Behaviour for Successful Learning Policy

Date of last review:	January 2018	Review period:	1 year
Date of next review:	January 2019	Owner:	M. Nirsimloo

South Quay College (SQC) aims to create lasting, meaningful and positive outcomes for young people. There is an expectation that all staff and learners feel safe, secure and happy. SQC promotes positive approaches to behaviour. Reinforcing positive behaviour and meeting their needs, helps our learners feel good about themselves, builds positive relationships and creates an enabling environment for learning. Learning to behave appropriately is a developmental skill that requires support, encouragement, teaching and setting the correct example. Positive relationships between learners, parents, staff and other agencies, are given a high priority and are integral to the ethos of the college. This basis of mutual respect enables everyone to work in partnership to address learners' behavioural issues.

Aims of this policy

The aim of this policy is to provide a well-managed, calm, happy, respectful and safe environment for effective teaching and learning. It also aims to promote consistency and continuity in matters of classroom practice, general good behaviour around the school site. It provides a sound foundation for the college's commitment to raise learner achievement

Purpose

The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents / carers and all stakeholders which;

- means staff treat learners with dignity and show respect in all situations
- defines the roles and responsibilities of all stakeholders
- provides strategies and guidance for positive reinforcement
- allows behaviour to be taught through positive interventions
- promotes self-esteem and self-discipline
- clearly defines expectations and details processes for upholding these expectations
- sets out how the college addresses some specific incidents of misconduct

We consider that:

• Learners have the right to learn in a friendly, helpful and safe environment

• Parents/carers have a right to feel welcome and to feel assured that their children are safe and well cared for

• Staff have a right to feel safe and to be treated with courtesy and respect

We believe:

• Working in active partnership with parents/carers/families and agencies is the most effective way of helping our learners to learn and behave positively

• Behaviour is learned in the same way as any other attitude or skill and children need to be taught

• Learning to behave appropriately and to gain social skills is a very important part of young people's social, personal and emotional development. Learning in this area supports all other forms of learning, and builds sociability, confidence and independence

• Good attendance plays a vital role in social and academic achievement

Learners are encouraged to:

- Be positive; to try their best

- Be supportive of others

- Be respectful - of others and of their learning environment

Expectations

Expectations at SQC are intrinsically common sense. They are intended to encourage positive behaviour and create a supportive and respectful learning environment. We encourage the development of positive behaviour, attendance and attitudes. This is so that families, children, members of the Governing Body and staff can all work together to take pride in SQC.

At SQC we are:

Positive

Supportive

Respectful

Expectations are reinforced in daily routines. They are an integral part of the ethos of SQC. Families are made aware of the ethos and encouraged to work with us as partners in reinforcing the expectations with their children.

Responsibilities of staff

It is the responsibility of all staff to act as positive role models for the young people they work with. More specifically, they should:

- help ensure that all learners, regardless of race, class, gender, sexuality or special educational needs, are entitled to fair and consistent treatment, which promotes positive attitudes and behaviour
- encourage learners to reflect on their own behaviour and the ways in which it helps or hinders their own development as responsible individuals and community members and as effective learners
- set high standards and clear, consistent expectations, following the college's policies and procedures
- collect learners from communal areas before lessons and dismiss learners at the ends of lessons and ensure that learners arrive and leave in a calm and orderly way
- ensure that no learner is left unsupervised during the school day (with the obvious exception of toilet breaks).
- expect a high standard of work and behaviour and to be fair and consistent with all learner behaviour
- strive to create a calm, happy and safe classroom environment for effective teaching and learning, providing clear and regular feedback to learners, endorsing appropriate behaviour through the SIMS achievement and behaviour points
- follow the behaviour policy and procedures when the behaviour of learners is inappropriate
- Take personally responsibility for keeping informed on evidence based best practice for behaviour management

Training

- Staff are trained and skilled at avoiding confrontations, and deescalating situations, by creating a non-threatening atmosphere. Skills and qualities shown include tolerance, non-judgmental attitudes, a sense of humour, the use of language skills and the setting of appropriate differentiated tasks
- Staff are trained to use positive behaviour management techniques
- Training is ongoing and updated regularly for all staff
- Staff are trained in de-escalation techniques (refresher training is delivered at least yearly)
- Some staff have been trained in positive handling techniques
- Staff receive regular CPD in how emotional and background factors (e.g. attachment) contribute to learners' difficulties and behaviour
- Staff are regularly updated on issues that may influence certain behaviours and e-safety issues e.g. attachment, cyberbullying, CSE, etc…

The Classroom Teacher

Style, pace and relevance of work are key elements in encouraging good behaviour. It is good practice to discuss teaching and learning strategies with colleagues when there are concerns about learners' behaviour in lessons.

Specific responses within the classroom:

- using all prior data and information to ensure teaching is individualised
- reporting **all** behaviours and achievements on SIMS
- changing the seating arrangements
- talking to the learner privately or arrange for the learner
- record behaviour and achievement on SIMS for every learner every lesson

Removal from the classroom should not be used as a sanction in itself; learners can only leave under the direction of the classroom teacher and with a member of staff in order for a private conversation to take place

The Teaching Assistant

The teaching assistant has a responsibility for scaffolding tasks so that every learner can make progress in every lesson

- read the One Plan for each learner
- support the class teacher with personalised learning strategies
- support the class teacher with personalised behaviour strategies
- Monitoring a learner if a brief "time out" from lesson is required (maximum 5 minutes)

The Student Journey Lead

The SJL has a key role in that they have oversight of the learner's progress, attendance and behaviour patterns. It is important that this knowledge is drawn on and that the tutor retains a central role in any contact with parents. They then may employ one of the strategies below:

- gather information from other subject teachers

- set the learner targets which are then reviewed
- contact the learner's parents
- refer the issue to the relevant Pastoral Manager

Procedures:

- Expectations of behaviour are discussed on induction and the scene is positively set.
- Learners are encouraged to move on from their previous behaviour, "start afresh" and work towards their short and long term goals.
- A behaviour assessment is completed as a baseline for behaviour, personal and social skills (PASS).
- All staff are expected to use agreed behaviour management techniques with learners**.**

Consistency is the key to success

• All staff share supervision and support for learners' behaviour, in and out of lessons

• All staff have access each learner's *One Plan* must read this to be able to successfully manage each individual's behaviour

• All learners have a Student Journey Lead (SJL) who has an overview of each learner's. SJLs support learners with their behaviour and emotional issues, and liaise with outside agencies

• Reviews are held regularly for all learners. Parents/Carers are encouraged to attend and any other relevant agencies. Areas in need of attention and support are shared with all relevant staff via the *One Plan*

• Learners earn positive points for attendance and achieving learning outcomes which lead to rewards

• Learners have access to 'social learning' sessions in the form of breakfast, lunch, SJL mentoring etc.

• Some learners are offered individual counselling

• As well as daily briefings and debriefs, Attendance, Behaviour and Safeguarding (ABS) meetings are held fortnightly where behaviour data is analysed and learners causing concern are discussed, relevant strategies are identified, recorded and subsequently reviewed.

All information on a learner is recorded by all staff on the Management Information System with the exception of detailed safeguarding information.

Learners who are giving particular cause for concern can be discussed with additional external professionals such as an Educational Psychologist, CAHMS etc.

A log is kept by senior leaders of any incidents of bullying, racist or violent incidents and any actions taken. These are reported via SIMS and are reported to the Governing Body.

In addition all staff at SQC are expected to act as a positive adult role model, simply by setting a good example at all times and having high professional standards in line with the professional standards policy.

APPROACHES TO SUPPORT POSITIVE BEHAVIOUR

It is recognised that due to the different needs of learners, a range of strategies may be needed in order to promote positive behaviour. Strategies used will be personalised to the individual, and will evolve and be according to need. Above all, learners are encouraged to take responsibility for their own behaviour.

At times, it is acknowledged that some learners will display challenging behaviours. In such circumstances, approaches will need to be appropriate to the needs of the young person. It is important to acknowledge that it is the behaviour, not the learner, which is being judged.

Initially all staff at SQC challenge low level poor behaviour by describing the behaviour they expect to see in the format below:

"Learner name, we expected behaviour thanks"

Examples: ***"David, we use appropriate language thanks"*– *"David we have a no earphones rule thanks" – "David, we have hoods down thanks"***

We use the learners name to add a sense of significance and responsibility; use the term ***"we"*** to add a sense of belonging and inclusion, describe the desired behaviour in positive terms and end in ***"thanks".***

In addition the following strategies will be used in order to address challenging behaviour and so de-escalate situations and so avoid significant disruption

Additionally all staff are asked to follow the **five maxims** approach when addressing behavioural issues with learners

- Ensure that we arrive on time to lesson
- Ensure that we stay in lesson
- Ensure that phones and headphones are not seen in lesson
- Ensure that we communicate politely in lesson
- Ensure that we follow instructions to the best of our ability

Listed below are some simple techniques staff could employ when dealing with challenging behaviour.

- **Rule reminders** - refer to the Code of Conduct which all learners and parents signed on admission by use of a quiet verbal warning and a reminder of the expectation
- **Tactical ignoring** (where appropriate) of secondary behaviours – e.g., when learners attempt to divert your attention away from the primary concern with: "But we were only talking", "Other people let us!" Non-verbal secondary's include sighing, tutting, flouncing etc.
- **Positive comments** – reminders of previous successes/gentle praise/words of encouragement

- **Reminders of personal goals** – they may be close to achieving a certain number of learning points
- **Repeating** - repeat the direction whilst ignoring the learner's attempt to draw you into secondary behaviour.
- **Description of reality**– describe the actions of the learner to make it very clear to them what is happening and how their behaviour is impacting on others
- **Partial agreement** - use 'and' as a useful way of deflecting secondary behaviours and demonstrating assertiveness. It is much less negative than 'but'.

    "Other teachers always let us…."
    "Maybe they do. <u>And</u> in this class the rule is clear …. Thanks."

- **Non-verbal directions and body language -** when aiming for minimum disruption, our body language should also match the message we wish to convey. Stance and gestures should be assertive and non-confrontational e.g. front on stance when talking with a learner but giving personal space. Palms should be down and open or up in the 'steering wheel' position when initially dealing with a behaviour issue.
- **Take-up time -** use this in most if not all corrective situations. Used well, you convey your expectations and confidence, whilst allowing the learners face-saving time to comply with your directions. Brief eye contact during direction; drop eye contact and continue with previous activity.
- **Tactical pause -** a pause after the learner's name when you are asking for their attention gives them some time to 'process' and is also an assertive strategy that demonstrates strength. "Steven... (pause) Steven….. Looking this way and listening, thanks," then turn away and give some take-up time.
- **Simple Choice (make consequences clear) -** We aim to make learners responsible for their own behaviour. Therefore, when they behave disruptively or refuse to follow instructions, they are making a choice. Offer the choice and consequence explicitly.

    "Sarah, the instruction was. If you choose not to then……"

- **When / then and the broken record -** "When you have …. Then you can …… "The broken record technique involves repetition of the instruction.
- **Contact and cover –** if behaviour escalates, staff should work together with one taking the lead in talking to a learner (contact) and another staff member monitoring the situation to deflect other learners from getting involved and watching for signs the other staff member needs more support (cover).
- **Modelling -** You model the respect, consideration and interest in others that you would like your learners to demonstrate. Model tone of voice, acceptable ways of attracting attention, assertive not aggressive body language and speech etc.
- **Diversions and distractions -** a range of ways to remove or reduce the "audience effect" is correcting learners without the risk of escalation. The strategies can range from simply moving near to the learner to ask "How's it going?", through drawing their attention to something specific but unrelated to the behaviour, to calling the learners away from the potential audience
- **Differentiated work/personalised learning task -** aside from peers (in the room)
- **Change of environment** – if appropriate, a change of location can help

The above methods have been found to work, but are in no way an exhaustive list.

Rewards

Learners are praised and rewarded when they do particularly well in:

- Being positive; trying their best (show a 'growth' mind-set)
- Consistently working well and engaging in the lesson
- Self- managing their behaviour
- Respecting others; respecting their learning environment
- Good or improved attendance

Achievement information. This information is logged every lesson on SIMS achievement and given a point value. Additional points can be awarded for lunchtime and out of school achievements. This data is analysed weekly by the Student Journey Leads.

Examples of rewards:

- Positive comments by staff

- Showing good work/sharing compliments of behaviour to senior staff

- Sending home copies of work that has been praised

- Sharing successes on social media

- Positive contact with home (phone calls or postcards)

- Certificates

- Vouchers

- Simple 'privileges' e.g. cup of tea

- Reward breakfast / lunch

- Addition of enrichment activities to timetable

- Anything 'reasonable' that may have personal meaning to the learner

    a) **Our enriched curriculum** offer provides opportunities for learners to receive positive affirmation of achievements and encourages an enjoyment of their learning. Academic achievement, enterprise, cultural enrichments and an engaging and exciting curriculum are key to our rewards and sanctions programme.

    b) **Enrichment activities** include:
    - Access to Breakfast Club activities
    - Lunchtime activities
    - Enrichment activities weekly (ACE programme)
    - Curriculum linked trips
    - Visiting experts
    - School Council

The College is judicious in considering where an enrichment activity may be withdrawn as part of our sanctions. Also as an alternative to other sanctions a learner may be asked to take part with some appropriate community service to build relationships back with the College community.

    c) **Learning Points** will be recorded on SIMS by the lead in each lesson. Extraordinary points can be awarded for positive behaviours at lunchtime or out of school hours.

During tutor time, tutors will share with learners a summary of their behaviour, achievements and attendance.

Learning Points (in lesson)
- **3 points** = consistently good work and engagement
- **2 points** = attempts at good work, and self-managed behaviour
- **1 point** = corrected behaviour enables some work of an appropriate level
- 0 points = insufficient work of an appropriate level (will also require a SIMS behaviour entry)

Extra-ordinary Points (lunchtime or out of school only)

- **3 points** = Contributing to the positive opinions external stakeholders have of SQC
- **2 points** = Supporting another learner to manage their behaviour; running a lunchtime or after school activity; attending and engaging in a student council meeting; attending and engaging in an after school revision lesson
- **1 point =** Participate in an organised lunchtime activity

A total of 15 learning points can be achieved each day (Monday – Thursday for KS4) . Any KS4 learner achieving less than 5 points on any day must be discussed at the daily debrief and a strategy devised for the following day. For KS5 learners, any learners averaging one point or less per lesson will be discussed.

At least fortnightly, all learners will have 1:1 with their Student Journey Lead to discuss weekly learning points and personal targets.

Learners who score over 40 points in a week will be rewarded with a certificate in Assembly. This will be tallied by SJLs on a Thursday afternoon (KS4) for presentation on a Friday. KS5 tallies will be completed on a Friday afternoon and be presented the following week.

Consequences

Where it is felt that the conduct of a learner is slowing learning, for themselves or others, the member of staff who witnesses this, should initially address the matter directly with the learner using the approaches in this policy.

If after this, and with 2 warnings, the behaviour persists, or after a more serious incident, a learner should leave the classroom for up to 5 minutes with a member of staff to talk about the barriers to learning and how they can be addressed. If after returning to class the behaviours continue to prevent learning or the learner is still not in a place to learn, On Call should be notified.

On call

There is always a member of staff on call. They are expected to be a visible presence whilst on call. It is the responsibility of the key Professional referring to On Call to record the on-call on SIMS as well as a separate behaviour record to inform discussions around whole school policy and intervention.

The approach for the on call staff member when entering a situation should be to:

- Greet the learner it concerns (saying who they are if the learner might not know)
- Say what their role is there i.e. "I am on call"
- Explain why they are there e.g. "I am here to sort this out so you can get on with your learning."
- Lead onto what needs to happen next e.g. "could you help me sort this out by coming outside to tell me what happened?"
- To re-engage the learner with learning in the classroom as soon as is reasonably possible
- Where the learner is not able to rejoin the learning in the classroom, to remove the learner to the staffed behaviour room to continue the discussion and find a resolution. In this case, the on-call staff member must report the outcome to the referring member of staff

Types of consequence used at SQC:

PROTECTIVE (to protect the rights of others)

- On Call
- Increased staff ratio
- Change of Timetable
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Exclusion

EDUCATIONAL CONSEQUENCES (to motivate and support the learner to behave differently next time)

- Completing tasks (catch up time)
- Detentions (lunchtime, after school, Fridays)
- Assisting with repairs
- Educational opportunities
- Putting things right
- Community Service
- Restorative meetings
- Parent / Carer Meeting
- Professionals Meeting
- Report (Green / Amber / Red)

Green, Amber and Red Report Cards

Should it be necessary, SJLs will review whether learners should be placed on Green Report. This will be issued and monitored by the SJL and, in addition recording on SIMS, teachers will record learning points directly to the Green report. On Report Cards learners have targets for improvement written on the front of the card, and a points target of 40 for the following 5 days. On review, after 5 days, a second week on Green report can be required, with the same targets set.

When a learner is placed on report, this will be recorded on SIMS Behaviour

Should targets not be achieved after two weeks on Green report, learners will be placed upon Amber report, with a target of 40 points for 5 days. This Amber report will be monitored by the Pastoral Manger. Additional support may be required for the learner to meet their targets such as the use of external agencies.

Amber reports can also be used where serious or persistent breaches of the college Code of Conduct: smoking, use of restricted items including phones etc.

Parents will be notified when a learner is placed on a Green or Amber Report card.

Should a learner fail to achieve the minimum points required within 10 days, a Red report will be issued, monitored by a member of the Leadership Team – normally the Deputy Principal (PDBW). The same process applies, and additional support from the SJL and other strategies employed to support the learner's behaviour needs.

Red Reports will only be issued at a parent meeting. If the parent / carer is unable to attend for exceptional reasons, a telephone discussion may be acceptable.

Should a learner fail to achieve set targets following two weeks on Red Report the evidence of unacceptable behaviour demonstrated by escalating Report Cards may inform further action and intervention.

Learners are not required to move "down" the Report Card system when they are successful in achieving targets, reviewed on a case by case basis.

EXCLUSION

Fixed Term Exclusions Fixed term exclusions are rarely issued, and are at the discretion of the Principal or in his absence the Vice Principals. They should only be used when allowing a learner to remain on site would seriously harm the education or welfare of the learners or others in the college. The decision will be based on the circumstances and individual needs of the learner.

Examples of behaviour might include:

- a serious violent incident
- extreme racial and/or extreme verbal abuse
- persistent bullying

Before sending a learner home, agreement must be sought from a parent /carer.

• The parent / carer will be informed by telephone and in writing of the decision

• The appropriate model letter will be sent

• Work will be set and arrangements for completion and marking will be agreed with parent / carer

• It is expected that fixed term exclusions would normally be between one and five days

• However in exceptional circumstances it might be appropriate to exclude for more than five days. In this case the LA must be informed immediately

- It is not anticipated that a permanent exclusion will be made, but ultimately we reserve the right to permanently exclude. In this case the LA guidelines will be followed

- Return to the Centre, following a fixed term exclusion, will be after a discussion with parents/carers and possibly other relevant agencies. This will normally be at a meeting at the Centre to reaffirm home school agreement

- A learner's timetable may be adjusted on return to the Centre.

"Physical force" will never be used to force compliance and will only be used as a last resort and when all other strategies have been tried or considered. (to be read in conjunction with the Intervention, Restraint and Tactility Policy)

There are occasions when SQC staff will have cause to make physical contact with learners for a variety of reasons, for example:

- to comfort a learner in distress (so long as this is appropriate to their age)

- to gently direct / guide a learner

- for curricular reasons (for example in PE, Drama etc.)

- in an emergency to avert danger to the learner/learners or staff

- in rare circumstances, when Restrictive Physical Intervention is warranted.

Criminal activity
If a learner commits a criminal act that we become aware of we do not hesitate to involve the police. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside the school.

Physical restraint
Please refer to separate physical restraint guidance

Monitoring and Evaluation
The Governing Body is accountable for the outcomes of learners within the college and as such will be provided with regular information about the implementation of this policy and how it is working in practice.

Appendix A: Report Card

Day/date	Period 1	Period 2	Period 3	Lunch	Period 4	Period 5	Total	Signed
1								
2								
3								
4								
5								

Staff Comments

Be Positive

Be Supportive

Be Respectful

Green Report

Name:

Behaviour Targets:
1.
2.
____ Points in 5 days

Personal Notes Page: