

# **Behaviour For Learning Policy**

## **Overview**

The best place for a student to learn is in the classroom. Therefore, the structure for behaviour management is intended to enable students to stay in lessons wherever possible and is closely related to the Rewards and Teaching and Learning Policies. Students' behaviour will be managed through a graded, flexible, but clear structure intended to promote inclusion and maximise opportunities to learn.

The structure is intended to be a continuous scale going from effective classroom management in lessons, through consultation and support from line managers, tutors and the inclusion team to work with external agencies.

Students will be dealt with according to circumstance and need within the structure, but the structure will not be a straight jacket on our actions: this is not an assertive discipline policy.

## **Aims**

- To set consistently high standards of discipline, allowing quality teaching and learning to take place.
- To ensure that both staff and students have high expectations of positive behaviour in Settle College and are aware of the consequences of negative behaviour.

## **Objectives**

- To make the line management for behaviour problems clear.
- To aim for consistency of practice in classrooms, working to agreed procedures.
- To make the responsibility for classroom management of behaviour clear.
- To outline the sanction systems used in college.
- To name those involved in the inclusion team, child protection and student support and outline those roles.

## **List of Contents:**

1. Line management of responsibility
2. The role of the Inclusion Manager
3. The Senior Member of Staff on Duty
4. Red Card
5. The Inclusion Room
6. Sanctions and Communication (Pre – 16)
7. The responsibilities of the Form Tutor
8. Monitoring Cards (Pre-16)
9. School Concern / Vulnerable Students / SEN
10. Some examples of classroom strategies
11. Remember....
12. Flow Charts

## **1. Line management of responsibility**

### **Behaviour in the classroom –**

#### **Classroom teachers**

Subject Coordinators

Heads of Faculty

Heads of House

Inclusion Manager

Learning Manager

Assistant Principal

Principal

### **Homework –**

#### **Classroom teachers**

Subject Coordinators

Heads of Faculty

Tutors.

### **Behaviour outside the classroom –**

#### **Tutors**

Heads of House

Inclusion Manager

Learning Manager

Assistant Principal

Principal

### **Tutoring-**

#### **Tutors**

Heads of House

Inclusion Manager

Learning Manager

Assistant Principal

External Support: North Yorks. Behaviour Services (Jan Dunn Birch), ESW (Claire Middleton), Hillbrook – Family Services, REOTAS, CAMS.

## **2. The Role of the Inclusion Manager**

### **The Inclusion Manager is there:**

- To be seen as someone who students and parents can contact regarding any questions or concerns.
- To contact parents when students are having problems in College.
- To collect, collate and coordinate information regarding a student who is having behaviour problems.
- To liaise with the SEN team regarding students on the Student Concern list or the SEN register.
- To assist tutors and class room teachers by acting as background support.
- To reintegrate students back to lessons after they have been sent to the Inclusion Room.
- To talk to parents who contact College during the day when teaching staff are unavailable.
- To meet with parents who have concerns, or to discuss concerns the College may have regarding a student.
- To liaise with outside agencies such as the school nurses and the ESW and communicate relevant information to staff.
- To liaise with the Pre – 16 Learning Manager regarding students who are having difficulties in College.
- To assist the Pre – 16 Learning Manager in the management of behaviour and behaviour support in College.

### **The Inclusion Manager has systems for:**

Students caught smoking or being in areas frequented by smokers

Students caught off site

Students not in uniform

Truancy

Attendance

Graffiti

**These systems involve a graded system of letters home and after school detention. Students who persistently ignore College rules may be put on a report card and / or parents may be invited in.**

## **3. The Senior Member of Staff on Duty**

During lesson time a member of the Extended Leadership Group will be on duty at all times. If a member of the teaching staff has a problem with a student, they can call for the person on duty to come to the classroom and speak to the student (this should be done by sending a reliable student). It is hoped that on most occasions The person on duty will be able to work with the teachers and the student to ensure the student will can return to their class with no further difficulty. The person on duty will be mobile and will be out and about around the school; they will log any incidents with students in the duty book, which can be found in the Inclusion Room.

However, on some occasions, it may be appropriate to remove a student completely from a lesson. If the person on duty removes a student from a lesson, they will take the students and their work to the Inclusion Room. Just before the end of the lesson the student will return to apologise to the member of staff concerned, get any work / homework they may have missed and discuss their re-entry to the next lesson (will they change seat or work with a different group for example?) They will arrange a time to meet the member of staff and show them the completed work if necessary. Staff can arrange this with students themselves or if they feel they want support could ask their Head of Dept. or the Inclusion Manager to be present.

If a student is sent to the Inclusion Room, they will be given a Red Card to monitor their behaviour for the rest of the day. The incident leading to their removal should be recorded on SERCO.

#### **4. Red Cards**

If a student is sent out of a lesson, they will take a red card to all the rest of their lessons that day. The red card records the fact that the student was sent out of a lesson and asks staff to record whether their behaviour in following lessons is Acceptable or Unacceptable. If all the rest of the day is acceptable, the card will be returned to the relevant members of staff for further comments and then filed. The necessary information will be recorded on SERCO. If other lessons are marked as Unacceptable, parents will be contacted.

The Inclusion Manager has a record of students who have been sent out and if a student is sent out more than once in a week she will liase with the tutor before contacting parents. A monthly record of students who have been sent out is sent to the Principal and Pre 16 Learning Manager; this monitors students who may be causing persistent problems and ensures appropriate intervention takes place.

#### **5. The Inclusion Room**

The Inclusion Room is based on the top corridor next to the offices of the Inclusion Manager and Pre-16 Learning Manager.

The Inclusion Room is used:

- To put a student for a lesson if they have been removed.
- To take a student for a part or whole day on an internal exclusion.
- To put any students who are school refusers, during their graded return to lessons.
- As a place where staff may wish to put a student for parts, or all of lunchtime, **(supervised by the member of staff giving the detention).**

**The Inclusion Room has a network point and a telephone for the use of staff on duty there.**

**For the inclusion Room to run effectively we will have to ask teaching staff to do a lesson on duty in the Inclusion Room once a week. If the other systems described here are successful it should lead to far fewer students needing to be**

**supervised in this way and the supervising member of staff should be able to get on with their own work.**

## **6. SANCTIONS and COMMUNICATION – Pre-16 (See flow chart)**

The College Teaching and Learning Policy outlines strategies for beginnings and endings of lessons that should assist teaching staff with ideas for avoiding disruption at the some of the more difficult stages within a lesson. Try to be consistent, (within your subject guidelines), with these strategies, as this helps students to know the expectations of the College regarding behaviour.

Remember to consult your line manager for advice. Your Subject Coordinator and / or Faculty Manager will support you with appropriate strategies and sanctions where you are having difficulties with a student or group of students.

Tutors are the best people to discuss individual students with, as they know the all round picture; all information regarding a student goes through them and they know if the student has any problems or difficulties at home.

There is a range of sanctions that can be given at Settle College:

### **Classroom Teachers – Stage 1**

Most problems, associated with unsatisfactory behaviour, are dealt with by the classroom teacher. Some strategies are included at the end of this policy, others can be found in the Teaching and Learning Policy. Some departments, because of the nature of their classroom teaching, will have to be aware of strategies specific to their subject, for example PE, Drama and practical Technology and Science. When needed, there are a number of sanctions available to the classroom teacher:

- Verbal reprimand
- Move a student's seat to a different area of the room.
- Extra work. Where this is appropriate because the student has fallen behind. Extra work as a sanction on its own should not be used
- Contact home via the planner, by phone or by letter being cautious about wording of any written document.
- Detention at break or lunchtime.
- Detention after school – always with 24 hours notice and for no longer than 1 hour.
- Discuss the problem with your line manager.
- Contact the senior member of staff on duty to come and speak to a student during a lesson.
- In extreme circumstances, you could the person on duty to remove a student from your lesson. However a student cannot be sent out of the lesson to a senior member of staff who may not be available to receive them.

**Record problems on SERCO, where appropriate, so the tutor is kept informed. The tutor may be able to give you advice on the best way to deal with a student.**

### **Subject Leader / Faculty Managers – Stage 2**

Problems that cannot be solved by the classroom teacher should initially be referred to your Subject Leader or Faculty Manager. Subject / Faculty Managers could:

- Give advice on alternative strategies.
- Speak to the student themselves.
- Contact parents by letter or telephone.
- Move the student to a different group within the department to work.
- Put the student on a blue class report.

**ALL problems at this stage need to be recorded on SERCO, so the tutor is kept informed: this is important as the tutor may feel that the problem is wider spread than just one lesson and may decide to monitor the student themselves before getting the Head of House / Inclusion Team involved.**

### **Inclusion Team – Stage 3**

If a student's behaviour continues to be problematic they need to be referred to the Inclusion Team through the Head of House.

- The Inclusion team will discuss the student with the tutor and look at whether the problem is happening in other lessons. If it is, the tutor will probably have already monitored the student themselves via blue report card.
- The student will be given a pink monitoring card to monitor all subjects. The Head of House or Inclusion Manager will contact parents to discuss problems.
- The student will report to the Inclusion Manager or one of the Inclusion team, daily and will be given sanctions on a day to day basis.

### **Pre – 16 Learning Manager / Assistant Principal – Stage 4**

In cases of extremely poor behaviour or where monitoring shows that a student persistently refuses to follow College rules, the Pre-16 Learning Manager might:

- Invite parents in to discuss problems and develop strategies to move the student forward. It may be that a student will have to be removed from particular lessons until a problem is resolved.
- Isolate the student in the Inclusion area for a lesson or day.
- Put the student on the Student Concern List where an IEP may be formed.
- Begin to form a Pastoral Support Plan.
- Involve External Agencies.
- Monitor the student on a pink or gold card as appropriate.

### **The Principal – Stage 5**

A very few students will need to be seen by the Principal who may:

- Invite parents in to school to discuss a student.
- Monitor the student with a Gold report card.
- Put the student on a 2-6 detention.
- Exclude a student for a fixed term.
- Exclude a student permanently.

There are times when it will be inappropriate to use the referral process. Examples of these include: truancy, having an offensive weapon, abusive language to a teacher; threatening behaviour to a teacher or student, assault, bullying, possession of alcohol or drugs, being under the influence of alcohol or drugs; theft. These will be dealt with on an individual basis by one of the leadership group.

## **7. The Responsibilities of the Form Tutor**

Form Tutors are the best people to see an overview of the academic and behavioural achievements and problems of their tutees. Any information from other members of staff regarding their tutees will be recorded on SERCO and tutors should make a habit of checking the system daily; however it is expected that staff would communicate problems verbally in addition to recording them. If a tutor has concerns about a member of their tutor group they should contact home as parents value communication and can often help solve difficulties and aid with monitoring. A tutor could also monitor the students progress / and or behaviour using a blue monitoring card. If the problem persists speak to the Head of House who may in turn ask advice from the relevant Learning Manager. A full job description for the Form Tutor can be found in the Staff Handbook.

## **8. Monitoring Cards (see flow chart)**

**Report cards are given at three levels: The first level is given by the tutor, Subject Coordinator or Faculty Manager, the second level by the Inclusion team, the third level by the Principal or Leadership Group.**

### **Blue report cards given by Tutors, Subject Coordinators or Faculty Heads –**

These cards should be given by tutors for monitoring or attendance purposes or by Subject Coordinators / Faculty Heads for specific subject only purposes. It is expected that a student would stay on a blue monitoring card for at least two weeks. Parents should be contacted at some point during this process to discuss reasons for the monitoring card and to be given feedback from the person monitoring the card.

**If a blue monitoring card shows no improvement, or for more serious behaviour concerns, a student can be put onto a pink report Card:**

### **Pink report cards given by the Inclusion Team**

Given by the Inclusion Manager or other members of the Inclusion team for more general behaviour difficulties or when referred by a tutor. Parents are contacted as soon as a student reaches this stage. Targets are set and a time limit given for monitoring. Students may be put on the Student Concern list and targets circulated to all staff. Parents will be invited in to school to discuss progress. All incidents involving students on a pink monitoring card should be recorded on a white slip / SERCO.

It is expected that a student would stay on a pink report card for 2-4 weeks. If they succeed, they may cease being on report or move back to a blue card with their tutor or subject teacher for a negotiated period of time.

**If a pink report card is not moving a student forward, a student can move on to -**

### **Gold report Card - Monitored by Leadership Group**

Parents will be invited to come into school as soon as a student reaches this stage. A behaviour contract will be set up. Students are put onto School Action or School Action Plus as appropriate and all subject teachers are asked for comments. Targets are set and a time limit given for the gold report card: targets are circulated to all staff. All incidents involving students on a gold card should be recorded on a white slip / SERCO.

It is expected that very few students at Settle College would reach this level. The gold report card has consequences attached to misbehaviour and a reward negotiated with parents, attached to improvement. Students who reach this stage are at serious risk of exclusion and so it is expected that all internal and external support systems should have been available by this point.

## **9. School Concern / Vulnerable Students / SEN**

The Inclusion Manager, SENCO and the Pre-16 Learning Manager are responsible for the **School Concern List**.

The students on this list include:

**Students who have learning and / or behaviour difficulties, but the problem is not sufficient to put them on the Special Needs Register. This list makes staff aware of their difficulties and needs.**

All students on this list are monitored closely from an academic and pastoral point of view. Although students on this list are not on the **Special Needs Register**, this list contains a number of **vulnerable students** and as such is monitored for academic underachievement. Students are put on this list for a number of reasons and the list of students is available to staff on the network. Many of these students have **pastoral support plans** and see a member of the Inclusion Team regularly. The pastoral support plans are available to staff on the network displaying the student's targets and the member of staff they are working with.

### **Individual Education Plans**

The Inclusion Manager works closely with the **Special Needs Team** and together with the **SENCO**, ensures that students on the **Special Needs Register** with behaviour problems have their **IEP's** reviewed regularly:

**Students should be clear about their targets**

**Targets should be circulated to all staff**

**Targets should be reviewed regularly and the progress file kept up to date**

**Parents should be kept informed**

**Students should be given access to all available support**

### **Pastoral Support Plans (PSPs)**

The Inclusion Manager also meets regularly with a number of students on pastoral support plans. These are for students who are at serious risk of exclusion. Elaine Watt also sees students with PSP's regularly and makes sure that staff working with PSP's keep targets relevant and up to date. The Inclusion Manager makes sure information is passed to the Special Needs team where appropriate. Other staff working with PSP's are Sue Power, Marcus Harrison, Claire Middleton (ESW), Sean Whittle and Jan Dunn Birch (North Yorkshire Behaviour Services).

## **10. Some examples of classroom strategies - Encourage students to Think and Choose**

For low-level misbehaviour, try to help the student to remove him or herself from the situation. Give them a warning and a chance to put their behaviour back on track.

**Think and Choose** is a way of you keeping the moral high ground i.e.: “I don’t want to hand out a sanction, but if your poor behaviour continues I will have to”. The student should feel that you want them to stay in the classroom, as your lesson is important, **but** they need to choose to modify their behaviour. Try to praise students at the end of the lesson for making when they make the right choice and behave well.

### Some Examples of General Misbehaviour

- **Chewing Gum**

Warning and request to remove gum:

**Think and Choose** Persistent chewing could lead to a note in planner to parents, moving seats to be nearer to the teacher, or a detention given by the teacher.

- **Offensive Language**

Warning: that sort of language is inappropriate in college.

**Think and Choose** Repetition may lead to a detention by the class teacher or call to senior member of staff on duty. Extremely offensive language may lead to a request for a senior member of staff to remove the student from the room immediately. However there may be times when it is appropriate to tactically ignore a comment “I’ll pretend I didn’t here that shall I!?”, “I’m sure I must have misheard your last comment but just in case I didn’t you need to be aware of the consequences of saying anything like that again”.

- **Not Staying on Task**

Warning: “You will not finish the required amount of work if you don’t get on, then you will get behind.” Encourage the student to **Think and Choose**.

Repetition could lead to a detention given by the teacher or a request that the work be finished at home. You could make a note in the planner or other contact with parents. If the student is disruptive, call for the senior member of staff on duty. If not, but you find the situation continues in subsequent lessons, discuss the situation with your line manager.

- **Talking**

Warning: “Continuous talking is very disruptive and prevents the whole class including yourself from learning”. Encourage the student to **Think and Choose**.

Repetition may lead to a detention by the class teacher or call to senior member of staff on duty. You could make a note in the planner or other contact with parents. If the student continues to be disruptive, call for the senior member of staff on duty who will speak to the student. If not but the situation continues in subsequent lessons, discuss the situation with your line manager or the student’s tutor.

- **Arguing**

Give the student a warning; like persistent talking, arguing with one student prevents a teacher from continuing with their lesson. ***Refuse to be drawn in to one to one arguments – remember the teacher is always the adult in a situation, once you allow a confrontation to develop you have lost.*** Invite the student to discuss this with you at break or lunchtime, but explain that you really must continue with the lesson as you have a duty to others in the classroom. Encourage the student to **Think and Choose**. Repetition may lead to a detention by the class teacher or call to senior member of staff on duty. If the student continues to be disruptive, call for the senior member of staff on duty who will speak to the

student. If not, but the situation continues in subsequent lessons, discuss the situation with your line manager.

- **Distracting Others**

Warning: “Distracting other students is unfair as it means they will not know how to continue with their work”. Encourage the student to **Think and Choose**. You could think about moving the student to a different part of the classroom.

Repetition may lead to a detention by the class teacher or if the student continues to be disruptive, call for the senior member of staff on duty who will speak to the student. If not but the situation continues in subsequent lessons, discuss the situation with your line manager.

- **Lateness**

Lateness to lessons should always be challenged. Where a student is late to your lessons, the class teacher could give a detention. You could make a note in the planner or other contact with parents. Record lateness on SERCO. If a student is persistently late to your lessons speak to the Tutor who will discuss this with the Inclusion Manager.

## **11. Remember:**

Always follow the school policies; this makes life much easier for students and staff. Make sure students are clear about any special rules that apply to your subject or classroom.

Challenge misbehaviour immediately but avoid confrontation situations.

Keep calm, use humour, don't over-react.

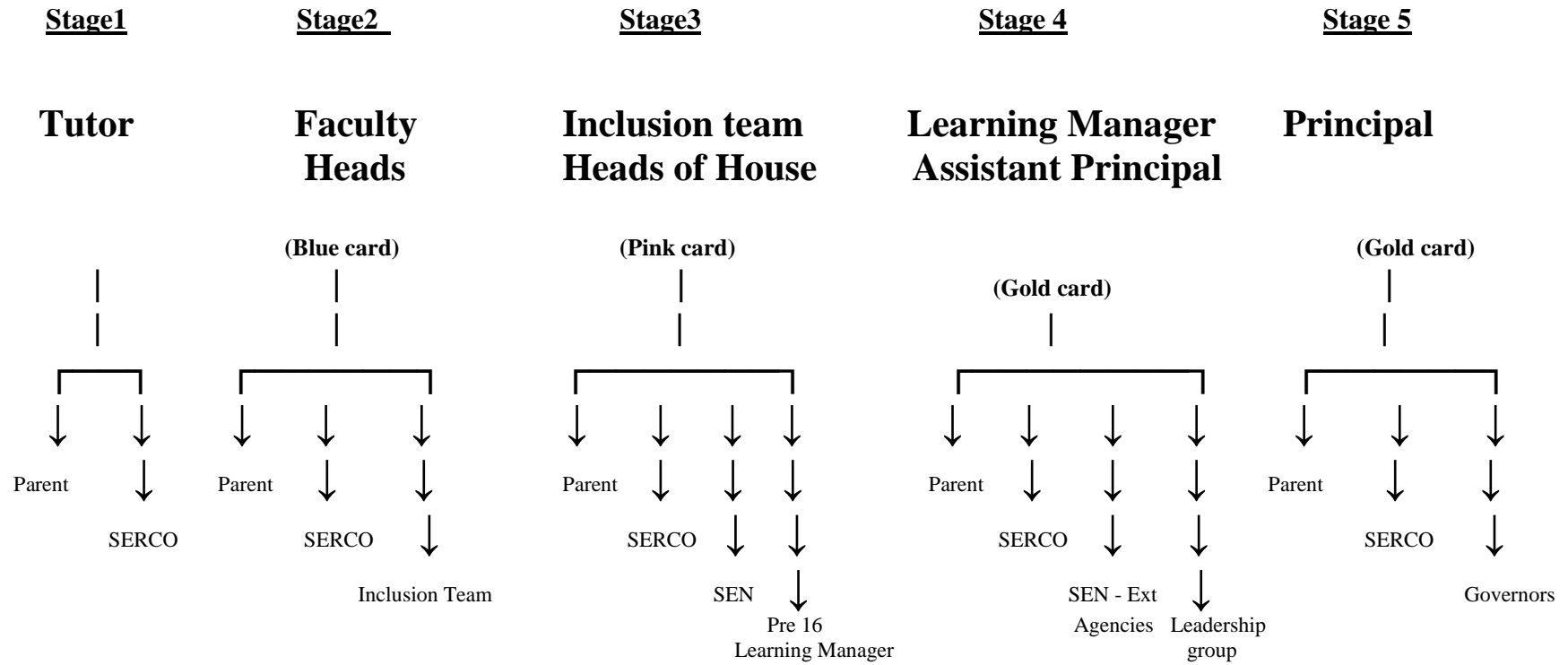
Avoid sarcasm and blanket punishments.

Try to involve parents early on with any problems.

Use the line management system if you need to.

**SP 2007**

# SANCTIONS and COMMUNICATION – Pre 16



## Different Stages of Monitoring – Pre - 16

