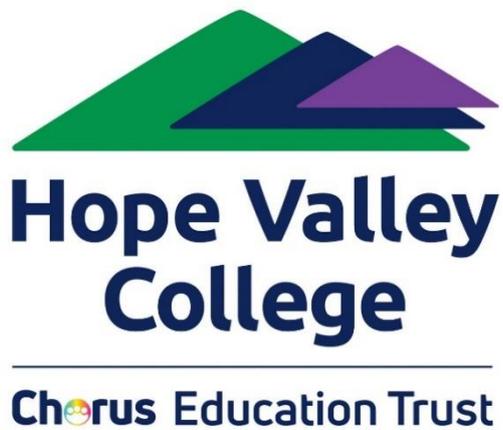


Hope Valley College

Behaviour for Learning Procedure

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1. Rationale

The Behaviour for Learning Policy is a system that seeks to promote high expectations of all students in order to achieve the vision of ‘Outstanding Achievement for All’.

Hope Valley College wants everyone:

- To experience outstanding teaching.
- To feel welcomed and that they belong.
- To achieve beyond expectation.
- To be known and cared for.
- To know that their talents are nurtured and achievements celebrated.
- To be prepared for the future and play a positive part in society.

2. Aim

The Behaviour for Learning Policy promotes an ethos of collective responsibility for the successful management of behaviour for learning. Students need to experience consistency in the application of the procedure in order for it to promote equality and inclusion for all. Reward and praise must outweigh sanctions, and a positive culture of shared goals and success is to be created in all classrooms. We will provide an environment where students are mutually respectful, supportive of each other and achieve. We will actively target and tackle any type of behaviour that impacts on the wellbeing and success of students or which leads to inequality within our school community.

3. Our Approach Requires

- Lessons to be planned which meet the needs of all learners.
- The same high expectations established in all classrooms.
- Consistency in the use of sanctions and rewards.
- Staff to be welcoming, supportive and positive at all times.
- A focus on the wellbeing of the students.
- Close liaison by all stakeholders, including staff and parents.
- Staff to feel supported by the behaviour processes and systems in order to teach to the best of their abilities.

4. Establishing Outstanding Behaviour for Learning Culture

Culture is based around building good habits, breaking poor habits, and establishing positive working relationships with students. We have simple, consistent systems based on kindness and respect to ensure that all students are safe, happy, and confident. Students respond well to consistency, routines and relationships. We have consistently high expectations of what each student can achieve and how they should behave. We will model behaviour and expectations and will support students in learning how to accept the perspective of others and restore relationships. When misbehaviour does occur this must be dealt with consistently by all teachers with equity of sanction. It should be

challenged and the appropriate response and outcome issued. The 'Hope Valley College Way' captures these values and communicates our expectations to all stakeholders:



The principles of effective classroom management are: **high expectations; acknowledgment of positive behaviour; setting clear boundaries which are communicated; and providing appropriate feedback and responses.**

5. Expectations

Hope Valley College Expectations

At Hope Valley College we aim to establish the same high expectations of all students. These expectations are focussed on punctuality, readiness to learn (incorporating uniform, equipment and attitude to learning), effort and respect for staff, students and self.

The expectations are clearly established and followed by all staff.

The Hope Valley College Expectations are:

- Arrive on time, fully equipped and ready to learn
- Develop positive attitudes to learning through showing respect, resilience, resourcefulness, respect and by being reflective
- Move around quietly around the school
- Treat the school buildings and school property with respect
- Follow all instructions, first time, every time
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when off-site

As a School we will look to nurture our students and recognise the positive behaviours that they display. There are a wide range of rewards that staff can use to recognise the behaviour and effort of students. These may include:

- Positive mentions/points using Arbor MIS

- Positive praise postcards
- Contact with home to share positive feedback
- Feedback from Head of Faculty or the leadership team
- Feedback from the pastoral team
- Assemblies
- End of year awards
- Other informal ways of celebrating the success of students

6. Student rules

- **Every point counts:** all positives and negatives lead to a consequence.
- **Uniform:** top to toe uniform, coats off in learning spaces.
- **Equipment:** every lesson, every day.
- **Corridors:** left is best.
- **Break time:** outside if it's dry.
- **Phones/electronic devices:** Switched off and in your bag from 8.55am - 3.30pm. If we see it or hear it, we will take it.
- **Lessons:** on time, every time (5 lates in a week = detention)
- **Toilets:** go during your break, not lessons or changeovers - Key Stage 3 upstairs, everyone else downstairs toilets only. If you need to go during lesson time, you will need your planner and TIP. No eating or litter in toilets.
- **Food to be consumed in the dining room only - No chewing or eating** in lessons.
- **Student planner** to record homework - out in every lesson.
- **Wet break:** Y7 – ICT1/Library, Y10 – English rooms, Y8,9,11 – Hall
- **Water bottles:** Only fill them up during break and lunchtime.
- **Bus queues:** In lines in correct place. Y11 only at the front of school.
- **Out of bounds** is marked by a red line around the field. Students must not cross this boundary.
- **Prohibited items** should not be brought into school.

7. Behaviour in Lessons

This builds on the rights of all students to learn, the teacher's right to teach and an environment where everyone is treated with respect and dignity. All members of the school community have a responsibility to ensure that they behave in a way that inhibits any of the above. All members of our community are expected to follow the rules that create the right environment for learning and will adhere to the routines that enable this.

The 'Good Behaviour' procedure requires that all members of our community create and contribute to an environment conducive to learning. When staff are discussing behaviour in class, they will use the language of 'chance, choice, consequence' to support the student:

Chance - A **reminder** of our expectations

Choice - A **warning** to choose the correct way to behave

Consequence - A clear **consequence** for a student's choice of behaviour.

On call

On-call is used to collect the student not meeting expectations and they are removed from the learning space. Students will be provided with work to complete.

Internal Suspension

Depending on the severity of a behaviour incident, or a series of repeated events students may be internally excluded – working on their own and prohibited from mixing with peers at break and lunchtime. Students may also be placed in seclusion when serious incidents are being investigated. School will contact home when this is due to occur as soon as is practicable.

8. Behaviour in Arbor

Teachers and support staff are responsible for logging positive and negative behaviors in Arbor. All behaviors logged in Arbor should be discussed with students and Teachers should award detentions and contact home where they feel it is necessary.

Behaviour procedure for staff

The following chance, choice, consequence framework should be used by staff when managing behaviour.

Stage	Teacher Action
Chance	A reminder of our expectations – a chance to modify behaviour.
Choice	A warning to choose the correct way to behave - if behaviour does not change it may lead to a consequence.
Consequence	A clear consequence for a student's choice of behaviour, recorded in Arbor.

Using Arbor to log behaviour

Please log all behaviours in Arbor. All behaviours are worth 1 positive or 1 negative point. Some of these generate an automatic email home.

Behaviour type	Arbor Action
Good work	1 positive point
Ready to learn	1 positive point
Reflective	1 positive point
Resilient	1 positive point
Resourceful	1 positive point
Respectful	1 positive point

Behaviour type	Arbor Action
Star of the Week	1 positive point an automatic email home

Disruption	1 negative point
Equipment	1 negative point
Failure to attend a teacher detention	1 negative point
Homework	1 negative point
Refusal	1 negative point
Removal	1 negative point
Social time	1 negative point
Toilet misuse	1 negative point
Phone	1 negative point and automatic email home
Uniform	1 negative point and automatic email home
Planner	1 negative point and automatic email home
Homework	1 negative point
Unkindness	1 negative point
Work	1 negative point

Rewards and sanctions – pages 21 – 25 can go to be replaced by this

At Hope Valley College we reward students for positive behaviour and have clear consequences for when students do not meet our expectations. We have to make reasonable adaptations for students with identified needs.

Behaviour Rewards

Badges are awarded annually in Key Stage 3 and cumulatively in Key Stage 4.

Award	Points	Reward
Bronze Award	100	<ul style="list-style-type: none"> ▪ Bronze award badge ▪ Email home ▪ Postcard
Silver Award	200	<ul style="list-style-type: none"> ▪ Silver award badge ▪ Email home ▪ Postcard
Gold Award	300	<ul style="list-style-type: none"> ▪ Gold award badge ▪ Email home ▪ Postcard
Platinum Award	400	<ul style="list-style-type: none"> ▪ Platinum award badge ▪ Email home ▪ Postcard
Headteacher's Award	Awarded at the discretion of the Headteacher and accompanied by a badge and a letter home.	
Key Stage Leaders Award	Awarded at the discretion of the Key Stage Leaders and accompanied by a badge and an email home.	

Attendance and behaviour rewards

Behaviour	Reward
Perfect week: Attendance – 100% attendance	<ul style="list-style-type: none"> ▪ Email home ▪ Notify tutor and Key Stage Leader
10 Positives in a week	<ul style="list-style-type: none"> ▪ Email home
Perfect term: <ul style="list-style-type: none"> ▪ No lates to lessons or school ▪ No negatives ▪ 100% attendance 	<ul style="list-style-type: none"> ▪ Letter home ▪ Notify tutor and KSL
Perfect year: <ul style="list-style-type: none"> ▪ No lates to lessons or school ▪ No negatives ▪ 100% attendance 	<ul style="list-style-type: none"> ▪ Letter home ▪ Postcard home
3-week streaks	<ul style="list-style-type: none"> ▪ Students who attend for 3 weeks in a row within a term will have a reward. Students can achieve 2 ‘streaks’ in a term

Our badges

We have badges for whole school achievements.

- Points awards (Bronze/Silver/Gold/Platinum)
- Student Ambassadors
- Student council
- Sports Leaders
- Key Stage leader awards
- Headteachers Award



Sanctions

Negative points	Consequence
5 negative points in one day	Consequence the next day to be decided by the Key Stage Leader
5 negative points in one week	Whole-school lunchtime detention – SLT MONDAY LUNCHTIME Email to parents Tutor and key stage leader notified Report card at the discretion of the Key Stage Leader
5 late marks in one week Or Failure to attend a teacher/faculty detention	Whole-school lunchtime detention – SLT FRIDAY LUNCHTIME Email to parents Tutor and key stage leader notified
5 Phone misuse negatives in one term	Phone handed in to reception for 5 days
5 SLT detentions	1 day seclusion Email to parents

Sanctions hierarchy:

1. Teacher detention
2. Faculty detention
3. SLT detention
4. Social time isolation: break
5. Social isolation: lunchtime

6. Social isolation: break and lunchtime
7. Internal exclusion: morning seclusion
8. Internal exclusion: full day seclusion
9. All sanctions must be precluded by an email to parent/carers. Templates are set up in Arbor for all central sanctions (seclusions and social isolation).

9. Escalation and Support

At Hope Valley College we will support students to modify their behaviour and meet the Hope Valley College Expectations through positive support methods and via escalation of sanctions and reports. This support comes from: Form Tutors, pastoral and Inclusion, SEND Team and SLT.

Tutor

Tutor is an essential part of life at Hope Valley College. It provides a constant and first point of contact for students and an opportunity to support and guide students pastorally and academically.

Tutor supports behaviour via the following:

- Tutors to check Arbor regularly. This information is used for Behaviour Mentoring discussions with tutees and checking behaviour reports.
- Uniform is checked and sanctions issued as appropriate. Issues are shared with the pastoral team
- Check for basic equipment for the day

Pastoral Team

Key Stage Leaders and Pastoral Managers play an important role in supporting students and staff following a behaviour issue. They are responsible for:

- Providing daily support, guidance and intervention concerning behaviour.
- Monitoring student behaviour mentions weekly and cumulatively across half-terms and the academic year.
- Monitoring punctuality and attendance
- Issuing principal's detentions for serious transgressions of behaviour
- Supporting students' pastoral reports including meeting with students, target setting, communicating with parents / guardians, monitoring and reviewing progress.
- Supporting students at risk of suspension, with SLT, via PSP (Personal Support Plan) including: meeting with students, parents and SLT to discuss academic and pastoral progress, target setting, monitoring and reviewing progress and regular communication with parents / guardians.
- Preparing information regarding behaviour for Pastoral Panel Referral Panel Meetings.
- Investigating and sanctioning serious incidents, in conjunction with SLT, staff and other colleagues.

Inclusion and SEND Team

- The Inclusion and SEND team provide interventions with students concerning behaviour. These are individualised and formulated by the team and agreed at the Pastoral Panel Referral Panel meetings in liaison with Key Stage Leaders and the Strategic Lead for Pastoral, Inclusion and SEND.
- Where these interventions require parental involvement or communication the relevant member of the team will inform parents.

SLT

SLT provide both strategic leadership and operational support with behaviour issues. This includes:

- The Strategic Lead for Pastoral, Inclusion and SEND undertaking: policy review, behaviour strategy planning, behaviour strategy monitoring and Q&A, leadership of Pastoral Panel Referral Panel process.
- Supporting On-call and Seclusion through timetabled periods for both.
- Day-to-day support of all colleagues as required.
- Supervision of students on corridors and around school at: lesson change over, before school (Meet and Greet), break-time, lunchtime and after school.
- Liaison and support for pastoral team with reports, PSP and parental meetings where appropriate.
- Investigation and action following serious incidents.

Reports

Report Cards

Report cards are distributed and collected by Pastoral managers who will log this in Arbor using a pastoral note (headings in 'summary need to be consistent: 'green report', 'yellow report', 'red report').

Green report

1. Students identified for report by the Key Stage leader and/or Tutor.
2. The card is monitored by the form tutor.
3. If students do not meet the requirements of the card, they continue for a further week.
4. If they do not meet the requirements at the end of the second week, they progress to a Key Stage Leader Report card (Yellow).

Yellow Report - Key Stage Leader

1. This report could be a follow-up from a green report, or for another reason at the discretion of the Key Stage Leader.
2. The Key Stage Leader will contact parents/carers to discuss the issues leading to being placed on this report before it is issued to the student.
3. If students do not meet the requirements of the card, they continue for a further week.
4. If they do not meet the requirements at the end of the second week a meeting with parents will be arranged to discuss the next steps. These could include:
 - a. A period on a green report (some improvements)

- b. A further period on a KSL report
- c. An SLT report

Red report - SLT

1. This report can only follow a KSL report and will include a formal meeting with parents/carers to discuss the parameters of the report card and aims and outcomes of the process.
2. The period of time for this report will be decided in the parent meeting but can range from 1 week – 4 weeks.
3. If the student does not meet the requirements of the card parents will be invited to a meeting to discuss the reasons why and agree next steps;
 - a. A period on KSL report (some improvements on SLT report)
 - b. A further period on SLT report
 - c. Social isolation
 - d. Internal seclusion at HVC
 - e. Off-Site Direction at a different school
 - f. Alternative provision

Report card template:

Please note that 'Targets' are not compulsory:

Name:	Member of staff monitoring:
Start date:	Target 1*:
Tutor:	Target 2*:

Day:	Target	Score	Comment/signature
Lesson 1:	▪ To arrive on time	1 2 3 4	
	▪ To complete work	1 2 3 4	
	▪ To behave appropriately	1 2 3 4	
Lesson 2:	▪ To arrive on time	1 2 3 4	
	▪ To complete work	1 2 3 4	
	▪ To behave appropriately	1 2 3 4	
Lesson 3:	▪ To arrive on time	1 2 3 4	
	▪ To complete work	1 2 3 4	
	▪ To behave appropriately	1 2 3 4	
Tutor:	▪ To arrive on time	1 2 3 4	
	▪ To complete work	1 2 3 4	
	▪ To behave appropriately	1 2 3 4	
Lesson 4:	▪ To arrive on time	1 2 3 4	
	▪ To complete work	1 2 3 4	
	▪ To behave appropriately	1 2 3 4	
Lesson 5:	▪ To arrive on time	1 2 3 4	
	▪ To complete work	1 2 3 4	
	▪ To behave appropriately	1 2 3 4	

*Targets are not compulsory – only use where necessary

Parent signature:

10. Sanction Stages

At Hope Valley College we believe that praise, positive relationships, engagement and meaningful learning experiences ensure a limited number of students will require a sanction. However, some students will require further intervention and support to ensure they make changes and improvements to their behaviour.

The sanctions and processes within the policy are summarised below:

Sanctions

- Verbal warnings
- Removal from lesson
- Negative points in Arbor
- Detentions – teacher/faculty/pastoral/leadership
- Referral to senior staff
- Letters/phone calls home
- Report
- Suspension
- Permanent Exclusion (refer to suspensions and exclusions policy)

Use of Mobile Phones and other Electronic Devices

Mobile devices must be turned off and in bags inside the building all day. They can be used outside at break and lunchtime, but this is currently under review.

This procedure should be read in conjunction with the following policies:

- [Anti Bullying Policy](#)
- [Behaviour Policy](#)
- [Online Safety Policy](#)
- [Safeguarding & Child Protection Policy](#)

Appendix and glossary

On Call and Seclusion Procedures

On-Call

- On-call is used to support staff whilst they are teaching – with pastoral, behavioural and serious incidents.
- Where behaviour has escalated beyond an initial sanction or staff require support, On-call should be sent for via telephone to reception
- On-call staff should respond quickly to the request and discuss the incident with the teacher. An action should be agreed with the emphasis on getting the *student back into a classroom*. If the student is compliant and the issue can be resolved, the student could be allowed to return to the lesson or placed in another classroom.
- If the situation has moved past this stage and the student remains uncooperative, defiant or aggressive they will be removed to the Seclusion Room immediately with work from the lesson.
- The teacher will log the incident on Arbor – this is to inform parent/carers
- The student will be placed in the classroom of the head of faculty, or other appropriate senior staff member

Pastoral Team Meeting

- The Pastoral team hold a weekly pastoral meeting, alternating between KS3 and KS4
- In attendance each meeting are the following staff:
 - The Strategic Lead for Pastoral, Inclusion and SEND (also Designated Safeguarding Lead)
 - Senior house tutors
 - Pastoral Managers
 - Safeguarding Manager
 - SEN representative
- The Pastoral Team will discuss and plan actions for students who require a multitude of interventions. These are then actioned and reviewed at the next meeting.

Definitions of behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature such as-
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, vaping or associating with individuals who are smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour such as gendered, transphobic, disabilist
- Possession of any prohibited items. These could be:
 - Knives or weapons
 - Alcohol
 - Illegal drugs, or prescription drugs that do not belong to the individual
 - Stolen items
 - Smoking paraphernalia such as, but not limited to, cigarettes, vapes, vape liquid
 - Fireworks and other associated items such as smoke bombs
 - Pornographic images or items
 - Any article a staff member 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 pupil)
 - Violent and threatening behaviour

This is not an exhaustive list of items.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

For definitions see Behaviour Policy

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Zero-tolerance approach to discriminatory and prejudiced behaviour

The school will ensure that all incidents of discriminatory and prejudiced behaviour are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Dismissing intolerant attitudes as 'banter' or 'jokes' is indirectly, subtly and silently reinforcing issues. Staff will intervene and escalate all situations where discrimination and prejudice has taken place.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- Sanctions discriminatory and prejudiced behaviour may include:
 - Seclusion
 - Letters or phone calls home to parents
 - Agreeing a behaviour contract
 - Key Stage Referral Panel
 - Suspension
 - Permanent Exclusion (refer to Exclusions Policy)

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehavior when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehavior:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

For further information please see the trust 'Behaviour for Learning Policy'.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.