

Behaviour *for* Learning Policy

Vision and Values:

The College aspires to provide a well ordered and disciplined environment in which teaching and learning can flourish. Our behaviour management system called Behaviour *for* Learning provides a clear framework for all student behaviour related issues.

Key Points:

All actions have consequences both positive and negative. This policy recognises the need for clear boundaries for all members of the college.

Practice and Procedures

Rewards

We reward:

- Good sustained effort
- Good achievement and attainment
- Good attendance
- Improvement in subject performance
- Positive contributions to the community

The power of praise must never be underestimated in terms of:

- Motivating students
- Raising self-esteem
- Inculcating self-belief
- Reinforcing positive patterns of behaviour and work.

Praise needs to:

- Be sincere and enthusiastic
- Communicate personal approval
- Make connections between positive student responses and achievement e.g. 'Well done- because you listened so carefully you were able to complete the task successfully.'
- Reinforce high expectations.

Other Rewards

- Merit marks for good work, effort and positive contributions.
- Letters and telephone calls home.
- Referral to a more senior member of staff.
- Celebration Assemblies and Awards Evenings

Celebration Assemblies are held half yearly and Awards Evenings annually. Students can achieve the following certificates and prizes:

- Bronze Merit Certificates Silver Merit Certificates
- Gold Merit Certificates
- Attendance Badge
- Most Improved
- Best Attending Form
- Students of the week
- Annual Subject Prize Awards

Impact of Behaviour *for* Learning

In order for us to recognise the importance of working consistently via Behaviour *for* Learning it can help us to reflect on the impact it will have on our college.

Sanctions:

Behaviour *for* Learning: - In class

The Behaviour *for* Learning Scheme is based on a system of clear warnings. The whole college applies the Behaviour *for* Learning strategy consistently and this remains one of its unique strengths. The traffic light approach to warning shows clearly how the warnings escalate. All staff (clerical, teaching, support, TA, site) have access to the system which is by green report slip.

The main sanction of the Behaviour *for* Learning system is that of school detentions. (See Note 1 from Education and Inspections Act 2006). Detentions take place in Curriculum areas for class based consequences and out of class issues are dealt with by a pastoral detention. Each curriculum area and year group must evidence clear record keeping systems for logging detention and following up students who fail to attend.

Non-co-operation: is defined as students failing to respond to instructions which have been repeated.

Off task: is defined as students failing to focus on tasks in spite of a repeated request and extra assistance.

Consequence 1: Student is given a formal first warning. The warning will tell the student what he/she is doing wrong and what might happen next e.g. 'Ashley, I am giving you a green warning, I have asked you before to stop talking. I am now giving you a first formal warning to stop talking. If you don't co-operate you will receive a second (amber) warning.'

Consequence 2: Student is formally given a second warning. His/her name is written on the board or in the teacher's planner. Again the warning will signal what is wrong and further consequences e.g. 'Ashley I am giving you an amber warning, you are still not listening, I am giving you a second warning and putting your name on the board/in my register. I won't warn you again. You will get a 'Red' detention if you do not co-operate.'

Consequence 3: Student is given a detention, staff write in the students organiser the reason for the detention clearly stated and the date and time. Student is told they have a 'Red' detention.

Consequence 4: If the student still fails to co-operate, he/she is sent to the area safe room for the remainder of the lesson. If a student does not follow this instruction or if instructions are still not followed, the member of staff should seek the assistance of the Head of Curriculum Area.

Consequence 5: Should a student fail to settle in the safe room, the student is warned that a senior leader will be called which may then will result in a day's isolation from 8.45-4.20pm. 'On Call' will only assist with the immediate situation. Staff are expected to follow up using agreed strategies and procedures. A record of the use of 'On Call' will be made by the admin office.

Important: Students have a fresh start each lesson in terms of receiving two warnings before any detention is issued. Students are rarely placed in the corridor this should be a last resort and only used on grounds of sanity or safety for a short (5 mins) period of time.

Homework Offences

If a student fails to meet a homework deadline he/she must be formally warned. The deadline needs to be reset. If the student fails to meet the new deadline they are given a detention.

Lateness

If a student is late to school registration or to your lessons twice in a week they are given a detention. Follow up procedures then apply. (If you only see students once a week then it would be two consecutive lates). When a student is late to a lesson they must be warned of the consequences of

being late again that week. Late arrival to lessons must be recorded in teacher planners. Lateness is defined as arriving after the rest of the group.

Behaviour for Learning: - out of lessons

All students have been warned via assembly, tutorial time and posters of the expectations of students whilst out of lesson. All staff have green report pads and students know that no warnings are necessary for a referral in the event of a student not meeting the agreed expectation. Staff should always talk to students prior to issuing a referral.

Students are to be rewarded for setting a good example or being helpful by using the pink pad attached to the green pad. These can then trigger a letter home and are read out in assembly.

Green slips are not issued to students but passed to the line manager as per the diagram in this policy and then to the data manager via the letterbox in the office.

Pink slips are passed to the student for parental comment and are then returned to the data manager as above.

Other sanctions:

Internal Exclusion:

Students who are disrupting the learning of other students or behaving in anti-social ways may be isolated for periods of time. This means that they do not attend lessons but will work under the supervision of a senior member of staff. They also forfeit social time at break and lunchtime. Students who fail to co-operate in isolation will be sent home with a letter asking parents to attend a meeting as soon as possible.

As students are working in college in the internal exclusion centre there is no necessity to contact parents before the sanction but it is helpful to do this if necessary

Procedures for Isolation:

Director of Key Stage are responsible for referring students for a period of isolation.

Reasons for Internal Exclusion:

- Where consequence is needed immediately
- As per 1-2 day exclusion

Saturday Morning Detentions: (see Note 1 (92.8b))

The college aims to be an inclusive community with a commitment to keeping exclusion to an absolute minimum.

Parents will receive at least two days notice of a Saturday detention. Notice will be posted to parents or communicated by telephone. If there are family commitments that clash, parents will be asked to contact the college so that the detention can be rescheduled. Students must arrive by 10am in full college uniform and will work for two hours.

If parent(s)/carer(s) are unable to support the college's use of Saturday morning detentions, the alternative sanction is a 2 day fixed term exclusion.

All detentions will be recorded on a central computer database and will be analysed regularly by the Data Manager, reports being given to all Leadership Group, Pastoral Teams and Governors via the Head Teachers Report to Governors on a half termly basis. Parents will be asked to attend a meeting if their son or daughter is a persistent offender. Data about the number of detentions, offences, member of staff involved will be published to parents with interim and full reports or at parent's request.

Reasons for Saturday Morning Detention:

- Situations such as missing detentions
- Failing to co operate with staff
- Persistent missing class or home work
- Persistent lateness

Exclusions

Exclusions are extremely serious and will be recorded on students' files and references.

Exclusions can only be agreed by the Headteacher. For some serious offences such as arson or setting fire, behaviour which endangers others, acts of physical and verbal abuse (not an exhaustive list) a permanent exclusion for a first offence would be appropriate.

Offences for which students may be excluded are:

- Acts of physical and verbal abuse
- Arson or setting fire
- Smoking or being equipped to smoke
- Bullying or intimidation
- Vandalism
- Failure to co operate with Saturday morning detention or internal exclusion
- Behaviour which endangers others
- Persistent refusal to follow instructions and obey college expectations
- Persistently encroaching on the rights of others e.g. the right to learn or teach

Parents will be informed of an exclusion by telephone if possible and by letter. Students will be sent home with work to do and a copy of the letter that will be posted.

Parents will be required to attend a re-admission interview with their son or daughter. At this interview a contract for improvement will be agreed by all parties. The student following exclusion will then go on to report to, at minimum, the Director of Key Stage.

Some reasons for Exclusion

- Drug or Alcohol related incidents
- Arson or setting fire
- Smoking or being equipped to smoke
- Bullying
- Sexual Misconduct
- Damage to property
- Theft
- Violent/Threatening Behaviour
- Racism

Some examples of unacceptable reasons to exclude:

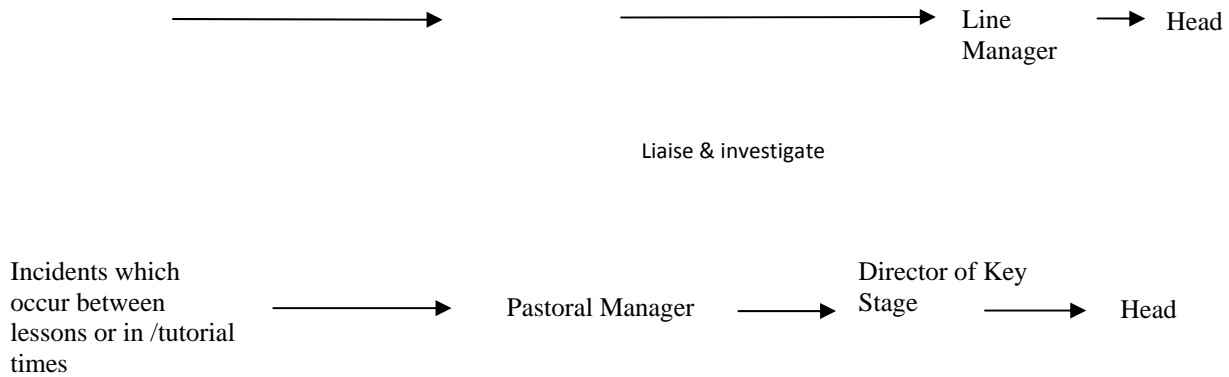
- Breaking school uniform rules or rules on general dress code
- Not bringing in dinner money
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Forgetting to do homework
- For the behaviour of their parents

Reporting of Serious Incidents

Should an incident occur that falls beyond the scope of the Behaviour *for* Learning system or one that needs details recorded for future use staff are expected to utilise the written part of the green slip.

The incident slip is used in the case of a referral. Referrals will only be made by teachers and tutors if they feel they have exhausted the strategies available to them via Behaviour *for* Learning or that it is a serious incident. Report slips are also used to record situations that require further investigation

Report Use (after/beyond Behaviour *for* Learning)



Examples of further Strategies not an exhaustive list:

- Extended time out.
- HOCA's may remove students from classes to work with other members of staff within the subject area for a short period of time.
- BIGs Behaviour Improvement Goals
- ESA (SA, SA+, S)
- Changes of tutor/teaching groups
- Time Out system
- Peer support
- Key worker / mentor
- LG mentor
- Formalised parental involvement
- Social Inclusion Group
- Anger management
- Focused support/alter curr for 'hot spots'
- Alternative curriculum
- Alternative education
- Extended work experience
- PSP
- Governors' panels
- Family Liaison Officer/S McCormack
- Information transferred from prev sch
- TASCC referral
- BSS referral
- Specialist Teacher Team (SENaPS)
- CFCS
- Assist. EP
- EP
- HSLW
- Connexions
- GP or School doctor / nurse
- Safer Schools / Community Police
- Youth Offending Team
- Parent Conferencing
- Social Services
- ISS / PRU

SUBJECT REPORT

The purpose of Subject Reports is to monitor the work and/or behaviour of students within subject areas.

CROSS CURRICULAR REPORTS

The purpose of the on report system is to monitor students' work and behaviour and bring about improvement with the use of specific negotiated targets set within a timeframe.

THE REPORTING SYSTEM:

The reporting system at Alec Hunter Humanities College has been created to support the whole community of the college, students, staff and parents; it is only right that all are involved in the process. Report cards are a way of giving responsibility for conduct and behaviour to students. They are often used after a serious incident to help the child quickly settle back into lessons smoothly. In some cases a student may be noted to be developing bad habits or poor behaviour. Starting a student on a white report gives them the opportunity to modify their behaviour without serious consequences.

Brief:

- Reports are reviewed every two weeks
- Reports go in traffic light colours after the initial White Report, Green, Amber and Red being the most serious.
- When a child is successful on report for two weeks they can then move down the colours
- When a child is not making satisfactory progress they are moved up the colours of report
- When ever a child is moved from one report to another a Report Movements Proforma must be completed. This proforma helps to inform those involved in pastoral care of the situation, gives information for the bulletin and triggers a letter to parents
- When a student returns from exclusion, alternative education or part-time timetable the year team determine the level of monitoring usually 'amber'

Staff roles:

- Staff issuing Report Cards must supply targets on the card for the student and inform the student of the expectations of being on the card which includes showing the card to the issuing member of staff every evening before going home. It can help students if the staff member indicates on the card their likely location, i.e. room number or duty location. Staff should also say what should be done if the issuing member of staff cannot be found.
- Staff issuing reports must use the Report Movements Proforma to confirm any movements between reports
- Subject staff need to have the report card at the start of the lesson and complete it during the last five minutes of the lesson paying attention to the targets set on the report
- To explain to the student the importance of not losing the card or getting an 'X' on it and the likely consequence to doing so.

Student role:

- It is the students responsibility to provide the report at the start of the lesson for the teacher
- Carry the card between lesson and not lose the card
- Present it to their parents each evening
- Have the card signed by the issuing teacher each evening

Parent Role:

- To sign the report card each evening and reward the child when good progress is being made
- To attend meetings to discuss the progress of reporting

Office Staff:

- To use the Report Movements Proforma to send letters to parents. There are four letters
 1. For going onto report (On)
 2. For moving up the colours of report (up)
 3. For moving down the colours of report (down)
 4. For coming off report (off)
- To use the Report Movements Proforma to inform staff via bulletin of who is on report. The bulletin should only indicate those students actually on report and for who Report Movements Proforma are being received.

Self-referral Report: Some students have requested that they be placed on report for their own good. This report is slightly different and has a space for a general comment

Attendance Report: This report is given to students who may miss lessons or get lost in between lessons. It is designed as a tool to help students get to all lessons on time and asks the teacher to indicate that the student was present in the lesson.

Specific Details for Report Cards

Other areas of Behaviour and conduct

Drugs/alcohol/smoking

- Students possessing, taking, or being under the influence of illegal drugs or solvents/other substances on the college premises, or on college business (i.e. on the way to or from college or

REPORT LEVEL	ACTIVATED BY	INITIAL ACTION REQUIRED	ACTION IF STUDENT IMPROVES AFTER TWO WEEKS	ACTION IF STUDENT FAILS TO IMPROVE
WHITE	Form Tutor (5 Students) & Learning Mentor (15 students)	<ul style="list-style-type: none"> Tutor/LM interviews student and informs parents Tutor/LM reviews proforma from Green report or recommendation for report. Loss of card means that the student is given a single warning repeat and a detention is given Should a student get 'X' during the day or fail to meet the member of staff at the end of the day a 15min instant detention is given 	<ul style="list-style-type: none"> Tutor/LM informs parent if student is off report by letter, Tutor/LM completes proforma Proforma to student file 	<ul style="list-style-type: none"> Tutor/LM discusses student with and progress co ordinator Student moves up to Green Report Form teacher/LM completes proforma and gives to Progress Co ordinator Letter sent to parent
GREEN	Progress Co-ordinator (10 students) & Learning Mentor (15 students)	<ul style="list-style-type: none"> Progress Co ordinator interviews student. Progress Co ordinator reviews proforma from Tutor/LM or Form Tutor Progress Co ordinator reviews proforma from SLT link Loss of card means that the student is given a single warning repeat and a detention is given Should a student get 'X' during the day or fail to meet the member of staff at the end of the day a 15min instant detention is given 	<ul style="list-style-type: none"> Progress Co ordinator completes proforma and this informs parents Student moves back to white report 	<ul style="list-style-type: none"> Progress Co ordinator discusses student with SLT link Student can: <ul style="list-style-type: none"> – move up to amber.
AMBER	SLT Link (5 students)	<ul style="list-style-type: none"> SLT link interviews student and parents. SLT link reviews proforma from D/Ht or Ht or Progress Co ord. SLT link begins the process of examining creative strategies for the student in order to ensure that the student maximises the opportunities the college provides. Should a student get a cross during the day whilst being on Amber report or lose the report the SLT link will detain the child for 1 hour after college on the day, parents agreement for this is gained at the implementation of the report 	<ul style="list-style-type: none"> SLT link informs parents student has responded well and will work on Green Report for a further two weeks. SLT link completes the proforma and hands it to the Progress co ordinator 	<ul style="list-style-type: none"> SLT link discusses student with HT/ Dht Student can: <ul style="list-style-type: none"> – move up to red – be referred for a PSP or alternative ed Curriculum Plus considered <ul style="list-style-type: none"> – be considered for Governor Review
RED	Headteacher or D/Ht (3 students)	<ul style="list-style-type: none"> Ht / Dht interviews students and discusses issues with parents. Ht / Dht reviews the proforma from the SLT link Should a student get a cross during the day whilst being on Red report or lose it the Ht/Dht will detain the child for 1 hour after college on the day, parents agreement for this is gained at the implementation of the report 	<ul style="list-style-type: none"> Ht / Dht informs parents student has responded well and will work on Amber Report for a further two weeks. HT/ Dht completes the proforma and hands it to the SLT link 	<ul style="list-style-type: none"> HT/Dht decides that the Student can: <ul style="list-style-type: none"> – remain on red for a further period – be referred for a PSP – be considered for Governor Review

a college visit), will be considered for permanent exclusion. The police will be informed of any drug related activity.

- Possession of or being under the influence of alcohol while in college jurisdiction will lead to exclusion in the first instance and may lead to permanent exclusion if there are further instances.
- Smoking is an offence on the college site. Being caught smoking will lead to a two day fixed term exclusion, being caught equipped to smoke will lead to an internal exclusion and a letter home, all items will be confiscated regarding smoking and only returned to parents.

Truancy

Truancy is defined by the Department for Education as unauthorised absence from college; that is '**absence without leave from a teacher or other authorised representative of the college**'.

Where truancy is detected the following will be actioned by Pastoral Manager:

- **First Offence** - Behaviour for Learning
- **Second Offence** - Behaviour for Learning attendance report, parents and EWO informed.
- **Subsequent Offences** - Behaviour for Learning meeting with parents plus other Relevant punishments eg: removal of trips, EWO visit and possible further official action.

Governor reviews:

If students commit serious breaches of the College Code or repeated more minor offences, they will be required to appear before Governors with parents. At this meeting Governors will review the student's record in detail and clarify their expectations for improvement.

At risk reviews:

Each half term the leadership for each year group will review the student population and identify students at risk of permanent exclusion via the database 'Stages of Behaviour Support'

- Criteria – students not responding to targets on Amber and Red reports.
- and/or students who have received more than two fixed term exclusions.

A multi-agency meeting will be arranged parents and students will be invited. At the meeting strategies already tried will be reviewed and a programme for improvement will be agreed with dates for a further review.

Responsibility Card

- Students are expected to abide by the uniform code.
- Ties may be borrowed from College Office.
- Temporary, i.e.: one-day exemptions may be made if parents contact the Pastoral Managers.
- Students may be sent home for not wearing uniform or not wearing it properly.

Each student must carry a responsibility card, renewed each half term, which has 6 spaces for staff to record any uniform or equipment infringements. Should a member of staff complete the 6th box the green slip pad is used to issue a detention. Should a student not have their uniform card they are issued with a detention and sent to office to receive a new card.

Uniform:

Following consultation in Sept 2009 it has been agreed that girls skirts should be of knee length.

College Uniform Requirements as from Sept 2009

Listed below are the uniform and PE Kit requirements. There will be no variations on the uniform as stated.

Uniform – Boys and Girls

BLACK BLAZER WITH ALEC HUNTER BADGE

PLAIN WHITE SHIRT – BUTTON UP TO COLLAR

BLACK TAILORED TROUSERS OR KNEE LENGTH SKIRT

BLACK SOCKS OR TIGHTS

BLACK LOW-HEELED LEATHER/LEATHER LOOK SHOES

V-NECK BLACK JUMPER (OPTIONAL)

CLIP ON ALEC HUNTER TIE (THE TIE HAS BEEN DESIGNED BY STUDENTS, PARENTS AND STAFF AND IS BASED ON A FABRIC DESIGNED BY ALEC HUNTER CALLED 'CRESSING')

PE Kit (Outdoor):

A new PE kit has been introduced from September 2009 for Year 7 students onwards and details are available on our website. PE kit is as follows:

BOYS RUGBY SHIRT
POLO SHIRT (logo)
BLACK SHORTS (PLAIN)
FOOTBALL SOCKS
OPTIONAL EXTRA: When cold - plain Black Jogging Bottoms

PE Kit (Indoor):

BOYS & GIRLS POLO SHIRT (logo)
BLACK SHORTS (PLAIN)
FOOTBALL SOCKS
TRAINING SHOES

All PE kit is available from the College Uniform Shop which is open on Tuesdays between 3.20 - 4.00 p.m. term time only.

Inappropriate jewellery/clothing:

Any item of inappropriate jewellery will be confiscated and given back at the end of the week. Parents may collect any confiscated items at any time. Envelopes are provided for this purpose. The uniform card should be used for this.

Inappropriate clothing where possible can be confiscated and returned at the end of the day, persistent offenders will have inappropriate clothing returned at a later date.

Additional piercings such as eyebrow, lip, or tongue are not allowed and students will be requested to remove these. 1 stud in each ear or nose is allowed

Inappropriate Hair Styles:

Students are not permitted to have extreme hair cuts or styles. This would include unnatural colours or unnatural combinations of colours, patterns or lines being cut into the hair and any cutting of the hair to a length shorter than a number 2 cut. The decision on what constitutes an extreme hairstyle is at the discretion of the college and students may be sent home to moderate the style or have it changed so that it is in keeping with the expectations of the working environment of the college. If parents are in any doubt as to whether a certain hairstyle is acceptable, we would advise that they contact the college before visiting the hairdresser

Frequently asked questions:

Issues Surrounding Failure to Attend Detention

1. **Issue:** Students who miss 'Red' detention as a result of absence.
Action: Reset the detention.
2. **Issue:** Students who are purposely absent on the day or afternoon of detention.
Action: Seen by the curriculum area or pastoral team and monitored then moves to KS Director & parental meeting. Further action necessary to address truanting as per policy.
3. **Issue:** Students who forget/miss detention
The following takes place
Student fails to arrive at detention.
 - The following day curriculum area or pastoral team checks:
 - that parents/carers have not notified the college in advance in writing of non-attendance,
 - briefly interviews student recording the reason given for non-attendance.
 - If there has been no advance notification from parents/carers or an explanation from the student pointing to an urgent and unavoidable reason for not attending, the curriculum area or pastoral resets the detention and sets an additional Headteachers detention for Friday of the following week from 4.20-4.50pm

4. **Issue:** Students who miss Saturday detention
Action: 2 day External Exclusion

Notes

1. From: Education and Inspections Act 2006