(DRAFT)Behaviour for Learning Policy 2017-18

Learning...
The City of Leicester Way

A Positive Approach to Behaviour Management

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Policy Review Date	July 2018		
Headteacher	Ms Anne Gregory	Signature:	Date:
Ratified by: **Chair of PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE COMMITTEE**	Mr Naresh Chauhan	Signature	Date:

1. Behaviour for Learning and College Ethos.

1.1 <u>Governors' Principles</u>

The College Behaviour for Learning (BfL) Policy builds on the principle that behaviour is everybody's responsibility.

All members of staff are expected to help maintain an atmosphere conducive to learning, with politeness, courtesy and mutual respect as basic requirements.

Good behaviour, (including attendance and punctuality) are integral to students making good academic progress.

In accordance with the College Equalities Policy, it is important that no key group or individual is in any way discriminated against through the implementation of this policy.

In accordance with section 89 of the Education and Inspection Act 2006, this Policy aims to:

- **Promote good behaviour, attendance, punctuality, self-discipline and respect.**
- **Reduce the incidence of bullying.**
- **Ensure that students complete all assigned work.**
- **Regulate student conduct.**

In addition, the policy aims to
- Create a safe environment which promotes effective teaching and learning.
- Strengthen the role of Form Tutors by placing them at the heart of monitoring behaviour, attendance and punctuality.
- Support staff in setting high expectations of student behaviour both in and out of classrooms.
- Promote a restorative ethos when dealing with behaviour issues.
- Reinforce the College Learning Charter: **"Be Happy, Be Ambitious, Make a Difference"** and the College Pledge:

    "We come to school with a smile on our face because we want to learn." **(Be Happy)**.

    "We believe in the power of education; we know it is the key to our success." **(Be Ambitious)**.

    "We strive to help those in need, and make a positive change." **(Make a Difference)**.

    "If we fail, we will try again; if we struggle, we will find out why and work harder; if we are faced with a challenge, we will rise to it, every time!"

'**Growth Mindset**':

The College recognises that by definition, our students are children and young people who will make mistakes as part of growing up. Behaviour management is about learning from mistakes and improving outcomes rather than punishment.

Our job is not about retribution; it is about ensuring that our students learn from their mistakes so they can take part in society and succeed. **The purpose** of the BfL policy is therefore to

- ensure that our students learn valuable lessons from the mistakes they make.
- clarify with students, parents and staff our expectations of behaviour.
- make explicit the rewards and sanctions used to promote positive behaviour and ensure that these are consistently and fairly applied. help build positive relationships and a restorative approach when dealing with behavioural issues.
- provide an inclusive, safe and supportive environment for students and staff.

1.2   Developing the 'City of Leicester Way' (Non-negotiables)

- Behaviour management is fundamentally about the **quality of relationships.** The primary focus of this policy must be on building positive relationships between staff and students and repairing the harm when relationships have been compromised.

- Respect for every young person in the College.

- Positive reinforcement is key; the focus is on changing and improving behaviour and outcomes.

- All staff have a responsibility, enshrined within the Teachers' Standards, to model good behaviour and professional conduct at all times; **when the adults change, everything changes!**

- **Restorative approaches really do work**. The emphasis is on building and repairing damaged relationships.

- Discipline needs to be SMART, proportionate and **relentless**; we must never let it go because young people **will** behave as badly as we accept.

1.3   Responsibility and Accountability

- **All Staff:** It is the responsibility of **all members** of the College community **all of the time** to ensure they follow this policy, use it effectively to promote a growth mind-set and embrace a 'restorative approach to managing behaviour.

- **Subject Teacher:** Teachers must develop the confidence to see themselves as the expert practitioner in dealing with student behaviour. The vast majority of issues associated with behaviour will be addressed by subject teachers working with <u>their</u> students in classrooms. The quality of relationships within the classroom is the key to effective learning.

  A teacher may decide to use the BfL procedures and strategies, but this should be done in a proportionate and graduated way using a 'choice and consequence' approach ('Stages') which ultimately lead to improved outcomes. It is the responsibility of subject teachers to contact parents/carers if they have concerns about a student's work or behaviour which necessitates the issuing of a Stage 3.

- **Form Tutor:** The role of the Form Tutor is absolutely key in being the principal point of contact between student and their family, developing a sense of belonging and 'team ethos', reinforcing expectations of their students and improving the way in which crucial information about students and their context is shared between staff.

  Every Form Tutor is expected to rigorously monitor patterns of behaviour, attendance, punctuality and reward, and take appropriate action, including contacting parents/carers, when necessary.

- **Middle Leaders**: More serious or persistent behavioural issues need to be addressed in consultation with class teacher, Form Tutor, Behaviour Support Staff, Achievement Coordinator/ Head of Year or Hub Leader.

  Hubs are responsible for implementing the BfL Policy consistently and fairly, and ensuring that rewards and sanctions are used effectively in order to improve outcomes for students. Staff who need additional support or training should be provided with, or 'signposted' towards it. There is a responsibility at all points in line management to ensure that the BfL Policy is being implemented consistently.

- **College Leadership Team**: Day to day oversight of the BfL Policy has been delegated to the Deputy Head Teacher with responsibility for Personal Development, Behaviour and Welfare.

- **Governors:** Overall responsibility for the monitoring and evaluation of this policy lies with the Governors' Personal Development, Behaviour and Welfare Committee.

1.4 <u>Impact on workload and working hours</u>

In accordance with the 'Workload Agreement', teachers are allocated approximately 20% of their timetabled teaching to be set aside as preparation, planning and assessment (PPA) time or 'non-contact' time during the college day.

The aim of this allocation of time is to provide staff with sufficient time for restorative discussions with students and to encourage collaborative professional activity in the preparation of high quality lessons. Continuing professional development (CPD) designed to develop professional practice in the classroom is allocated as part of

directed time. It is the responsibility of individuals to request support and guidance when required.

1.5 <u>Related Policies</u>:

The BfL Policy should be read in conjunction with the Staff Handbook, The Teachers' Standards (2012) and specific College policies relating to:

- Anti-Bullying Policy (2017)
- Dealing with Assaults on Staff (LCC Bulletin 47 Aug 2010)
- Managing Allegations Against Staff
- Attendance Policy (2017)
- Uniform Policy (2017)
- Drugs and Substance Mis-Use Policy (2017)
- Weapons Policy (2017)
- Physical Intervention Policy (2017) and LCC Guidelines (2011); Bulletin 34.
- Equalities Policy (2015 – under review)
- Child Protection and Safeguarding (incl. E-safety) (2017)
- Teaching and Learning Policy (2016)
- Screening and searching students (see Drug and Substance Misuse Policy 2017)
- DfE Guidance: Behaviour and Discipline in Schools (2016)).

1.6 <u>Scope</u>

This policy applies to all staff (teaching and support staff) including supply teachers, G4S/ABM partners, and any staff who are trainees within the college e.g. ITE students. Every member of staff has the authority to use this policy and to issue positive and negative behaviour points as appropriate.

2. Rewards for Positive Behaviour and Learning

2.1 Positive Achievement Years 7-11

- Students who demonstrate the qualities that are enshrined within the College Learning Charter: **Be Happy, Be Ambitious, Make a Difference** will be rewarded. When students demonstrate these qualities, **achievement points** should be awarded and logged on SIMS (see table below). Additional Achievement Points can be awarded for any other positive behaviour such as effort and demonstrating a growth mind-set.

- Students who make outstanding effort will also receive a 'Green Card' (+5 achievement points). Students who demonstrate consistent effort by accumulating green cards will be recognised and rewarded every half-term.

- Students will also be rewarded termly for outstanding attendance and punctuality. 100% attenders will receive a GOLD CARD (see below).

- Achievement points will be added up every half-term and posted around the college. Any Behaviour Points accumulated during the half-term will be deducted from the Achievement Point total. Students who accumulate a high net total of achievement points will be considered for a prestigious high –value '**elite reward'** which will be awarded twice a year.

Achievement Points for positive behaviours and growth mind-set	Attendance Rewards (termly %)	Negative Behaviour Points
Be happy = +3 points **Be ambitious** = +3 pts **Make a difference** = +3 pts Demonstrating a **growth mind-set** = +3 points **GREEN CARD** = +5 pts **Hub Leader/HoY Praise** = +5 pts CLT **GOLD CARD**: = +20 pts **Representing the College** in any event = +5 pts **Attending Extra Curricular Club/ lunchtime activity** = +3 pts	100% = GOLD CARD +20 pts (**outstanding***) 97.50 -99.0 % = +10 pts (**excellent**) 96.00-97.40% = +5 pts (**good**) **No lates** in a 6-week period. = +5 pts (*the definition of 'outstanding attendance will be extended to students who students who undertake the prescribed amount of recognised religious observance).	Stage 2 = -2 pts No Homework = -4 pts RED CARD (Stage 3) = -5 pts Stage 4 = -10 pts Stage 5 (exclusion) = -20 pts Persistent Absence (below 90%) = -20 points Persistent lateness (more than 5 occurrences in any 6 week period) = -10 pts

Elite Rewards and 'Gold Cards':

The ten students with the highest aggregate total of achievement points in each year group (7-11) will be entered into an '**Elite Reward Draw'** to be held at the end of the Autumn and Summer terms. These students will have the opportunity to win a high value 'Elite Reward', for example, a free place on the ski trip, a mountain bike, i-Pad etc.

Students who make outstanding improvements, do something that is truly exceptional or produce consistently excellent work may be nominated by a member of staff to receive a '**GOLD CARD'** which has a value of +20 achievement points. The student should be sent to a CLT member with the staff member's nomination. If the nomination is successful, the student will receive a letter home to parents/carers and a 'Gold Card' which will be entered into a separate termly draw, the winner of which, will enter the Elite Reward Draw.

The Headteacher reserves the right to stop a student from attending any trip, receiving any rewards voucher/prize or representing the college at any event if their behaviour has been a serious concern or has brought the College into disrepute.

Rewarding Effort:

Green Card
focus on rewarding outstanding **effort** during lessons

- Equivalent to +5 achievement points
- Teachers issue 2 green cards per lesson
- Tutors monitor weekly
- Opportunity to win an 'elite reward'
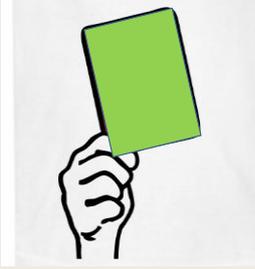
Rewarding effort is often seen as more impactful than simply rewarding achievement. Teachers are expected to award two GREEN CARDS every lesson to reward students who demonstrate **outstanding effort** during lessons.

Teachers should physically award a GREEN CARD to the student and enter this into SIMS. The student with the highest number of Green Cards in each Year Group at the end of the Autumn and Summer terms will be automatically entered into the '**Elite Reward Draw'**.

Form Tutors are expected to monitor and discuss with their students the achievement points tally for their tutor group as well as for individuals in the tutor group.

Year Heads/AchCo will monitor trends across their respective year groups and address any issues during line management meetings with Assistant Head Teachers. The Deputy Head Teacher will report to CLT on a 3-weekly cycle.

Discretionary Subject Awards:

At the end of every half-term, each curriculum area is invited to nominate three students in each subject/year group in recognition of outstanding progress, attainment or effort in that subject. Nominated students will receive a certificate and letter home in recognition of their performance in that subject and an additional 20 points will be added to their achievement points total.

In addition, at the end of every term, 1 student in each year group will be nominated for a discretionary **"Subject Star of the Term" Award** that will be presented in assembly. Curriculum/ Hub Leaders will decide on the nature of the award.

Hubs are encouraged to be innovative in the approaches they take in recognising and rewarding positive behaviours and good work, for example, 'loyalty cards' in the Orange Hub.

2.2 <u>Positive Achievement Post-16</u>
The emphasis Post-16 should be to provide evidence of achievement that is enriching and enterprising. Students will be able to use these positive achievements in their applications for UCAS, apprenticeships and employment.

Staff can issue positive behaviour awards on SIMS:
- Positive Contribution - Effort
- Independent work
- Action that supports the college/local community
- Improved attendance
- Making a difference
- Attitude to learning

Students will also be rewarded for demonstrating the independent learning behaviours as outlined in the Sixth Form Home/College agreement (Appendix 4). These rewards will take the form of:

- Form Tutors will send rewards postcards home to reinforce excellent behaviours & attitudes
- There will be monthly form tutor rewards. These will be presented in assemblies.
- The staff in the Study Centre (LRC) will nominate "Student of the Month" for Yr12 &Yr13.
- There will be termly rewards assemblies – these will focus on attendance and on the positive awards logged on SIMS

2.3 <u>Awards Evening</u>

The College will hold an Awards Evening for Years 7-13 during the Autumn term. Parents/ carers of those receiving awards are welcome to attend. The format of this would be the following

- Achievement Co-ordinators/ Year Heads will nominate their **Student of the Year** from their respective Year Groups (Years 7-10).
- Based on the previous year's performance, each curriculum area will nominate a student from each of Years 8-13 to receive the "**Subject Star of the Year" Award** in each subject area.
- A representative of the subject areas would be asked to give a brief description of why awards have been issued i.e. Subject Star Award.
- GCSE and post16 achievement awards.
- Number of other awards eg. Pete Townsend/ Tyler Thompson Award.
- There is potential here for a range of other awards e.g. **attendance, overall Student of Year, outstanding contributor** etc.

3. The Behaviour Code - A Positive Approach to Behaviour for Learning

3.1 Classroom Routines:

Students:

To ensure consistency of expectation, all students in every year group (7-11) are expected to adhere to the following classroom routines:

- Enter lesson calmly with appropriate equipment, full uniform and go straight to the correct place.
- Start work immediately.
- Follow instructions at all times.
- Try hard at all times.
- Write homework in planner.
- At the end of lesson, stand behind seats and wait to be dismissed.

Additional classroom routines will apply to students in Years 7-9 from September 2017 (Appendix 4).

Teachers:

In order to promote greater consistency, all teachers are expected to adhere to the following routines:

- Be at the door to welcome students and check their uniform.
- Begin with a 'do now' activity so students can start straight away whilst you take the register.
- Model positive behaviours and be consistent with behaviour routines.
- Expect students to try hard and reward, reward, reward.
- Explain homework and check planners.
- Finish lesson in enough time to ensure a calm and orderly exit.

A copy of these routines should be displayed in every classroom/ teaching area.

3.2 Behaviour during lessons

All teachers are expected to build and develop relationships in order to maintain control of the classes in their charge. Most young people respond better when seen individually after a lesson. All situations are different and the following points should be borne in mind:

- Staff should never feel that seeking support is a sign of failure.

- It is always better to seek the co-operation of students rather than be confrontational – using restorative approaches to situations (see appendix).

- Staff should model respectful and professional adult behaviour at all times.

Measures Designed to Improve Behaviour during lessons:

- Praise, praise, praise
- Reward, Reward, Reward
- Give student a responsibility (e.g. book monitor/ helper etc)
- Partner talk/ Group work
- Greater choice/ autonomy in class
- Positive feedback/ Positive comment
- Meet and greet every lesson
- De-escalation approaches
- Restorative/ corridor conversation (see Appendix 6)
- Appropriate humour/ smiling
- Green Cards and Achievement points
- Positive phone-call to parents/carers
- Letter/ post-card home
- Nomination for an 'elite reward'/ Gold Card

3.3 <u>Non-negotiable expectations of students</u>

Students in Years 7-11
In the college there are a number of expectations which are **non-negotiable**. These are listed in the students' planners. All members of staff have an individual responsibility to ensure that students comply with these expectations at all times:

- The use of mobile phones, MP3 players, earphones, electronic games etc. is forbidden <u>at any time</u> during the College day.

- In accordance with the College Attendance Policy, students are expected arrive on time to registration and to every lesson.

- For **health and safety** reasons:
  o students are not allowed to use or bring aerosols into college.
  o Students may only drink water in lessons.
  o Students are not allowed to bring energy drinks into college.
  o Students are not allowed to chew gum and must refrain from bringing any in.

- As specified in the respective College policies on drugs and substance misuse, and weapons, students must not bring into college any item or substance that may be considered dangerous, unsafe or illegal.

- In accordance with the College Uniform Policy (2017), blazers and ties must be worn whilst students are moving around the college unless the Head Teacher gives permission to remove them. Blazers should have sleeves rolled down and shirts should be 'tucked in' at all times. Teachers should exercise professional judgement in allowing students to remove blazers in classrooms, **but it is everyone's responsibility to challenge incorrect uniform.**

Any breach of these non-negotiables will result in offending items being confiscated, an appropriate sanction being issued (e.g. student sent home, sent to BSU or loss of social time) and parents/carers contacted.

Students in Years 12 and 13 (Post-16 Learning Agreement)

Our expectations of Post-16 students:

- Attend and be punctual to all of your timetabled sessions; maintaining high levels of attendance (above 95%). Adherence to the college attendance policy (as outlined in the student handbook.
- Complete all work to an acceptable standard and meet all your deadlines
- Show respect to all members of the college community
- Communicate regularly with your subject teachers; with regard to class work, independent study, deadlines and absences
- Act as a positive role model for younger students and behave appropriately around the site and local community
- Dress appropriately (no jeans with rips in; no offensive messages on T-shirts; no caps to be worn inside the building; no visible headphones/music devices around the corridors)
- Restrict the personal use of mobile phones to outside of lesson times and only in Sixth Form areas during break times
- Wear your lanyard containing your college identity card at all time

Sixth Form students who fail to meet these expectations will be subject to a Pastoral Intervention Plan (PIP):
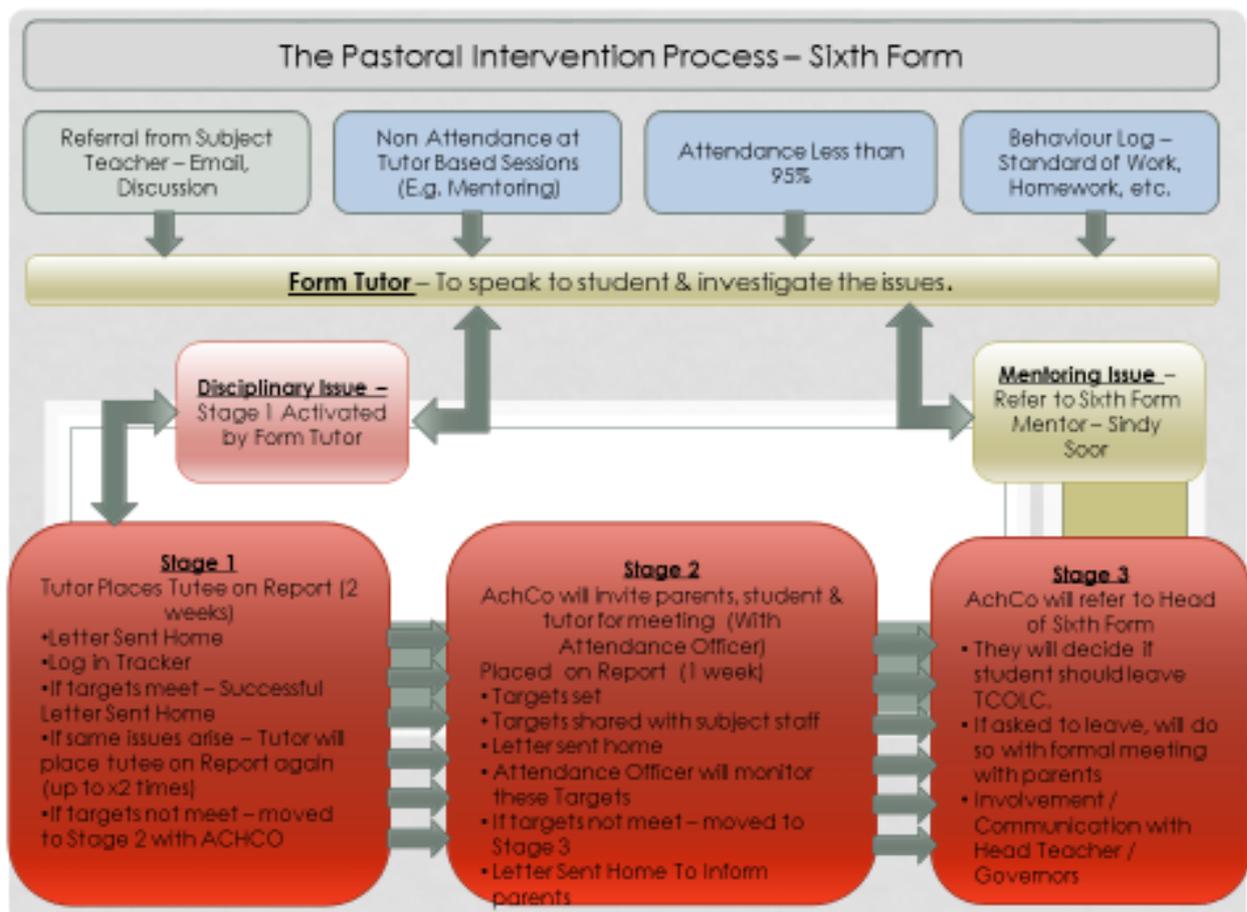
4. Procedures for dealing with Misbehaviour in Lessons (Y7 – 11)

4.1 A graduated response

The college will reward students for excellent behaviour in lessons. To help do this we are using a graduated approach to manage and monitor behaviour in lessons, commencing at Stage 0. **At every stage, the focus should be on changing and improving the behaviour of our students, rather than the severity of the sanction.**

- All students start every lesson with excellent behaviour (**Stage 0**) and we want to ensure that they maintain this throughout the lesson as this will help them make good academic progress. Section 3.1 above and Appendix 1 describe our collective expectations of excellent behaviour. Some students, depending on age, level of maturity, SEND etc may need reminders and prompts during the lesson.

- **Students will be routinely praised and rewarded for behaving well through the rewards system.** Students who do behave and attend well should always be congratulated and rewarded further wherever possible using positive rewards, achievement points or GREEN CARDS.

- However, if a student fails to take notice of the teacher's reminders and prompts about keeping on-task, then they will be told they are at **Stage 1** and this is clear message for them to refocus on the lesson and show that they can behave and make good progress.

- If a student on Stage 1 does not heed the warning, then they will be told that they are now at **Stage 2** and that their behaviour is stopping them from learning. If they continue with this poor behaviour then there will be a consequence. Stage 2 will be recorded on SIMS.

- Form Tutors, Hub Teams (Hub Leader, Lead Practitioner, RAL, T&L) and Heads of Year/AchCo will monitor any patterns of misbehaviour at Stage 2 and will intervene where necessary.

- Teachers are expected to utilise a range of classroom management strategies (see Appendix 1 and 2) to ensure that students who have been given a Stage 2 do not escalate the problem. However, if a student on Stage 2 continues to cause problems that result in disruption to the learning of others, they will then receive a **Stage 3**.

- At Stage 3, students will be given a physical **Red card** and removed from the lesson with the expectation that they report immediately to Hub on-call where they will remain until the end of the lesson. Stage 3 will be recorded on SIMS including a full description of the circumstances which led to a Stage 3 and any sanction given. The teacher will impose an appropriate Stage 3 sanction at their discretion and notify parents/carers.

4.2   BfL Stages (0-3):

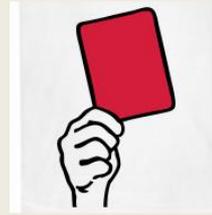| Stage	
0	**Great Expectations** *At TCOLC, we believe that good behaviour is integral to our students making good academic progress* *Key ingredients: high expectations, politeness, courtesy and mutual respect.* *Settle to succeed!*
1	**Accept Advice** • *Teacher explains the problem* • *Listen to the advice* • *Work out a solution* • *Make an agreement together* • *Do the right thing!*
2	**Move Away- avoid the consequences** • *Final verbal warning; no more chances!* • *Listen to the teacher's advice* • *Calm yourself and do the right thing!* • *Separate yourself from the problem* • *Move seats or 'corridor conversation' with the teacher* • *Work out an agreement together* • *2 achievement points lost. Don't lose any more- points mean prizes!*
3	**RED CARD – Consequences!!** • *This is really serious! why didn't you accept help and advice?* • *You will be given a RED CARD and a punishment* • *You will be removed from the lesson and sent directly to Hub 'on-call'* • *5 achievement points lost; what a waste!* • *Your parents will be informed* • *Your learning has been disrupted* *Reparation: A restorative conversation must take place between you and your teacher before you return to the lesson. Think about a way forward next lesson and what you are going to say and do. What needs to be put right?*

Red Cards:

Red cards are issued for Stage 3 behaviour incidents. All Stage 3s will be logged in SIMS. Students with a 'Red' card will be removed from the lesson and sent to Hub 'on-call' for the remainder of the lesson. They will also receive some form of sanction at the teacher's discretion and their parents/carers will be notified by the teacher issuing the red card.

The physical RED CARD is a clear message to leave the classroom and go to Hub On-Call.

It is essential that **all** red-card (Stage 3) incidents are followed-up with a restorative conversation, <u>ideally on the same day,</u> to build and repair the relationship between the teacher and student and ensure that students start the next lesson with a 'clean sheet'.

Red Card
focus on changing/ improving behaviour rather than punishment

As a guide, stage 3s may be entered on SIMS for any of the following behaviour types:

- Antisocial/Unkind behaviour
- Disrupting Learning
- I-Pad Misuse
- IT Misuse
- Lateness to AM/PM registration
- Missed detention
- No PE Kit/ equipment
- Other Breach
- Uniform/Lanyard
- Verbal abuse

- If Hub 'On-Call' is not available, deemed inappropriate, or the student refuses to comply with the teacher's instruction to leave the lesson, Hub Administrative staff should immediately contact one of the Behaviour Support Workers or, in exceptional circumstances, a member of CLT (including a situation where a BSW or other member of the Inclusion Team is not available), so that the student can be removed to the BSU for the remainder of the lesson, or, depending on circumstances, for the remainder of the day.

- Students who refuse to comply with a teacher's instructions to leave the classroom will receive an appropriate high-level sanction depending on the context (e.g. isolation in the BSU for remainder of day). Parents/carers will be informed of this non-compliance and the consequences.

- **<u>The decision to issue a red card should not be taken lightly</u>**. Stage 3 is a high level sanction that should be used to safeguard the learning of other students. Whilst every decision to issue a red card is a matter of professional judgement, as a general guide, **Stage 3s should only be issued during lessons when poor behaviour of a student results in serious disruption to the learning of others. Individual members of staff will decide within their Hubs what type of sanction will be issued for Stage 3s.**

- Lack of homework, poor quality classwork/ insufficient work impacts on a student's own learning and does not normally disrupt the learning of others. Incidents of this kind should therefore be dealt with at Stage 2 or within the Hub and should not be escalated to Stage 3.

4.3   Non-Escalating Behaviours:

Stage 3s will be issued automatically for certain behaviours which breach the College Learning Charter:

- **Lateness (AM/PM registration).**
- **Any major 'uniform issue' (including no lanyard);** NB. uniform issue should only be punished once during a single day.
- **Unkind and/or anti-social behaviours around college which contravene the College Learning Charter (e.g. play fighting).**

Mobile phones and head-phones are banned items. Students are not permitted to use their mobile phones at any time* during the College day. **Any student (Y7-11) who is seen to be in possession of a mobile phone will have the device confiscated immediately. The device will be stored securely in the Head Teacher's office until it can be collected by the student's parent/carer. There is no additional sanction.** ***Unless a teacher deems that they can legitimately be used to support the learning in exam classes e.g. photographing notes or homework tasks.**

4.4   Abuses of IT:

Students are expected to comply with the terms outlined in the **IT User Agreement** which can be found in the Student Planners.

All IT abuses should be reported to **Mr Tompkins** who is responsible for monitoring and reporting abuses to CLT on a termly basis.

All screens in the college are monitored by software for abusive use. Illegal use of IT will be reported to the police. Depending on the nature and context of the IT abuse, an appropriate sanction will be issued.

4.5   Behaviour Beyond the College gate:

Teachers have the authority to discipline students for misbehaviour outside of the College premises "to such an extent as is reasonable". Students will be subject to disciplinary action in response to non-criminal poor behaviour and bullying in any form which occurs off-site and which is witnessed by a member of staff or reported to the College by a third party. This includes any behaviour which: affects the smooth-running of the college, poses a threat to another student or member of the public or adversely affects the reputation of the College.

4.6 <u>Gross Misconduct</u> (Stages 4 and 5)

Occasionally, 'gross misconduct' warrants a 'high-level' sanction. In such cases, middle and senior leaders may decide to issue a student with a **Stage 4** in consultation with CLT/ BSU staff. **BSU staff must be provided with the details of the 'gross misconduct' which led to a Stage 4 being issued, in order to ensure that the sanction is completed and recorded accurately on SIMS.**

Depending on the nature of the behaviour, the student will be isolated in the BSU for an agreed period of time to prevent them from continuing to disrupt the life of the College. **10 achievement points will be deducted**. If a student 'fails' their Stage 4 sanction, it will be repeated the following day.

If any student receives multiple Stage 4s or persistently 'fails' a Stage 4, this may be indicative of more serious under-lying issues which will need to be addressed swiftly through alternative sanctions or formal Pastoral Support Plan.

If a student causes any damage in the College then parents/carers will be expected to pay for damage caused and no college rewards will be available to that student including attending trips, clubs etc. until the damage has been paid for in full.

As a guide, Stage 4s may be entered on SIMS for the following reasons:

- Anti-social behaviour
- Excessive/Persistent Disruption
- Fighting/Violent conduct
- Other 'gross misconduct'
- Racial harassment/racism
- Sexual harassment/ sexism/ Sexual misconduct
- Persistent bullying (including homophobia)
- Truancy
- Vandalism/ Damage to property

Behaviour Support staff <u>must</u> be provided with full details of any incidents of 'gross misconduct' that warrants a Stage 4 or above.

'Stage 5' (Exclusion)
In rare and exceptional circumstances, a student may need to be formally excluded from College because of a major breach of the Behaviour for Learning (or related) policy. Examples include

- Persistent disruption or repeated failure to follow staff instructions.
- Behaviour that poses a risk to the education, safety or welfare of other students.
- Possession of a weapon, potential weapon or other 'illegal' item (refer to Weapons Policy)
- Possession or use of a drug or other 'banned' substance (refer to Drug and Substance Misuse Policy)

4.7 '**Other' sanctions**

Students need to remember that alongside the graduated 'stages', other sanctions still exist. Teachers are encouraged to use their professional judgement in using any of the following sanctions if students make poor behaviour choices:

- 'Corridor Conference'
- Verbal reprimand
- Additional work until required standard is reached
- Mediation
- Hub detention
- Loss of Social Time
- Detention after school
- Behaviour Report Card (RAG)
- Behaviour Support Unit
- Supervised seclusion in BSU or similar
- On report
- Community Service eg litter pick
- Loss of 'privileges'
- Ban on trips, visits and sporting fixtures
- 'Bespoke' curriculum provision (internal)
- Off-site Educational Provision
- Managed move to another school
- Fixed Term Exclusion
- Permanent exclusion

Graduated response:
Low level
High Level
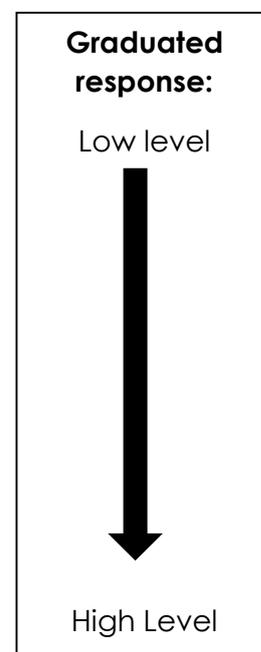
4.8 **Roles and Responsibilities**

- All members of staff are responsible for developing positive relationships with students which help to foster effective learning and positive behaviour. The importance of praise and reward cannot be over-stated.

- **Form Tutors** are responsible for the day to day monitoring of the behaviour of all students in the Tutor Group, looking for patterns and taking appropriate action if things appear to be going wrong. Form Tutors have a pivotal role in ensuring that students attend well and are prepared for lessons, making sure they have the correct equipment, arrive on time for lessons and are ready for learning **Form Tutors are expected to consistently monitor student planners and any reports of those students who have been placed 'on report', to ensure that parents have signed and that targets are being met. Every week, Form Tutors should ensure that every student in their group records their % attendance in planners.**

- **Hub Leaders** are responsible for monitoring patterns of student behaviour within their respective Hubs and should discuss concerns and possible solutions within their triads. This is particularly important when there are issues associated with persistent failure to submit homework, poor quality work or persistent disruptive behaviour that impacts on the learning of other students. Hub Leaders should also ensure that staff who need additional classroom management support are provided with it in a timely fashion.

- **AchCo/ Heads of Year** are responsible for monitoring patterns of behaviour within their respective Year Teams. Repeated breaches of the college's Behaviour for Learning Policy will result in Parents/carers being invited into College coming into the college with the student to discuss the issue and agree a way forward.

4.9 <u>Restorative Approaches (see Appendix 6)</u>

The college aims to deal with behavioural issues in a restorative way when possible. A restorative approach recognises that incidents harm everyone; this includes the wrong-doer, the harmed and the wider community. A restorative approach intends to make 'things' right, with the wrong-doer accepting responsibility for their actions, repairing the harm and finding a positive way forward for all parties concerned.

When dealing with incidents staff are expected to try and use a restorative approach, this may include de-escalation strategies, the use of restorative language or the use of 'corridor conferences'. All staff have been provided with a 'script' for the conduct of restorative 'corridor conversations' (see Appendix 6).

4.10 <u>What students should do if they feel they have been treated unfairly</u>

Students must not argue when given a behaviour stage. This often slows down the pace of lessons and wastes valuable time. If they do argue then they should be warned that they may be escalated to a higher stage. If a student has a complaint, they must wait until the lesson is over before discussing it. They will be listened to.

If students have complaints or feel they are being discriminated against:

1. they should see the classroom teacher <u>after the lesson has finished</u>.
2. If, after doing (1) above students are still unhappy, they should speak to their Form Tutor.
3. If, after doing (2) above, students are still unhappy, they should speak to the appropriate Hub Leader or Head of Year/Achievement Coordinator who will refer to the Deputy Head Teacher if necessary.

5. Additional Support: The Inclusion Team

5.1 In-College support

Inclusion
This is an area of the college which is designed to provide support for vulnerable students including those with special educational needs and disabilities. The area provides a range of bespoke support including small group interventions, 1:1 support, mediation, confidential counselling, attendance officer, behaviour support and mentoring.

Inclusion is 'open access' for students **during break and lunchtimes**, but access is restricted during lesson times to those students who have timetabled lessons in there or who have been referred through the BfL stages or those who have an appointment with a mentor or counsellor. Administrative support is provided by a dedicated **Inclusion Administrator**.

The Behaviour Support Unit (BSU)
The aims of the BSU are to overcome barriers to learning for students who have learning behaviour problems. In particular the focus is on reducing exclusions, improving behaviour, providing support and mediation, reparation and supporting parents/ carers.

Students may spend time in the BSU as part of a sanction or after a PSP with the aim of being reintegrated back into the mainstream curriculum as soon as possible. The BSU is staffed by two full-time **Behaviour Support Workers (BSWs).** Staff referring students for a Stage 3 sanction need to contribute to this process by undertaking a restorative conversation and assist in the setting of improvement targets prior to reintegration to their lessons.

'The Base'

The Base is staffed by two full-time members of staff with a specific brief for implementing a 'bespoke' curriculum for students who are at risk of exclusion or are unable to access the mainstream curriculum for a variety of reasons. Attendance to 'The Base' may be full or part-time, temporary or permanent, depending on individual needs. Entry and exit to and from 'The Base' will be managed through the PSP process.

Attendance Officer

The College employs a full-time Attendance Officer who provides support for students who struggle to meet the College's **minimum attendance threshold of 96%,** including those students who are deemed 'persistent absentees' because their attendance falls below 90%.

The Attendance Officer works closely with parents and offers bespoke pastoral support to vulnerable students and their families on an individual basis. The Officer is responsible for monitoring patterns of attendance across all key groups.

Learning Mentors

The Mentoring Team, led by the Lead Learning Mentor, work with students with the aim of over-coming specific barriers to learning which may or may not be related to challenging behaviour. The mentors work with students themselves but also organise other students to act as mentors, take students out on visits and events and also teach a range of accredited courses. Staff can refer students for mentoring by contacting the Lead Learning Mentor.

Counsellor
The College employs a full-time qualified Counsellor who is able to provide confidential support and guidance to vulnerable students and adults who work at the College. The current post-holder is also the Lead Designated Safeguarding Officer for children and young people, and Child Protection Officer.

SENCo

The Special Educational Needs Coordinator is responsible for ensuring that all students with identified special educational needs are supported and make progress in line with expectations. This includes students who require additional support arising from their social, emotional and mental health needs.

Teaching Assistants
The College employs a number of Teaching Assistants. Their role is to support learning in the classroom or in small groups and to help ensure that individual needs are being met and that interventions are delivered effectively to support students in making progress.

Tutors and subject teachers should seek advice, guidance and support from these specialist colleagues via the SENCo.

5.2 Behaviour Reports

Students who need support in managing their behaviour are often placed on behaviour report. Reports are colour-coded (RAG) according to need. Students are placed on report for a specified length of time and are required to demonstrate progress against three behaviour improvement targets which are reviewed every lesson by subject staff and by form tutors during tutor time. Students report to a designated member of staff at the end of each day and are expected to share their reports with parents who are encouraged to make a comment.

The decision to place a student on behaviour report will be made, in most cases by Form Tutor (green), AchCo/HOY or Hub Leader (amber) or CLT (red), when a student is demonstrably failing to make progress or has triggered a behaviour points threshold.

Students are normally placed on red report for the two weeks following a reintegration from exclusion or following a PSP. If improvement targets are met, the report may be 'down-graded' to amber or green. Occasionally, students 'self-refer' and request to go on report to help manage their own behaviour.

5.3 Pastoral Support Plans (PSP).

Students experiencing barriers to learning as a result of poor behavior, low attendance, persistent absence or poor punctuality may be referred for a PSP meeting. A PSP may be triggered when an agreed behavior points or attendance threshold is reached or, in some cases, as a result of ''one-off gross misconduct.

Typically, a PSP meeting involves the Form Tutor, appropriate staff from the Inclusion Team, Head of Year/AchCo, a member of CLT, Attendance Officer/ Educational Welfare Officer, representative from Leicester Partnership School the student and the parent/carer. The outcomes/ improvement targets agreed during the meeting are recorded in the minutes and made known to staff through the Inclusion Bulletin.

The decision to initiate a PSP will be made, in most cases by the Form Tutor in consultation with AchCo/HoY, Attendance officer or senior leader when behaviour, attendance or punctuality is giving serious cause for concern. There are different levels of PSP and movement through the levels is usually progressive:

PSP Thresholds and Definitions:

PSP Level	Threshold/ Trigger	Typical Outcome
PSP1 – *Meeting with parent, student, Form Tutor to discuss concerns about deteriorating behaviour, attendance or punctuality (eg. High number of stages, sudden change in behaviour, attendance etc).*	**30 behaviour points in any 6-week period** **Or** **Attendance <95%**	Target monitoring report (green) to Form Tutor; 6 week review period.
PSP2A- *Meeting with parent, student plus Head of Year/ AchCo usually as a result of poor response to PSP1.*	**Failure to improve behaviour; 50 behaviour points in any 6-week period, or** **Persistent lateness (>5 occasions in any 6 week period)** **<93% attendance**	HoY/AchCo behaviour monitoring report (Amber); 6-week review period.
PSP2B – *penultimate level. No response to PSP 2A. Meeting with parent, student, CLT and external agencies e.g. Leicester Partnership School (LPS) or College Attendance Officer.;*	**Persistent disruptive behaviour; 100 behaviour points aggregated, or** **<91.5% attendance**	CLT monitoring report (red), possible referral to part-time alternative provision either internal ('The Base')or with LPS; Attendance Panel convened. 6-week review.
PSP3- *Highest level of PSP. Failure to improve behaviour or attendance; serious ongoing and persistent concerns. Meeting with parent, student, CLT, LPS representative, Attendance Officer, EWS etc.*	**Persistent failure to meet behaviour/attendance targets, 150 behaviour points or** **Persistent Absence trigger (<90%)**	'Managed move' to another school, extended alternative provision off-site; Fixed Penalty notice; Initiation of court proceedings; Permanent exclusion.

5.4 Managed Moves:

Managed Moves are used as an alternative to permanent exclusion or when students demonstrably need a 'fresh start' in another school, usually after every other measure to manage a particular situation or issue has been attempted. Managed Moves are brokered through the PSP process (PSP Level 3) and involves a referral to the Behaviour and Attendance Partnership (BAP) which has representation from every maintained secondary school in the city. Managed Moves require parental consent, and if the move is successful following a trial period (normally 6 weeks), the student will transfer to the roll of the 'host' school.

5.5 Working with Outside Agencies:

The College will work in collaboration with a range of external agencies (other schools, Educational Welfare, Leicester Partnership School (PRU), Educational Psychology Service, Social Services etc) in order to assess and manage the needs of students who display persistent disruptive behaviours.

5.6 Exclusion (Stage 5):

Always the last resort in managing challenging behavior. Exclusion may be for a fixed-term or in the most serious cases, permanent. The College is governed by DfE Advice and Guidance on Exclusions. Only the Head Teacher or Deputy Head Teacher with delegated responsibility, may exclude a student from College.

In the case of fixed-term exclusions, a reintegration meeting involving parents/carers must take place before a student is re-admitted following exclusion. During this meeting, expectations are re-emphasised and targets set. Students will normally be placed on red report for a period of time to ensure that reintegration has been successful.

5.7 The use of 'Physical Intervention (PI)':

Physical intervention or reasonable force should only be used as a last resort when other appropriate strategies have failed.

The Law allows all adults, who are authorised by the Head Teacher to be responsible for students, to use such force as is reasonable to prevent a student:

- Committing a criminal offence
- Causing personal injury, injury to others or damage to property
- Engaging in and behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow the College Physical Intervention Policy (2017) and the guidance it contains in relation to handling students, the use of reasonable force and restraint.

Appendix 1: <u>General expectations which promote positive behaviour for learning:</u>

In order to promote outstanding learning which leads to expected and above expected progress there are a number of expectations that should be consistently reinforced by <u>all members of staff.</u>

At the beginning of a lesson we expect:

Action	Reason
Everyone to arrive on time	Time in lessons is precious
Coats and hats to be off, everyone seated. No audio devices to be out, seen or left on.	Be prepared for learning
Equipment, planners and books brought to the lesson and out ready	Be prepared for learning
Everyone to get on with the activities they have been set at the start so the register can be taken.	You should see every part of the lesson as a learning opportunity.
Silence when listening to the teacher and when the register is being called	To show respect for others.

During a lesson, we expect:

Action	Reason
Everyone to try their best and take pride in their work	Learning should be enjoyable and, if you are learning at the right level, it is straightforward. However, we do need to make an effort to learn.
Everyone to listen carefully to instructions and follow them straight away.	Teachers give instructions for reasons; usually those reasons are for the benefit of the whole group.
That no one will have to leave the lesson unless it is an emergency	The time you have is precious and you need to use it all effectively.
Everyone getting on with their own work without interfering with others.	We expect your right to learn to be upheld and we expect you to uphold the right of others to learn.
Listen to others	We can learn from everyone when we listen

At the end of a lesson, we expect:

Action	Reason
There will be some time set aside to review what has been learned in the lesson.	You need to review what you have learned and prepare for the next lesson.
You will have written down all the information you need and collected materials so you can do your homework.	Homework should be seen as being a part of the learning of the lesson.
Everyone to leave the room tidy and leave in an orderly way	Leaving the room tidy means you are respecting the right of those next in the room to learn.

When you arrive at college we expect:

Points	Reason
Everyone to arrive in good time.	You will need a good punctuality record when you leave college. Punctuality is a good habit.
Everyone to go straight to lessons when the music sounds.	We need to make the most of our learning opportunities.

When you are in college but not in lessons we expect:

Points	Reason
That you walk around the corridors and don't run, push others or play with balls in or around the building. **Students are expected to follow the agreed one-way system.**	You could hurt someone else or yourself if you are running or pushing. You could break a window with a ball.
That you wear school uniform at all times (not 6th form) and that you don't wear your cap or hood indoors (all).	We need to know who is in college at all times and hoods and caps can hide faces and make that difficult. Our uniform should be worn to say you are pleased to be a member of the college.
That you wear your lanyard correctly at all times	The lanyard identifies you as a TCOLC student. This is an important

	safeguarding measure designed to help keep students and adults safe.
That you do not smoke or possess any alcohol or illegal substances	This is a non-smoking college. If you do possess any alcohol or illegal substance we will inform your parents and the police.
That you do not shout or make a lot of noise inside or around the building	You will disturb people working and learning if you do.
That you do not endanger others e.g. by fighting, play-fighting, being aggressive or doing dangerous things.	Violence, bullying and racism will not be tolerated.
That you queue in an orderly fashion, not pushing in, not pushing others keeping to one side and not being noisy.	No one likes queuing but while you are waiting try to make it as pleasant and civilised as possible for everyone.
That you never encourage anyone else to break the code e.g. crowding around and encouraging a fight	The code is there for everyone's benefit. If you can't agree to it this isn't the college for you.

Appendix 2: Guidance on Good Classroom Behaviour Management

Behavior Management does not equate to punishment. We all have a sense of responsibility to the students we teach – even the challenging ones. This is why we have chosen to work in a comprehensive school in a belief that quality relationships lie at the heart of behavior management and effective learning. No major steps forward have ever been made on the basis of punishment alone.

Our Behaviour for Learning Policy contains a minimum number of rules and expectations for the classroom. Here are some suggestions aimed at keeping the atmosphere light and pleasant and it is the responsibility of the classroom teacher to do these things as a part of good practice. **Always remember, complex issues do not always have simple solutions:**

Creating a Calm Atmosphere

- Greet and welcome the students
- Say please and thank you at all times
- Speak quietly and shout only as a last resort
- Explain what you are doing
- Show interest in the students
- Say things which show you take an interest in them
- Believe in their ability to achieve
- Be prepared to apologise
- Find a way of doing this which suits your own personality
- Smile and enjoy the lesson yourself

Getting on with the work

- Write the lesson outcomes on the board
- Don't talk to students when they are not listening. Wait for as long as it takes
- Break activities into stages
- Make instructions clear
- Give examples of what you want
- Identify the weakest child and make sure they can do the activity
- Make sure that students understand the work
- Review the lesson

Following Instructions First Time and Refusals

- Keep calm
- Keep the lesson going
- Don't let secondary behaviours cloud your judgement and cause you to be unreasonable
- Don't let your mood determine your behaviour
- Do insist that the BfL Policy is followed - especially early on in the term
- Follow the Behaviour Policy consistently

Achieving Potential

- Have high expectations of what students can do - let them surprise you!

- Praise success
- Reward effort
- Show students how to get better results and progress to the next level
- Give good written and verbal feedback
- Provide support and access material/strategies for the weakest students
- Set levels as high as possible and adapt for the weaker students
- Share ideas with other staff

As the adults, our approach should always attempt to:

- Put our college aims, vision and Learning Charter into practice
- Follow our Behaviour Policy <u>consistently</u> – sanctions *and* rewards
- Encourage the growth of mutual respect and positive relationships
- Be fair, consistent, but flexible and allow students to gain self-esteem and success in college
- Reinforce good behaviour and attitudes
- Specifically reward students for their **effort** (via SIMS and by issuing Green Cards)
- Use opportunities for praise (reward via SIMS as well as verbally)
- Gradually increase responsibilities to students
- Ensure good communications between all involved - teacher, student, AchCo, Form Tutor, Hub Leader, CLT, Inclusion Team members (eg, SENCO and Learning Support, Attendance Officer), Learning Mentors, BSWs etc), <u>parents</u> and external agencies.

<u>Shared Preferred Practice</u>:

- Our approach should always be one of assertive calmness
- Keep focussed on the primary behaviour issue – don't get drawn into secondary issues
- Give directed choice – choices within the boundaries of what is acceptable in the Learning Charter
- Always repair and build – the initiating teacher should be the one who does this, supported where appropriate, by a senior member of staff or BSW.
- Intervention should be task-focused – refocus the students on the learning outcome before addressing the behaviour
- All staff should practice relaxed vigilance – there is no place for non-vigilant staff or over-vigilant staff
- Consequences need to be certain rather than severe
- State the issue then use positive corrective language e.g. "you are fiddling with the blinds, it is distracting. Please leave them alone and face this way."

<u>De-escalation strategies to prevent Stage 2 becoming a Stage 3 etc</u>:

- 'Time out' – either somewhere in the classroom or just outside the door. No more than 1-2 minutes; sufficient for students to 'cool off' and re-focus on the learning
- Move seats – aim is to prevent disruption to the learning of others

- Non-verbal communication – a look that says "I have told you and I don't want to have to tell you again"
- Tactical ignoring – do not draw attention to the primary behaviour issue. For some students who may feel inferior, acting out is the only way to get noticed or gain status.
- Emphasise the positive behaviour that you seek– "I really like the way you put your hand up before answering the question…"
- Model positive behaviour at all times.

Avoid Provocative Behaviour:

Avoid provocation – it is almost always counter-productive. Examples of provocative behaviour:

- Believing that discipline is confrontation and a competition that must be won
- Inability to defuse situations
- Inconsistent punishment
- Preferential treatment
- Expectation that badly behaved students will behave badly
- Negative comments about work made in public
- Frequent use of unrealistic ultimatums which lead to more confrontation
- Avoiding contact with students outside the classroom

Useful classroom speak:

- Eyes and ears this way
- Hands down for now
- Settle down please
- Cue the class when addressing persistent 'offenders' – "excuse me for a moment class"
- Address the primary behaviour and state what the student is doing – "you're chatting; it's whole-class learning time"
- BDS- bad day syndrome- It's OK!
- "in our class, it's hands up (or not) for questions"
- When a student has misbehaved, they need time out, not counselling. Support comes after the consequence.
- "Are you aware of what you are doing and the effect it is having on others?"
- "You helped me a lot yesterday – let's get back to normal"

Reparation:

- Tune into the student's feelings
- Consequence is fair, necessary, known, respectful – **certainty not severity**.
- Focus on the primary issue
- Give student the right to reply – clarify the behaviour
- Agree targets …. "next time…"
- Separate amicably

Appendix 3:   List of Abbreviations

AchCo   Achievement Coordinator
ABM   Catering providers
AHT   Assistant Headteacher
BfL   Behaviour for Learning
BSU   Behaviour Support Unit
BSW   Behaviour Support Worker
CLT   College Leadership Team
DHT   Deputy Headteacher
G4S   Facilities management providers
HT   Headteacher
HoY   Head of Year
ITE   Initial Teacher Education
KS3 (4 or 5)   Key Stage with reference to the National Curriculum
LCC   Leicester City Council
LRC   Learning Resource Centre (now the Study Centre for 6th Form)
PI   Physical Interventions/ Restraint
PIP   Pastoral Intervention Process (for 6th form)
PPA   Planning Preparation and Assessment
PSHE   Personal Social and Health Education
PSP   Pastoral Support Plan
RAG   Red Amber Green
RAL   Raising Achievement Leader
SENCo   Special Educational Needs Coordinator
SIMS   School Information Management System
SMART   Specific Measurable Achievable Realistic Time-bound
T&L   Teaching and Learning Leader
TCOLC   The City of Leicester College
UCAS   Universities and Colleges Admissions Service

Appendix 4:   Classroom Routines from September 2017 (Yrs 7-9)

AM Registration – Every Day

- Students line up outside/jackets removed/uniformed checked/lanyards shown. **Teacher is at the door when the bell goes!**
- Teacher greets each student as they enter the classroom, ensuring they all say "Good morning" in response.
- Students wait behind their seat; the tutor then asks them to sit down.
- **The register is taken.**
- The *College Pledge* is read aloud by a nominated/selected student.
- Notices are given/issues discussed.
- Students stand quietly behind their seats <u>before</u> calmly leaving for Period 1 (preparedness for learning).

PM Registration

- Students line up outside/jackets removed/lanyards out. **Teacher is at the door when the bell goes!**
- Teacher greets each student as they enter the classroom, ensuring they all say "Good afternoon" in response.
- Students wait behind their seat; the tutor then asks them to sit down.
- **The register is taken.**
- *PiXL Edge* session/activity/mentoring begins.
- Students stand quietly behind their seats before calmly leaving for Period 5 (preparedness for learning).

Assemblies

- On the day of an assembly, students meet their Form Tutor at their registration room and line up. **Teacher is at the door when the bell goes!**
- Uniform is checked, jackets removed and lanyards are on display.
- Form Tutors lead students down to the Main Hall calmly and quietly.
- Students sit in their respective Form sections in the Main Hall. Form Tutors ensure that their students remain calm and quiet.
- The *College Pledge* is read out by a nominated/selected student(s) and the assembly is delivered.
- Students remain seated until the HoY/AchCo dismisses their tutor group.

Appendix 5:   6th Form Home/College Agreement

At TCOLC Sixth Form we have high expectations for both ourselves as an institution and our students. This document aims to clarify what we can expect from each other.

TCOLC Sixth Form aims to provide:

> ➢ A varied and rich programme of study with courses that are taught by subject specialists
> ➢ A friendly and caring environment
> ➢ Support staff, including a form tutor and Sixth Form mentors
> ➢ A pastoral programme that will enable you to develop study skills and strategies for independent learning
> ➢ Support in progressing onto the next stage of your career (university/ the workplace/ apprenticeships)
> ➢ A variety of enrichment opportunities that will enable you to develop skills outside of the classroom and experience opportunities related to your chosen career path
> ➢ Opportunities to work with students from other year groups in a mentoring/ support/ leadership capacity
> ➢ Regular progress reviews and opportunities to meet and discuss with your parents/ guardian
> ➢ Support for any special learning needs you have

Our expectations of students:

> ➢ Attend and be punctual to all of your timetabled sessions; maintaining high levels of attendance (above 95%). Adherence to the college attendance policy (as outlined in the student handbook.
> ➢ Complete all work to an acceptable standard and meet all your deadlines
> ➢ Show respect to all members of the college community
> ➢ Communicate regularly with your subject teachers; with regard to class work, independent study, deadlines and absences
> ➢ Act as a positive role model for younger students and behave appropriately around the site
> ➢ Dress appropriately (no jeans with rips in; no offensive messages on t-shirts; no caps to be worn inside the building; no visible headphones/music devices around the corridors)
> ➢ Restrict the personal use of mobile phones to outside of lesson times and only in Sixth Form areas during break times
> ➢ Wear your lanyard containing your college identity card at all times

A failure to meet our expectations will result in students being subject to the college Pastoral Intervention Programme. A student's place at TCOLC Sixth Form will be in jeopardy if they cannot demonstrate the basic expectations outlined in this agreement.

Please complete the reply slip below and return it to Mrs Wales. A student will not be enrolled until this slip is received. Please keep the agreement for your reference. A copy can also be found in the college handbook.

Appendix 6. Script to be used during restorative 'corridor conferences'.

Restorative Approaches at TCOLC Corridor Conference	
Directions	**Restorative Questions: To respond to challenging behaviour**
➤ Takes place outside the classroom. ➤ Conversation between student and teacher only. ➤ Instant conference to ensure those involved take responsibility and repair harm by putting things right. ➤ No preparation necessary- just follow this card.	**1. Facts** -What just happened in the classroom/ IWA/ corridor etc? **2. Affect** -How did you feel about behaving in that way? -What do you think other people thought about the way that you behaved? What was supposed to be going on? **3. Outcome** - How are we going to put things right?

Restorative Approaches at TCOLC

Restorative Questions: to help those harmed by others

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Ask: **person who caused the harm; person harmed**	**Restorative language** (for use by staff)
Facts - What just happened in the classroom/ IWA/ corridor etc? - any questions? **Affect** - Who has been affected by how you behave? - How were they affected? - What did you think at the time it happened? - How has this affected you and others? - How do you feel about what has happened now? **Outcome** - Would you like to say anything to those here? - What would make things better for you (personally)? - What do you think could stop this happening again? - What do you think needs to happen to make things right?	➢ I was very disappointed when you did that John ➢ I am upset and angry about what has just happened ➢ I feel disrespected and angry when you ignore me ➢ I feel that (describe action) was very disrespectful ➢ I felt really proud of you when I heard… ➢ I fell really pleased and encouraged that you made the right choice ➢ I respected your honesty and thank you