

POSITIVE BEHAVIOUR FOR LEARNING

THE ROLE OF ALL STAFF

Expectations

All staff:

- Should actively meet and greet students at the classroom door to ensure a positive start to the lesson.
- Are responsible for encouraging Positive Behaviour in all areas of the College.
- Should ensure that any student who is failing to meet expectations in any area of the College is challenged (for example, this may include students arriving late to lessons)

If assistance is required a member of senior staff (staff with a post of responsibility) should be asked to support.

Staff in Curriculum Teams with posts of responsibility should ensure that their area is managed appropriately.

POSITIVE BEHAVIOUR FOR LEARNING

POLICY AND PROCEDURES

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	<u>SJNCC Behaviour Code</u> Summary of Expectations for display in classrooms.

Positive Behaviour for Learning Policy

Aims of the Policy

- To motivate and support students to behave in ways which will encourage the most effective teaching and learning, and will create an appropriate environment where all students feel safe and enjoy their time in College.
- To actively promote and reward good behaviour and to challenge inappropriate behaviour.
- To be consistent and fair, and make judgements based on evidence that takes account of the views of students.

Expectations

Students should:

- follow College rules, including the Dress Code.
- behave according to College expectations on the way to and from the College.
- attend College regularly and arrive on time.
- treat all persons with courtesy and consideration, and respond positively to staff advice or instructions.
- do their best to focus on their learning.
- admit mistakes and be honest about where improvement is needed.

There will be consistent expectations of student behaviour in the classroom, agreed by all staff that are clear to students and parents. These will be displayed on posters in all teaching areas. The expectations are:

- move quickly between lessons and arrive on time.
- have the correct equipment and your student planner with you.
- take your coat off before the lesson begins.
- sit where asked by the teacher.
- follow directions given by the teacher.
- stay on task.
- do not eat or chew during lessons

Consequences of good behaviour

Good behaviour, attendance, punctuality and effort are rewarded with praise and more formally, through incentives which are appropriate for the year group.

Consequences of unacceptable behaviour

Any student failing to meet expectations will be subject to a range of strategies designed to support good behaviour and to encourage achievement.

Strategies to support students

Students may:

- receive counselling or mentoring.
- receive training in anger management.
- be put on report.
- be supported in lessons.
- attend off-site provision.
- have a personalised learning programme or change of teaching group.
- be referred to an external agency for specific advice and guidance.

Dealing with more serious concerns

Students who persistently disrupt lessons, fail to follow College rules or to meet College expectations in or out of the classroom, may be placed on a Pastoral Support Programme and on the Special Needs Register. This involves a co-ordinated approach by the student, parents, College staff and, sometimes, outside agencies. Students on a PSP will be set targets for behaviour and achievement, be given appropriate support and guidance, and be rewarded for progress made.

If a student fails to make appropriate progress with a PSP, a Governor Support Meeting may be held to review all strategies in place and to ascertain whether a more appropriate placement is available to meet the student's needs. At the meeting a final warning will be given regarding the risk of permanent exclusion from the college if no improvements are made.

Students may have an Internal or Fixed Term Exclusion for the following reasons:

- failure to co-operate and act on the instructions of staff.
- failure to follow College rules, including unsafe behaviour.
- bullying, including verbal abuse of other students. Bullying is defined as actions that are carried out 'several times and on purpose.'
- verbal abuse of staff.
- fighting or other violent or threatening behaviour towards other students.
- damage to College property.
- theft.
- bringing onto the College site anything that may put the safety of themselves or other students at risk. This includes drugs, alcohol, offensive weapons or replica offensive weapons.

In the most serious cases, a student who has not received additional support through the PSP programme may be permanently excluded. This would include arson, serious theft, violent or threatening behaviour towards a member of staff or student, persistent bullying, disruption or failure to follow College rules.

Behaviour for Learning at the College

We have very high expectations of your daughter's behaviour, both in lessons and around College. In order to ensure teachers are consistent and students are not disturbed in lessons by the poor behaviour of others, we have the following "Expectations of Students at SJNCC". This is displayed in all teaching rooms and regularly referred to by the teachers.

Expectations of Students at SJNCC

Expectations of Students

Students should:

- follow College rules, including the Dress Code.
- behave according to College expectations on the way to and from the College.
- attend College regularly and arrive on time.
- treat all persons with courtesy and consideration, and respond positively to staff advice or instructions.
- do their best to focus on their learning.
- admit mistakes and be honest about where improvement is needed.

Expectations in the classroom

Your teachers will always expect the following standards of behaviour from you during lessons:

- Move quickly between lessons and arrive on time.
- Have the correct equipment and your student planner with you.
- Take your coat off before the lesson begins.
- Sit where asked by the teacher.
- Follow directions given by the teacher.
- Stay on task.
- Do not eat or chew.

Consequences of Good Behaviour

Good behaviour, attendance, punctuality and effort are rewarded with praise and more formally, through incentives which are appropriate for the year group.

Consequences of Unacceptable Behaviour

- If your behaviour is inappropriate you will be reminded of College expectations.
- If your behaviour does not improve you will be formally warned.
- If there continues to be no improvement you will be sent outside the classroom for 5 minutes to "cool off".
- If on your return you still refuse to behave in the ways expected, you will be removed from the lesson.
- If your behaviour continues to be inappropriate following your removal from the lesson, you will be seen by a senior member of staff and your parents will be contacted.

Procedure to Follow With Students Exhibiting Poor Behaviour

This should be read alongside the following guidance documents:

The Role and Expectations of the Group Tutor
The Role and Expectations of the Subject Teacher
Positive Behaviour for Learning Policy

These give further guidelines on how we reward students for good behaviour, set high expectations in the classroom and are consistent when applying the Behaviour Policy.

1a. Students who are disruptive in the classroom

These are:

- Students who exhibit poor behaviour in a classroom.

Lead Responsibility – Classroom Teacher

Strategies for Positive Behaviour Management.

- If a student fails to respond to an individual member of staff she should be reminded about College expectations. (These must be displayed in all classrooms)
- Respond to unacceptable behaviour by stating what you want the student to do calmly but firmly. The aim is to keep the student in the lesson and engage them in their learning. Disapprove of the behaviour but not the student herself. Look for the opportunity to acknowledge good behaviour.
- If the student continues to misbehave, the teacher should give a formal verbal warning.
- If the student continues to misbehave the teacher will send them to stand outside the room **for a maximum of 5 minutes**. When they come back into the classroom briefly remind them of your expectations and to engage them in the lesson.
- Any further incidents will result in the student being removed from the lesson by “on-call” staff, who will take the student to work in another classroom for the remainder of that lesson where they will complete a Reflection Sheet. Staff are asked to complete a report of the incident as soon as possible. The pink copy should be passed immediately to the Year Team Leader. NB: This can also be found online at Staff shared: Incidents and Exclusions.
- Students should not be on-called during the first 20 minutes of a lesson or the last 5 minutes unless a serious incident takes place. Students should not be on-called for being late. They should be expected to make up that time with the class teacher or referred to the Curriculum Team Leader.

The student will attend their next timetabled lesson that day. Following removal from the lesson, the teacher should discuss with their Curriculum Team Leader whether additional action should be taken and agree how to move forwards. This could include:

- Discussion with student to repair and rebuild their relationship with the student before the next lesson
- Work in another classroom
- Change of group
- Curriculum Team report
- Curriculum Team detention
- Meeting with the class teacher or Year Team Leader
- Contact with parents or carers

Actions taken should be added to the incident sheet. The completed yellow copy is to be kept by the Curriculum Team Leader and the white copy sent to the Year Team Leader → tutor → file.

- If a student behaves unacceptably after being on-called, she will be removed by an ELT member or a Year Team Leader. This may result in an internal or fixed term exclusion from College.
- Avoid sending large numbers of students out of your lesson at the same time as there is limited capacity.
- A major incident of unacceptable behaviour should be referred immediately to the on-call student support assistant and the on-call teacher. For example:
 - Swearing directly at staff.
 - Violent conduct.
 - Behaviour which endangers safety, especially in practical areas.

Receiving Teacher

- Students joining a class should be directed straight to a planned seat.
- They should complete a Reflection Sheet, provided by on-call.
- They should not discuss with the receiving teacher the incident that has led to their removal or the work set. If they cannot, or refuse to do the work, they should be given any work to copy.

Curriculum Teams should have a bank of easy material that a student can complete.

- If a student fails to settle or disturbs the lesson, the on-call teacher should be sent for. They will discuss concerns with the student and then isolate them.
- If a student still fails to settle or disturbs the class, the Extended Leadership Team should be contacted.

Applying the system

Please go through the “Expectations of Students” sheet with every group you teach the first time you teach them.

Remember to praise good behaviour as often as possible. Make praise specific.

1b. Students who are persistently disruptive

These are:

- Students who have had repeated warnings or removal from lessons across the College.
- Students who have been identified through progress checks or reports.

Lead Responsibility - the Year Team Leader.

- The Year Team Leader may take the decision to discuss concerns and appropriate support at a Referral Panel Meeting.
- Students who are repeatedly sent out of lessons will have a graduated response:
 - First, second and third time – a letter will be sent home. The Year Team Leader may discuss the incident with the student. The student may be put on report and home may be contacted.
 - Fourth time – detention at the discretion of the Year Team Leader or Curriculum Team Leader.
 - Fifth and sixth time - internal exclusion at the discretion of the Year Team Leader or Assistant Principal.
 - Seventh time – fixed term exclusion at the discretion of the Senior Leadership Team.
 - Students repeatedly sent out of lessons across subjects are the responsibility of the Year Team Leader and Assistant Principal and will be monitored closely. Year Team Leaders meet with students to discuss progress and maintain contact with parents.

2. Students whose behaviour continues to be a cause for concern. They will be put on the SEN Register at "School Action" or "School Action Plus" and have a Pastoral Support Programme Level 1.

These are:

- Students who have been consistently removed from lessons.
- Students who have continued to display poor behaviour following support from the Year Team Leader and Assistant Principal and, in the judgement of the Referral Panel, require additional support.

Lead Responsibility of Assistant Principal for Inclusion

- Removal from lessons to be monitored and followed-up by the Student Support Manager and Behaviour Support Manager.
- Parents or carers invited into College to discuss the students' behaviour with the Assistant Principal, Student Support Manager and Behaviour Support Manager.
- A Pastoral Support Programme (Level 1) will be put in place. This will be reviewed every four to six weeks. The student will be placed at School Action or School Action Plus on the SEN Register.
- Students are the responsibility of the Assistant Principal, Student Support Manager and Behaviour Support Manager.

3. Students at risk of permanent exclusion whose behaviour continues to be a cause for concern. They will be on the SEN Register at 'School Action' or 'School Action Plus'* and have a Pastoral Support Programme Level 2

*A student is at school action plus when they are supported by outside agencies.

Note: There may be an occasion where gross misconduct warrants immediate or permanent exclusion from the college. It is more likely that students are identified as being "at risk" of permanent exclusion in advance.

These are:

- Students who have been excluded for a total of 10 days in one academic year.
- Students who have been permanently excluded prior to admission to this College and who should be closely monitored and supported.
- Students who have not responded to provision put in place through their Pastoral Support Programme Level 1 and failed to achieve targets set.

Lead Responsibility of Assistant Principal for Inclusion

- Principal's PA to monitor and inform the Assistant Principal and Year Team Leader of students in this category.
- Parents or carers and their daughter are invited into College to meet with the Assistant Principal, Student Support Manager and Behaviour Support Manager to discuss concerns and agree a Pastoral Support Programme Level 2.
- Students to be supported by the Positive Behaviour Team.
- A referral may be made to an outside agency for additional advice (School Action Plus), or to an outside provider for an alternative placement.

4a. Students who fail to respond to the Pastoral Support Programme (Level 2) who will be moved to PSP level 3

These are:

- Students who do not attempt to meet any of the targets on the PSP Level 2.
- Students who have been permanently excluded from an alternative placement.

Lead Responsibility of Assistant Principal for Inclusion

- Identified by the Assistant Principal at the PSP review meeting following discussion with Year Team Leader and Assistant Principal for KS3 and Senior Assistant Principal for KS4.
- Inform the Principal and parents.
- A Governors' Support Meeting with governors, parents, student, Principal and staff identified by the Principal may take place.
- Set time limits and clear expectations for improving behaviour.
- Alternative curriculum provision or a managed move considered.
- Students may be referred to a Special Education Needs Management Reference group (LA) or the Leicester City Behaviour and Attendance Partnership Student Placement Panel to determine whether a change of provision is necessary.

4b. Students who make no progress

These are:

- Students who fail to meet clearly set expectations and time limits for improving behaviour.

Lead Responsibility of the Principal.

- Identified by the Principal.
- Governors' Disciplinary Hearing possibly leading to permanent exclusion

NB: Exclusions Policy

It is the aim of the Positive Behaviour policy to promote good behaviour through a College-wide approach to behaviour management. In some circumstances, however, further sanctions may be appropriate. Statutory guidelines determine the College's exclusion policy.

Students may be excluded from College for three reasons:

- Gross misconduct, i.e. verbal abuse of a member of staff, violent or threatening behaviour including bullying, theft, refusal to act on the instructions of a senior member of staff.
- Persistent refusal to follow the Positive Behaviour policy.
- Action which seriously disrupts the education of other students.

Students who are excluded on a fixed term basis are re-admitted by a Vice-Principal following a parental interview. Students who have been excluded are normally placed on report. Contact with parents is maintained throughout the report.

SJNCC Behaviour Code

- 1. Move quickly between lessons and arrive on time.**
- 2. Behave according to College expectations on the way to and from the College.**
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- 4. Take your coat off before the lesson begins.**
- 5. Sit where asked by the teacher.**
- 6. Follow directions given by the teacher.**
- 7. Stay on task.**
- 8. No chewing or eating.**

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