COUNTESTHORPE LEYSLAND COMMUNITY COLLEGE

BEHAVIOUR POLICY

2016 - 2017

Policy Reviewed and Adopted by the Governing Board on:
Signed (Chair of Governors):
Date of Next Review:
Responsible Officer:

Countesthorpe Leysland Community College's principles and values are:

The quality of students' learning will be improved by providing

- A stimulating, pleasant and safe working environment
- An atmosphere with a high degree of respect between all individuals
- all students to be the best they can be

All students are entitled to:

- Educational provision that enables them to enjoy their learning, be safe and healthy and make a positive contribution to their school and to the wider community
- High quality educational provision that meets their needs regardless of academic ability or aptitude, gender, race, social class, sexual orientation, medical needs or disability
- A creative and flexible curriculum that stimulates learning and encourages engagement
- Be taught in environments that are conducive to learning and free from disruption
- Be free from circumstances in which they are bullied, ignored, ridiculed, or subjected to any forms of discrimination
- Have their voices heard as individuals and collectively
- To have their welfare considered and to know where to go to share their concerns

All the above are outlined in the Countesthorpe Leysland Community College's **'Teaching and Learning'** policy, which should be considered in conjunction with this Behaviour Policy.

All students have a responsibility to:

- Work to the best of their ability
- Show, through their behaviour and their language, respect, courtesy and consideration for themselves and other people
- Show, by their behaviour and their actions, respect and concern for the school, the community and the environment
- Accept and support the school's Behaviour Policy.

These behaviours need to be taught at home and at College, and constantly modelled and reinforced. Students need to be aware of the expectations for good behaviour and aware of the consequences of poor behaviour. Consequently, it is important that parents and students are fully aware of the school's high expectations of student conduct.

BEHAVIOUR FOR LEARNING

This policy aims to provide guidance on:

- How lessons can be organised so that successful learning can occur for all students - **BEHAVIOUR FOR LEARNING.**
- Behaviour can be managed through a system of sanctions and rewards - **BEHAVIOUR MANAGEMENT.**

Behaviour for Learning
This is the organisation of teaching and learning that facilitates good behaviour. It has implications for classroom organisation, resources and support.

Behaviour Management
This is the promotion of co-operative behaviour through a system of rules, rewards and sanctioning.

Context

- The College is fair and transparent
- The priority is to promote a high-quality learning culture within the College
- The College is committed to achieving a consistent application of the behaviour policy
- SIMS is used to record incidents of poor behaviour so behaviour management interventions can be better targeted.

The Behaviour for Learning Policy:

- Provides guidance for staff, students, parents and the wider community on what is acceptable behaviour within the College
- Ensures a safe environment with mutual respect and self-discipline uppermost
- Promotes clear expectations inside all classrooms, with greater consistency in dealing with instances of misbehaviour
- Helps create a learning culture in which all students can aim for excellence.

Positive behaviour is not intrinsic. It must be taught. The College's aim is to inculcate in students the behaviours that allow all to learn effectively. Central to effective lesson planning must be classroom pedagogy that leads by example, is inclusive and supports the learning of each and every young person.

GUIDANCE

Start of the lesson

- When first meeting a class, set up seating plan, learning routines and expectations for behaviour and submission of work arrangements
- Be at the door or all lessons to greet and welcome students. This ensures orderly entry and signals to students that they are entering the teaching space
- Complete the register within the first five minutes of the lesson and update it if anything changes
- Establish student responsibilities in the classroom and how they are expected to be independent and organised.

Introducing the lesson

- Begin by outlining the learning and behaviour objectives for the lesson
- Link back to previous learning and explain how the lesson relates to what is to come
- Remind students of the 'Behaviour for Learning' rules and any other routines which have been established
- Ensure class is silent at this point
- Use the starter activity and validate answers with praise.

Main activity

- Aim to provide positive reinforcement by regular verbal feedback, inclusive questioning or by guiding students through comments in books or folders
- Ensure tasks are stimulating, well-paced and progressive
- Assess learning and understanding at key learning stages in the lesson
- Acknowledge the effort and learning of as many students as possible
- Highlight individual or group progress directly to students
- Establish the role of the LSA (if available) and enhance the efficiency of this role in your classroom
- Set homework as appropriate and remind students of submission requirements.

Plenary

- Check learning and behaviour targets are met through use of assessment for learning strategies.
- Outline next lesson

Behaviour management

BLISS expectations

Be prepared to learn

- On time for lessons
- Correct uniform – remove your coat before you enter
- Bring the necessary equipment (including organizer)
- Get your organizer signed by parent every week
- Switch off and put away mobile 'phones and other electronic devices

Listen and Learn

- Settle quickly
- Listen in class
- Be still and quiet when listening and working
- Make your work the best it can be

Instructions: follow instructions from ALL members of staff

- Cooperate with requests first time/accept decisions
- Wait in silence to be dismissed by the teacher

School atmosphere: Move around the school safely and quietly

- Walk (don't run) inside the building
- Use correct doors, routes and routines round school
- Use calm, quiet and respectful language at all times

School Environment: Respect property

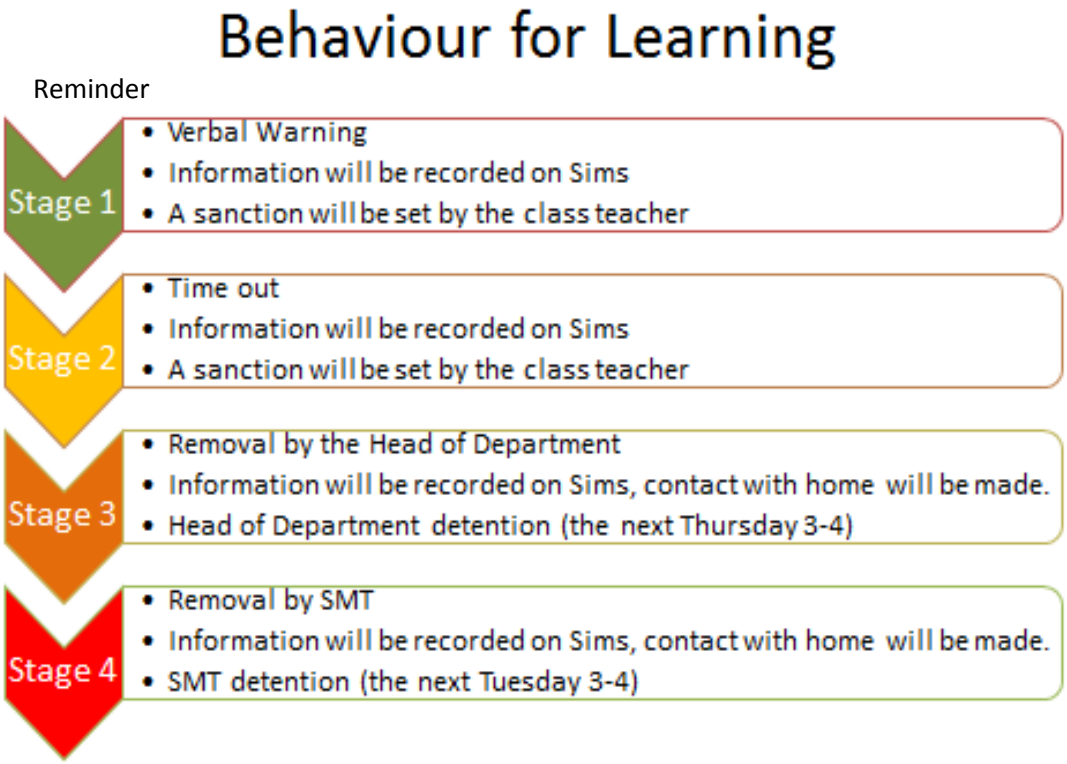
- Leave areas clean and free from litter or mess
- Chewing gum is not allowed in College
- No drawing/graffiti on books or folders (or yourself!)
- Eat only in designated areas

UNIFORM

Uniform is to be worn by all students in Years 7 to 11. All students must adhere to the expectations. Tutors will record an infringement on PARS/SIMS and set a break detention. A report will generate the list for detentions. Failure to attend break detention will lead to an after-school detention and ultimately an exclusion. We will endeavour to engage with parents and support those who may struggle with the costs of uniform where necessary.

BEHAVIOUR MANAGEMENT PROCEDURES

In classroom setting ~ if student interrupts or disturbs learning, staff need to follow procedures:



Guidelines for Sanctions for dealing with inappropriate behaviour

- These guidelines are intended to help staff decide which sanctions to apply in response to different situations. It is impractical to provide an exhaustive list.
- It is important that, if possible, any incident is handled at its point of origin, and by the staff directly involved.
- Whenever a sanction is applied, it is essential that students understand why what they have done is unacceptable and how they can put it right.
- Staff should make efforts to re-establish a positive working relationship as soon as the sanction is completed satisfactorily.
- A warning should be given to alert the student that a continuation of the behaviour will result in a stage being given and therefore the incurring a loss of PARS/SIMS points.
- Issues relating to ICT and Mobile devices refer to Acceptable Use Policy. Sanctions will be applied as deemed appropriate by the College.

STAGE ONE

These should be dealt with by the member of staff on the scene. Most students will respond to the fair, logical and consistent application of warning, sanctions and support given by staff.

Stage one incidents in class will incur the loss of one PARS/SIMS point

Stage	Incident (example)	Dealt with by	Action/Sanction	Electronic record	Follow Up
1	Litter dropping Silly/rough behaviour during break or lunchtime Lack of equipment Chewing Talking inappropriately in class Silly behaviour in class Late arrival for lessons (without valid explanation) No PE kit without good reason	Teacher Lunch time supervisors Member of staff coming across situation	Pick up litter Verbal rebuke Apology required Note in organiser Separation from other students Re-do work in own time Move in class Make up time	In class: stage 1 PARS/SIMS record made by teacher (which incurs the loss of one PARS/SIMS point)	Monitored by HOY and HOD

STAGE TWO

These are incidents of a more persistent or serious nature. Again, they should be dealt with in the first instance by the member of staff on the scene.

However, for Stage Two incidents the incident and the action taken should be recorded:

- If the incident occurred <u>out of class</u> a Conduct Slip should be filled in and passed on to the Communications Manager who will enter the details onto PARS/SIMS, and this means 2 PARS/SIMS points will automatically be deducted. It is 'resolved' – no more immediate action needs taking – the situation has been dealt with, the action was immediate, proportionate and appropriate.

– if the incident occurred <u>in class</u>, the teacher records the incident and stage 2 incidents will incur the loss of two PARS/SIMS points.

Stage	Incident (example)	Dealt with by	Sanction	Electronic record	Follow up
2	Persistent repetition of stage 1 Failure to complete stage 1 sanction Swearing (not at a member of staff) Off site Deliberate disruption of lesson Working without due regard to safety Minor/accidental damage to property Using ICT inappropriately	Teacher Tutor	**Time Out of lesson** Verbal rebuke Make up time Break or dinner time detention Contact parents – phone-call, or note in organiser Letter home Refused/restricted ICT use	In class: stage 2 PARS/SIMS/SIMS record made by teacher Out of class: conduct slip and stage 2 PARS/SIMS/SIMS record made by data manager	Scrutinised by HOYs and HODs If cause for concern, student put onto 'Tutor's Report'

- These incidents are recorded so that patterns of inappropriate behaviour can be picked up and acted upon.
- Tutors and year heads will scrutinise the PARS/SIMS record regularly, and if necessary initiate intervention or the student may be placed 'On Report' for 2 weeks. This will be the Tutor Report.

STAGE THREE (incidents in class)

These are continuing persistent stage 2 incidents, or failure to respond to stage 2 sanctions or support, or more serious incidents (see below).

Stage	Incident (example)	Dealt with by	Immediate sanction by teacher	Electronic record	Follow up by HOD
3	Persistent repetition of stage 2 Failure to complete stage 2 sanctions Failure to respond to being 'On Report' Lewd behaviour in class/changing rooms Intimidation or bullying in class Electronic threats Verbal or physical violence towards another student (e.g. unplanned fight) in class Deliberate more serious damage to property	HOD HOY	**Move in class** Verbal rebuke Limited exclusion from lesson Break or lunch detention Contact parents (phone-call, or note in organiser, or letter) Withdrawal of ICT use	stage 3 PARS/SIMS record made by teacher (therefore loss of 3 PARS/SIMS points)	Interview/rebuke by HOD Break/lunchtime department detention After school detention with HOD Short term withdrawal from class ie: working in isolation Temporarily or permanently regrouped Contact / meeting with parents Other department sanctions
	Arguing with staff /Not accepting decisions / Disrespectful comments to staff	Teacher – one warning... then refer HOD			

1. Primary action will be taken by the Head of Department, either straightaway or after the lesson.
2. The incident will be recorded on PARS/SIMS, and 3 PARS/SIMS points will be deducted.
3. PARS/SIMS will record the info for the tutor, HOD and the HOY that a stage 3 has occurred.

STAGE THREE (incidents out of class)

These are continuing persistent stage 2 incidents, or failure to respond to stage 2 sanctions or support, or more serious incidents **outside of lessons** (see below). This includes on the way to school, on the way home from school, at lunchtime/break, and between lessons.

Stage	Incident (example)	Immediately dealt with by member of staff who comes across incident.....	Electronic record	Action by HOY
3	Persistent repetition of stage 2 Failure to complete stage 2 sanctions Failure to respond to being 'On Report' (i.e. crosses on card) Lewd behaviour Intimidation or bullying Electronic intimidation or bullying out of class Verbal or physical violence towards another student (e.g. unplanned fight) Truancy Deliberate more serious damage to property Bringing the school into disrepute Demanding/asking for money or goods from another student	Verbal rebuke Removal from scene	Input into PARS/SIMS by staff dealing with situation. Appropriate action by HoY or SLT	Interview/rebuke by HOY Break/lunchtime detention After school detention with HOY Contact / meeting with parents Withdrawal of privileges Withdrawal of social time Put onto Year Head Report
	Arguing with staff /Not accepting decisions /Disrespectful comments to staff	Teacher/member of staff – one warning... then call HOY, LT or senior teacher		

1. If appropriate, primary action will be taken by the member of staff on the scene who will complete a conduct slip.
2. The situation will be referred to HOY – via conversation and/or conduct slip (NB conduct slip must be completed asap)
3. The HOY may back up the action taken by the member of staff or take further action as considered appropriate (see final column above),

4. The conduct slip will be passed to the Communications Manager who will organise the input of the information, and 3 PARS/SIMS points will automatically be deducted.
5. PARS/SIMS will inform the tutor and the HOY that a stage 3 has occurred.

The HOY may, on having a overview of the entire behaviour log of the student concerned, undertake some further intervention and involvement with consultation with LT link, and, of course tutors. e.g. Year Head Report, call parents in for discussion, change of tutor group etc.

Students with several stage 3 infringements need close monitoring by HOY, and appropriate support and interv

STAGE FOUR (in class)

These are continuing persistent stage 3 incidents, or failure to respond to stage 3 sanctions or support, or more serious incidents (see below).

Stage	Incident (example)	Dealt with by	Referred to	Follow up by LT 'link'
4	Persistent repetition of stage 3/no improvement on Stage 3 Failure to complete stage 3 sanctions Continued failure to respond to being 'On Report' Persistent serious disruptive behaviour in class Verbal abuse of staff Dangerous/threatening behaviour Serious vandalism or damage Serious physical abuse of other student(s)	Direct action (e.g. rebuke, separating, restraint*) may be taken by teacher Teacher summon 'On call'	LT 'link'	Contact home and 1 hours after school detention Other sanctions may include: - Report - Loss of free time Loss of privileges/activities - Part -time timetable - Parental interview - Parenting Contract/LA parenting order - Off timetable - BMZ/EISO - Fixed term exclusion - Permanent exclusion

1. A reliable student should be sent to the main office, or a phone call should be made to the office, and office staff will inform LT for 'on call'. The 'On Call' will collect the student causing problems, and take the student to the BMZ, or some other appropriate place.

The purpose of 'on call' is to allow immediate and appropriate action to be taken to prevent the problem escalating and secure the best possible outcome for all students.

2. The immediate action taken by 'On Call' will depend on the situation. It may be that the student can be returned to class - or the next one - after a cooling off period; in which case it is important that staff are made aware of the situation. If returning to class is not appropriate; the student may have to remain out of class /away from other students for a period of time.
3. Confirmed stage 4 incidents are very serious, and often LT will be involved. The appropriate sanction(s) outlined in the right hand column (above) will be applied.
4. The member of staff who called 'on call' will enter the information onto PARS/SIMS, after confirming with 'on call' whether it is to be viewed as a genuine stage 4 or a less serious stage.
5. Stage 4 incidents will incur the loss of 4 PARS/SIMS points and an **automatic 1 hour SLT detention on Tuesday 3-4pm** (parents informed by text service).
6. PARS/SIMS will automatically alert the tutor, HOD and the HOY that a stage 4 incident has occurred.

STAGE FOUR (out of class)

These are continuing persistent stage 3 incidents, or failure to respond to stage 3 sanctions or support, or more serious incidents (see below) **outside of lessons**. This includes on the way to school, on the way home from school, at lunchtime/break, and between lessons.

Stage	Incident (example)	Dealt with by	Follow up by LT
4	Persistent repetition of stage 3/No improvement on Stage 3 Failure to complete stage 3 sanctions Persistent serious disruptive behaviour out of class Verbal abuse of staff Dangerous/threatening behaviour Serious vandalism Serious physical abuse of other student(s)	Direct action (e.g. rebuke, separating, restraint*) may be taken by member of staff who comes across situation; any available Senior Staff will deal with immediate situation;	LT Report ' monitored by LT link. Loss of privileges/activities Part -time timetable Lunchtime exclusion Parental interview Off timetable Fixed term internal exclusion

	Planned /organised /repeated violence to other student(s) Theft Demanding money or goods from another student Bringing cigarettes, alcohol or illegal drugs into school (refer to drugs policy). Bringing the school into disrepute (including smoking) Drinking alcohol on the way to or from school, or anywhere on the school site. (refer to Drugs Policy) Bringing or using weapons in school	then referred to LT 'link'.	Fixed term exclusion Permanent exclusion

1. Stage 4 incidents (out of class) will be followed up by LT link or Headteacher. The appropriate sanction(s) outlined in the right hand column (above) will be applied.
2. The member of staff who came across the original incident MUST complete a conduct slip/update PARS/SIMS and inform LT Link ASAP so that appropriate action can be organised by LT with consultation with others both in school and at home.
3. Once action has been initiated and outcomes recorded, the LT link/Headteacher will complete the conduct slip and pass on to the Communications Manager for entry on PARS/SIMS.
4. *LT will also inform the tutor verbally about the incident – as a courtesy and to speed up communication*. Tutor will receive the conduct slip and the HOY or LT will inform the Tutor that such a serious incident has occurred.
5. In due course the Communications Manager will return conduct slip to tutor.

On all PARS/SIMS stage entries, the 'Outcome' section needs to be completed by the class teacher to ensure a clear record of the consequence.