

John Colet School

A Specialist Humanities College

BEHAVIOUR FOR LEARNING POLICY

December 2009

Date policy was agreed	February 2007
Date policy was reviewed	December 2009
Date reviewed by Governor Advisor	January 2010
Date reviewed by Parents	February 2010
Date reviewed by the Governors	June 2010
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team Member accountable for writing and reviewing the policy	Mrs C. McGinnity

Consultants:

Staff and students at John Colet, Mrs. C. McLintock (Headteacher), County Advisors (behaviour and attendance), School Governors (Sam Ranieri).
Parents

John Colet School Behaviour for Learning Policy

John Colet School seeks to create a positive and secure environment in which effective teaching and learning can take place.

We are committed to the following principles:

- Respect: for self, others and the environment
- Inclusion
- Collaboration between students, parents and school staff
- Developing learning skills and personal qualities across the curriculum, inside and outside the classroom

The policy seeks to promote the following Every Child Matters outcomes: be healthy, stay safe, enjoy and achieve and make a positive contribution.

Promoting good behaviour

All interactions within school provide the opportunity to model good behaviour. Students need to learn how to act in keeping with the school's values, attitudes, and expectations by taking responsibility for their own behaviour. The school's Learning and Teaching Policy describes expected practice and will support staff in teaching approaches that promote positive behaviour:

- Follow and uphold the behaviour for learning rules
- Know and use students' first names
- Have a seating plan for each class taught which uses boy/girl seating
- Have well planned lessons with a variety of activities
- Cater for the needs and learning styles of students
- Make the teaching environment welcoming
- Use positive language
- Apply sanctions calmly and with consistency
- Celebrate good behaviour and achievement.

Home-School Partnership

We believe that there should be close co-operation between parents/carers and school staff. Parents/carers are encouraged to contact the school if they have a concern regarding their child.

Members of staff may contact parents where there is any cause for concern or an opportunity to share success.

The **Home-School Partnership Agreement** is in every student's school planner for parents/carers to sign annually. The school prospectus publishes the Code of Conduct and the Behaviour policy. Students also receive copies of the Code of Conduct annually in their planners.

These documents formally outline the commitments which each person involved in education at John Colet School agrees to undertake and are signed by parents and the representative of the school. There should, therefore, be no misunderstanding about what behaviour is expected at John Colet School.

Roles and Responsibilities

a) **Governors:**

- agree the school's ethos, purpose and values in which the policy is based
- review, amend and approve the Behaviour for Learning Policy regularly
- model good behaviour to other members of the community

b) **Staff:**

- Have been consulted about the principles and values on which the policy is based
- Are expected to uphold the policy and its principles consistently and fairly
- Model good behaviour to other members of the community

A representative group of staff have written the policy

Subject Teachers and cover teachers – promote an effective learning environment where the highest standards of behaviour are insisted upon.

Teaching Assistants – assist the classroom teacher to promote an effective learning environment. Utilise the school's rewards and sanction procedures as appropriate.

Form Tutors – have an overview of the rewards and sanctions distribution within their tutor groups. They will initiate intervention strategies for tutees when required. Promote good behaviour through the tutorial programme.

Heads of Year - have an overview of the rewards and sanctions distribution within their year groups. Promote good behaviour through assemblies and work with individuals and groups of students.

The Pupil Support Officer – works with Heads of Year on following up specific incidents and liaises with parents.

The Inclusion Unit Manager – aims to secure improved outcomes of learning achievement and behaviour for all pupils.

- Seeks to develop innovative ways of overcoming barriers to learning for all students.
- Manages the supervision of students excluded from, or otherwise not working to, a normal timetable.

The Assistant Head Pupil Support – Promotes good behaviour throughout the school and leads on rewards and sanctions.

- c) Students:
- have had a role in constructing the school's classroom rules and code of conduct
 - are expected to uphold the policy and its principles when in uniform
 - model good behaviour to other members of the school and wider community when representing the school
- d) Parents/Carers
- work in partnership with the school to maintain high standards of behaviour both inside the school and within its community
 - uphold the Home/School Agreement

Setting High Standards of Behaviour

John Colet School has a Code of Conduct which is based on rules designed to set high standards of behaviour which will be consistently applied by members of staff.

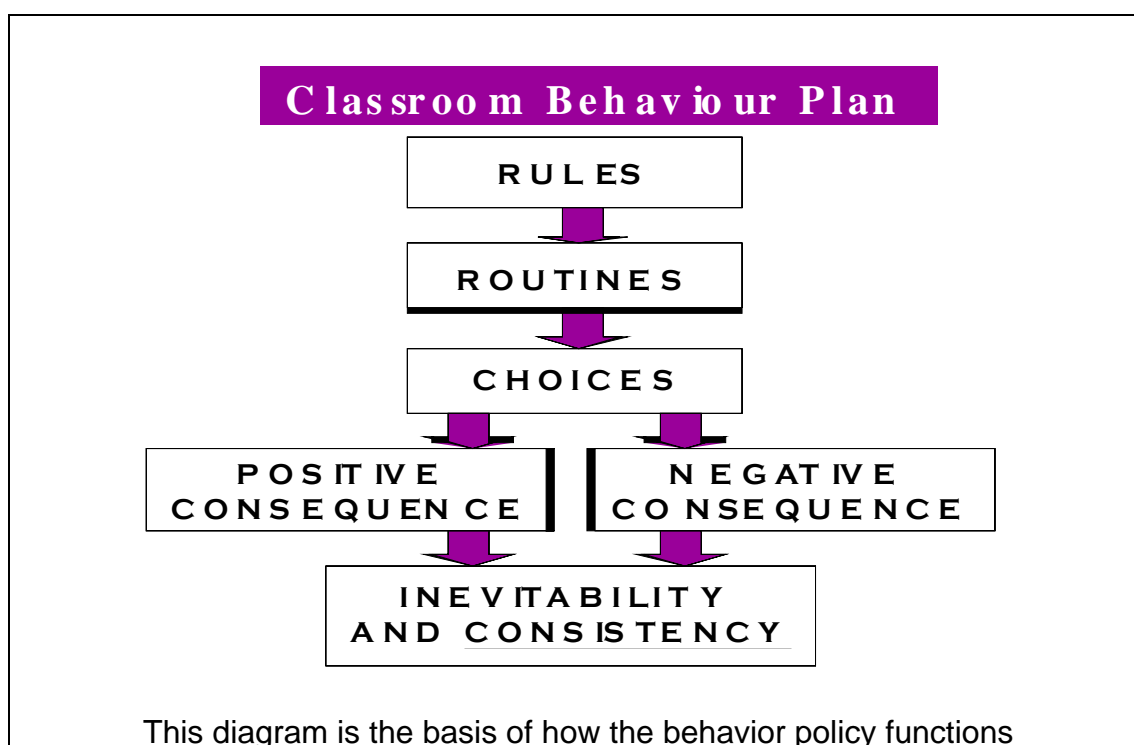
The Code of Conduct

- ✓ Follow the classroom rules.
- ✓ School is a place for learning and all aspects of students' behaviour in and out of the classroom must reflect this.
- ✓ Students must respect the right of others to work.
- ✓ Attendance and punctuality are vitally important to success.
- ✓ Smart school uniform (as described in the official school uniform list) must be worn and students should understand that when they are in uniform they are representing the school.
- ✓ Possession of alcohol and tobacco is forbidden on the school premises.
- ✓ Possession of fireworks, offensive weapons or drugs is illegal.
- ✓ Respect and look after the school environment.
- ✓ Mobile telephones and personal music players will be confiscated by a member of staff if they are seen or heard within school.
- ✓ Bullying of any kind, racism and sexism will not be tolerated.

For the purposes of this policy, consistency is taken to mean that:

- a) Any breach of the Code of Conduct will be challenged; individual circumstances will be taken into consideration when deciding on consequences.
- b) Teachers will create a logical and dependable behaviour framework within their classrooms that is clearly understood and operates on the basis of certainty of consequence rather than severity.
- c) There will be zero tolerance of the following: the chewing of gum, the wearing of jewellery, bringing electronic devices to school, and the possession of weapons and illegal substances. The standardised response for dealing with each is located in Appendix 4.

Consistency is achieved through all members of the school sharing the same principles, values and beliefs and working within the behaviour framework.



Off-site behaviour

When students are travelling to and from school, are on educational visits, work experience, college placements and at sports events, they are representing the school and the school's behaviour policy is still in operation (See Appendix 2 for behaviour on school buses). Behaviour towards members of the public, bus drivers etc. is expected to be appropriate and in accordance with the School's Code of Conduct.

Rewards

The school's code of conduct is supported by a coherent system of rewards. Positive behaviour and regular attendance is rewarded and celebrated across all aspects of school life. The school aims to establish a positive climate through the use of praise, acknowledgement and formal rewards. The school recognises that rewards are a significant factor in motivating students to aspire to higher levels of good behaviour.

All members of staff are expected to offer praise and encouragement to students for good behaviour as an integral part of their classroom management. More formal praise may be through written comments when marking and assessing students' work or on subject reports throughout the year. When using rewards the following points should be considered:

- a) ensure they are fully earned by students;
- b) they are valued by students;
- c) be seen to distribute them fairly;
- d) they recognise effort, contribution, achievement, attendance, citizenship and improvement;
- e) they apply to whole classes as well as individuals;
and
- f) ensure praise is personalised.

Sanctions

The Education and Inspections Act 2006 introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. The Act gives this power to all teachers and other paid members of staff who are in lawful control or charge of pupils (See Appendix 3).

Effective sanctions are designed to promote good behaviour. Initial sanctions are best applied by the member of staff concerned, with the aim of addressing the breakdown in behaviour. Sanctions are more likely to promote positive behaviour and regular attendance if they are applied consistently and students see them as fair. When using sanctions the following points should be considered:

- a) make it clear that you are condemning the behaviour not the person;
- b) give students a clear choice of appropriate behaviour or consequences.
- c) avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- d) avoid whole group sanctions that punish the innocent as well as the guilty;
- e) take account of individual circumstances. For example, a student who has not completed his/her homework because there's been a family crisis.

On occasions, using the school's support system will be more appropriate than giving a sanction.

- f) encourage pupils to reflect on the effects of misbehaviour on others in the school community, as part of everyday teaching.

Support for Students

In order to pre-empt the escalation of behaviour problems, the school offers the following support:

- Subject reports.
- HoD/HoY/tutor discussion of emerging behaviour issues
- Extra curricular support groups
- Peer mentoring
- Restorative Justice process
- Contact with parents at an early stage.
- Three stage monitoring card
- Support for selected students through the Inclusion unit.
- Withdrawal through on call system
- Referral to SENCo
- Referral to school counsellor
- Alternative curriculum provision for selected KS4 students
- Establishment of Pastoral Support Programme
- Initiation of CAF process
- Referral to Blueprint (the local PRU) for outreach or placement.
- Referral to other agencies - EWS, EPs, GPs, Connexions

The Inclusion Unit

Aims to remove barriers to learning and offers flexible provision and targeted interventions for students who have specific and complex difficulties.

Support and Training for Staff

- Induction for all new staff.
- NQTs have a 10% reduction in teaching load.
- Sharing of good practice via lesson observations and department meetings.
- The referral structure; support from tutor, HoDs, pastoral leaders, SLT and outside agencies.
- Classroom management coaching for individual teachers
- Whole school training.
- Opportunities for Continued Professional Development
- Identification of training needs through annual performance management.
- Whole school policies – SEN, Teaching and Learning, anti-bullying, attendance.

Support for Parents

- Home School agreement to clarify expectations.
- Communications – phone calls, reports, homework planners, letters

- Year 6 induction evening
- Year 7, 8, 9 & 10 tutor/parents evening
- Parents' evenings
- Face to face meetings for early intervention; advice given for strategies to use.
- Referrals are made to relevant outside agencies.
- Pastoral support programme meetings
- Readmission meetings after exclusions to avoid future problems.
- Translators used when required.

Resources

- Reduced teaching loads for pastoral leaders, STLs and SLT.
- Inclusion unit staff
- Pupils support officer.
- Administrative support.
- Budget for rewards system.
- Training budget.
- Alternative curriculum provision
- School counsellor
- School nurse drop in service

Consultation for Behaviour for Learning Policy

- Whole staff consultation on school values, principles and beliefs.
- Staff: opportunity to join working party.
- Students: all students' views on rewards and sanctions sought. School Council consulted on the classroom rules and the Code of Conduct.
- Secondary Strategy behaviour and attendance consultant.
- Governors: feedback on suggested policy.
- Parents have been invited to review the policy.

Monitoring and Evaluation

Heads of Year, Subject Leaders, Inclusion Unit Manager and Form Tutors undertake analysis of information slips. Patterns and trends of sanctions for individual students are identified.

Patterns and trends at a Year Level are identified by Heads of Year focusing on: detentions and on calls across the year group and incidents by specific students. These are presented to SLT at regular Year Team meetings chaired by the Assistant Head: Pupil Support.

The Assistant Head (Pupil Support) will identify patterns and trends at a whole school level: focusing on:

- o exclusions
- o internal exclusions
- o on call system
- o detentions
- o member of staff

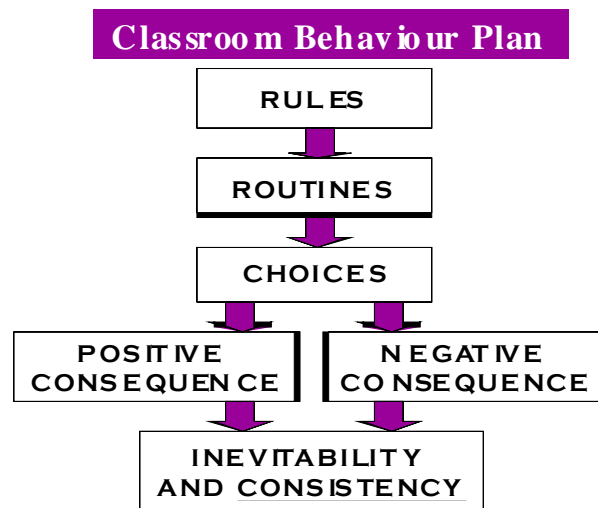
- department
 - rewards – distribution by subject, form groups and individuals
- Analysis of sanctions to be used to target support.
- Impact and consistency to be evaluated by Assistant Head: Pupil Support.
- Policy implementation is evaluated regularly via lesson observations where SEAL, attitudes and behaviour are recorded on the form.
- Policy to be reviewed annually.

Appendices:

Appendix 1:

John Colet Behaviour Management System

The diagram below is the basis of the John Colet Behaviour Policy. Classroom rules have been implemented through staff and student consultation. These rules are evident in the classroom and around the school when the students display orderly and clearly understood routines. Throughout each stage of a lesson, students have the ability to make positive or negative choices. There will be inevitable and consistent consequences for each choice they make. These consequences are detailed in the Rewards and Sanctions section of the Behaviour Policy. It is the certainty not the severity of a sanction that ensures a consistent approach among staff members and a greater understanding and acceptance of the boundaries by students.



Teach the students routines so that the rules can be adhered to; this will make the classroom a predictable and secure environment where the students can make choices in their behaviour and learn that choices have consequences.

Classroom rules

- Arrive to lessons on time
- Bring the correct books and equipment to all lessons
- Follow the instructions of members of staff
- Put up your hand to gain the attention of the teacher
- Have a positive attitude; listen, work and learn

Behaviour hotspots: require established routines

- Entry into classroom
- Distribution and collection of materials
- Gaining teacher attention and assistance
- Transition between activities or tasks
- Teacher gaining attention of class
- Clearing away
- Homework – completed tasks / setting tasks
- Use of equipment
- Group work
- Speaking in class
- Late arrivals
- Close of lesson feedback
- Exit from classroom

Appendix 2

Behaviour on school buses

Expected Behaviour – taken from County Transport guidelines

Misbehaviour on buses is not widespread but it is a serious issue and it is increasing. We ask that pupils follow these guidelines to ensure that journeys are safe and pleasant.

- No bullying
- No smoking
- No swearing or verbal aggression
- No fighting
- No vandalism

We also ask that pupils do not:

- Play at the bus stop
- Stand too near the kerb while waiting for the bus
- Get on or off the bus before it stops moving
- Throw things around the bus or out of the bus
- Ring the bell except to stop the bus
- Interfere with safety equipment or emergency exits
- Cross the road until the bus has moved off. Drivers of other vehicles will not be able to see anyone who crosses the road just in front of or just behind a bus
- Lean out of the windows
- Distract the driver
- Leave litter
- Eat or drink

Pupils should stay seated for the whole journey and make sure they have all their belongings as they leave the vehicle. If something is forgotten they should telephone the bus or taxi company.

Parents are ultimately responsible for the behaviour of their children on school transport and are asked to sign an agreement to this effect when they apply for the transport.

The school will investigate reports of misbehaviour and take appropriate action. Pupils must treat bus company staff with respect.

Contractors are responsible for the safety of passengers once they have been accepted onto the vehicle. Incidents of misbehaviour will be reported to the County Council or the school. Some vehicles may have video cameras which assist with identifying pupils who misbehave. **Any instances of bad behaviour may result in transport facilities being withdrawn for a set period or permanently. In the event of vandalism contractors may pursue parents for repair costs.**

The County Council has a responsibility for the safety of passengers and drivers on school transport and is committed to providing a service that meets the needs of pupils, parents and schools. We will ensure that the transport provided is operated in a safe and efficient manner and work with all concerned to achieve this. Contractors will be assisted in identifying pupils who vandalise vehicles and any reasonable action taken against such a pupil will be supported. In the same way we will support pupils, parents and schools if they have justifiable complaints against transport contractors or drivers.

Appendix 3 **Rewards**

Informal	Formal
<ul style="list-style-type: none"> • Verbal praise • Non-verbal praise • Round of applause • Work displayed • Note in planner • Phoning parents • Tangible rewards: small gifts • Priority with equipment 	<ul style="list-style-type: none"> • Merits and raffle tickets* • Certificates* • Student of the month* • Praise slip to HoD, HoY and FT • Postcard/Letter home* • 120 merits – annual lunch with the Head • Attendance prize • Sports assembly awards • Termly rewards assembly

Merits and raffle tickets

Years 7, 8 and 9

- When a student has received 10 merits he/she should show Form Tutor and the Head of Year.
- The student will then receive a special sticker from the Head of Year and a raffle ticket. This ticket will be put into the end of term draw. Prizes from the draw will be awarded each term.
- Students who have 20 merits will see the Assistant Head (pastoral): for another special sticker and raffle ticket.
- When a student fills a page of stickers, the Headteacher will start the next page for the student and send a letter of congratulations home.

Years 10 and 11

- The same as above except: 5 merits see Tutor and Year Leader for a raffle ticket and 10 merits the Headteacher

Merit Assemblies

Merit assemblies are held every half term for each year group. Prizes are awarded to students achieving the highest number of merits in their tutor group and year group. Prize cup is awarded to the best performing tutor group in each year. There is a prize draw for all of the students every term.

Certificates

Awarded by departments and presented in Year assemblies on a regular basis to students for effort and attainment.

Student of the month

Recognised by departments and awarded to students who have done well in the specific subject area.

Postcard/Letter home

Postcards congratulating students are sent home. Heads of Year record this on the student's record. The Headteacher sends congratulatory letters when a student has achieved 30, 60, 90 and 120 merits. A copy of this letter is placed in the student's file.

Appendix 4 **Sanctions**

Standardised responses to zero tolerance issues

- a) Any student caught chewing gum should be asked to put it in the bin. Any refusal or persistent offending should be dealt with through normal classroom sanctions.
- b) Any student caught wearing inappropriate jewellery or in possession of an electronic item/mobile telephone will have it confiscated. The item/s should be put in an envelope and placed in the school safe. It will be necessary for the parent/carer of the student to collect the confiscated item.
- c) Any student in possession of an illegal substance or weapon will immediately be referred to SLT.

The power to discipline: what it means

Clause 91 of the Education and Inspections Act 2006 introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils.

The Act gives this power to all teachers and other paid members of staff who are in lawful control or charge of pupils, except if the head teacher has determined that the member of staff is not permitted to impose the penalty on the pupil in question. The Act also empowers the head teacher to extend the power as is reasonable to any other adult who has lawful control or charge of pupils – such as a parent volunteering to supervise a football match or help on a school trip for example. The Act stipulates that the head teacher may exercise these powers in relation to an individual pupil or staff member, a group of pupils of a particular description, all pupils, or a group of staff of a particular description. There are no legal requirements as regards how staff or pupils should be notified of such a decision, this being a matter of common sense and professional judgement. It would however be strongly advisable

for the head teacher to do this in writing for the sake of certainty – including reflecting as necessary in staff members’ contracts, and making this a part of the measures that the head teacher sets down in the school’s behaviour policy.

School staff have statutory authority to seize, retain or dispose of pupils’ property. The aim of confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated.

A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

Separate legal provision – in the Violent Crime Reduction Act 2006 – makes it lawful for certain school staff to search pupils for knives or other weapons. It also deals with the seizure of items found during the course of a search.

Appendix 5

John Colet School Behaviour Management Systems: Responses to Inappropriate Behaviour

The charts that follow summarise the pathways to follow in order to maintain consistency across the school when dealing with behaviour issues.

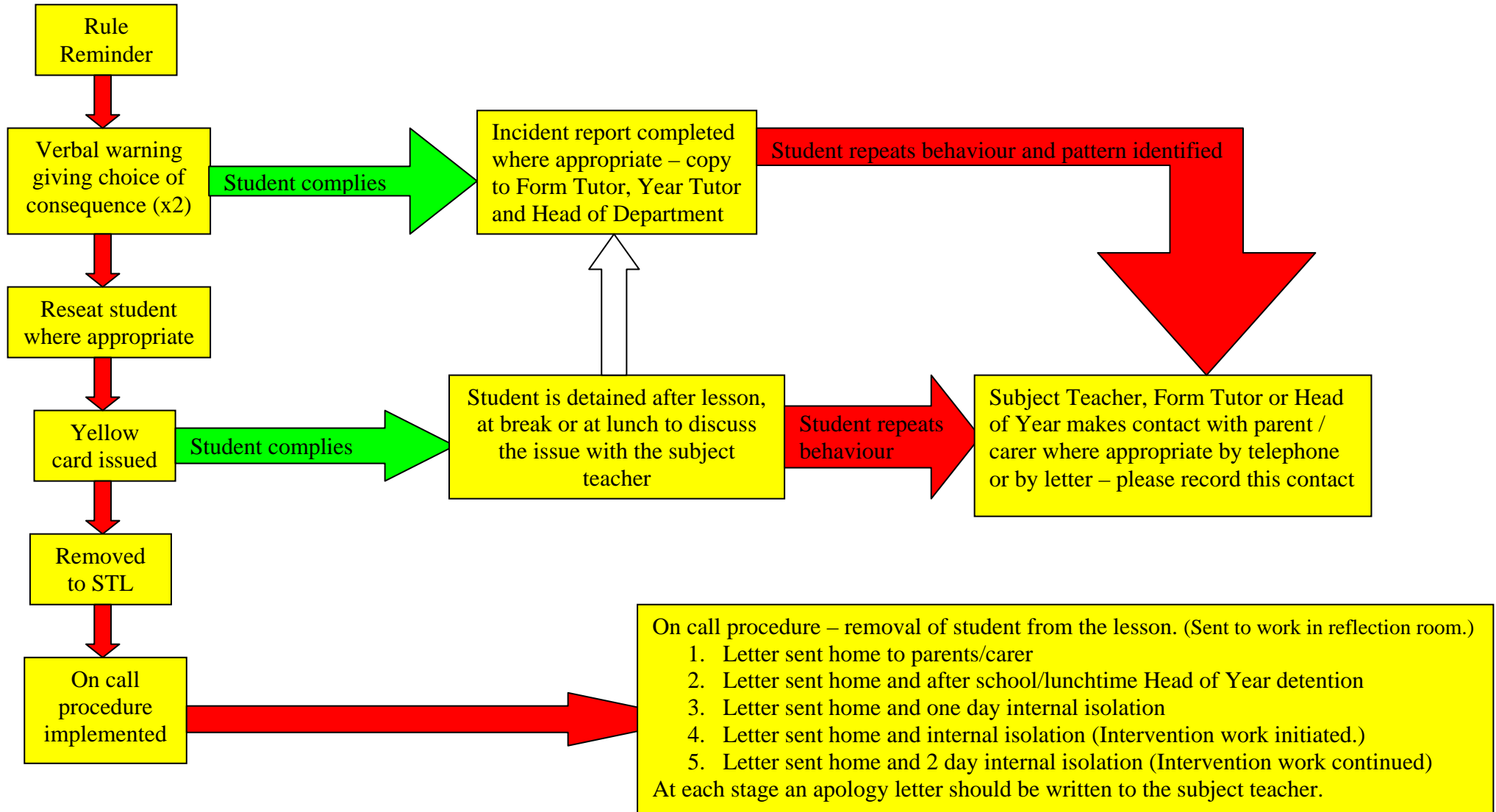
The Subject Teacher Behaviour Management System relies upon the involvement of subject team leaders and the swift completion of all paperwork. This allows parents to be informed and the appropriate sanction to be applied.

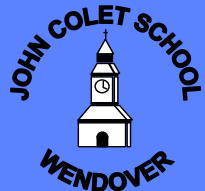
The Pastoral Team Behaviour Management System has the form tutor at the heart of it with the tutor team leader in support. The form tutor is ideally placed to monitor patterns with regard to the behaviour of students in their tutor group.

The procedures for disciplinary action for unacceptable behaviour outside of lessons are outlined. In the first instance the adult witnessing the incident must deal with it. The first point of referral is to the form tutor of the student concerned.

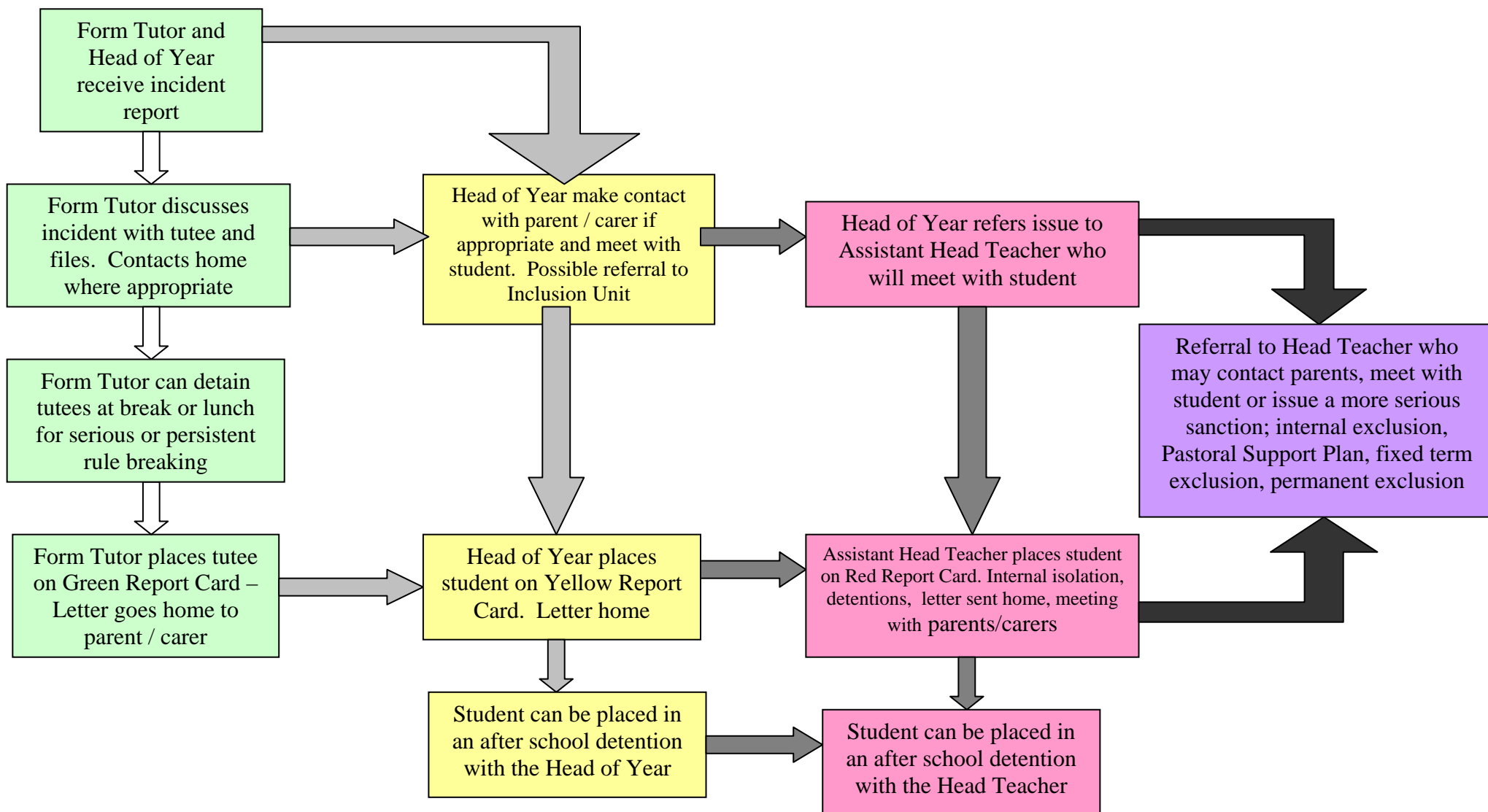


Subject Teacher Behaviour Management System





Pastoral Team Behaviour Management System



PROCEDURES FOR DISCIPLINARY ACTION FOR BEHAVIOUR OUTSIDE OF LESSONS THAT CONFLICTS WITH THE JOHN COLET SCHOOL BEHAVIOUR POLICY

ACT & FOLLOW THROUGH. TO IGNORE IS TO CONDONE. WE ALL HAVE A JOINT RESPONSIBILITY FOR THE MAINTENANCE OF GOOD ORDER.

