



Behaviour for Learning Policy

Approved by: Governing Body
Date: Autumn 2016
Review date: Autumn 2018

1. Introduction:

The quality of learning, teaching and behaviour are inseparable and the responsibility of all staff, students and parents/carer. Good behaviour is about relationships within a classroom and the college.

Good relationships underpin good behaviour.

The fundamental principle underpinning our behaviour for learning policy is unconditional respect. The policy aims to encourage adherence to an agreed set of principles and offer clarity about Rights, Responsibilities and Routines which will produce good behaviour conducive to good learning. Poor behaviour can affect the safety and welfare of members of our community, the ability of students to learn and teachers to teach, therefore it cannot be tolerated.

This policy has been produced within the ethos of the Governors' statement of general principles (Appendix 1) and it relates to behaviour within the college, when students are engaged in school activities outside of the college, within the immediate vicinity of the college and on the journey to and from the college.

Changes to this policy and procedures linked to it are evaluated and reviewed in terms of workload impact.

2. Rights

All members of the college community have the right to:

- Feel safe
- Learn
- Achieve
- Be respected

3. Responsibilities

- Treat everyone and everything with respect
- Support others in their learning
- Celebrate achievements

4. Routines

All staff and students will be coached in the college routines and be expected to adhere to these at all times. Good routines promote good behaviour and thereby good learning.

The basic code of conduct is: *attend on time; work hard; ensure behaviour supports the learning of all; dress correctly and treat everything and everyone with respect.*

This code is simple, expressed in simple terms and framed positively to encourage students to develop responsibility for their behaviour in a variety of situations.

Staff working with students will achieve good relationships by:

- Working as a team to the same standard
- Acting as good role models
- Developing students' responsibility
- Recognising students' individual needs
- Providing an enjoyable and challenging learning experience.

5. Managing Behaviour

Praise is a more effective tool in modifying poor behaviour than sanctions. As such managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than just sanctioning and recording poor behaviour. The college is attempting to develop a consistent approach to **rewards** and as such **staff guidance on being sensitive to the opportunities for praising student behaviour is located in the staff handbook.**

5.1 Consequences

Where a student's behaviour stops teachers from teaching and learners from learning, students will receive a series of warnings or time out to support them in moving towards positive behaviour. Further poor behaviour will lead to sanctions; alongside the opportunity to repair and rebuild the relationship at a later stage.

5.2 Sanctions

Sanctions related to the consequences system are advertised in all classrooms and discussed with students annually. After school detentions of 45 minutes (C3) are given for continued disruption to learning and directly, as illustrated above. Where students are removed 'on call' (C4), a full range of sanctions may be considered from detention; a period of time working in the Isolation room; a period of fixed term exclusion or a permanent exclusion from the college. Students are automatically 'on called' for physical violence/aggression to others or verbal violence towards a member of staff.

5.3 Range of Sanctions

A full range of sanctions will be applied in accordance with the nature of the problem behaviour/incident (eg detention, isolation and, where deemed appropriate by the Headteacher, fixed term or permanent exclusion).

5.4 Exclusion

The decision to exclude a student will be taken in accordance with DCSF regulations and guidance. Only the Headteacher may decide to exclude a student (Deputy Head in the absence of the Headteacher). The decision to exclude is made after consideration of the facts and the seriousness of the incident. Examples of incidents where fixed term exclusion is used include:

- Insolence towards staff
- Disruption of lessons

- Reckless behaviour
- Open defiance of the authority of the college
- Aggression or violence towards others.

However, these are only examples and the Headteacher will judge whether to exclude on the basis of the nature of each individual case and the facts available. The Head will base judgements on the "balance of probability".

5.5 Permanent Exclusion

This may be used as a sanction for serious 'one off' incidents. Examples include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault.

These are only examples and the Head will judge whether to permanently exclude on the basis of each individual case and the facts available. The Head will make judgements on the basis of the "balance of probability". The college will be fully mindful of the DCSF guidance in relation to the prevention/avoidance of permanent exclusion.

It is vital that students can study in a disciplined and safe environment.

Therefore the following infringements will almost certainly lead to permanent exclusion:

- **Weapons** – Any student found in possession of any weapon (eg knife/imitation gun) whilst on the site or on college transport will almost certainly be permanently excluded. Such incidents will be reported to the police. If a knife/weapon is accidentally brought on to the site, it must be taken to a member of staff immediately.
- **Illegal Substances** – These are strictly banned and students supplying, using, possessing or being under the influence of illegal substances on the site, on college transport or during a college-organised off-site activity will almost certainly be permanently excluded.
- **Serious Assaults/Threats** against another student or member of staff will almost certainly result in permanent exclusion. Such an act will almost certainly be reported to the police.
- **Deliberate triggering of the College Fire Alarm** will almost certainly result in permanent exclusion. Such a malicious act will be reported to the police.

NB: The above list is not exhaustive and the Headteacher may consider that other infringements should result in the permanent exclusion of a student.

Other banned activities/substances:

- **Alcohol and 'Legal Highs'**
Any student who is found to be in possession of, using, supplying/selling or under the influence of alcohol or any 'legal high' substance whilst on or near the site, college transport or any college organised off-site activity, will be excluded for a fixed term and could be permanently excluded depending on the circumstances.
- **NB:** 'Legal Highs' include all substances which through their ingestion may cause sensations/behaviour for the user that are detrimental to good order and discipline or which give rise to health and safety concerns for the user or others. Given the

changing nature of classification of such substances, government websites should be used to clarify up-to-date names and details of such substances.

- **Tobacco/Smoking/e-cigarettes**

Any student found to be smoking, in possession of, supplying/selling tobacco/cigarettes/e-cigarettes and/or smoking related items (e.g. lighter) whilst on or near the site, college transport or any college organised off-site activity will receive a sanction depending on the circumstances. This will range from the use of detention, isolation or exclusion (which could be permanent for repeated open defiance of the college rule) depending on the circumstances.

- **Aerosols** of all types are not permitted in college because of their potentially dangerous nature and impact on asthma sufferers and other health implications.

ALL POLICIES IN THE COLLEGE ARE REVIEWED REGULARLY. THERE MAY BE SOME CHANGES TO THE EXPECTATIONS OUTLINED BETWEEN GOING TO PRINT AND THE START OF THE COLLEGE YEAR. STUDENTS AND PARENTS WILL BE INFORMED OF THESE

5.6. Restorative Practice

Repair and rebuild operates the restorative practices 3R approach:

- Reflection – What has happened? Could it have been different?
- Resolution - How can we ensure this doesn't happen again?
- Reconciliation – How can we put things right between those involved?

Poor behaviour is tracked to establish patterns and inform effective intervention. The consequences approach is supported by student voice and displayed in all classrooms. **Full guidance appears in the staff handbook.**

Inclusion features strongly in this policy as it goes to the heart of the College. We strive to achieve a balance between avoiding exclusions and other sanctions at the same time as acknowledging the fact that poor behaviour can itself exclude students from learning and feeling safe. Sanctions must not humiliate – addressing the behaviour, not the person. Consistency is the key and sanctions should always be given in a calm manner using the language of choice to allow students to reflect on their behavioural choices.

6. Monitoring referral and support

In order to build a culture of good behaviour the college will monitor positive and negative behaviour. This data will inform responses to behavioural patterns of individuals and groups.

All staff have a responsibility for monitoring student behaviour and have a line manager who can support with behavioural issues.

The Leadership Team support staff with advice, guidance and are heavily involved in supporting staff via the consequences system.

A member of the Leadership Team will lead this area supported by a focus group of staff and students.

Students who are identified as having repeated or severe behavioural issues will be supported through the learning/student support services and the Educational Psychology, Behaviour Support Team.

7. Related policies:

Anti-bullying policy
Learning and teaching policy
Monitoring and observation policy

In the staff handbook:

Behaviour for learning procedures – classroom management
Rewards
Consequences
The full code of conduct
The home college agreement.

Also issued to staff: The behaviour management pocket book.

Parental information: A brief behaviour guide for parents and carers.

8. Behaviour for Learning Procedures (Guidance for staff)


When starting new classes, staff are advised to involve students in co-constructing a behavioural agreement based on rights, responsibilities and learning routines. The basic code of conduct sets out the college's general expectations.

The areas for consideration are: Treatment of others (manners, respect etc); Communication (noise level, hands up etc); Learning (how to get help, resources etc); Movement (entry and exit, walking around the class etc) and Problem solving.

We recognise the following as contributing factors to effective classroom management:

- Arrive before the class and start promptly.
- Orderly entry and greet students positively (use staff guidance).
- Engage students immediately, thinking through provision for latecomers.
- Make behaviour for learning part of your planning.
- Know students by name and attainment data.
- Abide by the code of conduct from the first lesson and form the student behavioural agreement. Reinforce agreements regularly.
- Model expected standards of courtesy.
- Make lessons inclusive.
- Try to accommodate different learning styles.
- Have a seating plan and take a register.
- Emphasise the positive for good behaviour as well as work.
- Make sparing, fair and consistent use of punishments via the consequences system.
- Use rule reminders – 'remember' we agreed to listen carefully!
- Use the language of choice – mobile devices in bags or in my desk...you choose.


- Avoid sarcasm, humiliation and whole group punishments.
- Keep to timings and have an orderly exit.
- Observe and be observed to develop best practice.



CLASSROOM RULES

"GOOD BEHAVIOUR MATTERS"

NO PHONE ZONE



Going the extra mile	Expected behaviour	Unacceptable/anti social behaviour
<ul style="list-style-type: none"> Good homework. Make excellent progress. Exceed expectations. Regularly volunteer answers and make valuable contributions. 	<ul style="list-style-type: none"> Arrive on time. Do as you are told by staff- first time, every time. Listen carefully when others are speaking and take it in turns to speak. Treat others and their property with respect. Engage in tasks. Take pride in the presentation of your work. Work together sensibly. Carry the correct equipment. Wear uniform correctly. Stand in silence at the end of the lesson until you are dismissed. Mobile phones off and not used during the school day 	<ul style="list-style-type: none"> Speaking when others are speaking/ interrupting. Interfering with others' property. Not engaging in tasks when asked. Scribbling/graffiti. Swinging on chairs. Being unprepared for learning. Wearing uniform incorrectly and/or wearing banned items, including makeup and nail varnish. Bringing banned items into school. Any incident that leads to a behaviour sanction, C1, C2, C3 or C4.

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SHTC CONSEQUENCE SYSTEM

“GOOD BEHAVIOUR MATTERS”

		Behaviour points	Accumulated points
C1	Formal verbal warning stage (Points Recorded)	1	1
C2	Warning (sent out or moved)	+1	2
C3	After school detention	+1	3
C4	Emergency on call procedure following a warning (Isolation)	+1	4
C3	Direct		
	<ul style="list-style-type: none"> Eating outside designated areas/Chewing gum Late to lesson (more than 5 minutes) Offensive language in the earshot of staff Dangerous behaviour around school. Eg. running in the corridors Missing homeworks (two in one term) Mobile phone violation (first offence and confiscation) 		3
C4	Direct		
	<ul style="list-style-type: none"> Fighting/physical violence/aggression towards another student or member of staff Open Defiance/Verbal aggression towards staff Dangerous behaviour liable to impact on the health and safety of self and others Senior staff discretion 		4

Mobile phone Violations – Confiscated and collected at the end of the day. First offence C3, multiple confiscations in one term will result in a one day isolation.

8.1 Rewards

Rewards help reinforce the behaviour we want and should outweigh sanctions by at least 4:1! Rewards: build confidence, make learning more fun, heighten self esteem, emphasise a commitment to high standards and strengthen relationships with parents. Developing a culture of praise in the college needs a consistent approach by all staff being alert and sensitive to the opportunities for rewarding students.

Ensure access to praise is for all students and proportionate to the action. Some students need praise privately before publicly. Recognise that smiles, thumbs up, gestures etc can be effective rewards which develop classroom ethos. That engaging with student ideas and quality feedback about progress can be a good way of developing intrinsic motivation and self esteem.

Parental involvement through: conversations; emails; open online reports; postcards of praise and college publications strengthen the effects of rewards.

Credit certificates and departmental awards are recognised in year assemblies and at the annual awards events.

Reporting, interim assessments, targets and progress review days are followed up closely by tutors and through Progress Leaders and Pastoral Managers.

8.2 Managing poor behaviour

Our expectation is that staff will manage poor behaviour by giving fair, consistent messages in a non-confrontational way. Sanctions should create the circumstances for student reflection – stop the unwanted behaviour long enough to reinforce the desired behaviour. Formal sanctions should be used from the hierarchy of responses as detailed in the Consequences Handbook – from the least to most intrusive. Sanctions should be given in a calm and controlled manner. On call is a legitimate strategy and it is not a sign of failure. It is clearly the most serious of classroom based strategies and should be used with discretion to retain impact. We recognise the importance of the social and emotional aspects of learning and the need on occasions for teacher initiated timeout.

Behaviour information support intervention at a range of levels. We do however recognise that the primary responsibility for addressing poor behaviour in the classroom lies with the teacher in whose classroom the behaviour occurred.

Our aim and yours is to do the best you can here at SHTC, the key to this is to work hard and to aim high. The schools reward system aims to highlight achievement and to celebrate your success.

Achievement	Points
Good Work or Behaviour	1
Excellent Work or Behaviour	2
Representing the college- Contributions to extra curricular activities	3
Outstanding work and class contribution	4
Head Teachers Award	5

A2L - Termly Teacher Assessment	Points
Outstanding (Going the extra mile)	3
Good (Expected behaviour)	2
Requires Improvements	1
Inadequate	0

Attendance	Points
Full weeks attendance	1

Department Awards

In the summer term subject teachers will pick the top students in each year group.

- Students will receive a:
- Certificate
 - Voucher
 - Invitation to evening awards ceremony



Ongoing Rewards



The Big Rewards Zero Behaviour Points!

Christmas Selection Box	
Easter Chocolate Easter Egg	
Summer Big Surprise!	

The 150 students with the highest reward score in each year will be invited on a surprise reward trip in the summer term.



9 Attitude to Learning

In September 2016 a new set of criteria for the student's Attitude to Learning was launched. This will be reported three times a year on student's termly reports.

9.1 A2L: 3-0 defined

3. **Outstanding**

Actively engages in learning from the outset of the lesson and sets high standards and aspirations for self and acting as a role model to peers. Leads in collaboration learning tasks yet is sensitive to the view of peers. Always has the correct equipment. Takes considerable pride in work produced, which is always well presented and well organised. Demonstrates a high level of independence.

Evidence that homework is always completed on time to a very high standard and that the student takes every opportunity to go beyond the basic completion of the task e.g. additional research.

2. **Good**

Shows a positive approach to learning and engages well setting high standards and aspirations for self. Willing to take responsibility in collaborative work and treats others with respect. Always has the correct equipment. Work is well presented and organised. Works well independently.

Evidence that all homework is completed on time to a good standard and that the student takes some opportunity to go beyond the basic requirements.

1. **Requires improvement**

Normally engages with learning taking place and will generally respond positively when reminded to stay on task. Generally wants to do well and treats others well. Can make good contributions to group work but not always able to adapt behaviours appropriately. Usually has the correct equipment but work could be better organised and presented. Student may need support organising work.

Evidence that homework is usually completed on time but that the standard is often just satisfactory. Rarely goes beyond the basic requirement.

0. **Inadequate**

Regularly fails to engage with the learning and this becomes a barrier to progress. Inappropriate behaviour prevents learning either for themselves and/or others. Rarely offers positive contributions to group learning situations. Regularly fails to bring correct equipment. Work is disorganised. Support and intervention required.

Evidence that homework is regularly late, unfinished and/or of a poor standard.

GOVERNORS' WRITTEN STATEMENT OF GENERAL PRINCIPLES FOR AN OVERALL BEHAVIOUR AND DISCIPLINE POLICY

1. The college aims to provide for all students a caring, disciplined and stimulating environment in which learning challenges all individuals.
2. The College Policy on Behaviour and Discipline is designed to ensure that the college is a well organised and hard working community and that each individual is able to develop fully and acquire high standards of self discipline and a proper respect for authority. Discipline should be firm but fair.
3. The positive and constructive rules of conduct agreed with students and staff are that:
 - All members of the community should seek to develop their own learning and that of others
 - All members of the college community should ensure their own safety and that of others
 - All members of the community should show respect for their own and others' property
 - All members of the community have a responsibility to see that the Code of Conduct is followed.
4. Good discipline is best achieved by praise and encouragement, mutual respect between staff and students, appropriate learning situations and high expectations - the college will have a system of rewards devised to motivate and reward the differing age groups.

However, unsuitable behaviour will be dealt with in the first instance by the form tutor and subject teacher. Punishments given in school will range from a firm reminder to extra work, detention at lunchtime or after school.

More serious behaviour will be dealt with by senior staff – they may put a student on report, withdraw them from lessons, or the Headteacher may, in serious cases, exclude them from school - for a fixed term or permanently.

