

Hope Valley College

Good Behaviour Procedure

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Related documents:	



Hope Valley College

Chorus Education Trust

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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 policy 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 wish to 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.

This policy establishes the process and practices for rewarding students and ensuring behaviour that impacts on the learning of others is dealt with effectively and in a timely manner. It was created in consultation with staff at all levels and students.

Factors that may impact on student behaviour, including Special Educational Needs and Safeguarding Concerns, do not form part of this policy. The individual needs of these students, and thereby individualised interventions undertaken, are recorded on the relevant areas of the students' file within school. (Linked policies: SEND Information Report, Safeguarding)

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.

3.1 Establishing outstanding behaviour for learning

Praise, positive relationships and engagement and meaningful learning experiences are the best methods for ensuring good learning behaviours. Students respond well to consistency, routines and relationships. When poor behaviour 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 principles of effective classroom management are: **high expectations; acknowledgment of positive behaviour; setting clear boundaries which are communicated; and providing appropriate feedback and responses.**

4. 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.

5. Punctuality

Arriving on time and being prepared to learn are essential for success at Hope Valley College and beyond. They encourage an important lifelong skill for the individual and ensure an orderly start to learning for all students. (Linked policy: Attendance and Punctuality)

5.1 Punctuality to Lessons

All staff will 'Meet and Greet' students at their classroom door. This will provide a positive welcome, a check of being 'Ready to Learn' and will encourage other students off the corridor and into classrooms to begin learning. It also provides support for colleagues who are not present at their classroom, due to teaching or other commitments across the school site, and supervision for students who are awaiting the arrival of their teacher.

On-call staff, (On-call is a timetabled hour each period where a member of staff supports colleagues if requested) with support from SLT and pastoral where possible, will monitor corridors for the first 10 minutes of each lesson period. Students remaining on the corridor after the start of lesson will be taken to lessons.

Students will be considered late to lesson if they arrive after the majority of the class and/or after the class teacher has closed the register. Registers must be taken within the first 10 minutes.

Students must have TIP (Teacher Individual Pass) if they are out on the corridors and will be sent back to lessons without one.

No students are to be allowed out to collect water during lesson time. Students are to collect water before 08:55, at break and at lunch. **Please note:** during occurrences of hot weather this will be reviewed by SLT.

5.2 Rewards

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

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 College 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' Policy requires that all members of our community create and contribute to an environment conducive to learning. It is based on the principle of:

- chance
- choice
- consequence

When staff are discussing behaviour in class they will use the language of 'chance, choice, consequence' to support the student. Students will be made aware of their behaviour and given a chance to change. If behaviour does not change student will be given the choice to choose the right behaviour or be issued with a negative mention and a consequence (moved in room, teacher detention).

If behaviour does not change, students will be on called.

5.3 On call

On-call is used to collect the student not meeting expectations and they are taken to a Remove Room. Each department operates a Remove Room timetable within the department. The Head of Faculty is responsible for identifying classrooms where students can be placed when behaviour cannot be managed in the classroom.

5.4 Seclusion

If a student has more than one On-call and Remove Room in a day they will be placed into Seclusion the following day.

Negative Mentions on Classcharts more than 3 per day, twice in one week

Negative mentions can be recorded for a range of issues, such as defiance or distracting others.

6. 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.

6.1 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 classcharts for the previous day. 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

6.2 Pastoral Team

Senior House Tutors 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.
- Issuing detentions for a student who has been on-called from a lesson
- 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 exclusion, 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.

6.3 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 Senior House tutors 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.

6.4 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.

6.5 Reports

If behaviour issues persist for students and they reach certain thresholds students will be supported via a report. The report will be individualised, with specific targets to support changes and improvements to behaviour. All reports will be reviewed in the following school day and further intervention and action taken as required. Students who fail to complete a report on a given day will be secluded for half a day.

Level 1: Tutor ATL Report – 5 negative mentions in a week

- To be completed by class teacher in all lessons.
- To be reviewed daily in tutorial with tutor.
- Tutor to pass on concerns to pastoral team.

Level 2: Pastoral ATL report

- To be completed by class teacher in all lessons.
- To be reviewed daily with pastoral team
- Pastoral staff to pass on concerns to Pastoral Referral Panel.

Level 3: SLT ATL Report

- To be completed by class teacher in all lessons.
- To be reviewed daily with SLT member.
- SLT to feedback via Pastoral Referral Panel.

Level 4: PSP

- To be completed by relevant staff.
- To be reviewed daily and weekly by pastoral team and SLT.
- Feedback via parental meeting.
- The purpose of this plan is to avoid a breakdown in the College placement

7. 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

Sanction	Description
Teacher detention	Issued following a repeat of behaviour that does not meet the Hope Valley College Expectations. Recorded on Classcharts
On call	Issued following a repeat of behaviour that does not meet the Hope Valley College after a teacher detention has been issued.

	On-call support removal to Remove Room. Pastoral team/HOF issue a detention
Pastoral/faculty action	<p>Issued for:</p> <ul style="list-style-type: none"> • On-call Removal • Failure to attend teacher detention • 3 negative mention in a day • Serious Incident <p>Recorded on classcharts 30 minutes lunch detention once a week – if appropriate in faculty HOF intervention with students and contact with parents – if appropriate Standard letters about behaviour/expectations – if appropriate</p>
Principal's detention	<p>Issued by pastoral/faculty for:</p> <ul style="list-style-type: none"> • Failure to attend pastoral/faculty detention • Serious Incident <p>Recorded on classcharts After-school detention Pastoral staff to inform parents/carers</p>
Seclusion	<p>Students are secluded from lesson for a period of a half-day, full-day or at social times.</p> <p>Seclusion used for:</p> <ul style="list-style-type: none"> • Multiple Incidents in day • Failure to attend principal's detention • Negative mentions threshold – 5 mentions in a day <p>Pastoral to inform parents.</p>
Reports	<p>Issued by tutor, pastoral or SLT. Specific targets to support students improve behaviour, linked to ATL</p>
Fixed Term Exclusion	Linked Policy: Exclusions
Permanent Exclusion	Linked Policy: Exclusions

7.1 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 ()
- 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 – Remove Room.
- 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 classcharts

Remove Room Procedures

- All faculties will have a Remove Room timetable agreed at the start of the academic year. This should be collated by Heads of faculty, identifying appropriate classrooms where students could be placed when behaviour cannot be managed in the classroom.
- Heads of Faculty need to monitor the use of the Remove Room. Clear records should be kept of when and why students are removed from lessons, and any further action taken, such as informing parents, the involvement of Inclusion / Pastoral Team or planned consequences.
- Heads of faculty should be aware of any patterns, for example the same students being repeatedly removed or frequent removal from one subject or teacher and whether they follow up patterns that raise concerns.
- If a student refuses to go to the Remove Room they should be taken to the Seclusion Room by the On-call member of staff.
- Pastoral staff will then take further action.

Seclusion Room Procedures

- On arrival to the Seclusion Room, the Seclusion Room Staff will record details of the student arrival (Name, tutor group, time of arrival, referring teacher, reason for on call).
- The student will be expected to comply with Hope Valley College Expectations and the Seclusion Room Expectations. (Linked Document: Seclusion Room Expectations)
- The student will work as directed and complete work set.
- Students involved in serious incidents, incidents that require investigation or demonstrate particularly challenging behaviour and defiance can be placed in the Seclusion Room for the remainder of the lesson or day. If staff believes that the incident requires further investigation and therefore a longer period of time, they will contact SLT for further guidance.
- The Seclusion Room Staff will report on how well the student complies with expectations whilst in the Seclusion Room.
- If the student becomes disruptive, defiant or aggressive whilst in the 'Seclusion Room', a member of the Senior Leadership Team should be contacted immediately.

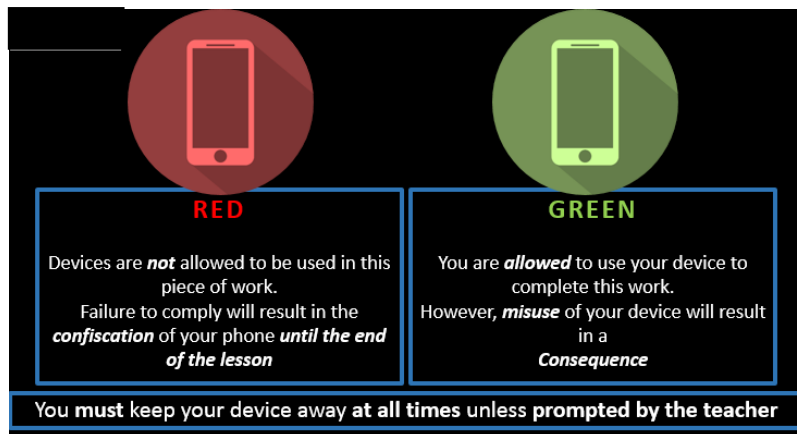
Pastoral Referral Panel

- The Pastoral team, fortnightly hold a pastoral referral panel
- 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
- SENCO
- The Pastoral Referral Panel will discuss and plan actions for students who require a multitude of interventions. These are then actioned and reviewed at the next meeting.
- Students are discussed in categories as follows:
 - Behavioural Concerns
 - CLA
 - CP / CIN / Safeguarding
 - SEND
 - Mental Health
 - General Concerns

Use of Mobile Phones and other Electronic Devices

The classroom teacher will make the decision about the use of devices in the lesson and will communicate this to the class using the Red or Green symbol.



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- **Headphones** must not be visible inside the classroom, unless asked by staff. Headphones must not be used in the corridor. This is a health and safety issue.
- Students will be given **ONE** chance to put away device and remove headphones.
- Failure to do so – phone / headphone will be confiscated by class teacher until the end of the lesson and logged on classcharts– teacher detention issued.
- Refusal to hand over mobile / headphones = On Call contacted and normal systems apply for defiance.

The class teacher will challenge:

- Use of device without the consent of classroom teacher.
- Students charging devices in school.
- Passing devices to others in the classroom.
- Music played in a public space

- **We will not tolerate**
- Taking pictures or film without consent.
- Use of social media inside the classroom.
- Students who engage in 'group chats' which are created to target an individual with the intention of being unkind or to cause offence.
- Sharing of inappropriate material online - including material that is racist, homophobic, sexist, includes extremist content or discriminatory language against people with special needs and disabilities.
- Sharing inappropriate material of a sexual content (including sexting).
- Deliberate attempts to contact staff via social media or use their online profile to harass, intimidate, make threats or cause offence to any member of staff and / or adult.
- Using social media to harass, intimidate, make threats or cause offence to another student.

Consequences will be applied based upon the severity of the incident. For the most serious incidents e.g. cyber bullying or the filming of students and adults without their permission this will be a fixed-term exclusion. (Linked Document: Exclusion Policy)

- Headphones are not permitted to be worn in corridors. This is a health and safety issue. Students are permitted to check their timetable on their phone. Students will be given ONE chance to put away /remove headphones.
- Failure to do so – phone / headphone will be confiscated by class teacher until the end of the day and logged on classcharts– sanction issued
- Refusal to hand over items will result in a seclusion