

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

BEHAVIOUR for LEARNING POLICY

September 2019
Next review July 2020



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

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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**

1. General Principles

Governors and staff are committed to providing a learning environment within which we recognise our role as duty bearers and our responsibility to uphold students' rights as they are universal, inalienable and inherent. We undertake to:

- Put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of the school's planning, policies, practice and ethos
- Use 'The Bourne Identity' as a framework for promoting the rights respecting classroom
- Put innovative and outstanding learning at the centre of all we do to develop the students creativity, independence and positivity
- Expect all students to have belief to be successful and achieve their full potential and develop a lifelong love of learning
- Respect and value all members of the school community equally and our school environment
- Expect students to be positive and resilient in face of challenges
- Listen to and work in partnership with our students and local community
- Use Restorative Approaches to underpin our Behaviour Policy and offer an alternative to the traditional responses to challenging behaviours (based on Restorative Justice)

All staff have a professional responsibility to follow the guidelines set out in this policy. The Policy will be reviewed annually.

Promoting Positive Relationships and Good Behaviour

We aim to promote a happy, positive learning environment, where learners benefit from positive relationships with other students and staff.

It is the responsibility of all staff to promote good behaviour. Staff are role models in this process and we must demonstrate the behaviour we expect from students by the manner in which we behave towards all members of our community.

Praise

We are committed to celebrating the success of students in all aspects of school life. It is at the centre of all we do.

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 and personalised to the individual recognising where they may struggle or have difficulties.

Promoting Rights Respecting Classrooms and a Positive Learning Environment

Staff and students have a responsibility to maintain a Rights Respecting classroom where the Bourne Identity underpins the learning environment and staff and students model Rights Respecting language and behaviours.

Staff take their responsibility to uphold and promote children's rights seriously. Where a child is preventing other children from accessing their rights, actions will be taken.

Students will be rewarded using values from The Bourne Identity in order to promote students being accepting, achieving, polite, participating, genuine, protective, supportive, and acting with integrity.

Teacher Expectations– (planning and being prepared)

To ensure behaviour in lessons is good, teachers must plan effectively for all aspects of every class they teach. This includes planning for all student's individual needs, assessing and feeding back to students, consideration through a seating plan of where they best learn in the classroom and reporting accurately on progress. Teachers should greet students at the door and plan a 'do it now' task to immediately engage students in their learning.

See Appendix A

Appendix B contains some advice, including modelling, of teacher techniques for de-escalating conflict in the classroom.

Student Behaviour Expectations

Students are expected to observe the following behaviours in school:

- Observe and act upon the Bourne Identity
- Be punctual to school and lessons and attend regularly
- Bring the correct equipment each day
- Encourage and respect others, their possessions and the school environment
- Be kind, honest, polite, and exhibit positive behaviour at all times
- Take responsibility for their own learning, organisation and discipline
- Follow instructions the first time they are given
- Participate to the best of their ability in all activities
- Follow the mobile phone policy
- Complete homework when set to agreed deadlines
- Wear the correct school uniform and take pride in their appearance
- Take pride in being part of their community, and represent the school in a positive way when wearing school uniform

Where students are unable to follow our behaviour expectations then this could lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type. The more serious the behaviour the more significant the sanction is likely to be

Parents Expectations

- support learning both in and outside of the school
- support the school in maintaining high standards of behaviour at all times by subscribing to the school Behaviour Policy
- support school sanctions, including detentions
- support school Policies including mobile phones
- ensure regular and punctual attendance and avoid appointments in term time wherever possible
- ensure correct uniform is worn and equipment is provided
- have positive but realistic expectations of ability
- advise the school of problems/achievements/issues when appropriate
- reply to school communications and supply absence notes promptly
- attend the appropriate consultation sessions and information evenings
- engage with our electronic communication systems to support your child's learning, behaviour and attendance

Rewards

The use of rewards is extremely important in promoting and acknowledging a positive ethos throughout the school. We aim to praise, reward and celebrate student success in and out of class, through assemblies, reward activities, students being seen by the Headteacher and our yearly Awards Evening. The school operates a reward system where students build up credits through a positive attitude to learning, achievement, contribution to school life and attendance.

These are logged electronically on SIMS and can be viewed via the SIMS Parent and Student App.

Restorative Sanctions

Students' rights cannot be taken away. However, if a student's behaviour is preventing others from enjoying their right to an education it may be necessary to enforce an appropriate sanction. Similar to the reward system, unacceptable behaviour is logged as negative behaviour points on SIMS and can be viewed via the SIMS Parent and Student App.

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 that encourage a positive attitude to learning and building life skills and also helps and encourages them to become more successful

Behaviour	Sanction
If you are late to school...	You are likely to have to make up the accumulative minutes late after school on a Friday
If you are late to period tutor or a lesson...	
If you fail to bring the correct equipment...	You are likely to lose your break time
If you wear the incorrect uniform without a note....	You are likely to lose your break and lunch time
If you behave in an anti-social way at social times....	
If you are unkind to others...	
If you fail to submit your homework...	You are likely to be set an after school homework DT
If you stop the teaching and learning in a lesson....	You are likely to be sent to work in another classroom or isolated for that lesson
If you refuse to move or go into isolation....	You are likely to be excluded
If you are significantly unkind to others...	
If you discriminate against others...	
If you are defiant and refuse to follow instructions...	
If you swear at a member of staff...	
If you are involved in fighting...	
If you are involved in vandalism...	
If you assault another child*...	
If you bring to school and/or use illegal substances...	
If you become physically aggressive to a member of staff...	
If you distribute illegal substances in school...	
If you carry an offensive weapon...	
If you assault a member of staff...	
If you are repeatedly excluded for significant behaviours...	

The Head Teacher reserves the right to reconsider the length and severity of sanction for the aggressor following an assault should the injury, either physical or emotional, caused to the victim become more serious over time.

Detentions

Schools have a statutory right to use detention as a sanction both within the school day and after normal school hours. Parental consent is not required for detentions and inconvenient travel arrangements do not affect the right of the school to impose a detention. The school believes detentions are a valuable tool in reinforcing the school's Behaviour for Learning Policy. Any student, who misses a detention, for whatever reason, must re-serve the detention. A truant detention can result in further and more serious sanctions taking place.

The school is not required to give 24 hours' notice for an after-school detention although parents will be informed by email via IN Touch. In extenuating circumstances we can arrange transport home for students after detentions, although there may be a delay until staff and transport become available. The safe return home of the student remains the prime responsibility of the parent or carer

Students who persist with inappropriate behaviour

The College acknowledges that in some cases there are extenuating circumstances, which may have an impact upon a student's behaviour, and that these circumstances need to be taken into account.

The College will provide additional guidance, support and monitoring of these students through its curriculum, student support and Learning Support Teams and may need to seek additional specialist advice from outside agencies

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.

Any reports of bullying to the school are referred immediately to the Leader of Year. A bullying record form is completed on SIMS and the report investigated thoroughly. Parents will be informed of the outcomes and/or any ongoing actions.

Staff in the school reserve the right to apply the above list of sanctions in an appropriate way, dependent upon the context that surrounds the student(s) involved. We also reserve the right to, where appropriate, to involve other agencies such as the police and social services.

MOBILE PHONES

- If parents/carers feel it is important that their child has a mobile phone with them for use on the journey to and from school, this is permitted on condition that the device is switched off (not placed on silent) and kept in their school bag whilst on school premises (including before and after school, break and lunchtime)
- If a parent/carers needs to contact their child in an emergency, they must telephone the School Reception on 01243 375691 (please note: our Receptionist will not pass on messages of a general nature)
- If a student needs to contact home urgently during the school day they must do so through their Year Manager or Reception
- If a student is seen using a mobile phone on school premises or visibly carrying one on their person, it will be confiscated. Similarly, if a student's phone is heard to ring or emit a message alert, even if it is not visible, it will be confiscated
- When a mobile phone is confiscated the matter will be recorded by the Finance Office. On the first occasion, it will be available for collection by the student, from the Finance Office, at the end of the school day. On any subsequent occasion, parents/carers will be notified by text or email that their child's mobile phone has been confiscated and will then be required to collect the phone for their child, at the end of the school day, at their earliest convenience. A signature is required at the time of collection
- If a student refuses a request to hand over a mobile phone at any time whilst on the school site they will be removed from lessons and work in supervised isolation. Parents will be notified via text or email

- During the school day students will not be allowed to use their phones anywhere on the school site (this includes before and after school, break and lunchtime)
- Any student leaving a phone that is not switched off, in their bag during an external exam (i.e. GCSEs), runs the risk of having their paper disqualified should it ring or emit a message alert
- An exemption card will be issued to any student suffering from Type 1 Diabetes who monitors their glucose levels by way of a mobile phone app
- Unless there are exceptional circumstances, school staff will only use mobile phones in the staffroom or in offices

Homework and Lates

Students should be made aware of the consequences of meeting homework deadlines. These consequences are defined in Appendix D.

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 being late, the teacher should record the number of minutes late on Sims. Cumulative numbers of minutes late to school and lessons will result in a detention for that number of minutes at break or lunch of a particular day or after school on a Friday.

Searching, Screening and Confiscation

The following are deemed 'prohibited items' and under NO circumstances are they allowed on the College's premises. It should also be noted that students are not allowed to carry these items on any activity connected to the College (i.e. travelling to and from College (from home), trips, fixtures etc.) either during the College day or outside it:

- knives or weapons of any kind
- alcohol
- illegal drugs/ Intoxicating solvents/drug equipment
- tobacco, cigarette papers and any other items associated with smoking (i.e. matches, lighters etc.)
- stolen items
- any electronic device containing images or text detrimental to the orderly running of the College, the wellbeing of staff or students
- any items intended for private sale, from one student to another
- fireworks or other incendiary items/devices
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- Material that is inappropriate or illegal for children to have such as racist, radical/extremist or pornographic content
- Chewing gum
- Energy / Fizzy Drinks

These prohibited items can be searched for without consent of student or parent, in accordance with the DFE Policy on *Searching, screening and confiscation*, by the Head teacher and/or any authorised staff where there is reasonable suspicion they are on the College's premises. If a student refuses to cooperate with a search for a prohibited item, and a judgement is made that the orderly running of the College is at risk, the student will either be excluded and/or the police will be contacted.

In addition:

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Consistent Application of Behaviour Policy

For a behaviour policy and the sanctions and guidance that sit behind it to work, it must be delivered with a high level of consistency. This will be achieved by

- all staff sharing a positive, not a repressive ethos to managing behaviour using rights respecting and restorative language
- all staff embracing and adopting the advice and the principles of this policy

Staff should use their professional judgement and 'emotional intelligence' to decide if they need to sanction. Staff should consider the student who they are dealing with and make professional decisions about how they wish to move forward with any sanction.

Appendix A

LESSONS

- Classrooms (including laboratories, workshops, gym and other teaching environments.) are places of work and there are clearly set rules and expectations for their use. These will enable everyone to work successfully, safely and enjoyably:

At the start of lessons

- Students should enter rooms sensibly and go straight to their seat as per the seating plan
- Take out books, pens, and any other equipment needed for the lesson, and put their bags away under their desk/chair or in a designated area.

During lessons

- Eating and chewing are not allowed. Water bottles are allowed.
Students should not leave the room without the teacher's permission unless absolutely necessary and an out of class slip is completed

At the end of lessons

- The bell is a signal for the teacher – students should not pack away until told to do so.
- Students should pack away quietly and sensibly leaving the room tidy, chairs should be placed under desks
- For lessons completed in the ICT rooms all workstations must be tidy with computers logged off and ready for the next class to enter.

Appendix B

Do all you can to:

- engage in dialogue with student relating to behaviour 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 Restorative sanctions that aim for the harm to be repaired and for reflection to occur so that the wrongdoer can effect change
- use humour – it builds bridges
- re-integrate the student into the class

- seek closure after dealing with an incident – it is important to start again and re-build relationships

It is not the sanction which matters but the taking of responsibility and the change in behaviour

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 assigning blame that 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, and do not repair damage caused to relationships, avoid constantly punishing students, but insist on repair and restoration. 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; (Curriculum Leader, Parents, Tutor, L of Y, Senior Leadership Team, etc.)

Teacher Techniques	Details
Choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>'Can you please put that in your bag or put it on my desk.'</i>
Take-up time	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. Examples include: <i>'Could you open your book and start work now Jane. I'm going to see Bill who needs some help and I'll come back in a minute to see if you need any help.'</i>
Pose a question rather than telling a pupil off	<i>Why have you not started your work?</i>
Maintain eye contact	Holding eye contact expresses dominance. What you say will be taken more seriously if you can maintain eye contact before during and after speaking
Proximity	Walk around the classroom, stand by a pupil that maybe about to misbehave.
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>'I understand, you may have been talking about your work and I would like you to...'</i> <i>'Yes, it may not seem fair, now I would like you to...'</i>
When-then direction	Avoids the negative by expressing the situation positively. For example, it is better to say. <i>'When you have finished your work, then you can go out rather than 'No, you cannot go out because you have not finished your work.'</i>
Tactical ignoring	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. For example: The teacher may say to a pupil. <i>'Well done. You have remembered to put your hand up to answer a question.'</i>
Redirect behaviour	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: <i>'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'</i>
Deferred consequences	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: <i>'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10.45'. Also - 'I'd like to talk to you at the end of the lesson'</i>

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.

Appendix C

Managing Behaviour in Classrooms

All lessons must be appropriate to the needs of the individual. 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 consequence.

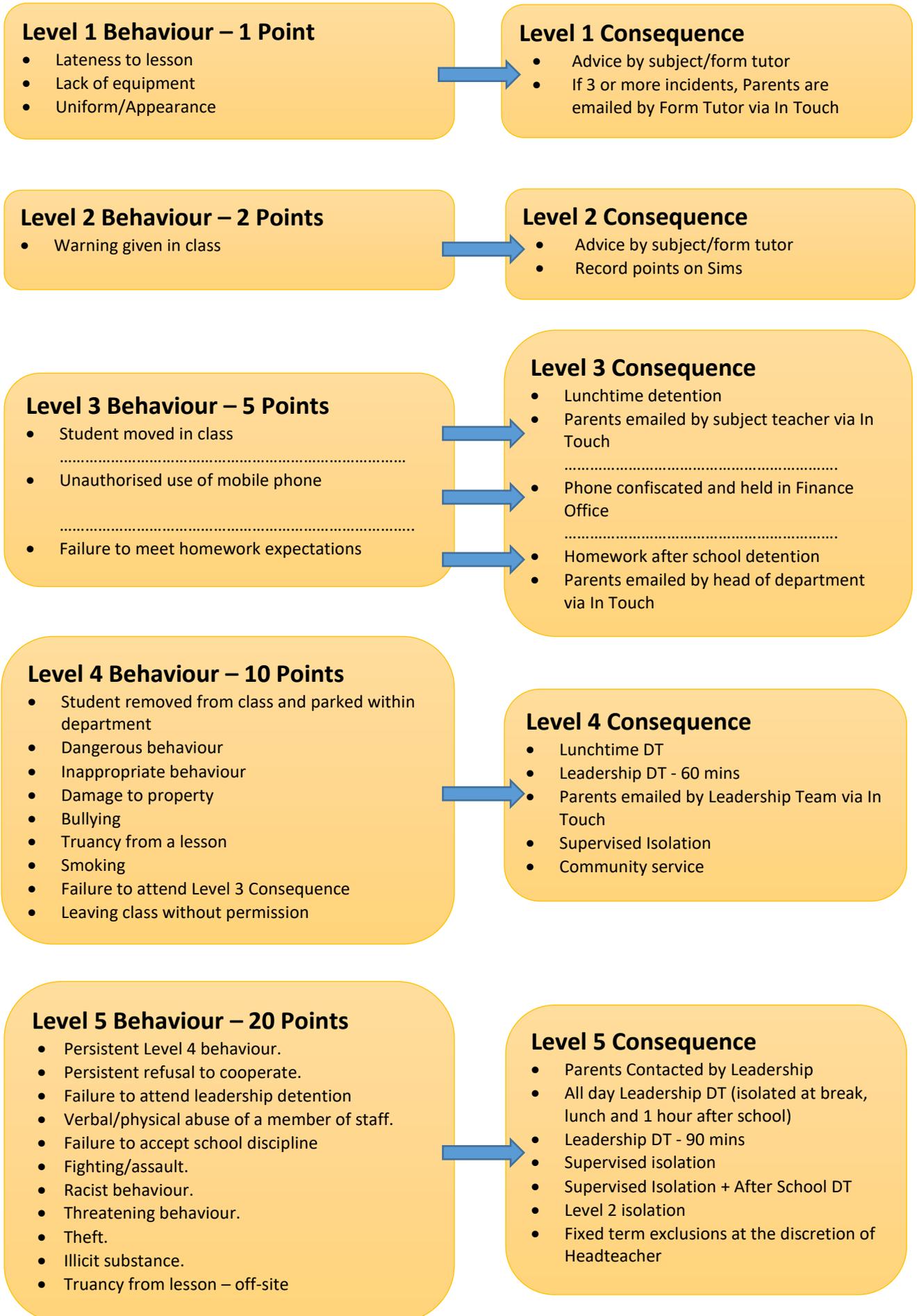
Regularly remind students of 'The Bourne Identity' which should be displayed in every classroom in school. All staff need to remind students of these expectations so that they become habit. Reminders are crucial and will need to be given to some students more than others (some expectations may need to 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 B 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.

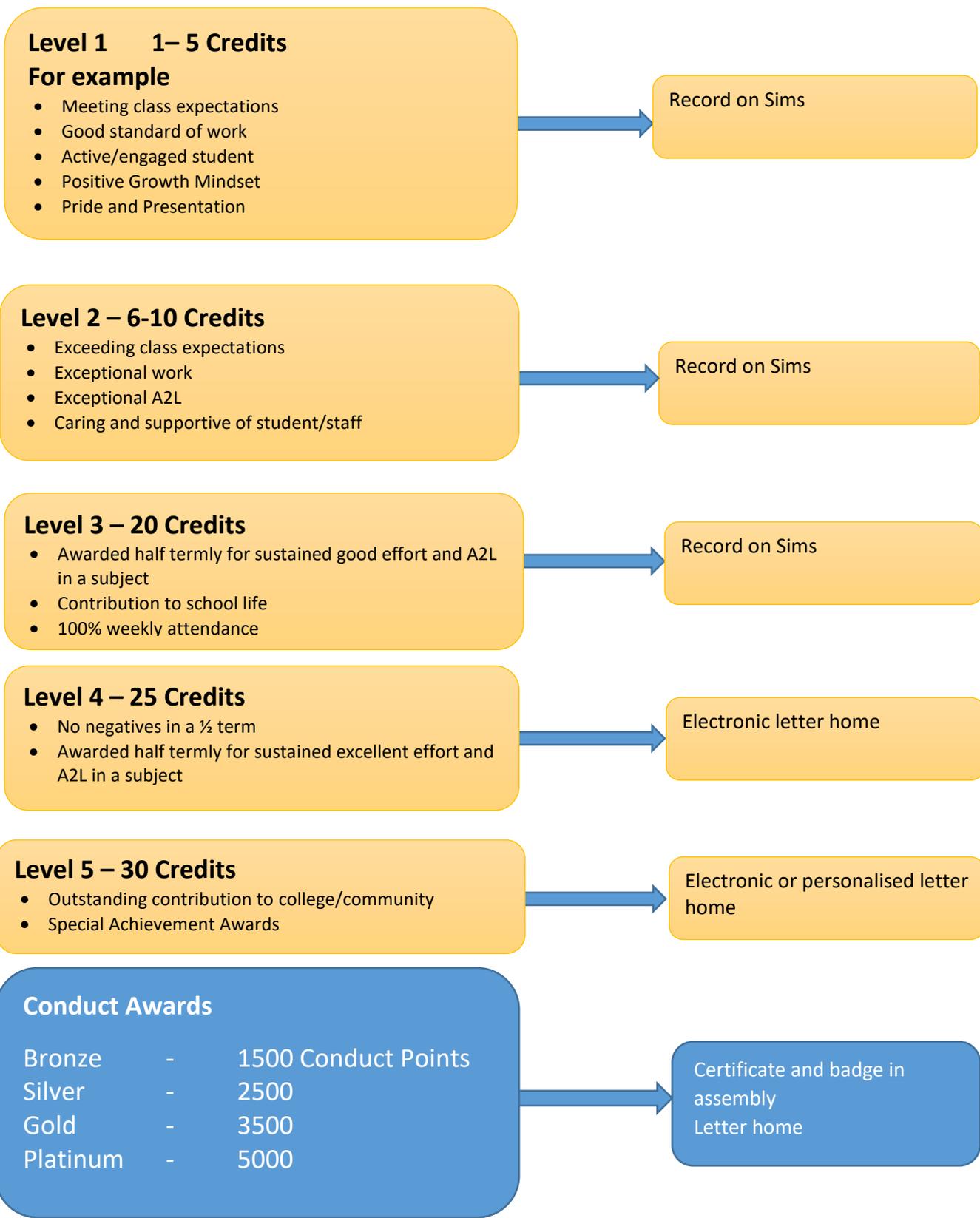
If rule reminders and these techniques fail to promote desired behaviour, a range of consequences need to be available to the classroom teacher. When applying consequences, follow the guidance in this policy. (See Appendix D)

Respect for Learning: Actions and Consequences

Appendix D



Positive Recording System

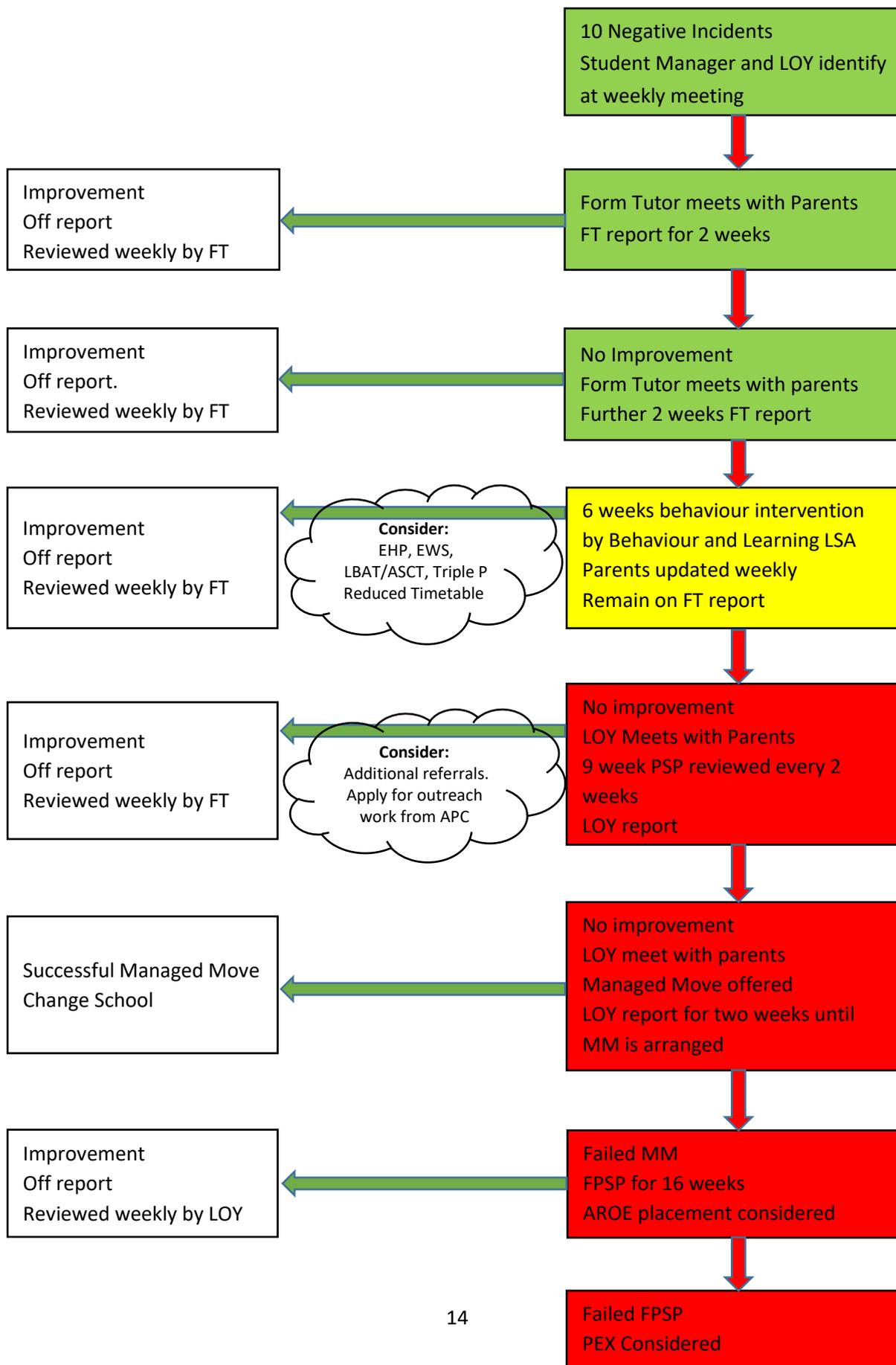


Appendix F

Respect for learning - Actions, Consequences and Monitoring

(to be used in conjunction with Restorative Justice Approach)

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



Appendix G

Scripts for restorative chat (The first resort to investigate/discuss incident)

Restorative Approaches

Where appropriate the pastoral team will use restorative approaches to help deal with conflict and other pastoral issues. Restorative approaches are widely recognised within the education system as a useful strategy in helping students who are the victim in situations such as bullying or conflicts with peers or staff.

The pastoral team are trained in using two restorative approaches. These are:

* Restorative Chats – these can be used to deal with the majority of situations where there is a victim and a wrong-doer. These informal interventions aim to give the victim a voice, while allowing the wrong-doer to see the impact of their behaviour.

* Restorative Conferences – For more serious issues or for longer term problems, a more formal conference can be used. These involve the victim, the wrong-doer and can also include parents and teachers.

Any restorative work will be done either by, or under the guidance of the pastoral team as part of the package of support we offer. Parents may not be informed before a restorative chat, but will always be informed before a restorative conference. Parents will always be informed after any restorative technique is used.

Restorative approaches can, but do not always, replace a normal sanction and any decision regarding this will form part of the restorative approach.

Restorative chat questions to consider:

- What happened?
- What were you thinking?
- What needs to happen to put things right?
- What are you going to do differently next time?

Script for informal or prepared circle (conference)

The participants should be facing each other in a circular arrangement (allowing eye contact) with no furniture barrier (no tables in between, indicating open approach). Wrong doer should be asked questions first followed by harmed person.

- What happened?
- What were you thinking?
- What do you think about it now?
- Who has been affected by what has happened?
- What needs to happen to put things right?
- What are you going to do differently next time?

The questions should be asked to allow for the story to unfold, with more questions asked in restorative fashion. Below are examples of further restorative questions:

1. Pre Chat Statements

- We all need some time to think about what just happened.
- We need to speak about this when we have had some time to think about how this happened
- Take some time and we will talk about this
- This needs to be sorted out; I can see you are not ready right now – we need to talk about this later.

2. Enquiry Questions – Use Ted: **T**ell me, **E**xplain how, **D**escribe

- What happened/What else happened?
- What happened just before this?
- Where were you when this happened?

3. Intended Outcome Questions – Use Ted

- What did you want to happen?
- What were you trying to achieve?
- What were you thinking when this happened?
- What were you trying to tell X?

4. Emotional Intent Questions – Use Ted

- What were you thinking/feeling when this happened?
- What was going through your mind when?
- What were you thinking at that point?

5. Emotional Reflection Questions - Use Ted

- What do you think/feel about this now?
- What's in your mind now?
- Now that you've had time to think and calm down how does that change things?

6. Resolution Questions- Use Ted

- How can we put this right?
- What can you do so X feels happy this won't happen again?
- What needs to happen to put this right?
- What can you do so X feels happy that this won't happen again?
- What did you want X to do?
- What would you need to go on the contract?

7. Future Behaviour Questions – Use Ted

- What could you do differently next time?
- How will we know that it's working?
- What would that look like to me?
- What needs to happen to ensure that this works?
- What difference will it make to you if this works/doesn't work?
- How will I know it's happening?