



Behaviour Policy

Updated January 2018

Behaviour Policy

The Behaviour Policy is consistent with our Mission, Ethos and Values for Denton Community College.

“Our aim at Denton Community College is to prepare young people to meet the challenges of being lifelong learners, leaders, and good citizens who are able to meet the demands and expectations of a world that is ever changing.

Our core values of: responsibility, respect, integrity, inclusion, courtesy and empathy will help prepare our students to meet these challenges.

Learners will understand and believe in their own potential and will take responsibility for their learning and have pride in their development. We will achieve this aim through learning programmes that develop mutual respect and trusting relationships, and by providing programmes that build on the current development of learners and their potential for future achievement.

The College will be organised around three distinct learning communities within the larger College. In each, learners will feel a sense of belonging and purpose. Teams of staff will spend dedicated time with students in each learning community to facilitate individualised learning programmes driven by agreed targets. Mentoring and coaching will ensure appropriate challenge and progress. High standards will be expected and high aspirations will be nurtured for all, learners and staff.

We will provide a happy confident and successful learning community where everyone is valued and challenged to achieve their personal best. We will help our students develop the personal skills of self-respect, personal esteem, self-reliance, teamwork and adaptability and self confidence. As a result they will learn effectively and make the very best use of the opportunities our learning community will offer.

We aim continually to create an atmosphere of excellence and success running through the heart of the College. This will raise levels of achievement and standards, creating a positive ethos in the College community. This will, in turn, help our young people adopt healthy lifestyles and maximise their potential for success throughout their lives.

In summary, throughout a young person’s time in our College we will seek to inspire them, help them to aspire to great achievements and enable them to perform and achieve successfully. This policy for Behaviour has been developed by Governors and members of the SLT to be fully consistent with the above statement.”

Behaviour Policy

Introduction

The policy has been the subject of considerable discussion and consultation with staff, students and parents/carers so that it will be given the widest support by all members of the College community.

Good behaviour at Denton Community College is not simply seen as a matter of compliance with rules set by others – good behaviour for learning; mutual respect and consideration for each other; adherence to procedures that are developed with safety, welfare and learning in mind are critical enablers of the moral purpose of Denton Community College as a learning community that equips young people for successful lives.

This policy has been produced in line with the recommendations contained within: the Education and Inspections Act 2006; in Sir Alan Steer's 2005-6 Report and in his subsequent follow-up reports 2008-2009; and is consistent with the commitments in the 21st Century College's White Paper on the student guarantee, about every student going to a College where there is good behaviour, strong discipline, order and safety; and with the parent guarantee ensuring parents fulfill their responsibilities for student behaviour.

Terminology

DOL	Director of Learning
HOY	Head of Year
DCC	Denton Community College
CSI	Centre for Student Intervention
CAF	Common Assessment Framework

Vision & Ethos / Context / Rationale for the Behaviour Policy

The law requires Colleges to have a written behaviour policy. Ofsted reports that Colleges are most effective where the behaviour policy is applied consistently. Our behaviour policy helps us to fulfill our vision to prepare young people to meet the challenges of being lifelong learners, leaders, and good citizens who are able to meet the demands and expectations of a world that is ever changing. All people who are part of our learning community will demonstrate our core values of; responsibility, respect, inclusion, courtesy, empathy, and integrity to create an environment where we seek **high expectations and offer no excuses.**

Principles

DCC recognises that effective learning and teaching will only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour.

We also recognise that good teaching and an appropriate curriculum encourages students to want to learn and promotes good attitudes to learning. (See Appendix 6).

We want all our students to develop 'Good Learning Habits' through our NUHOPE initiative. We believe in the power of restorative approaches to behaviour and we will empower all to practice this approach when dealing with behaviour.

We acknowledge that the maintaining and promoting of good behaviour in our College is a shared responsibility for all within the College and empower staff to determine and request appropriate behaviour from everyone.

We lead by example, modeling appropriate behaviours in all aspects of College life. We promote high standards of behaviour, across all areas of College and in dealing with all stakeholders.

Wherever possible we reward and encourage good behaviour through our rewards system in order to promote a positive ethos within the College.

Offsite, non-criminal bad behaviour when students are either in uniform on the way to/from school or the behaviour infringes on the effective running of the school, can be punished in school and we will use our 'normal procedures' if this occurs.

At Denton Community College we take the view that these principles reflect how we act as a community:

- *Want everyone in our College to develop to their full potential*
- *Value qualities of self-esteem, confidence, satisfaction and enjoyment through effort and achievement*
- *Show a sense of responsibility for one another and for the College community as a whole*

When dealing with behaviour we ask that;

- Problems are minimised or, better still, prevented
- Where problems do occur, interventions are calm and controlled
- Staff will work on the 'warning – choice – consequence approach'
- Interventions aim to reduce the impact upon students' learning and the smooth running of the College
- Parents/carers play a crucial part in supporting good behaviour in College

- Fairness and appropriateness are crucial in the implementation of this policy and measures are regarded as proportionate by the whole learning community
- Students are encouraged and enabled to take responsibility for their own conduct and to develop self discipline, we want our students to develop 'Good Learning Habits'.
- Teachers are supported and enabled to teach effectively and securely

College Rules

Our rules fall into 3 broad categories:

- *Respect people's health and safety, feelings and property*
- *Allow students to learn and teachers to teach*
- *Protect the College environment*

Respect people's health and safety, feelings and property:

- College equipment must be used safely and carefully and always returned
- All members of our community deserve respect
- We do not accept discrimination in any form
- No member of our community should be subjected to bullying in all its forms
- Students should move calmly around the College buildings and allow free movement of others, keeping to the left at all times
- Students should be aware of College evacuation procedures and follow them when necessary
- Tobacco, illegal substances, solvents, matches and lighters are banned
- Knives, laser-pens and any other items which can cause physical injury are banned

Allow students to learn and teachers to teach. Students:

- Should attend College and be punctual
- Sit where allocated by your teacher without any argument
- Must cooperate with, and communicate appropriately with all staff
- Must wear the correct College uniform at all times, including to and from College whilst wearing your College uniform, you are a representative of Denton Community College
- Must observe any special rules which apply to individual departments and when on College visits
- Should bring the correct equipment and clothing for lessons

- Should complete all homework on time and meet coursework deadlines
- Must not use mobile phones and similar items during lesson or when moving around the building

Protect the College environment:

- College property must not be damaged or defaced
- Food and drink should not be consumed on corridors, staircases or in lessons and litter must always be put into the bins provided
- Designated out-of-bounds areas should not be used by students
- Chewing gum is banned in College as a result of the damage it causes

Behaviour for Learning (BfL)

Rationale

- To provide a systematic framework for the consistent management of behaviour in order to allow all learners at Denton Community College the opportunity to achieve.
- To promote a positive climate for learning in every classroom.
- To ensure students demonstrate appropriate behaviour in all areas of the College as well as the local community.
- To clarify the roles of those involved in developing and maintaining high standards of behaviour.
- To outline protocols for rewards and sanctions.
- To outline the College Escalation of Response: Chance, Choice, Consequence approach to managing behaviour in the classroom.
- To empower all staff to manage behaviour effectively to facilitate and promote learning.

Celebrating Success

Key Principles:

Rewards, praise and encouragement are amongst the most powerful aids to teaching, learning, maintaining high standards of behaviour and fostering a positive school ethos. A College community built on the foundation of rewards will be far more successful, motivating and inspiring than one driven by consequences.

Process:

It is the duty of all staff to expect all students to do the right thing in all aspects of college life and in turn reward them for doing so consistently. Rewards should not be limited to behaviour but encompass a far wider remit including:

- Achievement
- Learning and progress

- Effort
- Attendance and punctuality
 - Citizenship
 - Behaviour

Types of rewards to be issued should include:

- Verbal praise
- Written praise in books and planners
- Phone calls/postcards/letters/text messages sent to home
- Certificates
- Go4Schools Points
- Meeting with the Headteacher

Rewards assemblies will be held during the last week of each half term. Students are rewarded for achievement, effort, progress, attendance and attitude to learning (ATL). Students are rewarded with achievement certificates.

Sanctions and Consequences

Key Principles:

'Behaviour for Learning' is about enabling pupils to manage their own behaviour effectively in order to learn, achieve and make a positive contribution to the wider College community.

Sanctions and consequences have a part to play in reinforcing boundaries on what are expected standards of behaviour, however, if we are promoting a positive climate of reward then there should be an infrequent need to apply these for the majority of our students.

In line with the inclusion agenda at the College it is acknowledged that some students may need additional short or long term additional support to encourage them to make positive choices with regard to their behaviour.

Types of Sanctions and Consequences:

The College has a range of consequences and sanctions that can be imposed according to individual situations which are as follows:

- Verbal reprimand
- Behaviour points recorded on Go4Schools
- Report systems
- Detentions
- Internal exclusion (Seclusion)
- Letters home
- Parental meetings
- Pastoral support programs
- Short term removal from lessons (with another member of the subject team, faculty or a member of the Senior Leadership Team)
- Temporary exclusion to another school
- Fixed term exclusion
- Managed move

- Targeted curriculum
- Permanent exclusion

Escalation of Response: Chance, Choice, Consequence

All teachers at Denton Community College are required to adopt the 'Chance, Choice, Consequence' system in order to manage the behaviour of pupils in classrooms and around the College. This system ensures consistency in how behaviour is managed across all faculties and subjects within the College.

This system must be employed consistently by all teachers regardless of experience, position or perceived ability, to establish clear expectations for students and support for colleagues.

Process for the system

The Consequence System is used when students make the wrong choices. The system's aim is to create a consistent approach across the school and gives students the opportunity to reflect on their actions and change their behaviour.

Like the consistent expectations regarding Teaching and Learning (Do Now, FOCUS etc.) the expectations regarding behaviour need to be consistent across the school. This supports new teachers and supply teachers in particular.

Expectations on staff

- It is essential that C1 and C2 warnings are recorded on the whiteboard (if in the classroom) so that students can see that the system is being fairly and consistently applied.
- If students reach a C3 or C4 sanction it is essential that this is recorded on Go4Schools.

The levels of consequence

C1: Verbal warning recorded on board (Initials)

C2: Final verbal warning recorded on board ("ü" initials)

C3: Detention for minimum of 15 minutes

- This detention can occur at any point in the day.
- If the child fails to attend they are issued with a 60 minute detention.
- This must be logged on Go4Schools with reason for C3.

C4: Possible removal from lesson, referral to DOL/LEAD/HOY/AHOY/SLT.

- Investigation and further sanction issues.

Definitions of Consequence

C1: Verbal Warning

A student who is rude, shouts out, disobeys instructions or behaves inappropriately will be issued with a first warning - Consequence One (C1) by the class teacher or support staff. These verbal warnings are not to be centrally recorded but should be noted by the class teacher through student initials on the board. Teachers need to be calm and decisive in giving a warning to a pupil. Examples of where a C1 can be communicated to a student are:

- Rudeness e.g. chatting back to a teacher or other adult, talking whilst teacher is talking, making comments to other pupils which cause them to react.
- Bad manners e.g. interrupting or not listening or any infraction of the T&L "FOCUS".
- Shouting out.
- Disobeying instructions of a teacher or other adult.
- Behaving inappropriately e.g. moving around without permission.

As part of the Denton Community College strategies for effective teaching and learning to take place; we need to give students a time and a chance to correct any misbehaviour

e.g. I will give you time to pick up that pen but if you refuse to do so then there will be a consequence.

C2: Final Warning

If a student persists in being rude, shouts out, disobeys instructions or behaves inappropriately then a second, final warning is issued, and a tick is made against their name on the board (if in class).

The issuing of C2 gives a student the choice and chance to make the final, right, decision

C3: Detention

If a student does not meet the expectations for a third time they receive a detention.

A detention will be issued for minimum of 15 minutes which could take place at break, lunchtime or after school. If a student fails to attend this detention the teacher must record the incident on Go4Schools, the student will then be issued with a 60 minute detention.

Escalation

A C3 could be given due to an escalation of warnings, (C1, C2 etc.) or may jump straight to this category due to the severity of the incident (see automatic C3 behaviours below):

- C3 after escalation of warnings in classrooms.
- Insolence - Contemptuous behaviour that is impertinent in behaviour or speech. Examples may include offensive gestures, arguing with an adult.
- Continued rudeness e.g. chatting back to a teacher or other adult, talking whilst teacher is talking, making comments to other students which cause them to react.
- Continual shouting out.
- Continual disobeying instructions of a teacher or other adult.
- Continual inappropriate behaviour e.g. moving around without permission, throwing pens or paper across the room.
- Failure to complete, satisfactorily, classwork, homework or coursework.

Automatic C3 around the school or in class

- Persistent inappropriate uniform e.g. no blazer, consistently not wearing uniform correctly.
- Rudeness to staff.
- Deliberately offensive language directed at an individual e.g. swearing etc.

Any adult in the school who feels that the authority of the school has been challenged may issue a 60 minute C3. This must be recorded on Go4Schools.

C4: If a student does not meet the expectations for a fourth time they may be removed from the lesson and behaviour will be investigated by DOL/LEAD/HOS/SLT.

- This challenge to the staff member's authority has to be over and above all of the reasons listed for a C3.
- C4 incidents must be referred to the HOD/HOS/SLT for further investigation.

Automatic C4:

- Absolute refusal
- Swearing at staff
- Intimidating/threatening behaviour
- Fighting
- Carrying a weapon
- Carrying/use of drugs

Reasons for giving the consequence must be made clear. Students should know why they have received the consequence, how to modify their behaviour and what the consequences will be if they continue to behave inappropriately.

Routines and Expectations that support Behaviour & Learning:

At Denton Community College we expect the highest standards of behaviour and appearance from all our students, we constantly remind our students of our slogan 'High expectations – No excuses'.

Routines and Expectations are the backbone of learning. They facilitate teaching and learning, routines don't just make your life easier, they save valuable classroom time. Well established and embedded routines are the most important lever in making it easier for students to efficiently learn and achieve more.

DCC believes Good Routines and Expectations are shown through staff:

- meeting and greeting students at the door of the classroom or workspace.
- agreeing rules, routines and expectations with their students.
- consistently applying the Chance, Choice, Consequence system.
- persistently catching and praising students doing the right thing.
- modelling the behaviours they wish to see.
- treating students how they would like to be treated.
- reinforcing conduct and attitudes that are appropriate to context.
- sustaining a passion for their subject that breaks through the limiting self-belief of some students.
- working relentlessly to establish mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any student.
- keeping their emotion for when it is most appreciated by students.

We encapsulate this in the term NUHOPE which embodies the schools ethos:



Support for Good Behaviour

At Denton Community College we will promote and reward good behaviour at every opportunity possible, both formally and informally.

In pastoral time we will take time to discuss behaviour and expectations so that all students are aware of what is expected of them. During lessons, tutoring sessions and assemblies positive behaviour and achievement will be rewarded and celebrated.

The faculties and pastoral teams will identify and support students with behavioural needs; they will design appropriate interventions and monitor their effectiveness.

Every classroom/learning environment will promote good behaviour by displaying NUHOPE and emphasising the importance of high expectations. Our 'Great Learning Habits' will also be displayed.

The College will promote positive links with parents/carers and encourage them to be involved in all aspects of behaviour planning for their children. At the start of the year parents/carers will sign our 'contract of education partnership' in the student's planner and become a partner in the success of their child in our College.

We will encourage 'Learner Voice' around the issues of behaviour through the College Council. The Council will have the opportunity to influence the structure and appropriateness of rewards.

At appropriate stages students will be rewarded for their positive contributions by being actively involved in College life through programmes such as leadership, peer mentoring and prefecting.

The College will support staff who experience difficulties when managing student behaviour. To enable students to achieve positive outcomes, staff will be supported to develop appropriate behaviour management techniques via a combination of: guided self reflection; support from Director of Learning; the appraisal process; mentoring by a coach and support from members of the Leadership Team.

Rewards

Denton Community College rewards good behaviour as we believe that this will develop an ethos of kindness and cooperation. The rewards policy is designed to promote and encourage good behaviour rather than merely to deter anti-social behaviour. Rewards should cover the broadest range of academic and non-academic achievements. The College now uses the Go4schools system to record the behavior points which are shared on a weekly basis with the students during pastoral time and written in their planners.

Praise is the most common form of reward and should always outnumber any consequences. At Denton Community College we believe that for a rewards system to be effective it should be:

- consistent
- immediate
- appropriate
- manageable

Informal rewards may be in the form of praise by simply: acknowledgement of a task completed, verbal praise, smile or non verbal gestures such as 'thumbs up'. Formal rewards can involve:

Giving positive behaviour points on Go4schools

Written comment on work / in planner

Discussion with students Form Teacher

Postcard home

Text home

Display work

Award responsibility

Subject certificates
End of term trips
Making pizza at Frankie and Benny's
Prom or similar celebration event
Assembly prizes
Referred to SLT (VIP's)

Consequences

Although praise and rewards are central to the promotion and encouragement of good behaviour, there will be incidents that necessitate consequence. There follows a list in no hierarchical order of the consequence available to staff. There are flow diagrams in Appendix 2 and Appendix 7 that give a hierarchical structure to the consequences.

At all times staff must de-escalate any situation and not escalate it.

Gesture or a look, an acknowledgement of inappropriate behaviour
Private reprimand (not drawing the class's attention to the behaviour) PIP – RIP (praise in public, reprimand in private)
Choice given to student to modify behaviour and warning of further sanctions to follow
Removal from seat and relocated within the room
Parking – the use of a faculty buddy system where staff may 'park' a student in another room
Short term NUHOPE at the end of the lesson / break / lunch time*
Contact home and discuss the behaviour with parents
Referral to Form Teacher / subject DOL / HOY
After College NUHOPE restoration meeting 30-60 minutes
Subject report
Planned intervention using the faculty buddy system
IEP
General report card
Removal via SLT to 'seclusion' room (must be done through HOY)
Internal exclusion (in seclusion)*
Fixed term exclusion*
CAF
Managed move
Referral to another school for a number of days
Part time timetable (short term)
Educated at the college satellite centre
Permanent exclusion

The following 'triggers for intervention' will be used. These include: any removal from a classroom must involve an immediate restorative meeting that same evening. Any two removals in one day will result in isolation. More than 2 NUHOPEs in a day will result in isolation. Any student found smoking on the college premises or whilst in school uniform will be referred to another school for a minimum of 3 days. These triggers are to promote our 'high expectations – no excuses' approach.

**Any internal/ fixed term exclusion must be followed up by a meeting involving parents/carers where an action plan including intervention is put in place and then monitored.*

***In light of changes from September 2012, students who are found to have made malicious accusation against staff will be dealt with severely. As all cases are unique, they will all be processed by the headteacher and will be given appropriate sanction.*

Pastoral Intervention

The vast majority of behaviour incidents will be dealt with by the subject teacher with support from their faculty teams, however there are occasions when the pastoral teams can offer support. Each student has a Form Tutor who will discuss behaviour with their students, if there are areas of concern they will raise them and set targets accordingly. The Heads of Year will be monitoring their students via our behaviour tracking system on Go4schools. When students are identified as causing concern, the HOY can offer support and place a student on a pastoral tracking report that will be shared with parents/carers. Other interventions such as Learning Mentor support, specific target report, Inclusion/Learning Support can also be used as appropriate. The College has developed a 'tiered approach' to its intervention strategy (see Appendix 8). This system allows the College to strategically monitor and evaluate intervention strategies and also ensure the students that need it most receive the most appropriate intervention. The school has an inclusion panel to strategically evaluate intervention and then offer appropriate support. The panel meets at least every month and also on a need to basis. If the student behaviour persists and there is no improvement then various assessments may be carried out which may lead to a CAF and/or other support (see Appendix 1 for further details).

Recording and Reporting

Denton Community College uses the Go4schools behaviour tracking programme to record behaviour incidents. Go4schools behaviour tracking systems allows the College to report and record behaviour. It will analyse patterns and trends of behaviour and help inform the College to direct the appropriate intervention necessary. The system itself does not deal or resolve the behaviour – that is the responsibility of the member of staff who has recorded it. The HOY, Form Tutors and Pastoral teams will monitor the rewards and behaviour of their students through Go4schools.

Staff must decide if the behaviour that has been displayed needs recording. If it was a minor incident and the student responded positively to any sanction given the member of staff involved may feel that it doesn't warrant recording, however if a student's behaviour has led to he/she being removed from the classroom, this level of behaviour must be reported to alert other colleagues for intervention purposes.

Each week a behaviour dashboard is produced for each year team to allow forensic analyses of behaviour data to ensure our interventions are targeted in key areas. Regular meetings between the HOY, Heads of Lower and Upper school and the AHT ensure that students are identified early for intervention and that this intervention is being monitored and evaluated regularly for maximum impact.

Communication with Parents/Carers

Through Go4schools parents/carers have access to their child's curriculum and also their positive and negative behaviour points and reasons for these. If a parent/carer contacts the College their first point of contact should be their child's form tutor who will have a holistic appraisal of the student's performance. If they feel that the discussion needs referring they can choose to refer to either the appropriate HOY or DOL.

Use of the Calm Room/Seclusion

The behaviour for Denton Community College will focus on rewards and promoting positive behaviour for learning. Through the policy and systems in place the vast majority of behavioural issues will be dealt with by the Classroom Teacher, Faculty teams and in some cases the Pastoral teams. However, we do recognise that there are occasions when students 'step over the line' and will need further action:

- If the behaviour of a student is dangerous and for health and safety reasons either for themselves or others around them they need removing, we need to be able to remove him/her to a safe restorative facility (*only SLT will make the decision to remove a student after consultation with the DOL*).
- If there has been an issue in College which is under investigation and we need to separate or remove a student for a short period – again we need a facility.
- If there are short term uniform issues that are to be resolved within a College day – again this facility can be used.

The 'calm room' is a fluid place and can change from lesson to lesson dealing with issues as they arise in College. It is a facility where students can calm down, evaluate their actions and start the process of restoring the issues that have led them there. This room is also productive, students work on maths, English and science. Seclusion from the curriculum is not 'the consequence' it is a facility for a student to be removed so the learning can continue elsewhere. The consequence still remains the responsibility of the original member of staff/faculty where the issue arose.

As we at Denton Community College are aware there is a direct link between attendance and attainment. We wish to keep our exclusions to a minimum whilst continuing to support our staff with challenging students. Therefore, our seclusion facility will also allow us to internally exclude students from 'mainstream' lessons and keep them in College to follow their curriculum and not lose out on curriculum time. It will have students for fixed periods – ½ day, full day and up to 5 days. The day in seclusion runs until 3.50pm and students have supervised break and lunchtime in there. The only member of staff who can place a student in seclusion is the Headteacher and those to whom he delegates that responsibility. Again, this facility will focus on the restorative approaches and on the reintegration of the students back into mainstream learning.

Students hitting identified triggers or recommended by the Headteacher may be referred to our off-site satellite centre. Detailed reasons will be explained to the student and their respective parents/carers before they are placed off-site. The most important thing is that the Headteacher believes that the students' needs will be more effectively met at Oxford Park. Section 154 of the Education and Skills Act 2008 amends section 29 of the Education Act 2002 to introduce a

power for governing bodies to require a registered student to attend off-site provisions such as Oxford Park in order for them to receive educational provision which is intended to improve their behaviour. Ultimately, it will have been decided that Oxford Park can provide a more suitable environment for the relevant student to receive their education.

Students will attend Oxford Park for a minimum period of 6 weeks. This time period may be extended depending upon the behaviour of each student whilst at the centre. Review meetings will be held during weeks 3 and 5 to determine when each student will be returning to our main College site.

Management by Walkabout – (MBWA)

To monitor the College's policies and practice and to support colleagues, when they are faced with difficult students, the College runs a MBWA system. This system is a proactive system as opposed to an 'on call' system that is purely reactive. HOY are timetabled for each lesson and will strategically walk about the school positively promoting the College's values. They can call into lessons and catch the vast majority of our students being good, be a 'presence' when there are pinch points on the timetable to ensure smooth transitions on the corridor, respond to staff that are in need of support with students (this can be pre-arranged), and deal with any internal truancy by ensuring no students are out of lessons without permission. The behaviour dashboard will be used to allow further strategic evaluation of that period.

From March 2015 any student found smoking whilst on college premises or in college uniform will be educated off site (in one of the A+ Trust schools) for a period of up to 5 days.

Mobile Phones

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others. Therefore:

- **Mobile phones and headphones must not be visible in classrooms**
- **Students using phones and headphones in classrooms without the permission of staff will have them confiscated**
- **Confiscated phones and headphones will only be returned to Parents or Carers after 3.30pm from Main Reception**

Your child will also be challenged if they use phones and headphones outside Break and Dinner times. We are convinced that this will improve social interactions amongst students and create a more purposeful learning environment.

Monitoring, Evaluating and Reviewing the Policy

The effectiveness of the behaviour policy will be reviewed in a number of ways:

Through half termly review meetings with the HOY and the AHT
Through faculty meetings/discussions
Classroom observations
Monitoring of the rewards and behaviour inputs in Go4schools
Through pastoral meetings and evidence of good relationships with form tutors
Through liaison with the Inclusion team

The policy will also be reviewed annually by the Governors.

References There are a number of documents available to support the behaviour strategy:

- the [Delivering the Behaviour Challenge \(link opens in new window\)](#) narrative and Sir Alan Steer's response letter to the behaviour strategy
- [Working together for good behaviour in Colleges: Information for parents and carers \(link opens in new window\)](#)
- [Appendix A: Sir Alan Steer's Final Recommendations on Student Behaviour: Implementation \(link opens in new window\)](#)
- [Appendix B: Responses to recommendations made in earlier stages of this review \(link opens in new window\)](#)

Appendix 1

What is a Common Assessment Framework (CAF)?

The CAF is a key part of delivering frontline services that are integrated and are focused around the needs of children and young people. The CAF is a standardised approach to conducting assessments of children's additional needs and deciding how these should be met. It can be used by practitioners across children's services in England.

The CAF promotes more effective, earlier identification of additional needs, particularly in universal services. It aims to provide a simple process for a holistic assessment of children's needs and strengths; taking account of the roles of parents, carers and environmental factors on their development. Practitioners are then better placed to agree with children and families about appropriate modes of support. The CAF also aims to improve integrated working by promoting coordinated service provisions.

Appendix 2

Consequences

NUHOPE Warning: Warn the students that their behaviour is not acceptable. This is quick, quiet and immediate and could involve a reminder of our Colleges rules and values - a look/gesture. Remind students with the element of NUHOPE they are breaking.

Choice: If the behaviour persists then you explain that the student is making a choice to be given a consequence (NUHOPE reminder) and name on the board.

Consequence: There are a number of consequences in the policy; they should be appropriately followed through. Restorative work with the student will also need completing.

Description	Examples	Possible Consequences
Low Level Disruption	Late for Lesson; No equipment; No homework; Play-fighting; Off task behaviour; Chewing, Talking; Use of mobile/hand held devise; Not upholding DCC values	Values/rules reminder; Move seat; Subject teacher detention; removal of any reward
Persistent Low Level Disruption	Sustained minor misbehaviour despite teacher intervention	Parking - using faculty buddy system; Subject teacher detention – lunch time or after school (parents min 24 Hr); discussion with DoL – subject report or parent/guardian involvement
Persistent Moderate Level Disruption	Sustained disruptive behaviour, failure to attend detentions	Parental contact and meeting; DOL involvement – detention or removal from lesson by DOL; Referral to inclusion/Pastoral Team
Isolated Incidents	Theft; swearing at staff; Violence, whether action or threat; persisatnt bullying; Possession of prohibited items likely to endanger self or others	Seclusion; Fixed Term Exclusion; Governors Behaviour Panel

Behaviour Tool Kit

"I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all sets it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised".
Ginott – 1972

"For low level disruption the key is to keep it low level. Instead of stopping every time to deal with it, have a quiet word in their ear and the quieter the word the harder they have to work to hear you. If you engage with them you are teaching them how to disrupt the lesson". Dame Maureen Brennan, part of the Learning Behaviour Task Force

Behaviour Management Techniques

Catch Them Being Good

E.g. A student shouts out. You ignore the student and praise the students who have put their hand up, i.e. "Well done Andrew for putting your hand up and not shouting out. Could you now tell me the answer?"

Body Talk

E.g. Student with non College jumper and baseball cap on. Get into the student's eye line, establish eye contact and illustrate non verbal gestures to take jumper and cap off. When he/she has done what you asked, thumbs up with a smile.

Physical Presence

E.g. Students passing notes to one another. Walk up near to the students and the likelihood is that they will put the note away, as they do not want you to see it out of embarrassment. Once they have put it away remind them to keep it away or it will be confiscated.

Role Models

E.g. (Teacher) "Daniel do you notice how Christopher is ... Do the same, thank you?"

Mirror the Behaviour

E.g. A student is shouting out "Sir, Sir, Sir!" etc Teacher responds "What, what, what".

Reinforce Expectations

E.g. "Susan ... (pause) ... what's our agreement (rule) for when you want to ask a question? ... (pause) ... use it ... thank you".

Reinforce Individual Responsibility

E.g. "Sean, when you shout out then I can't hear other people's opinion. When you put your hand up then I will listen to your opinion".

Diversion

E.g. “Are you ok Steve?”, “Is everything ok there?”, “What did you think of ...?”

Assertive Instruction

E.g. “Jenny ... (pause) ... Gum, bin, thank you”.

‘I’ Statements

E.g. A student is getting annoyed. “I can see you are upset but when you have calmed down I will listen to what your problem is and see if I can help”.

Separate the Behaviour from the Person

E.g. A student is being abusive. “Mike I like you but I don’t like the fact that you are shouting at me”.

Refocus

E.g. Natalie is talking to another student and has stopped working. Teacher would respond “Natalie what should you be doing?” Student is likely to start working immediately or reply “working”. Teacher would then reply “Start working then, thank you”.

Maybe ... but ...

E.g. (Student) “Sir, David is giving me dirty looks”, (Teacher) “Maybe he is, but I would really like you to continue with your work, thank you”.

Thank You for the Criticism

E.g. (Student) “Sir, you have got sweat stains on your shirt.” “Thanks for pointing that out, you have just reminded me to put a new shirt on for tomorrow – back on with your work now, thank you”.

Agree with Criticism

E.g. (Student) “Sir, it stinks in this room”, (Teacher) “I agree with you. Open the window and back on with your work, thank you”.

Search for the Grain of Truth in the Criticism

E.g. (Student) “Sir, this lesson is boring.” (Teacher) “Why do you say that?” (Student) “Because all we ever do is write.” (Teacher) “I can understand what you are saying and I will try and organize some practical work for next lesson”.

PIP/RIP

Praise in Public

Reprimand in Private

Appendix 4

Proactive Strategies to Encourage Good Behaviour

“The most effective teaching for learners with the most difficult behaviour is little different to the most successful teaching of others”.

1. Meet and Greet Outside the Room

- a. Be positive and upbeat when meeting students
- b. Praise positive behaviour
- c. Deal with low level behaviour immediately and prevent it entering the room.
- d. Get students off the corridor as quickly as possible.

2. Starter Activity

- a. Get the students active
- b. Little teacher talk
- c. QUDOS/C – Quick, Doable, Open-ended, Simple/Competitive.

3. Rules and Routines

- a. Reinforce the positive behaviour NUHOPE and ‘Great Learning Habits’ displayed in every classroom that you expect from students
- b. Have high expectations from the beginning and do not give up in reinforcing your expectations
- c. Make rules and routines as specific as possible
- d. Follow the entrance and exit protocol displayed on every teacher’s desk. Follow the clear routines for ‘hot spot’ parts of the lesson; such as entering the room, giving out equipment, movement around the room, collecting equipment, transition from one activity to another, leaving the room.

4. Seating Plan

“All Colleges should ensure that all teachers operate a classroom seating plan ... Educational research has shown that where students are allowed to determine where they sit, their social interactions can inhibit teaching and create behaviour problems”

- a. Split the students up according to ability, personality, behaviour, gender and race.

5. Praise and Reward

- a. Be proactive in catching them being good
- b. Avoid being reactive and then criticising inappropriate behaviour
- c. Make praise specific and descriptive
- d. Use College rewards to reinforce good performance.

There are more students who behave appropriately than inappropriately. Praise and reward change people's behaviour, sanctions only limit it.

6. Consequences

- a. Use a hierarchy of sanctions to enable you to intervene quickly when inappropriate behaviour arises
- b. Only threaten consequences you are able to carry out and enforce
- c. A loss of reward can often have a significant impact on modifying behaviour
- d. Certainty and immediacy of sanction is more important than severity.

7. Exit Strategy/Buddy System

- a. Have a department plan in place to remove persistent offenders (buddy timetable)
- b. The department plan may involve calling a teacher who is on non contact time, or sending the student to other colleagues in the department who have the least challenging classes at that time
- c. As part of our systems our College has a 'Management By Walkabout' to intervene when necessary.

Appendix 5

Staff Self Evaluation Tool

Not all lessons go as well as we expect, often it is the behaviour of certain students that can have a negative impact on the learning of the group. This sheet is designed to help you evaluate if you 'did all you could' and if there is anything you could develop before the next lesson.

Did I ?

Meet and greet students with a smile and reward punctuality, uniform and students that enter correctly?	<input type="checkbox"/>
Have an engaging starter / connect activity that captured their attention?	<input type="checkbox"/>
Reward 4 times as much as apprehending students?	<input type="checkbox"/>
De-escalate instead of escalate any situations?	<input type="checkbox"/>
Plan for poor behaviour such as: seating plans, buddy system, and restorative work with key students?	<input type="checkbox"/>
Catch them being good?	<input type="checkbox"/>
Use the range of techniques in Appendix 3 of the Behaviour Policy?	<input type="checkbox"/>

Charlie's tool kit

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class
- Meet and greet students when they come into the classroom
- Display rules in the class – and ensure that the students and staff know what they are
- Display the tariff of sanctions in class
- Have a system in place to follow through with all sanction
- Display the tariff of rewards in class
- Have a system in place to follow through with all rewards
- Have a visual timetable on the wall
- Follow the school behaviour policy

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand individual student's special needs

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticizing those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach children the class routines

Parents/Carers

- Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones

Great Learning Habits

- Attitude to teachers and peers is outstanding.
- Quick to start or follow instructions.
- Actively engaged in learning, enjoys a challenge.
- Thirst for knowledge, skills and understanding.
- Takes risks and can work independently.
- Helps others to learn.
- Uses mobile devices appropriately and only when permitted.
- Behaviour is excellent and no personal reminders needed.
- Constantly works above target and takes pride in their work.
- Always well equipped for learning in all subjects.

Perform

Aspire

Inspire

Attitudes to Learning

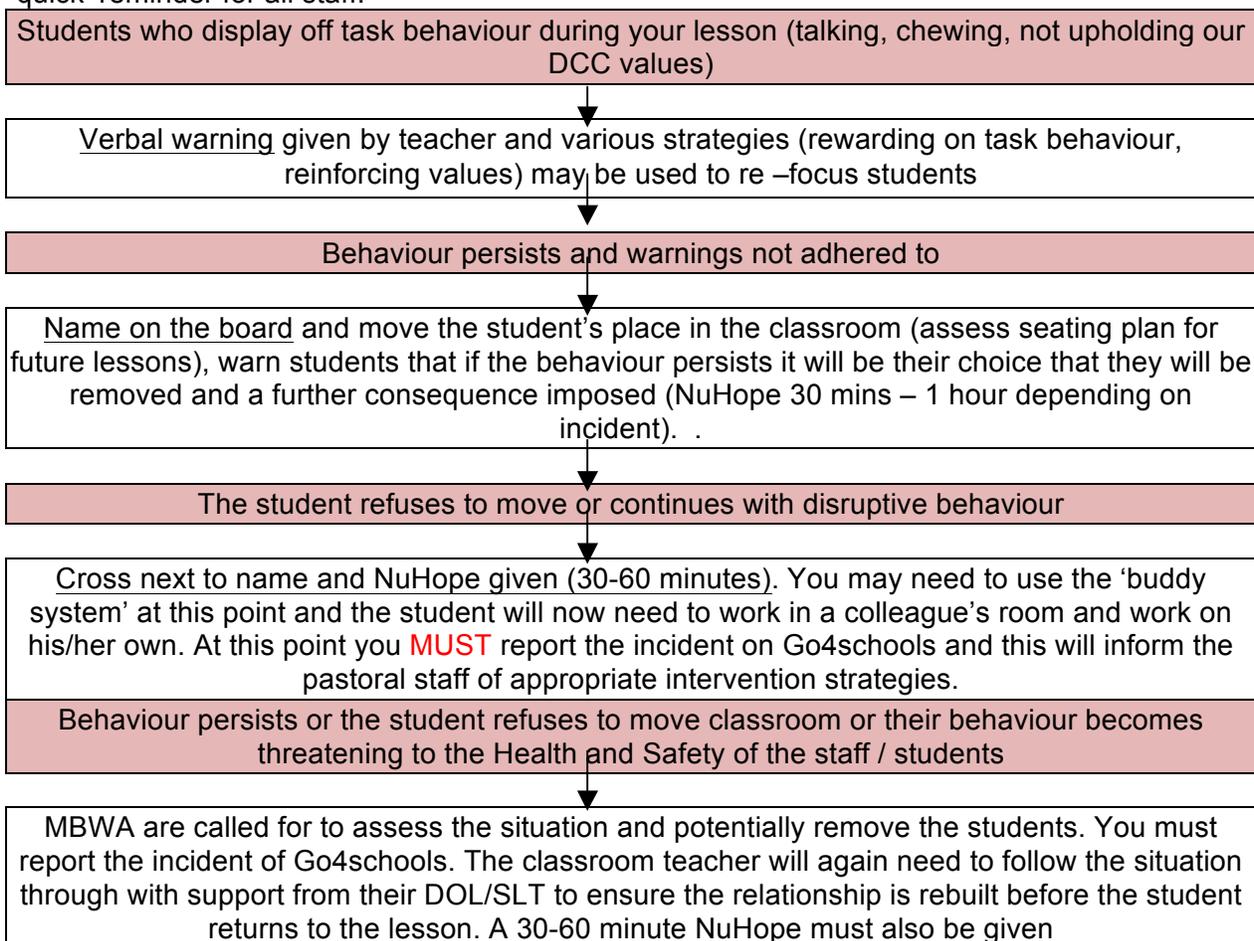
Appendix 6

The Active Learner	Grade
<ul style="list-style-type: none"> • 100% attendance • Attitude to teachers and peers is outstanding • Actively engaged in learning, enjoys a challenge • Thirst for knowledge, skills, understanding • Takes risks and can work independently • Helps other learners to learn • Behaviour is excellent and no personal reminders needed • Consistently works above target and takes pride in their work • Student involves significant others in their education 	<p>1. Excellent</p>
<ul style="list-style-type: none"> • Good attendance • Attitude to peers and teacher is consistently good • Often asks and answers questions in class • Keen to discover knowledge and understanding or learn new skills • Takes risks with new work or activities, developing independence • Behaviour checks rarely needed • Needs to be encouraged to demonstrate their understanding in a variety of ways • Work meets targets 	<p>2. Good</p>
<ul style="list-style-type: none"> • Attendance is a concern • Attitude to staff and peers varies • Would like to do well but not always able to turn good intentions into work • Needs encouragement to participate and lacks resilience in learning • Attitude to learning means that they are not making as much progress as they should • Can distract others or be distracted if unchecked, particularly in group work • Often needs to be reminded of expectations and to stay on task • Behaviour checks necessary 	<p>3. Some improvement needed</p>
<ul style="list-style-type: none"> • Poor attendance • Lack of respect for other learners' needs • Lack of commitment to learning • Does not consistently follow teacher instructions • Behaviour check frequently required • Sometimes has to be removed from class • Work produced is below expectation • An impression of reluctance to learn is shown 	<p>4. Unacceptable</p>

Behaviour Flow Chart

Behaviour Flow Chart /Reminder

Some staff have requested a reminder sheet/flow chart for managing behaviour experienced in the classroom. We have all been issued with two such charts; page 7 in the teacher's planner and also the 'our choices' sheet that should be displayed in each classroom. However, here is a 'quick' reminder for all staff.



One off events

These events are rare in our College, they are where the health and safety of staff and students are put at risk, they could include; fighting, aggression, carrying an offensive weapon. If these occur use MBWA immediately and seek support from colleagues (ensure all incidents of this nature are recorded on Go4schools).

Tiered Intervention Strategy

Tiered Intervention at Denton Community College

This document will outline the variety of intervention programmes that are available at Denton Community College. Most students in our College will not need to access to these support systems. However, when students display certain behaviours, the following programmes will apply. Although the document talks of tiers of intervention, it is not a definitive list and doesn't need to be followed exactly chronologically as it is set out. It stands as a helpful reminder of all the intervention we offer and also what staff must have tried with students before they 'move to the next tier'.

Students who positively respond to any of the intervention strategies and make good progress will return to mainstream lessons or receive reduced intervention depending on their individual need.

Tier 1

Student is displaying poor behaviour in certain lessons.

Classroom teacher will discuss behaviour, ensure work is appropriately differentiated and challenging, review seating plans and if required NuHopes form tutor/SSO any strategies that could be successful and make them aware of the issues. Subject report cards are used to monitor future behaviour and incidents reported onGo4schools. Director of Learning to be made aware of student behaviour and intervene to support colleagues to seek improvements. *All these strategies and processes are as per our behaviour policy.*

Tier 2

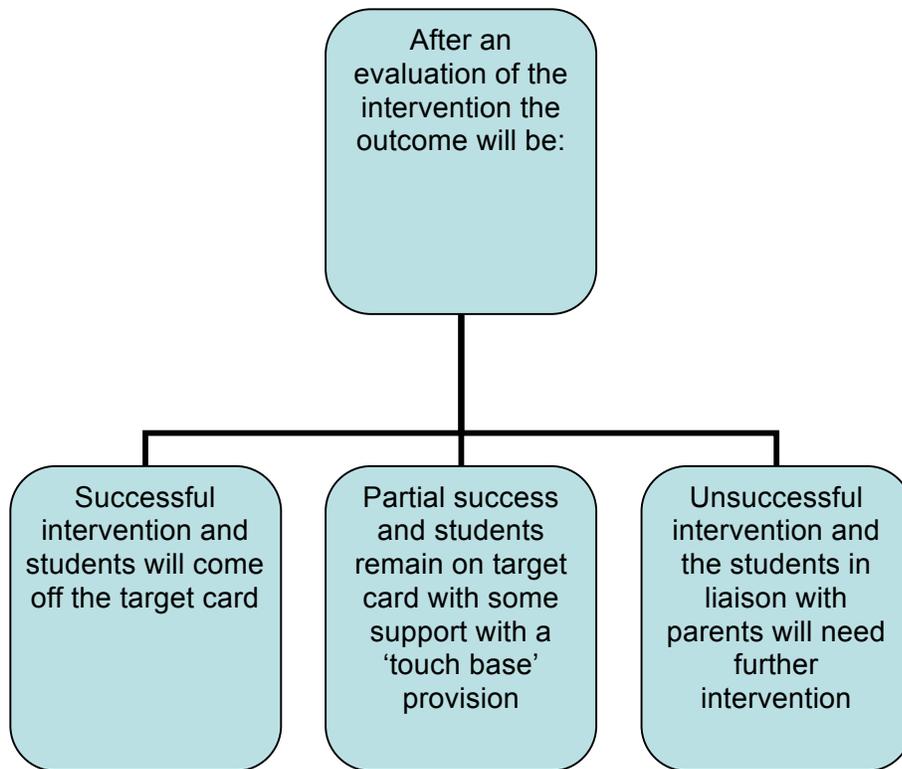
Student has started to display poor behaviour more than on just the odd occasion. This is triggered by the Form Tutor/HOY through Go4schools logs of behaviour. There may also be some anecdotal evidence from staff.

Intervention:

Form tutor to discuss behaviour with student

Form tutor to contact home and alert parents/carers to the issue arising

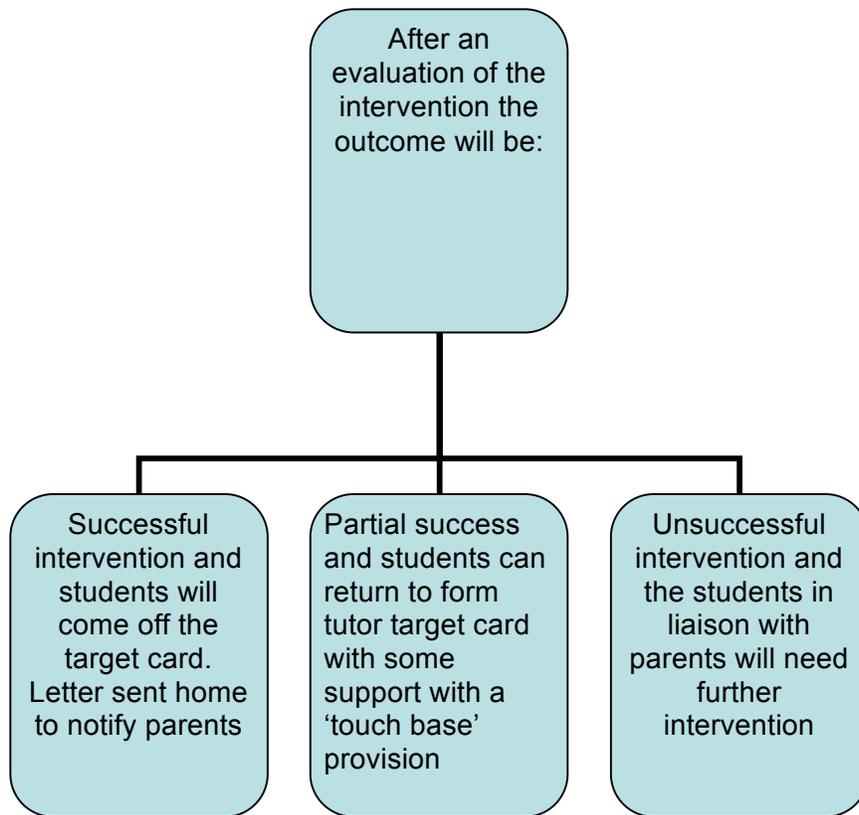
Form tutor to put the student on a form tutor target card and set some simple targets for the student to reach, maybe agreed with parents and monitored



Tier 3

Intervention:

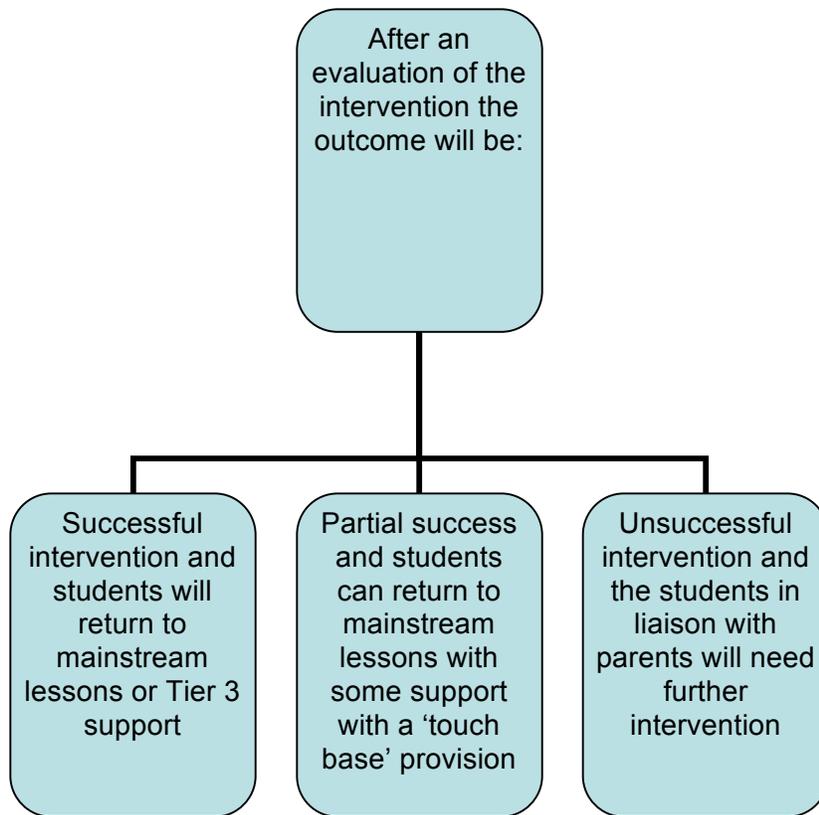
- Student placed on HOY target card and reports to the HOY on a daily basis.
- Parents/Carers, student and HOY meet to agree the targets for improvement
- They are put on a Learning Mentor group intervention programme involving SEN register at School Action (HOY to design IEP and inform SENCO – who is the 'gatekeeper' to the SEN register)
- Learning Mentor to monitor the IEP during the support / intervention programme
- Learning Mentor One to One programme of support
- Again, Learning Mentor to monitor IEP during the support programme
- Parents/carers contacted by HOY and involved as student moving to tier 4 intervention.



Tier 4

- SLT link arranges a meeting with the parents/carer, students, HOY and themselves and the student is placed on a 'Notice to Improve'.
- Referral to the Centre for Student Intervention (CSI) filled out by the HOY and taken to the Inclusion Panel (SENCO).
- There, all cases will be discussed and prioritised. The panel may also choose to include the EP in some cases and if they feel the CSI is not appropriate, suggest alternative intervention.
- SENCO will meet with HOY/LM and discuss issues/intervention and possible strategies.
- SENCO/HOY will design a bespoke intervention package for the student involving 'RAGing' their timetable and then developing the appropriate intervention work to break the learning barriers down in the difficult lessons.
- SENCO/HOY will monitor and evaluate intervention and liaise with parents/carers when appropriate to do so and agreed at the start.

After the timetabled intervention, the SENCO/HOY will report back to the parent/carer on progress/lack of it and then discuss any further intervention. If this requires external agencies the parents/carers will be notified. At this point students may be referred to our off-site satellite centre for a minimum of 6 weeks.



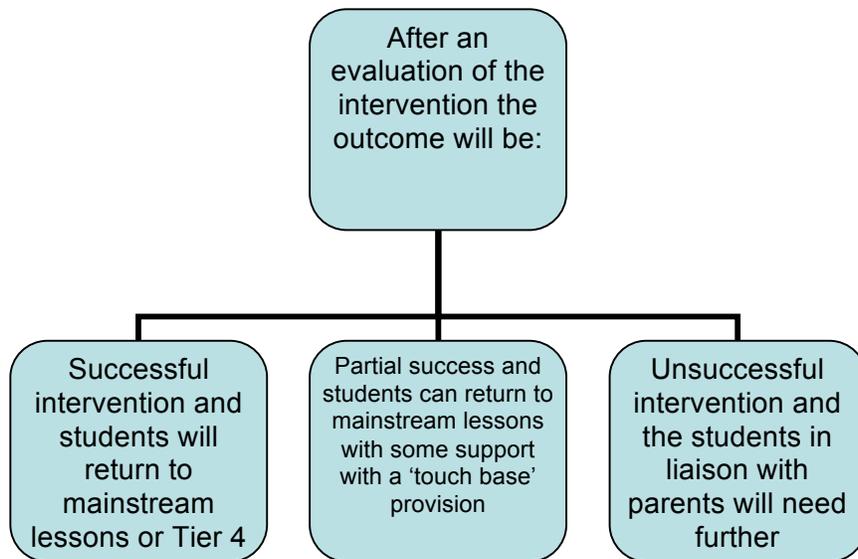
Tier 5

Intervention:

A CAF meeting will now need to be arranged incorporating a multi-agency approach to support the student. If the CAF is being school led, the lead professional will be the HOY who will complete the form with the parents of the student.

The CAF will then engage external agencies that could include; CAMHS, YOTs, EP.

If behaviour is still causing concern the student will also be asked to attend an initial Governors' disciplinary panel.



Tier 6

Students entering Tier 6 will need to discuss a number of options that could include:

- Alternative/offsite provision
- Managed move
- If all intervention is having no impact and the student's behaviour is still causing serious concern the Headteacher may recommend a student to the governors for permanent exclusion.

**IMPACT OF
'NEGATIVE ATTITUDES TO LEARNING'
INCREASED NUMBER OF NEGATIVE INCIDENTS RECORDED (-50 or more)**



**ORANGE FORM TUTOR CARD FOR APPROX 2 WEEKS (students identified by FORM TUTOR/HOY)
LETTER SENT HOME TO INFORM**

**IMPROVEMENT MADE
POSITIVE LETTER HOME
EXIT INTERVENTION**



**BLUE HOY REPORT CARD FOR APPROX 4 WEEKS CLOSELY MONITORED
TIER 3 - REFERRAL TO LEARNING MENTOR (via RLU)
If have a x do 30 minute NuHope that night**

**IMPROVEMENT MADE
POSITIVE LETTER HOME
EXIT INTERVENTION**



**MEETING WITH PARENTS AND SLT LINK PUT ON 'NOTICE TO IMPROVE' AND RED SLT TARGET CARD
TIER 4 TO 6 – REFERRALS MADE TO OUTSIDE AGENCIES/CSI/ED PSYCH(via SENCO)**

**IMPROVEMENT MADE
POSITIVE LETTER HOME
EXIT INTERVENTION**



MEETING WITH PARENTS/DEPUTY HEAD/SLT LINK AND GOVERNERS



PERMANENT EXCLUSION/ MANAGED MOVE/ALTERNATIVE CURRICULUM /OFF-SITE SATELLITE CENTRE

