Behaviour Policy

Adopted by the Governing Body: June 2015
Principles
The college recognises that good student behaviour is integral to students making good academic progress and as such this policy is:

- essential in establishing high expectations of students in and out of classrooms
- rooted in ‘behaviour for learning’
- vital in establishing a restorative approach when dealing with behaviour

1. Purpose:

1.1 outline to students and staff how ‘behaviour for learning’ will be approached at the college.
1.2 clarify with students and staff the expectations of behaviour.
1.3 make explicit the rewards and sanctions used to promote positive behaviour and ensure that these are consistently applied.
1.4 establish a restorative approach when dealing with behaviour.
1.5 provide a safe and supportive environment for students.

2. Scope:
This policy applies to all staff and any staff who are trainees within the college e.g. PGCE students.

3. Key Points:
3.1 This policy applies to all students and staff and is rooted in ‘behaviour for learning’ and restorative approaches.
3.2 All staff and students to be aware of the rewards and sanctions that underpin this policy.

4. Responsibility
4.1 Overall responsibility for the monitoring and evaluation of behaviour lies with the Assistant Vice Principal (Pastoral).
4.2 There is a responsibility at all points in line management to ensure that the policy is being followed.
4.3 It is the responsibility of all teachers to ensure that they follow the ‘behaviour for learning’ approach in college and that all staff implement this policy and embrace a ‘restorative approach’.
5. Monitoring and Evaluation

5.1 Line management will monitor the implementation of this policy in line with faculty self-evaluation.

5.2 The desired outcomes for this policy are an improvement in student behaviour, a consistent application of rewards and sanctions and an establishment of a whole school restorative approach to behaviour issues in which students accept responsibility for their actions, repair the harm and find a positive way for the future.

6. Behaviour Management:

The management of student behaviour is the responsibility of all staff at all times throughout the college day.

7. The college pledge:

I will always, to the best of my ability, treat the college with respect during my years here. I believe that all staff and students should treat each other with respect and I will lead by example. I will try my best to take advantage of the opportunities offered to me here. I will cherish those who help me to achieve my goals. I understand that bullying and unkind words are not tolerated in our college. I will not treat anyone differently because of their religion or culture. I will value everyone for who they are. I will respect the right of everyone to their beliefs and will embrace cultural diversity within the college. I understand that my college is judged by my actions and I will always try my best to give a good impression of the place where I learn.

This pledge will be written in the student information booklet and signed by the student.

8. Behaviour for learning:

Good behaviour and discipline is very important in classrooms as this ensures that students make good progress. To help to do this the college has a ‘behaviour for learning’ culture which all students need to follow.

<table>
<thead>
<tr>
<th>Behaviour for learning at South Molton Community College</th>
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<tbody>
<tr>
<td>In order to promote outstanding learning where students make at least expected and often better than expected progress we will expect the students to…</td>
</tr>
<tr>
<td>Arrive to lessons on time</td>
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<tr>
<td>Line up outside the classroom quietly or/and stand behind seats when entering the room quietly</td>
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<tr>
<td>Greet their teacher politely</td>
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</table>
Wait to be asked to sit down if told to stand behind their seats
Answer to their names politely when the register is called
Listen to the teacher and each other
Put their hand up to speak
Be prepared and ready for learning
Try their best at all times, remain positive and take an active part in lessons whether on their own, in groups or as a whole class
Wait behind their chairs at the end of the lesson
Leave quietly when told to do so

In order to promote outstanding learning where students make at least expected and often better than expected progress we the teachers will...

Meet their students at the door of the classroom
Greet their students politely
Seat the students according to a seating plan
Inform the students when they can leave
Expect the best from students and to be able to help them learn without having to deal with poor behaviour
Encourage and offer opportunities for all students to learn within the classroom

ACHIEVEMENT AND BEHAVIOUR POINTS SCHEME
The teacher can decide to add achievement points on SIMS for any students they feel constitute reward for this (up to 2 points per child each lesson). The teacher can also decide to add poor behaviour points which would deduct from the score in each lesson.

Note regarding detentions: There will be ONE formal daily detention to replace the previous system of Head of Year / Faculty detentions. When a student receives this detention in the morning, they will serve the detention at lunchtime that day. When a student receives the detention in the afternoon, they will receive the detention during the lunchtime on the following school day. An email will be sent after the detention has been completed informing parents that their child received a detention for poor conduct.

REWARDS SCHEME
At the end of each term, the top 20 per cent of students in each house will receive a rewards trip out of college to acknowledge their excellent behaviour and conduct.

9. In classroom behaviour:

Class teacher –
9.1 The college wants to reward students for outstanding behaviour in lessons. Where students display excellent behaviour in lessons, teachers will endeavour to offer verbal praise to the student. This may be rewarded with good behaviour points. Examples are given below.

9.2 All students start every lesson with excellent behaviour and we want to maintain this throughout the lesson as this will help them make good academic progress.
If however, the student does not continue to display good behaviour in lessons, a warning will be given by the teacher to try and ensure that the behaviour of the student improves. If there is no improvement in the behaviour of the student they may be extra behaviour points added (see Sanctions policy flow diagram) and a classroom detention set by the teacher.

**Head of Faculty**

9.3 Continual poor behaviour in a single lesson or in a series of lessons will result in the student being referred and may be sent by the class teacher to the Head of Faculty. In this instance a daily detention would be recorded and 5 behaviour points added. The previous sanction would be removed.

9.4 Students whose behaviour is repeatedly poor within a class within a subject should go on faculty report and be monitored by the Head of Faculty.

9.5 Where there is evidence of serious misbehaviour (e.g. swearing while in conversation with a member of staff; defiance and minor issues which have mounted up to require a more major sanction), the Head of Faculty may deem it appropriate for the student to work for some time in the Hub. The Head of Faculty will check that this is a suitable arrangement with the Hub organiser. 1 behaviour point would be recorded on SIMS for every lesson spent in the Hub. Where this is not a viable option, the student may be referred to the Assistant Vice Principal (Pastoral). It may be instead that the Head of Faculty feels that an after school detention is more appropriate than the Hub and this would be issued.

**Vice Principal / Assistant Vice Principal (Pastoral)**

9.6 Parents should be contacted as a result of any major incident of misbehaviour.

9.7 Exclusions – issues relating to exclusion should be investigated and then if exclusion is the likely punishment then the matter should be referred to the Principal.

**Principal**

9.8 Fixed term exclusion – Matters requiring exclusion of students from the college should be referred to the Principal for a final decision. The Vice Principal should make decisions in the Principal’s absence. The Principal will refer to the Exclusion policy when making any decision.

9.9 Permanent exclusion – Matters requiring exclusion of students from the college should be referred to the Principal for a final decision.

10. **Out of classroom behaviour:**

**Staff member**

10.1 Admonishment – speaking to the student concerned and explaining the inappropriateness of their actions would deal with most instances of misbehaviour

10.2 Warning – If poor behaviour continues then the student should be warned of the consequences of continued behaviour.

10.3 Break time detention – Often for minor instances of misbehaviour, which require a
sanction to be imposed, this can be effective. This would result in 1 point behaviour point being added.

10.4 Daily detention – Some students’ behaviour may be repetitive and require the use of a formal sanction. The daily detention should therefore be used in instances of repeated poor behaviour. This would result in 5 points being added to the behaviour points.

10.5 Referral to Head of House - students causing consistent problems around the college should be brought to the attention of the Head of House to action in line with some of the options set out below. 

Head of House –

10.6 Breaktime/ lunchtime report – Students whose behaviour is repeatedly poor during these periods should go on breaktime / lunchtime report and be monitored by the Head of House.

10.7 Contacting parents – for some students this can often be the most effective deterrent and should be used when placing a student on breaktime / lunchtime report or where repeated issues of poor behaviour are continuing around the college.

10.8 Where there is evidence of serious misbehaviour during break and lunchtimes (e.g. repeated bullying; defiance and minor issues which have mounted up to require a more major sanction), the Head of House may deem it appropriate for the student to work for some time in the Hub. The Head of House will check that this is a suitable arrangement with the Hub organiser. Where this is not a viable option, the student may be referred to the Assistant Vice Principal (Pastoral). 1 behaviour point would be recorded on SIMS for every lesson spent in the Hub. Where this is not a viable option, the student may be referred to the Assistant Vice Principal (Pastoral).

10.9 Referral to Assistant Vice Principal – Issues of continued minor misbehaviour should be dealt with through the Head of House behaviour management system supported by the pastoral system in terms of behaviour modification strategies. However, some instances such as verbal or physical assault on a member of staff would require immediate action by a senior member of staff. Such incidents should be investigated, thoroughly documented and then referred.

Vice Principal/Assistant Vice Principal –

10.10 Daily Detention – Issues of serious misbehaviour may require the use of the daily detention.

10.11 Contacting parents – Parents should be contacted as a result of any major incident of misbehaviour.

10.12 Internal isolation (Hub) may be used by the Vice/ Assistant Vice Principal if deemed appropriate for serious misbehaviour.

10.13 Exclusion – Issues relating to exclusion should be investigated and then if exclusion is the likely punishment then the matter should be referred to the
Principal.

Principal –

10.14 Fixed term exclusion – Matters requiring exclusion of students from the college should be referred to the Principal for a final decision. The Vice Principal should make decisions in the Principal’s absence.

10.15 Permanent exclusion – Matters requiring exclusion of students from the college should be referred to the Principal for a final decision.


Tutor – All tutors will receive a weekly conduct report for their tutees. This will include information on behaviour and achievement.

11.1 Individual instance of poor behaviour - where a detention has been received from a Head of Faculty this should be discussed with the student concerned, to help explain the reasons as well as helping the student accept the inappropriateness of their behaviour.

11.2 Repeated poor behaviour within a single lesson – This should be dealt with through the faculty system. But at a tutor level, it would be helpful to discuss this with the student in order to find possible ways for them to deal with the difficulties they are encountering.

11.3 Repeated poor behaviour across a range of subjects – Students causing concern across a range of subjects should be referred to the Head of House to action in line with some of the options set out below.

11.4 Bullying – This issue on first being reported to a tutor should be investigated and appropriate action taken – this should be noted and a copy of the note passed to the Head of House for filing. If the situation remains unresolved the matter should be referred to the Head of House for action.

Head of House -

11.5 Contacting parents – Parents of students who have been referred for repeated poor behaviour should be contacted and asked to come in to the college to discuss the situation.

11.6 Head of House report – Some pupils respond to being on report. This is likely to be an electronic version or paper version in some instances, if the Head of House deems it appropriate.

11.7 Involvement of outside agencies – A range of agencies exist to support students who should be contacted and involved as appropriate. Senior management staff including SENCO can offer advice regarding referrals and options available.

11.8 Individual behaviour support plan – Students causing a significant problem across
the college should be assessed and placed on to a Behavioural support plan – the contents of this should be discussed with parents and all staff.

11.9 Bullying – Following a referral form from a tutor, the further allegation should be investigated and appropriate action taken – this should be noted and a copy of the note passed to the Head of Year for filing. If the situation remains unresolved the matter should be discussed with the Vice Principal/Assistant Vice Principal.

Vice Principal/Assistant Vice Principal –

11.10 Contacting parents – parents should be contacted to discuss the issues that are occurring within the college where appropriate

11.11 Exclusion – Issues relating to exclusion should be investigated and then if exclusion is the likely punishment then the matter should be referred to the Principal.

11.12 Internal isolation – This will be used on matters of serious misbehaviour. Examples where this sanction should be used include – swearing while in conversation with a member of staff, failure to attend a school detention etc

11.13 Bullying – Following a discussion with a Head of House continued action and monitoring should be agreed. If the matter remains unresolved the situation should be discussed with the Principal concerning exclusion of the offending students.

11.14 Inter-agency referral - the Vice Principal may call upon external agencies in relevant cases to support students as appropriate.

Principal –

11.15 Fixed term exclusion – Matters requiring exclusion of students from the college should be referred to the Principal for a final decision. The Vice Principal should make decisions in the Principal’s absence.

11.16 Permanent exclusion – Matters requiring exclusion of students from the college should be referred to the Principal for a final decision.

Value of points:

Rewards (achievement) points in lessons:
- 1 additional point – excellent classwork, effort or homework noted by the teacher
- 2 additional points – outstanding classwork, effort or homework noted by the teacher

Rewards (achievement) points elsewhere around the college:
- 1 point – attendance at each session of a lunchtime club or activity via the extra-curricular card scheme; individual case of supporting another student; excellent manners etc.

Rewards (achievement) points for attendance:
- **20 points** – attendance of 100% for each half term
- **10 points** – attendance over 95% for each half term

Behaviour points in lessons:
- **-1 point** – poor classwork, effort or homework noted by the teacher
- **-2 points** – very poor classwork, effort or homework noted by the teacher (classroom detention then set)
- **-3 points** – work or effort so poor that teacher needs to send student to Head of faculty or another member of staff (faculty detention then set)

Behaviour points elsewhere around the college:
- **-1 point** – poor behaviour around the college
- **-2 to -10 points** – very poor behaviour around the college depending on seriousness

Behaviour point for punctuality:
- **-1 point** - two lates in a week (after 8.50am) recorded by form tutor