



**COUNTESTHORPE LEYSLAND
COMMUNITY COLLEGE**

**Behaviour Policy
2017 - 2018**

Our aim as a College is to inspire and enable all students to be the best they can be

Countesthorpe Leysland Community College's '**Teaching and Learning**' policy, should be considered in conjunction with this Behaviour Policy.

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 is a catch all phrase which encompasses two related but separate aspects:

BEHAVIOUR FOR LEARNING



This is the organisation of teaching and learning that facilitates good behaviour. This will have 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

- Countesthorpe Leysland Community College is fair and transparent.
- Our priority is to promote a high-quality learning culture within the College.
- We are committed to achieving a consistent application of the Behaviour Policy.
- We use SIMS to record incidents of poor behaviour so we can better target behaviour management interventions.

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.

BUILDING A POSITIVE 'BEHAVIOUR FOR LEARNING' CLASSROOM CULTURE

- Positive behaviour is not intrinsic. It must be taught. Our aim is to inculcate in our students the behaviours that allow all to learn effectively.

- Corridor conversations with corridor walkers will be used to de-escalate situations of poor behaviour and non-compliance to best assist students to learn from their mistakes, know what to do to improve and thus be able to access the teaching and learning within the classroom.

Guidance

START OF THE LESSON

- Refer to the 'start of lesson' microscript and other microscripts as appropriate.
- When first meeting a class, set up seating plan, learning routines and expectations for behaviour and submission of work arrangements.
- For all lessons be at the door to greet and welcome students. This ensures orderly entry and signals to students that they are entering your teaching space.
- Complete the register within the first five - ten minutes of the lesson and update it if anything changes.
- Register to be read out while students are in silence, students are to answer with YES.
- Merits are to be awarded for those students who have arrived on time.
- Establish student responsibilities in the classroom and the expectation that they are to be independent and organised.

The expectations of the teacher and student during the main body of the lesson are outlined within the Teaching and Learning Policy.

END OF LESSON

- Students will be instructed to pack away and stand behind chairs.
- Teacher will award a merit for those students who have met behaviour and work-related expectations.
- Teacher will dismiss the class from the room/changing room/theatre/workshop and remind them to move promptly to the next lesson, or to use the toilet if it is break or lunch time.

BEHAVIOUR MANAGEMENT PROCEDURES

IN CLASS

Positive relationships between staff and students are essential and merits will be awarded by the class teacher, each lesson, if expectations are met.

- 1 merit will be awarded as the register is completed for those students who are there on time.
- 1 merit will be awarded in the final minutes of the lesson for those students who have met behaviour and work related expectations.

If a student interrupts or disturbs learning, staff will use techniques to re-engage the student with their learning. Guidance will be given about what good behaviour should look like and warnings and reminders should be used where necessary to keep students on track and engaged.

Posters will be displayed in classrooms to remind students of what "good" behaviour is and of the College expectations and therefore the non-negotiables. See **Appendix A and Appendix D**

When an activity has ended and the class need to stop and focus on the teacher again, the teacher will count 3,2,1 to signal this. Students will be expected to be silent with pen down ready to listen to the teacher. Posters will be displayed in classrooms to remind students and staff of this expectation. All teachers will use common language and de-escalation techniques. See **Appendix B**

If students do not heed warnings given by the teacher and do not take the advice given to them about making the right choices and amend their behaviour to meet expectations, they will be asked

to stand outside the classroom and reflect. The primary aim is to get the student to return to the classroom and conform to expectations relating to behaviour so that they can continue learning.

Corridor Walkers will be on duty each lesson on both L and C sites. They will be tasked with supporting the student to reflect on their behaviour. The Corridor Walkers will have a conversation with the student and teacher where possible to achieve this aim. See **Appendix C** 'Corridor Conversation Script'.

If the situation cannot be de-escalated then Corridor Walkers and/or other colleagues will take the student to an alternative pre-arranged classroom a holding room and in extreme cases a member of the Leadership Team will be called.

The class teacher will contact home and will set work missed to be completed at home.

Departmental interventions will be used as a sanction for lack of classwork or homework and for work that is produced below an expected standard. This will vary in length at the discretion of the Head of Department based on the amount of work that needs catching up, or support that is required to achieve the expected standard up to 1 hour. Out of courtesy our teachers will always inform a parent/carer 24 hours ahead of the intervention occurring. College detentions always take priority over interventions.

If a student misses a lesson through absence or truancy, the class teacher will make contact with home and arrange for the missed work to be completed. Responsibility will be left with the parent and student to complete this.

OUT OF CLASS

Free cookie vouchers will be awarded by the Leadership Team, Heads of House and Pastoral Support Staff to those students who are conducting themselves in a polite and considerate manner. These can be redeemed at any food dispensary around the site.

- 2 House points will be given to each member of staff each half term to be given at their discretion.
- House points can also be earned through competitions.

Posters will be displayed around the College sites to remind students of College expectations. 5 Non-negotiables for students are displayed in every classroom. There will be focus weeks in which there will be a particular focus on key areas of behaviour.

If poor behaviour is witnessed, de-escalation techniques will be used wherever possible. Incidents of serious poor behaviour should be reported to the tutor by email. The tutor will follow up this behaviour with the student. Contact with home, where necessary, will be made by the tutor and recorded on SIMS. If a student fails to comply with a member of staff or swears at a member of staff they will be placed in "College Detention" the following day for 30 minutes, failure to attend will result in a 1 hour detention the following day. The Leadership Team will follow up at their discretion. Leadership Team, on the instruction of the Principal will make the final decision.

BEHAVIOUR SUPPORT CENTRE

In order to maximise learning, allow time for reflection relating to poor behaviour and for work to take place to modify behaviour, students will be referred to the Internal Exclusion Unit by the Head of House. This sanction will be used to modify unacceptable behaviours and to avoid the lost learning associated with the more extreme sanction of a fixed term exclusion.

When necessary, a student and parent will be invited to attend meetings in school with tutor, class teacher, Head of Department, Head of House, a member of the Leadership Team and/or governors.

Fixed term exclusions will be used as necessary and in line with the most recent guidance from the DfE for September 2017.

UNIFORM

Uniform will be worn by all students in Years 7 to 11. All students must adhere to the expectations. Tutors will record an infringement on SIMS and set a break detention in E11C with the Assistant Principal. A report will generate the list for detentions. Failure to attend break detention may result in a "College Detention" for failure to comply and ultimately a fixed term exclusion will be used if the rules are not followed. Students can expect to be sent home if not in uniform and all parents have been informed that this will happen in the Expectations Letter sent home and on the College website. Students may be given uniform to change into as the primary aim is to get them into lessons.

The Leadership Team, at the instruction of the Principal, will make the final decision as to whether something is acceptable.

REWARDS

Criteria will be applied consistently across each House without exception when inviting students to reward events. The criteria are:

- 95+% attendance
- Less than 10 behaviour points received
- Above average achievement points achieved

There will be a Reward Event in the last week of every term. Those students not invited to the Reward Event will be expected to attend lessons, following their individual timetable, or following a special timetable devised for the duration of the Reward Event where learning will focus on key skills.

BREAK

- Students are expected to have their break on the site where they have lesson 3.
- Students should ensure that they refill water bottles and go to the toilet during break to ensure there is no disruption to their learning.

LUNCH

- Students are expected to eat their lunch on the site where they have lesson 4.
- Students should ensure that they refill water bottles and go to the toilet during break to ensure there is no disruption to their learning.
- Students will be on a rota basis for sittings at lunchtime - the rota will be displayed in House bases and in the dining rooms on each site.

DETENTIONS

Any lateness through the main College gate will result in a safeguarding form being completed by the student in E11C at break that day. Staff will follow up where there is a safeguarding concern as students should not be habitually and repeatedly late.

Lateness to lessons will mean no merit is given by the class teacher.

Heads of Department will run after-College intervention sessions once a week on Tuesday or Thursday, for up to 1 hour, for those students who repeatedly fail to meet work-related expectations of the subject teacher.

If students fail to comply, swear at staff or have electronic devices out in class they will be placed in a "College Detention" the following day, for 30 minutes. Failure to attend this detention will be followed up by the Leadership Team. Staff will place the student in

detention by logging the incident on SIMS and requesting a detention in the status box, by 3.10pm on the day of the incident.

MOBILE PHONES AND EARPHONES

Are NOT allowed to be seen or used inside either building at any point during the College day. This includes in between lessons and lesson changeover between sites.

Students will be able to use phones at break time and lunchtime **in outside spaces only**.

Smart watches are NOT allowed to be worn in College at any time.

If a phone or a smart watch is seen in College in use when it should not be, staff will confiscate the phone and bring it directly to the pastoral office where it will be logged and locked away.

- A “College detention” should be initiated by the member of staff confiscating the device by logging it on SIMs and requesting a detention in the status box.

The third time it is confiscated the tutor will inform the parent and will be asked to keep the phone at home due to the unacceptable amount of staff time spent dealing with this one recurring issue from which the student has not learnt.

SMOKING

Smoking is NOT allowed anywhere on site.

Tutorial lessons and assemblies will be used to educate students about the dangers of smoking.

E cigs and vapes are deemed to be the same as cigarettes and rolling tobacco. All smoking paraphernalia will be confiscated and disposed of.

If students are seen smoking before or after College, close to the College, in uniform, then staff are asked to make the tutor aware where possible. The tutor to speak to the student and parent about the damaging effect this has on the College’s reputation as well as the student’s health and will offer to make a School Nurse referral.

Letters will be sent to parents/carers of students seen smoking by the Leadership team (or thought to be smoking) to raise awareness and offer support.

Year 11s will be not be welcome to attend the Prom if they are caught smoking on-site by the Leadership team.

- The first time a student is seen smoking, a text will be sent home to inform parents.
- The second time a student is seen smoking, a text will be sent home to inform parents and a “College detention” will be set and a referral made to the school Nurse.
- The third time a student is seen smoking, a meeting will be arranged for parent, student and Assistant Principal.

APPENDIX A

Our expectations are that you will be the best you can be –

- Wear full uniform
- Be punctual
- Do as asked first time
- Be polite
- Try your best

TOP TIPS TO STAY OUT OF TROUBLE

1. Be in the right place, at the right time, doing the right thing – no-one can tell you off!
2. Show respect to others and your environment
3. Avoid physical contact with others

Let's enjoy learning together and then enjoy the rewards that come from this.

APPENDIX B

Communication Strategies at CLCC

When disengaging students from negative behaviour, staff should make use of the following planned communication strategies to ensure that the primary behaviours are dealt with and to ensure that language is used consistently across the whole College which increases its effectiveness as a strategy in de-escalation and therefore increased learning is achieved.

- **Ask if the student is OK**

Sometimes the behaviour does not need challenging at all. Simply acknowledging that teachers have spotted the student is off-task is enough to get them back on track. Asking if they are OK implies that the negative behaviour is not the student's fault and could instead be down to any number of environmental factors: being hot, tired, don't have a pen, can't see the board etc. Students know they have been noticed, and the teacher knows that they know. Clarify that the student understands what they should be doing, resolve any environmental problems and walk away. Sometimes teachers can achieve the same effect with eye contact and a thumbs up.
- **Smile**

When attempting to support students' Positive Behaviour for Learning, the outcome of any dialogue can be influenced by non-verbal communication. Rushing in with a raised voice, a frown, or a pointing finger, and the student's fight or flight response may be triggered. Wearing a smile conveys the impression that there is no conflict and it keeps open the possibility of recovery and repair.
- **Blame yourself**

It is very easy to blame students for their negative behaviour but it can be very disarming if teachers take that blame on themselves: "I'm sorry, I haven't explained myself properly. Let me try again." It's hard for students to be confrontational with you when you are taking the blame for their difficulties.
- **Assume compliance**

Standing over someone and watching them carry out your instructions is confrontational and shows that you don't trust the students to make the right choice. To save face in front of peers, students may feel obliged to hold out against teachers and refuse. Instead, deliver the message and walk away. Show them you trust them. You can always come back and check later.
- **Thank you**

If you say "please" after a request, the implication is that students have some choice. They can agree to follow the request or refuse, potentially paving the way to a confrontation. Instead, deliver the message and end with "Thank you". Subliminally, teachers are showing that they expect the student to comply; another sign that the students are trusted.
- **Parallel Praise**

Jumping on negative behaviour is draining for everyone. Teachers quickly get worn down. So do students. Use Parallel Praise to redress the balance. Instead of telling a student what they are doing wrong, pick on a student who is doing it right and tell them (reward them).
- **Offer choices**

It is important that students have clear choices. This might be a choice between taking part and conforming or having a consequence. The choice needs to be delivered simply and factually. Allowing students to come to their own decisions helps develop an important skill and lets them take some responsibility for their behaviour. Instead of becoming confrontational in response to

the teachers' threats, many students will simply make the right choice if it is presented to them clearly.

- **Acknowledging the excuses**

When teachers challenge negative behaviour, students will often reply with an excuse "I was only...". This is a secondary behaviour and is an important method a student will use to save face. We don't need to respond to it as this will almost inevitably lead to conflict. Instead teachers should build their responses around "Yes...and." The "Yes" acknowledges the student's excuse and the "And" introduces the teacher's requirements. "Yes, you were just putting that in the bin, and now I need you to be sitting at your desk."

- **Clock Watch**

If you have gone through the full range of strategies and you are sure the student knows what the expectations and choices are, sometimes the most appropriate strategy is to acknowledge the time, give students a short timeout to get back on track and explain that the missed time will be made up. Made-up time can be at break, lunch or after-College but teachers should talk about it as a consequence of their choices rather than as a threat of detention.

- **Stay calm**

Students will sometimes respond to teacher's directions with, "You can't make me". This is a secondary behaviour and is likely to lead to an escalation in the situation. Simply respond by acknowledging that you can't make them and clarify what you expect them to do anyway, and walk away.

- **Reflection time**

If students have become distressed and said some wildly offensive things or behaved outrageously, is it reasonable that they apologise there and then? And if they do, how meaningful is that apology? Allowing them time to reflect will make any restorative work more meaningful and avoid the conflict escalating.

APPENDIX C

Corridor conversations

<p>Adapt the questions to suit the needs of the student, your style and the situation.</p> <p>Remain calm, polite and professional when communicating with the student.</p> <p>Always focus on moving forward and finding a solution.</p>	<p>Can you tell me about what has happened and how you are involved?</p> <p>If necessary – What happened next and/or what else? (ask this until their story unfolds)</p> <p>What were you thinking at the time this happened?</p> <p>What effect is your behaviour having on you and/or other people (staff and students)?</p> <p>Who has been affected/upset by this and in what way?</p> <p>Is this what is expected of you at CLCC?</p> <p>What have your thoughts been since?</p> <p>Do you know what is required of you at this point to move forwards?</p>
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APPENDIX D

Non-Negotiables poster



NON-NEGOTIABLES FOR CLCC



1. Coats off, shirts tucked in, ties on, phones away and no headphones.
2. Sit where you are told.
3. 3-2-1 means stop, pens down, eyes on the teacher and listen.
4. No shouting out or talking over the teacher.
5. Be polite at all times (no swearing, use 'please' and 'thank you', do not argue).



*Because at CLCC students are
.....in the right place, at the right time, doing the right thing
and want to do well.*

