

Behaviour Statement - A Positive Approach to Behaviour for Learning

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

As adults, our approach should always attempt to:

- Put our college aims, vision and Learning Charter into practice
- Follow our Behaviour Code consistently – 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, using the TCOLC10
- Use opportunities for praise (reward via SIMs as well as verbally)
- Ensure good communications between all involved - teacher, student, AchCo/HOY, Form Tutor, Hub Leader, CLT, Inclusion Team members (eg, SENCO and Learning Support, Attendance Officer), Learning Mentors, BSWs etc), parents and external agencies.

In order that effective learning can take place, there are certain expectations of all students. At all times, we should insist that students follow the TCOLC10.

Behaviour Management

The College has a clear Behaviour for Learning Policy based on the TCOLC10. The success of the behaviour policy relies on staff being consistent in their implementation of the policy; this refers to both rewards and sanctions. Poor behaviour is communicated through a series of stages, starting with stage 1 and ending at a Stage 5. Rewards are awarded by all and can be given at different levels.

- (a) All Hubs have a roaming timetable with a member of staff available every lesson to pre-empt poor behaviour, support colleagues and pick up any students who need to be moved to Hub on-call.
- (b) All incidents of poor behaviour occurring in lessons, or in the hub, are dealt with by the classroom teacher with support from the Hub Leadership team.
- (c) Incidents which occur around the college are dealt with by the member of staff who witnesses it with support from the Head of Year/Achievement Co-ordinator and, where appropriate, Behaviour Support and CLT.
- (d) The Form Tutor has a key role to play in supporting and monitoring the positive and negative behaviour of their tutees and is the first point of contact for parents, so needs to be included in all information about their students.
- (e) The staff should log **all** incidents of poor behaviour and recognition of good behaviour via SIMs, so that an accurate and up-to-date record can be kept centrally on the student database.

TCOLC 10

| Behaviour | Sanction | Reward |
|--|--|---|
| 1. We follow instructions first time. | Stage 2 | |
| 2. We behave in a calm and reasonable manner. | Stage 3 | |
| 3. We make the most of our learning opportunities. | Stage 2 | |
| 4. We take pride in our work. | Stage 1 – escalating to stage 3 if necessary | 1 or 2 achievement points Green card |
| 5. We respect each other’s right to learn. | Stage 1 – escalating to stage 3 if necessary | |
| 6. We strive to do our very best in class. | Stage 1 – escalating to stage 3 if necessary | 1 or 2 achievement points Green card |
| 7. We treat all members of our college community with respect. | Stage 1 – 5 depending on severity of the situation | |
| 8. We do not eat or chew in lessons or in corridors. | Stage 2 | |
| 9. We wear correct uniform at all times. | Stage 2 | |
| 10. We do not use our mobile phone when in college. | Phone confiscated – collected by parent/carer | |

- Stage 3 in lesson = removed from class to Hub on-call from that lesson and the following lesson and phone call home.
- Stage 3 Y7 – 9 = 30 minute detention 3.10 – 3.40pm and phone call home.
- Stage 3 Y10 and 11 = detention with teacher.
- Late in the morning (after 8.30am) = lunchtime detention.

Thresholds for negative behaviour points every 6 weeks:

| | |
|------------|---|
| 15 points | Form tutor conversation with parent Green or subject monitoring report |
| 30 points | PSP level 1: Head of Year with parent Yellow monitoring report |
| 50 points | PSP level 2: CLT with parents Red monitoring report |
| 50+ points | Alternative provision, The Base, Exclusion, Managed Move to another school. |