence shows number of pupils gaining the HT award for no detentions in a term and in a whole year. Up to 60% of pupils do not receive a detention.

#### **How have you shared your practice beyond your own school? What has been the extent of the impact of this?**

In 2011 we shared our behaviour expertise with Woodside Special School from Kent which is also a specialist sports college. This resulted in a greater depth of understanding in how systems can bring about whole school improvement when comparing two schools. We have extensively supported Marjorie Kinnan School where the HT has adopted our use of behaviour slips to record pupil behaviour. It has been reported that behaviour has improved and teachers from MKS reported the simple and effective use of the system.

We are working on the implementation of a behaviour management system at St Phillips school in Kingston and are involved in an inclusion project with Alperton Community School that includes training staff to implement strategies for SEN pupils. Newman College who have just recently had a 'good' Ofsted judgment have been supported on their behaviour management policy.

The Woodfield behaviour system was presented to the London leadership strategy at a network support group meeting for PRU's and special schools in 2010.

#### **How will you continue to build your expertise in this area?**

We plan to train all staff in 'team teach' or a similar system – identified in SDP 2012-2015. The changing needs of our pupils reflect a need to broaden our expertise to deal with a broadening set of behaviour challenges. Makaton and use of visual cues eg flash cards are examples of how we are responding to a lower attaining cohort of pupils.



## CHALLENGE PARTNERS QUALITY ASSURANCE REVIEW



### What are your next steps?

Research best practice is supporting behaviour to meet more challenging needs and set a time frame for training in SDP.

Continue to apply our rigorous system but with increasing flexibility to facilitate intervention, individual behaviour plans and a personalised curriculum. Further use of specialists and external agencies to ensure the holistic growth and development of pupils.

Signed:

Date:

*OLEVI June 2011*