

TITLE: BEHAVIOUR FOR LEARNING POLICY

MODEL POLICY STATEMENT

This is **not** a Local Authority model policy

Policy Owner:	Assistant Principal	Review period:	Biennial
Last Review:	February 2018	Approving Committee:	School Improvement 28.03.2018
Next Review:	Spring Term 2019	Latest FGB adoption:	18.04.2018

IMPACT OF THIS POLICY

The impact of using this policy is as follows:

- A clear and transparent system that supports the staff to insist on high standards of behaviour across the College.
- A reduction in the number of incidents of disruptive and defiant behaviour in the college.

1. **RATIONALE**

In order for students to learn, Tavistock College will provide an environment where students can feel safe and secure and that promotes high self-esteem and high standards for all. All members of the College will help to maintain an atmosphere conducive to learning, and promote courtesy and mutual respect. This will be achieved through:

- Behaviour management tackled as a whole college issue
- Appropriate social behaviour and collaborative learning will be encouraged
- Any behaviour that undermines the College code of conduct will be discouraged and action taken
- Support systems will be well organised and clear within the College

2. **AIMS**

It is the responsibility of all members of the College to:

- Teach the value of learning and behaving well at the College
- Provide the courtesy of allowing everyone to enjoy their teaching and learning at the College

The College has a code of conduct that was developed by staff, students and parents/carers. All members of the College community will be encouraged to behave in such a way as to:

- Allow effective learning and teaching to take place
- Take responsibility for our own actions
- Treat each other with care, consideration and respect
- Be consistent, fair and listen to each other's views and opinions
- Make the College a safe, clean and pleasant environment in which to work and learn

A copy of the Behaviour for Learning system is in student planners and is displayed in every classroom in the College.

The College vision and the principles for the creation of a positive learning environment are to be found on the Tavistock College website. The College has a policy on the use of force to control or restrain students.

Expectations of Students

Everyone has the right to learn and for the teacher to teach. This includes:

- Attending every lesson
- Arriving on time to school and to lessons
- Bringing all the equipment you need in a suitable bag
- Beginning and ending the lesson in a polite and orderly way
- Listening
- Following instructions
- Working hard by completing tasks that are set
- Asking for help when you need it
- Helping each other when it is appropriate but not distracting or annoying others
- Being sensible at all times

- Completing your homework and handing it in on time

Speak politely to each other. This includes:

- Using a low voice as shouting is always rude
- Using language which is neither abusive nor offensive
- Offering to help others
- Being polite to visitors
- Supporting and encouraging each other
- Respecting other people's culture and beliefs

Listen to others and expect to be listened to. This can include:

- Trying to understand other people's point of view
- Not interrupting anyone or being interrupted by others
- Being quiet when required
- Not answering back

Keep the College environment clean and tidy so that it is always a welcoming place, which we can all be proud of. This includes:

- Taking care of displays
- Keeping the walls and furniture clean and unmarked
- Putting all litter in the bins provided
- Wearing the correct College uniform at all times
- Reporting any damage when it occurs and taking responsibility
- Using toilets and showers in an acceptable way
- Not chewing gum

Move quietly and carefully about College. This includes:

- Lining up sensibly outside classrooms
- Walking to lessons rather than running, pushing or barging past others
- Being ready to help by opening doors
- Being ready to help by offering to carry things.
- For safety, please keep to the left along crowded corridors and on stairways
- Take into account that physically challenged people may need extra consideration

Expectations of Staff

Each member of teaching staff should have a clear set of positive enforceable rules that are developed with and owned by the class. Rules should be few in number and cover;

- Noise
- Movement
- Treatment of others
- Getting teachers' attention
- Resolving conflict
- Safety
- Quality of work

To reinforce the College code of conduct, teachers will:

- Treat all children and adults with respect
- Speak politely to all
- Praise a student's effort and achievements as often as they can
- Explain using positive language how students are expected to behave and conduct themselves

- Inform parents/carers about their child's achievement
- Avoid using critical or sarcastic language

3. REWARDS

At Tavistock College it is considered that praise and rewards are an important part in recognising positive contributions to College life. Contributions include sound academic work and effort, good behaviour and adherence to the College code of conduct.

Excellent standards of behaviour will be encouraged through the consistent application of the Code of Conduct, supported by the rigorous use of praise to reprimand. All praises and consequences are to be recorded on SIMS in the behaviour and achievement sections.

Award points will be recorded direct onto SIMS by teaching staff and letters / certificates will go to students' parents/carers every half term once the thresholds are met. Praise for achievements will also be publicly announced in celebration assemblies. Students will also be invited to the College's House Assemblies to receive special subject awards from the Principal and / or special invited guests.

Award points may be given for:

- Living the co-operative values
- High levels of attendance and punctuality
- Being a member of a Young Co-operative
- A good piece of work
- Expected levels of behaviour over a period of time
- Helpfulness
- Supporting other students
- Effort Motivation Enthusiasm Politeness
- Contribution to the College – Leadership

It is important to note that a formal 'praise' in the form of achievement points should be earned and deserved. It is an acknowledgement beyond positive verbal encouragement and constructive feedback, which will be happen continuously in all lessons.

Sanctions

Students have the right to expect fair and consistently applied consequences for poor behaviour.

The College Behaviour for Learning Policy is based on clear boundaries and known outcomes. The emphasis is on cause and effect; unsatisfactory behaviour will result in a sanction. It is important that students understand that certain actions/decisions/failures to act lead to certain outcomes that are punitive in nature. So, the responsibility for avoiding these sanctions lies with the [potential] rule breaker. In order to have high expectations of behaviour across the College we are now using the Ready to Learn system.

Ready to Learn is a whole school Teaching and Learning policy which clearly sets out our expectations for teaching and learning behaviours across the school. All sanctions are given through a central school system and are monitored by the Ready to Learn Team and by the Support and Leadership Team. The Teachers Standards make explicit reference to the

management of behaviour in the class as an area of professional practice that we must all make a commitment to develop.

The aims of Ready to Learn are:

- To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted.
- To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
- To encourage students to **take responsibility** for their own actions
- To enable teachers to **deliver engaging and creative lessons, experiments and take risks**, without concern for behavioural interruptions as barriers.

Further Sanctions

In some instances where Ready to Learn has not had a positive impact on student behaviour or a student's behaviour is so extreme a further sanction may be required. A fixed term exclusion or permanent exclusion will be used in these extreme circumstances. See Appendix 1 for the reasons of permanent exclusion.

The table below outlines all possible sanctions that Tavistock College will use:

1	Warning
2	Sent to the isolation room
3	Lunch time detention
4	After school detention
5	Internal exclusion
6	Fixed term exclusion
7a	Principal's final warning leading to a permanent exclusion
7b	A permanent exclusion may result from a one off serious incident or for persistent behaviour that undermines the good order of the College. See Appendix 1 for more information about permanent exclusions

Lesson Expectations

Arrive on time, before the second bell at break/lunch

- *Be polite to teachers and to other students. Be well mannered at all times (e.g. never swear or argue.)*
- *Be sensible in lesson and make sure that there are no disruptive behaviours.*
- *Only use mobile phones when the green sign is shown. No headphones allowed out in lessons.*
- *Listen respectfully (in silence) when someone else is talking*
- *Bring the correct equipment to lessons and look after school equipment if you use it.*
- *In lesson concentrate, complete your work and do not distract others. If a teacher asks you to work in silence, do so.*
- *Sit where you were asked to sit. If you feel that this is inappropriate respectfully ask the teacher at the end of the lesson*
- *No outdoor clothing (coats/scarves) to be worn in lessons*
- *No eating or drinking in class apart from water. Chewing gum is not allowed.*
- *Ensure that you behave in a safe way at all times (e.g. no pushing and wear eye protection when instructed to.)*
- *Do not run or make loud noises in the buildings.*

Using the Ready to Learn System

- 1) If a student does not meet these expectations, the teacher will issue a warning, clearly stating the reason (from the Ready to Learn Expectations list) and write the student's name on the board in the Ready to Learn section.
- 2) If the student repeats any poor behaviour by not meeting of the Ready to Learn Expectations they will be sent to the Isolation room immediately. The teacher will clearly state the reason to the student. The sanction is will be for one full working day over a 24 hour period, including a break and lunchtime. (Reasonable adjustments will be made for students who are SEND or vulnerable – see below)
- 3) The class teacher will **immediately** contact the behaviour manager by using the isolation email address to inform them that the student has been sent.
- 4) The teacher should state the student's name and room location. The Ready to Learn team will expect the student to arrive within 5 minutes of the email being sent, and will contact the 'On Call' member of staff if the student fails to arrive in that time period.
- 5) The class teacher will attend the Isolation room within the 24 hour period to discuss the reflection sheet with the student. This will be a restorative conversation.
- 6) Teachers will call home to inform parents that their child has been isolated and inform parents of the restorative conversation.
- 7) A tariff system operates for students with identified Special Educational Needs. This enables reasonable adjustments to be made which are required by law. Some students will receive a different sanction from the 24 hour isolation. Students with SEN should have clear differentiation outlined in the class plan so that students can succeed. Differentiation in this system is applied at the point of sanction.

Behaviour in the Isolation Room

The same high standards of behaviour in lessons is expected in the Isolation room. Students should treat the room as exam conditions and follow the rules as outlined below.

- Enter the room calmly and quietly
- Turn your mobile phone off and put it in the box on the front desk
- Show you are ready to learn by taking your equipment out and putting it on your desk
- Sit where you are asked to sit and sit up straight in your chair
- Do not communicate with other students
- Work in total silence
- Work to the best of your ability and attempt all tasks
- Stay in your seat. Do not get up without the permission of a member of staff
- Do not eat or drink apart from water
- Treat everyone with respect. No swearing or abusive language
- At the end of isolation wait silently to be dismissed.

Students will receive 2 warnings for breaking the Isolation Room rules. On the third occasion the student is will be removed and will receive a 0.5 day FTE. They will then complete another full day in the Isolation Room before they can go back in to lessons.

Next Steps

If students are repeatedly sent to isolation then there will be further interventions put in place for them to improve their behaviour.

- After 2 isolations students should be spoken to by their head of year.
- After 3 isolations parents will have to meet with the head of year or head of faculty if they are all from one faculty
- After 5 isolations, students will need to complete wave 1 intervention. This is a collection of activities which work in conjunction of the head of year and a member of the senior leadership team.
- After 7 isolations students will have an individual behaviour plan drawn up.
- After 10 isolations students will have a PSP
- After 15 isolations, a managed move may be considered.

Heads of Faculty and teachers are required to intervene when issues of poor behaviour occur during lessons. This could mean a variety of intervention strategies such as:

- Support with behaviour management strategies with staff
- Flexible grouping within the faculty
- Support to remove the barriers to learning – literacy / numeracy intervention which may include offering a flexible curriculum.
- Support with effective differentiation within the lessons and across the faculty.
- Putting students on faculty report.

When behaviour is consistently poor over a range of subjects the head of year should intervene. Strategies that they could use are:-

- HOY report
- Starting the TAF process to formulate a behaviour plan
- Meet with parents to discuss behaviour
- Work with teachers to support the student
- Implement a change of class or population
- Internal exclusion
- Individual behaviour plan (IBP)
- Pastoral support plan (PSP)

A student could be on report to:

- eir tutor
- Head of year
- Head of faculty
- Behaviour manager
- A member of SLT

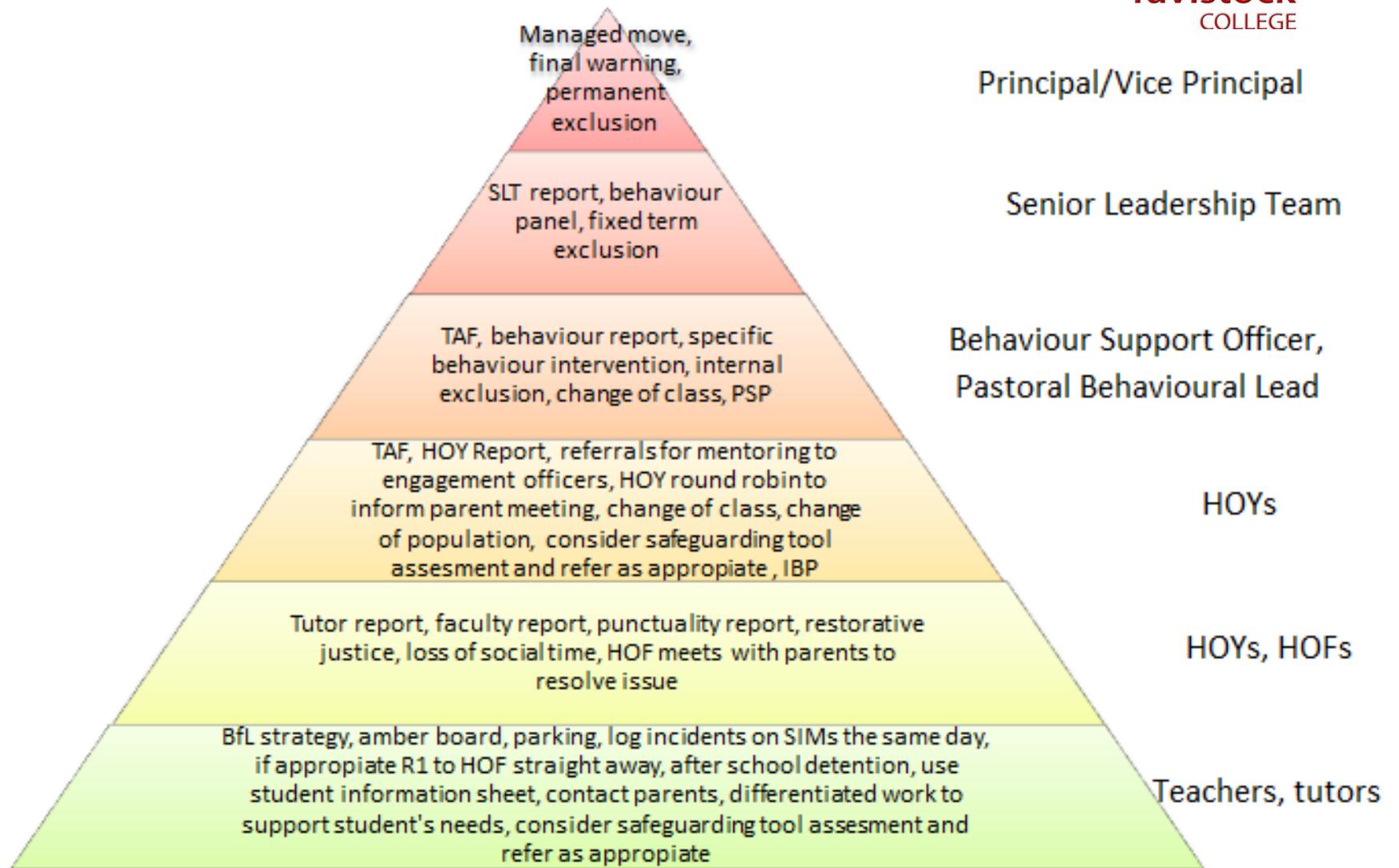
If a student is not responding to being on report then they should have an IBP written. If a student fails to respond to this measure then they should be moved on to a PSP.

When teachers are working with students, they should be aware of what intervention strategies they could use. These are outlined in the Tavistock College Behaviour Pyramid.

Work impact assessment statement

This policy has been written with consideration given to working practices. By adopting the behaviour for learning policy, workload has been facilitated by reducing complexity and giving staff a clear set of guidelines so that there can be greater consistency throughout the college. Specifically, procedures have been made simpler and strategies given so that less time is taken up dealing with poor behaviour and therefore workload reduced.

Tavistock College Behaviour Pyramid



APPENDIX 1

Exclusions Protocol

(Based on DfE Statutory Guidelines on School Exclusions Sept 2017)

Tavistock College is an inclusive school. We seek to ensure that students remain in school to learn and to achieve their very best. The school has a wide range of strategies in place to prevent exclusion as we recognise that it should only be a last resort when all else has failed or normal school sanctions are not appropriate.

The decision to exclude:

1. Permanent Exclusion

A decision to exclude a pupil permanently will be taken only:

- in response to serious breaches of the school's behaviour policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to exclude a pupil must be lawful, reasonable and fair. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where we have concerns about a pupil's behaviour we will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation we will give consideration to a multi-agency assessment that goes beyond the pupil's educational needs. It is an acknowledgement by us that we have exhausted all available strategies for dealing with the child and permanent exclusion is used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

1. serious actual or threatened violence against another pupil or a member of staff
2. sexual abuse or assault
3. supplying an illegal drug; or
4. carrying an offensive weapon

Exclusion will also be considered for:

Physical assault against pupils includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against an adult include:

- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal abuse/threatening behaviour against pupils includes:

- Threatened violence
- Aggressive behaviour
- Swearing

- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse/threatening behaviour against an adult includes

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying includes

- Verbal
- Physical
- Homophobic bullying
- Racist bullying

Racist abuse includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug & Alcohol related includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

Theft Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing

- selling and dealing in stolen property

Persistent disruptive behaviour

Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

Other

Includes incidents which are not covered by the categories above but this category should be used sparingly.

2. Fixed Term Exclusion

A decision to exclude a pupil for a fixed period should also be lawful, reasonable and fair and only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

When considering the decision to exclude a pupil, the head teacher will:

1. carry out a full and thorough investigation;
2. consider all evidence and ensure that equality is promoted at all times in relation to SEN, race, gender and disability; Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.
3. ensure that the pupil has given their version of events;
4. investigate whether the incident may have been provoked by something e.g. bullying, racial or sexual harassment;
5. keep a written record of all actions taken, any interviews with pupils concerned, any staff statements (witness statements should be dated and signed, ideally on school witness documentation (R1))

3. Proof

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the head teacher may exclude the pupil. However, the more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied. But it does mean that when investigating more serious allegations, in determining whether it is more probable than not that the pupil has behaved as alleged, head teachers will need to gather and take account of a wider range of evidence. In some cases this may extend to evidence of the pupil's past behaviour, if relevant to the seriousness of the present allegation.

4. Procedures following a fixed period exclusion

Following the 6th day of exclusion Tavistock College must arrange suitable full-time educational provision. During the exclusion the school must set work for the pupil to complete and arrange for it to be marked. The school must also consider what support will best help the child's reintegration into school.