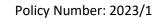# Behaviour for Learning

Policy

Summary:

The Behaviour for Learning policy summarises a system of rewards and sanctions to support and promote the high expectations which Strangford Integrated Education 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: 2023/1

Revision: 7

Previous Revisions:

- 2023/1, 2021/12-2
- 2021/12, 2020/11
- 2018/17
- September 2017
- August 2015

Board of Governors

Submission for Ratification: September 2023
Chairperson:

Principal:

This policy replaces any previous policies and is valid from:

1st September 2023

To be reviewed & updated by:

Mrs N Dorrian & Mr R O'Connor

By: 1st September 2024.

Strangford Integrated Education 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 Integrated Education 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.

<u>Code of conduct</u>

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.

Reward Points 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 Head of Department (HoD), Head of Year (HoY) or Core Leadership Team (CLT).

The following are areas worthy of Reward Points

1 Point (up to a maximum of 2) to be given per month by Form Tutor for:
- Wearing correct uniform and being fully equipped and prepared for learning
- 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 Heads of Department for:
- Outstanding pieces of work
- Noticeable effort in class or homework

The following can be rewarded by all staff members.
- 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 Reward Point at a time.
The weekly "huddles" allow the opportunity to discuss student achievement. If something is agreed as being particularly outstanding, the appropriate line manager can add an extra Reward Point.

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.**
All behaviour incidents above a **C1** must be recorded on sims by the relevant staff member. Appropriate language must be used at all times by any member of staff involved.

The principal purpose of a sanction is to regulate students' behaviour and to educate our young people on the wider impact of their actions. We will endeavour to ensure all sanctions set are appropriate, timely and will be carried out as close to the behavioural incident as possible.

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, Vice Principal or Principal.

Disruption	Consequence	Guidelines consequences /actions
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, generally disrupting the learning of others.	**C1** Verbal warning Dealt with by class teacher	- Name may be written on whiteboard/clever touch screen and verbal warning issued. The student may also be asked to move seat. - If behaviour improves, no further action will be required.
Persistent Low level disruption: e.g. continuation of the above, answering back, refusing to follow instructions, failure to produce or complete homework.	**C2** Break or lunch time detention Dealt with by class teacher	- Name may be written a second time on whiteboard/clever touch screen and recorded on SIMS. - A third incident in class will result in an immediate C3 after school detention. - If a Form Tutor identifies three or more C2's in a fortnight, they will issue a C3.

	and monitored by form tutors.	• If the negative behaviour continues after issuing a C3, the class teacher may need to initiate an **EXIT**.
Failing to adhere to the rules that are set in place to promote safety, good citizenship and effective learning in the College. e.g. • Repeatedly not arriving on time • Repeatedly unequipped for class • Repeatedly dropping litter and/or not picking it up • Unacceptable attitude/behaviour • Persistent uniform infringements • Failing to report a serious incident, e.g. witnessing damage to school property. • Use of a mobile phone (see mobile phone policy). • Out of bounds (check map) • Defiance to a member of staff.	# C3 After school detention Monitored by Heads of Year	C3 is when a one hour after school detention. Any member of teaching staff can issue a C3. This may be for behaviour issues inside, or outside, class. **Any member of staff issuing a C3 notifies the office and a record is kept.** All after school detentions are taken in the Technology Room from 3.30 - 4.30pm, Monday to Thursday. They are taken in total silence, supervised by the Heads of Year and senior members of staff. 1 Conduct point should be recorded on SIMS **Parents** will be phoned by the staff member issuing the C3 in the first instance. If w**e are unable to reach the parent via telephone a voicemail will be left.** We expect students to attend a C3 instead of any other activity, without negotiation. If a Student fails to attend a C3, their Head of Year will contact home to ascertain a reason for this and reschedule. The Student will be given an opportunity to reschedule and re-sit the C3. A second failure to attend will result in a **C4 internal suspension.** Heads of Year will receive a weekly summary sheet for C3 after school detentions via the office. **Any more than 3, C3 after school detentions in a four week cycle will result in a C4 internal suspension.**

EXIT	The decision to initiate a class exit is made by the teacher, and supported by the Head of Dept/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 Form Tutor in the first instance. If the negative behaviour continues, following the step referral system the student will then be brought to their Head of Year or a member of CLT. 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. In the event that a student remains unsettled and dis-regulated after pastoral and behaviour support has been given, we will contact a parent/guardian to arrange for the student to be collected in agreement with the parent.
Disruption	Stage	Guidelines consequences/actions
This is a very serious consequence. It signifies that the student has made choices that are unacceptable within the College 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). **The following may also result in a C4 consequence;** • Truancy	**C4** Internal suspension Dealt with by Head of Year Monitored by the Assistant Vice Principal/ Vice Principals	A full day withdrawal from class, under strict supervision. Students will be required to work quietly 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. 2 conduct points will be recorded on SIMS. Students who misbehave during their time of internal withdrawal **will receive a C5 fixed term exclusion (suspension).**

• **Persistent infringement of the uniform policy (See uniform policy).** • Being in the company of smokers, carries an immediate C4 consequence. This also applies to the use of e-cigarettes or vaping. • Being in possession of smoking or vaping paraphernalia on school grounds. • Vandalism • Refusal to hand over confiscated item.		

Serious incident from outset (stages 1-4 jumped) or escalation (may be at other stages but moves quickly to stage 5): • Serious incident (somebody may be hurt), serious verbal or physical aggression, theft or damage to school property, drugs (which includes tobacco related substances and e-cigarettes), alcohol, or weapons involved with the likelihood that the behaviour will lead to exclusion from the college. • Persistent infringement of the college rules, where previous sanctions have been	**C5** Suspension Dealt with by Vice Principals / Principal	• Fixed Term Exclusion, followed by re-admission meeting with parents. • A restorative, meeting will be arranged between the student and a member staff or other students directly affected by the incident. • This may lead to permanent exclusion. The EA guidelines & College Policy will be followed. • The length of the C5 will depend on the severity of the incident. • 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.

applied and the behaviour of the student has not changed. This behaviour is deemed to be unacceptable within the College community. • Smoking or Vaping on school grounds. • Misuse of a mobile phone.		

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 their 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 Integrated Education 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 Heads of Department and/or Head of Year.
- 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.

- To ensure that the SEN department is kept informed of any behavioural concerns.

Expectations of Core Leadership Team / Vice Principal / Principal
- *To provide clear leadership and support for Strangford Integrated Education'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 Integrated Education's 'Behaviour for Learning' policy.