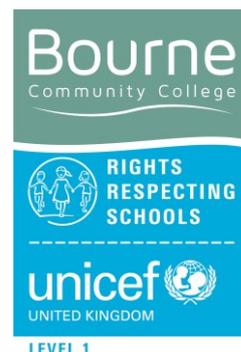


# **BOURNE COMMUNITY COLLEGE**



## **BEHAVIOUR for LEARNING POLICY**

**September 2016**



# BOURNE COMMUNITY COLLEGE

## Behaviour for Learning Policy and Procedures

*'The best interests of the child must be a top priority in all actions concerning children'* Article 3 - UNCRC

Standards of behaviour in the school are governed by our collective actions; we depend on each other. All staff have a professional responsibility to follow the guidelines set out in this policy. The Policy will be reviewed annually.

### 1. Promoting Positive Relationships and Good Behaviour

We aim to promote a happy, positive atmosphere, where learners benefit from positive relationships with other students and staff. Pupils respond more positively and are easier to teach and manage when teachers actively foster positive relationships based on trust and mutual respect.

It is the responsibility of all staff, not just teaching staff, to promote good behaviour. Staff are role models and duty bearers in this process and we must demonstrate the behaviour we expect from students by the manner in which we behave towards them and colleagues. High expectations must be at the heart of everything we do. We influence the actions of students both by our direct communication with them and through our observed actions. The pride we show in our dress, the way we move around the school, our positive verbal and body language, including our facial expressions, are all crucial in fostering the desired responses from students.

In promoting good behaviour we aim to develop the following attitudes in our students:

- We are accepting – Article 8
- We are achieving – Article 29
- We are polite – Article 16
- We are participating – Article 12
- We are genuine – Article 13
- We are protective – Article 19
- We are supportive – Article 6
- We have integrity – Article 3

It is the responsibility of the staff to:

- develop an achievement culture through regular praise/rewards linked to The Regis Ten
- be prepared to listen to students (R2)
- behave in a calm, dignified yet assertive manner
- focus on the behaviour not the person (R1)
- rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict using dialogue that emphasises a rights respecting approach
- constantly analyse and develop our own skills and attitudes when interacting with young people, observing and sharing good practice
- avoid stereotyped or pre-conceived judgements about students (R3)
- celebrate cultural diversity within our student body (R3)

### 2. Praise

In our school we stress the importance of:

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We all respond positively to praise (when and if we get it) but it is most effective when it is:

- spontaneous and credible
- clearly linked to achievement or accomplishment
- personalised to the individual and what they might have difficulty with

Praise/rewards to reprimands/sanctions should be in the ratio of 25: 1 (minimum). It is often easy to criticise students but in many situations we can get better responses by catching students when they are good and encouraging with positive language and praise. We need to develop our skills in recognising when to praise in order to achieve this ratio.

### **3. Teacher Behaviour – (planning and being prepared)**

It is important to plan our response to poor or unwanted behaviour. Teachers plan lessons in great detail, however, staff should also plan and rehearse strategies for dealing with unwanted behaviour. This is important because our successes in promoting co-operation and in de-escalating conflict have a huge impact on the amount and the quality of learning taking place in our classroom. **Our equiv of regis 10?**

Planning in this way helps to make us calm, assertive and decisive. An assertive teacher's verbal and body language convey expectation; he/she expects good behaviour. The converse is that we simply hope for good behaviour and feel let down and unsure about our response when we don't get it.

'Appendix A' contains some advice, including modelling, of teacher techniques for de-escalating conflict in the classroom. These are taken from the Secondary National Strategy for Behaviour and Attendance.

### **4. Promoting Rights Respecting Classrooms and a Positive Learning Environment**

The relevance of our curriculum, the quality of our teaching and the opportunities we offer our students are crucial to promoting good behaviour and establishing co-operative classrooms. In school we stress the importance of motivating all students to achieve their full potential in life by offering a curriculum that is enjoyable, inspiring, broad and balanced.

Many students claim that they misbehave because they are bored, unable to access the work or are simply not challenged. We know that we can minimise the likelihood of unwanted behaviour by making lessons engaging.

Classroom expectations of teachers:

- arrive before the class (wherever possible), meet the class outside the room and start on time
- ensure a good lesson prepared with the appropriate resources available for all
- adopt a lesson structure which captures interest and explains relevance
- make students aware of the learning objectives and learning outcomes
- use positive language to promote co-operation and commitment
- ensure copying from books is rare, and then, only a fraction of the lesson task
- ensure students are made aware of how they will be assessed
- manage the space, monitoring all students' work and behaviour continuously
- be mobile, not sat behind a laptop
- mark work promptly and constructively, using formative assessment (R4)
- set homework regularly, in accordance with the homework schedule
- maintain a tidy classroom
- establish and maintain a stimulating classroom environment

Teachers need to create a climate for learning in every lesson where all students feel their efforts are continuously monitored and recognised. Teachers need to pace the lesson so as to encourage and engage students, whilst also minimising the opportunities for unwanted behaviour.

### **5. Sanctions**

Students rights are inalienable (they cannot be taken away). However, if a student's behaviour is preventing others from enjoying their right to an education it may be appropriate to enforce a sanction.

We must not be surprised when problems occur. We are working with adolescents who are learning and testing the boundaries of acceptable behaviour. In dealing with undesirable behaviour we need to promote good behaviour. This means developing skills and strategies that do not merely rely on sanctions. Sanctions do not, in themselves change behaviour. They simply apply the limits to behaviour that enable us to reward and reinforce. **Any system that seeks to rely largely, or wholly upon sanctions will simply teach students to develop expertise in avoiding those sanctions.** Effective sanctions are those which inconvenience the student but also help and encourage them to become more successful.

**It is the certainty, not the severity of a sanction that is the key.** Sanctions should be used:

- rarely but fairly
- with an explanation for the reason for the sanction
- as soon after the event as possible
- in a way that promotes understanding of a rights respecting approach. e.g. In order to enjoy my rights, I have a responsibility to uphold the rights of others **ResJus?**

Do all you can to:

- reprimand privately – it encourages co-operation
- keep calm – it shows high status, reduces tension and models desired behaviour
- listen – it earns respect
- use first names
- focus on positive aspects of student work and behaviour
- praise remorse when students take responsibility for poor behaviour
- be fair and consistent
- use the minimum sanction necessary to achieve your desired outcome
- keep sanctions appropriate
- use humour – it builds bridges
- re-integrate the student into the class
- seek closure after the sanction – it is important to start again and demonstrate a willingness to re-build relationships

Do all you can to avoid:

- humiliating – it breeds resentment
- public confrontations – they promote retaliation through peer pressure
- sarcasm – it damages you
- shouting often – it weakens your status
- over-punishing – it reduces options later
- blanket punishments – the innocent don't deserve them
- jumping to conclusions – avoid punishing what you can't prove
- over-reacting – the problems will grow
- multiple detentions – these can become 'the club to be in', losing their effect and reducing your chances of engaging positively with the student

As sanctions quickly lose their effectiveness if frequently used, avoid constantly punishing students. Only the student can change their behaviour and where concerns are repeated seek to enlist support from others who might help you to influence the student; (parents, Tutor, L of Y, Senior Leadership Team, etc.)

It is crucial to remain calm, assertive and in control. Raising your voice may be necessary but never lose control and never scream and shout; we do not want students to model this behaviour.

A number of colleagues have been trained in de-escalation and restraint techniques using the Team Teach approach. These staff may be called to support where behaviours may present a risk of harm to self or others.

## 6. Consistent Application of Behaviour Policy

Even the most skilful staff will experience challenging behaviour from time to time and staff actions need to be measured and consistent throughout the school. Consistency will not be achieved by generating exhaustive lists of rules or punishments for different offences. Students are individuals and should be treated as such. Some 'rules' are easier to apply than others, for example, a student who is late for college or for a lesson, is judged late by the clock, however, staff judgement of a student who is not on task is more speculative or subjective. 'Appendix B' provides guidance for staff in managing unwanted behaviour with both sanctions and referral. Consistency will be achieved by:

- all staff sharing a positive, not a repressive ethos to managing behaviour using rights respecting language
- all staff embracing and adopting the advice and the principles of this policy
- all staff following the guidance in Appendix B, C & D
- all staff regularly reminding students of the need to behave well
- senior staff regularly reminding students of expectations and sanctions
- constant reminders by all staff of classroom expectations (Classroom Charter)

Classroom Charter and RRS should be displayed on the walls of all classrooms and referred to constantly.

Classroom Expectations of students are that:

- All students have a right to learn without being disturbed
- All students deserve the conditions to allow them to be successful 'and to achieve their dreams'

Date of origination: September 2010

Date of review by Governing Body January 2016

Date of next review January 2018

## Appendix A - Teacher Techniques

Teacher Techniques	Details
Choice	<p>Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include:</p> <p><i>'Can you please put that in your bag or put it on my desk.'</i></p>
Take-up time	<p>Allow pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow pupils time to comply.</p> <p>Examples include:</p> <p><i>'Could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any help.'</i></p>
Partial agreement	<p>Deflects confrontation with pupils by acknowledging concerns, feelings and actions.</p> <p>Examples include:</p> <p><i>'Yes, you may have been talking about your work but I would like you to...'</i></p> <p><i>'Yes, it may not seem fair but...'</i></p>
When-then direction	<p>Avoids the negative by expressing the situation positively. Examples include: it is better to say.</p> <p><i>'When you have finished your work, then you can go out/ than 'No, you cannot go out because you have not finished your work.'</i></p>
Tactical ignoring	<p>May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil. If target pupils change their behaviour, praise them.</p> <p>Example includes:</p> <p>The teacher may say to a nearby pupil. <i>'Well done. You have remembered to put your hand up to answer a question.'</i></p>
Redirect behaviour	<p>Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Examples include:</p> <p><i>'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'</i></p>
Deferred consequences	<p>Deals with a pupil who is misbehaving later and therefore removes the 'audience' that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Examples include:</p> <p><i>'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10.30'. Also - 'I'd like to talk to you at the end of the lesson'</i></p>
Non-verbal signals to individuals	<p>Very effective because they avoid distracting the rest of the group. Examples might include:</p> <p>Eye contact, shaking head to indicate disapproval, finger on lips for quiet, pointing to work to redirect attention.</p>

## **Appendix B — Managing Behaviour in Classrooms**

**All lessons must be appropriate to the needs of the students. Content organisation and delivery will vary for different classes so that all students can access learning and the achievements of all students can be recognised.**

**Staff should refer to this policy ensuring they have established the conditions for a positive learning environment.**

Our high expectations of students are made clear using positive, not repressive language. Praise and reward are more powerful than criticism and sanction.

Regularly remind students of our 'Classroom Expectations' which should be displayed in every classroom in school. All staff need to remind students of these expectations so that they become habit. Reminders are crucial and will need to be given to some students more than others. (Some expectations may need to be quietly and calmly explained to some students). Remember, we are teaching students how to behave whilst communicating very high expectations.

It is important that staff become skilled in a range of strategies both to promote good behaviour and correct unwanted behaviour. Appendix A offers teacher techniques that should be practiced as appropriate in order to de-escalate conflict and promote co-operative classrooms. Corrective action is preferable to punishment because it teaches appropriate behaviour and is constructive rather than punitive.

If rule reminders and these techniques fail to promote desired behaviour, a range of sanctions need to be available to the classroom teacher. When applying sanctions, follow the guidance in this policy.

### **Homework and Lates**

Students failing to submit H/W should be given an opportunity to bring the work to the teacher before registration the next day. They should be made aware of a consequence for not meeting this deadline. If problem persists, use sanctions defined in Appendix C.

Students arriving late to lessons must always be challenged. This should be done at a stage in the lesson when a private conversation can take place with the student. If student has no acceptable reason for late, teacher should record in lesson monitor with the number of minutes late. Lateness to school and lessons needs to be monitored by Tutors/LoYs. Parental involvement is essential at an early stage if patterns emerge. Students late to school 3 times in one week will receive a lunchtime DT with their LoY. Where students are late for other lessons staff should set their own DT to make up the time lost.

# Appendix C

## Respect for Learning: Actions and Consequences

### Level 1 Behaviour – 1 Point

- Lack of equipment
- Failure to settle quickly
- Lateness to school/lesson
- Uniform/Appearance
- Food/gum in class



### Level 1 Consequence

- Record on Go 4 Schools (M)
- Advice by subject/form tutor (M)

### Level 2 Behaviour – 10 Points

- Persistent Level 1 behaviour
- Failure to follow requests
- Poor effort in class/homework
- Persistent lateness to school/lesson
- Lack of consideration of others/property
- Swearing or use of obscene language
- Using mobile phone in lesson
- Low level disruption
- Failure to meet targets on report card
- **Attendance letter 1 (0 points)**



### Level 2 Consequence

- Record on Go 4 Schools (M)
- RJ chat with form/subject tutor at break time (M)
- Parents contacted by form/subject tutor (O)
- Removal from lesson with RJ card to reflect (O)

### Level 3 Behaviour – 15 Points

- Defiance or rudeness to staff
- Disruptive behaviour
- Verbal abuse towards another student
- Failure to attend class teacher/form tutor break DT
- Persistent Level 2 behaviour
- Smoking
- **Attendance letter 2 (0 points)**
- Repeated failure to complete homework



### Level 3 Consequence

- Record on Go 4 Schools
- 15 min lunchtime DT with LoY (M)
- Consider subject/pastoral report (O)
- Parents contacted by LoY (O)
- Informal RJ conference (O)
- Homework support (O)

### Level 4 Behaviour – 20 Points

- Persistent Level 3 behaviour
- Serious disruptive behaviour
- Dangerous behaviour
- Damage to property
- Failure to attend LoY lunchtime DT
- Habitual bullying
- Truancy from a lesson
- **Attendance letter 3 (0 points)**



### Level 4 Consequence

- Record on Go 4 Schools (M)
- Dept after school DT 45 mins (M)
- Head of Dept contacts parents (M)
- Bullying will initiate an RJ chat (O)
- Prepared RJ conference (O)

### Level 5 Behaviour – 25 Points

- Persistent Level 4 behaviour
- Repeated refusal to cooperate
- Verbal abuse to a member of staff
- Off site without permission
- Fighting/assault
- Racist behaviour
- Threatening behaviour
- Theft
- Illicit substance
- PSP failed report
- **FPN Attendance letter (0 points)**



### Level 5 Consequence

- One hour Leadership DT (O)
- Parents contacted by LoY (M)
- Supervised isolation (O)
- Level 2 isolation (O)
- Fixed term exclusions at the discretion of the Headteacher (O)
- Formal RJ conference (O)

## Appendix D

# Positive Recording System

### Level 1 – 1 Positive Point

- Meeting class expectations
- Good standard of work
- Active/engaged student
- Homework handed in
- Positive Growth Mindset
- Report completed positively for all 5 lessons (M)



- Record on Go 4 Schools

### Level 2 – 10 Positive Points

- Exceeding expectations
- Curriculum star student
- Off report
- Caring and supportive of students/staff
- Contribution to school life



- Optional contact parents for all
- Record on Go 4 Schools

### Level 3 – 20 Positive Points

- Constantly exceeding expectations
- 100% weekly attendance

