

Summary:

The Behaviour for Learning policy summarises a system of rewards and sanctions to support and promote the high expectations which Strangford College has of its staff and students in working towards the most effective learning and highest achievement for all of the students. We are fortunate that the majority of our students behave well and are ready to learn. The policy is based on appropriate rewards for good study and achievement, and sanctions for choosing to do things that may interfere with the students' own safety and learning, or the safety and learning of others.

The rationale for the policy is based on the belief that all students are capable of meeting the highest standards of behaviour and achievement expected in our college community. It will inspire our students to achieve and to excel at whatever level of which they are capable. It aims to encourage the consistent practice and implementation of rewards and sanctions to support learning across the college community.



Article 3 – 'Adults should always do what is best for you.

Article 12 – You should have a say in decisions that affect you.

Article 28 – You have the right to an education.

Policy Number: 2017/1

Revision: 1

Board of Governors

Submission for Ratification:

June 2017.

Chairperson:



Principal:



This policy replaces any previous policies and is **valid from:**

1st September 2017.

To be **reviewed & updated by:**

1st September 2019.

Strangford College Behaviour for Learning Policy aims to promote, reinforce and reward positive behaviour in order to support the academic, social and emotional development of all learners.

Strangford College has high expectations of learners promoting:

- a positive attitude to learning through high standards of discipline and behaviour, an active approach to learning and personal improvement.
- a high degree of self-respect and mutual respect.

The Behaviour for Learning Policy aims to promote and sustain good behaviour and a positive attitude to learning through a balanced approach to rewards and consequences.

The key principles are to:

- encourage and praise all learners;
- be consistent and clear in our approach to all behaviours;
- encourage self-respect and mutual respect;
- listen, establish facts and avoid confrontation.

Code of conduct

Everyone should:

- move quietly in an orderly manner and go directly to class, with consideration for their own and others' safety.
- arrive on time and be fully equipped for each lesson.
- work to the best of your ability at all times, remaining on task and following instructions issued by staff.
- listen to and respect the opinions of others.
- be polite, kind, thoughtful and considerate to others.

Rewards

Encouragement, praise and rewards are essential parts of the Behaviour for Learning policy.

Achievement Points (APs) are the way by which we recognise the students' successes.

No more than one point is to be awarded by any member of staff. If achievement is worthy of more than one point it should be referred to Subject Leader (SL), Learning Co-ordinator (LC) or Senior Leadership Team (SLT).

The following are areas worthy of APs

1 Point (up to a maximum of 4) to be given in 2 week cycle by Form Tutor for:

- Being fully equipped and prepared for learning
- Full attendance
- Correct school uniform
- Polite, respectful behaviour

1 Point to be given by Classroom Teacher for:

- Consistently improving standards of work – using Trackers
- Core Assessment Amber = 1 point
- Green in A2L = 1 point
- Clear improvement from previous Core Assessment Result e.g. Red – Amber = 1 Point

1 Point to be given by Subject Leader for:

- Good or outstanding pieces of work
- Noticeable effort in class or homework

The following can be rewarded by all staff members. (See Appendix 1).

- Outstanding effort, commitment or achievement in extra – curricular activities
- Service to the school or local community

It is important that no member of staff awards more than one AP at a time.

The weekly pastoral and fortnightly departmental “huddles” allow the opportunity to discuss student achievement. If something is agreed as being particularly outstanding, the appropriate line manager can add an extra AP.

Positive reinforcement is used as much as possible in a variety of ways:

1. Positive gestures and acknowledgement of good behaviour and achievement.
2. Departments nominate students as ‘Learner of the Month’ and send postcards home on this basis.
3. Year teams will monitor A2L and make appropriate contact with home. (see Assessment for Learning Policy).
4. Achievements recognised and celebrated on the college website, noticeboards, assemblies and Prize Day.
5. Students should also have the opportunity to display excellent work on Open Nights.
6. Reward trips or visits

Consequences

Students, unfortunately, will not always behave in the way we may wish. We will implement the following actions which are two-fold:

- to set an agreed standard of positive behaviour
- to encourage students to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future

The chart below shows guidelines for staff in dealing with incidents. It is not prescriptive as each incident must be considered in context but it should aid with whole - school consistency.

Pro forma should be completed at each stage by relevant members of staff.

Appropriate language must be used at all times by any member of staff involved.

To make the system easy for everyone to understand, we have introduced a set of consequences called **C1, C2, C3, C4 and C5** as described below:

****If a parent wishes to discuss a given consequence, they may arrange a meeting with the Head of Pastoral Care, Deputy Principal or Principal.**

Disruption	Consequence	Guidelines consequences /actions
<p>Low level disruption: e.g. chatting, inattention, lack of work, low level arguing, misuse of equipment/environment, lack of respect, not following instructions, showing off, shouting out answers when not required.</p>	<p style="text-align: center;">C1</p> <p>Dealt with by class teacher</p>	<ul style="list-style-type: none"> • Name written on whiteboard and verbal warning issued. The student may also be asked to move seat. • If behaviour improves, no further action will be required.
<p>Persistent Low level disruption:</p> <p>e.g. continuation of the above, answering back, refusing to follow instructions.</p>	<p style="text-align: center;">C2</p> <p>Dealt with by class teacher and monitored by form tutors.</p>	<ul style="list-style-type: none"> • Name written a second time on whiteboard and recorded in Form Book (KS3); or emailed to Form Tutor (KS4). • If a pattern of C2s is evident, the form tutor will initiate a break, or lunch detention to discuss the issues. • A third incident in class will result in an immediate C3 Focus Time. • If a subject teacher initiates a C3 for class behaviour, they must make a telephone call home by to discuss the cause for concern. • If the negative behaviour continues after issuing a C3, the class teacher may need to initiate an EXIT.

EXIT	The decision to initiate a class exit is made by the teacher, and supported by the Subject Leader/Form Tutor.	Students, who disrupt learning persistently, or significantly, will be removed from the classroom. The school office is contacted and the student is escorted to the Learning Coordinator. The automatic consequence is that they will receive a C4 and will spend the following day in isolation. They will only return to lessons on the day of their Exit if they are deemed to be in the right frame of mind to follow all instructions without further disruption. Any student exited twice in one day, will not return to lessons on that day. They will move to C5.
Disruption	Stage	Guidelines consequences/actions
<p>This is a very serious consequence. It signifies that the student has made choices that are unacceptable within our community. The withdrawal day gives them a chance to reflect on the choices they have made. Students who misbehave during their time of internal withdrawal will receive a C5 fixed term exclusion, (suspension).</p> <p>Truancy also carries an immediate C4 consequence.</p>	<p style="text-align: center;">C4</p> <p>Dealt with by Learning Coordinator</p> <p>Monitored by the Vice Principal</p>	<p>A full day withdrawal with the Learning Coordinator, under strict supervision. Students will be required to work in silence and to complete the work that is set. This is a very serious sanction. The withdrawal day gives them a chance to reflect on the choices they have made. Students who misbehave during their time of internal withdrawal will receive a C5 fixed term exclusion (suspension).</p>

<p>Serious incident from outset (stages 1-4 jumped) or escalation (may be at other stages but moves quickly to stage 5):</p> <p>Serious incident (somebody may be hurt), serious verbal or physical aggression, drugs, alcohol, or weapons involved with the likelihood that the behaviour will lead to exclusion from the college.</p>	<p style="text-align: center;">C5</p> <p>Dealt with by Vice Principal / Principal</p>	<ul style="list-style-type: none"> • Fixed Term Exclusion, followed by re-admission meeting with parents. This may lead to permanent exclusion. The EA guidelines & College Policy will be followed. • As at all stages, it is essential that a written account of all actions is kept in the student's personal file in order that a full and impartial record may be kept. • A serious C5 incident may result in permanent exclusion from the College. Only the Board of Governors can issue a permanent exclusion.
--	--	--

What we Expect.

Expectations of Students

- ***To work to the best of their ability***
- To have full attendance.
- To be prepared to listen and learn, be equipped and prepared for lessons.
- To manage his/her own behaviour.
- To let others work and make progress.
- To sort out disagreements without resorting to physical / verbal aggression.
- To respect the property of others.
- To make their best effort to understand and accept differences and the individuality of everyone in terms of abilities, background, race and sexual orientation.
- To follow Strangford College rules.

Expectations of Staff

- **To provide a supportive environment in which students can learn.**
- To model expected behaviour by listening without prejudice and avoiding confrontation.
- To provide guidance and assistance to students as necessary.
- To support troubled and challenging students in conjunction with their Subject Leaders and/or LCs.
- To plan, prepare and provide stimulating lessons.
- To teach respect by treating students with fairness and consistency.

- To engage students in every lesson.
- To keep an accurate record of attendance and lateness.
- To avoid whole class punishments resulting from poor conduct of only some students.

Expectations of Senior Leadership Team / Vice Principal / Principal

- ***To provide clear leadership and support for Strangford College's 'Behaviour for Learning' policy.***
- To support staff by ensuring that systems for managing and monitoring behaviour and attendance are consistently implemented.
- To ensure that good practice is both developed and shared.
- To provide effective support for teachers presented with extremely challenging and uncooperative learner behaviour.
- To provide a curriculum which motivates students of all abilities.
- To monitor regularly the effectiveness of Strangford College's 'Behaviour for Learning' policy.