



Positive Behaviour and Attitude to Learning Policy

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The college recognises that outstanding student behaviour and positive attitudes towards learning are integral to students making expected and better than expected progress as well as ensuring they develop the essential skills in managing challenges in preparation for life beyond Sir Jonathan North.

The Focus

‘Be ready, be respectful, and be responsible’

Aims of the Policy

- To motivate and support students to behave and have an attitude towards learning that will encourage the most effective teaching and learning as well as enabling all students to make as much progress as they can
- To create a positive and supportive environment where all students feel safe and enjoy their time in College.
- To ensure all staff, students and stakeholders are clear of the expectations of behaviour and attitudes towards learning. In addition, making explicit the rewards and sanctions used to promote positive behaviour and attitudes towards learning which will enable them to be applied consistently
- To establish a restorative approach to managing behavioural expectations

Key Points

- This policy applies to **all** staff including any staff that are trainees within the college e.g. PGCE students and **all** students
- All staff and students to be aware of the rewards and sanctions that underpin this policy
- This policy should be read in conjunction with the policies for Anti-bullying, Equalities, Physical Intervention, Safeguarding and Teaching and Learning.

Responsibility

- Overall responsibility for the monitoring and evaluation of behaviour lies with the Principal, Head of School and AP for Inclusion
- There is responsibility at all levels and at all points in line management to ensure that this policy is being implemented effectively and appropriately
- It is the responsibility of all staff to ensure that they are following and implement this policy and embrace a ‘restorative approach’

Monitoring and Evaluation

- Overall responsibility for this policy lies with the Principal, Head of School and AP for Inclusion
- Line management at all levels will monitor the implementation of this policy in line with their teams self-evaluation schedule
- The AP for Inclusion will create regular reports in accordance with this policy to assist staff with responsibility to manage, evaluate and implement strategies or support for their teams.

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The Role of all Staff

Non-negotiable expectations around the College

All staff have a responsibility to ensure that they:

- Are encouraging positive behaviour and attitudes in all areas of the College by actively engaging with students and ensuring they comply with the College expectations
- Challenge any student who is failing to meet expectations in any area of the College (for example, this may include students arriving late to lessons, having mobile phones out or low level disruptive behaviours)
- Take responsibility for rewarding and giving students sanctions where appropriate to ensure positive attitudes and behaviour are achieved
- Take steps to restore positive relationships with students following a sanction being given

If assistance is required a member of senior staff (staff with a post of responsibility) should be asked to support.

Staff within all teams with posts of responsibility should ensure that their area is managed appropriately.

Non-negotiable expectations in lessons

All staff leading a lesson have a responsibility to ensure that they:

- Actively meet and greet students at the classroom door to ensure a positive start to the lesson.
- Have a seating plan that takes into consideration the individual needs of students
- Are encouraging positive behaviour and attitudes in the lesson by actively engaging with students and ensuring they comply with the College expectations
- Challenge any student who is failing to meet expectations including any low level disruptive behaviours
- Take responsibility for rewarding and giving students sanctions where appropriate to ensure positive attitudes and behaviour are achieved
- Take steps to restore positive relationships with students following a sanction being given

If assistance is required a member of senior staff (staff with a post of responsibility) should be asked to support and if required an on-call member of staff should be called.

Staff within Curriculum Teams with posts of responsibility should ensure that their area is managed appropriately.

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Non-negotiable expectations of students around the College

All students should:

- Follow College rules and expectations, including the Dress Code
- Be seen as ambassadors of the College and therefore must act as good citizens at all times, especially to and from College, on public transport and on all College trips and visits
- Attend College regularly and be punctual
- Move around the College sensibly and calmly with no running or shouting, making sure they keep to the left in all corridors and on all stairs
- Treat all persons with respect, courtesy and consideration, and respond positively and quickly to staff advice or instructions
- Respect the College environment, be mindful of litter and ensure that all equipment including electronic is used appropriately and according to expectations including the College's Acceptable Use Policy
- Be honest about where improvement maybe needed and accept responsibility.

Non-negotiable expectations of students within lessons

There will be consistent expectations of student behaviour in the classroom, agreed by all staff that are clear to students and parents. This is because it is evident that good behaviour and attitudes towards learning enable all students to make as much progress as possible. These will be displayed on posters in all teaching areas. These expectations are centred on avoiding low level disruptive behaviours that include:

- **TIME – NOT** arriving late to lessons, taking too long to settle or time wasting
- **ATTITUDE – NOT** being negative and not trying your hardest
- **TALKING** – talking at inappropriate times such as during a quiet task or when teachers are talking
- **NOISE** – making excessive or silly noises which are not appropriate to the situation
- **INAPPROPRIATE** – making requests at inappropriate times e.g. water bottles, toilet
- **DISTRACTION** – distracting others or yourself. Fiddling with items
- **ANNOYING** – deliberately annoying another student, physically or verbally.

Consequences of positive attitude towards learning and behaviour

Good behaviour, attendance, punctuality and attitude towards learning are rewarded with good progress being made, praise and more formally, through incentives and events which are appropriate for each year group. Students will also receive positive attitude towards learning reward points on SIMs, postcards, certificates and awards that recognise and celebrate their successes.

Consequences of unacceptable attitude towards learning and behaviour

Any student failing to meet expectations will receive behaviour points on SIMs and be subject to a range of strategies designed to support good behaviour and improve their attitude towards learning.

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Strategies to support students

Students may:

- Be required to catch up work/coursework (either at College or at home)
- Loose Social Time or attend a workshop tailored to the individual
- Receive Mentoring
- Receive support through a range of programmes including Emotional Literacy, Anger Management, etc
- Be placed on report to monitor progress including Tutor, Curriculum Team, Progress Leader, etc
- Have a change of teaching group or tutor group either temporarily or permanently
- Be assessed by the College Special Educational Needs Co-ordinator (SENCO)
- Be supported in lessons
- Be removed from attending College trips, visits and/or sporting fixtures if additional support required cannot be met
- Be given an Internal or Fixed Term Exclusion
- Be placed on a Pastoral Support Programme (PSP)
- Have a personalised learning programme or change of provision
- Attend off-site educational provision either part-time or full-time
- Be referred to an external agency for specific advice and guidance.

Dealing with more serious concerns

Students who persistently disrupt lessons, fail to follow College rules or to meet College expectations in or out of the classroom, may be placed on a Pastoral Support Programme (PSP) and may also be placed on the Special Educational Needs and Disability Register. This involves a co-ordinated approach by the student, parents, College staff and, sometimes, outside agencies. Students on a PSP will be set targets for behaviour and achievement, be given appropriate support and guidance, and be rewarded for progress made.

If a student fails to make appropriate progress with a PSP, a Governor Support Meeting may be held to review all strategies in place and to ascertain whether a more appropriate placement is available to meet the student's needs. At the meeting with the Principal and/or Governor a final warning will be given regarding the risk of permanent exclusion from the college if no improvements are made.

Unacceptable attitude towards learning and behaviour

The following attitude towards learning and behaviours are completely unacceptable and when they occur the College will always take the matter seriously. The College will ensure that concerns raised are investigated and appropriate restorative action taken. This action will support the victim(s), make sure the perpetrator(s) take responsibility for their actions and a suitable consequence given. In situations where College property has been damaged or destroyed there is an expectation that the damage or the destruction will be paid for and the parents/carers will receive a bill.

- Persistent failure to co-operate and act on the instructions of staff
- Persistent failure to follow College rules, including unsafe behaviour
- Bullying, including verbal abuse of other students. Bullying is defined as actions that are carried out 'several times and on purpose'
- Physical or verbal assault and/or other violent or threatening behaviour towards other students or staff

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- Damage to College property, vandalism and/or anti-social behaviour.
- Theft.
- Bringing onto the College site anything that may put the safety of themselves or other students at risk. This includes drugs, alcohol, offensive weapons or replica offensive weapons.

In the most serious cases, a student who has not received additional support through the PSP programme may be permanently excluded. The Principal and/or Chair of Governors are responsible for any student being permanently excluded.

Procedure to follow with students exhibiting unacceptable attitude towards learning or behaviour

This should be read alongside the following guidance documents:

The Role and Expectations of the Group Tutor

The Role and Expectations of the Subject Teacher

The behaviour blueprint

These give further guidelines on how we reward students for positive attitude towards learning and behaviour, set high expectations in the classroom and are consistent when applying the policy.

1a. Students who demonstrate unacceptable attitude towards learning or behaviour in the classroom

These are:

- Students who are failing to adhere to the non-negotiables in a classroom.

Lead Responsibility – Classroom Teacher

Strategies for managing unacceptable attitudes towards learning and behaviour to facilitate a positive outcome.

- If a student fails to respond to an individual member of staff she should be reminded about the College non-negotiable expectations. (These must be displayed in all classrooms)
- Respond to unacceptable attitudes and behaviours by stating what you want the student to do calmly but firmly using positive language. The aim is to keep the student in the lesson and engage them in their learning positively. Remember to disapprove of the attitude or unacceptable behaviour but not the student herself. Look for the opportunity to acknowledge positive attitude or behaviour.
- If the student continues to cause concern, the teacher should give a formal verbal warning. This provides the student with a CHANCE to change.
- If the student continues to cause concern the teacher will send them to stand outside the room **for a maximum of 5 minutes (Students with a time-out card may need to go to a designated area or member of staff to be supported)**. This provides the student with a CHOICE about changing her attitude or behaviour. Briefly remind them of your expectations (you can use the micro-script on the college behaviour blue print to assist you with this). When they return engage them in the lesson and recognise positive changes.
- Any further incidents will result in the student being removed from the lesson by “on-call” staff, who will take the student to work in another classroom for the remainder of that lesson

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where they will complete a Reflection Sheet. This provides both the student and member of staff time to CONSIDER what requires changing for the next lesson to ensure success. Staff are asked to complete a report of the incident as soon as possible either using the on-call icon with full details or by a follow up e-mail to all staff associated with the student or subject, using this includes the SL, CTL, PL, AP or key pastoral staff (SENCO, BSM, PC, SSM or LM).

- A consequence should then be given by the class teacher and/or other associated staff (as above). **The teacher must have a restorative conversation with the student following the consequence in order to repair and rebuild the relationship with the student.** Please refer to the college behaviour blueprint for further guidance.
- Students should not be on-called during the first 20 minutes of a lesson or the last 5 minutes unless a serious incident takes place. This enables staff to have the time to utilise a range of strategies including going through the steps above to try to positively manage and engage the students in the lesson as well as providing students with the opportunity to make positive changes. Students should not be on-called for being late. They should be expected to make up that time with the class teacher or referred to the Curriculum Team Leader.

The student will attend their next timetabled lesson that day. Following removal from the lesson, the teacher should discuss with their Curriculum Team Leader whether additional action should be taken and agree how to move forwards. This could include:

- Just having the restorative conversation with student to repair and rebuild their relationship with the student before the next lesson **(this MUST be done as part of all follow-up actions)**
- Work in another classroom (temporarily)
- Change of group (permanently)
- Curriculum Team report
- Curriculum Team detention/catch-up session
- Meeting with the class teacher, Curriculum Team Leader or Progress Leader
- Contact with parents or carers

Actions taken should be added to the incident write-up and logged in SIMs. **The parents or carers, student and all staff working with the student should be made aware of the actions taken.**

- If a student behaves unacceptably after being on-called, she will be removed by a Progress Leader or the senior member of staff on-call. This may result in an internal or fixed term exclusion from College.
- Avoid sending large numbers of students out of your lesson at the same time as there is limited capacity.
- A major incident of unacceptable behaviour should be referred immediately to the on-call student support assistant and the on-call teacher/SLT on-call. For example:
 - Swearing directly at staff.
 - Violent conduct.
 - Behaviour which endangers safety, especially in practical areas.

Receiving Teacher

- Students joining a class should be directed straight to a planned seat.

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- They should complete a Reflection Sheet, provided by on-call.
- They should not discuss with the receiving teacher the incident that has led to their removal or the work set. If they cannot, or refuse to do the work, they should be given any work to copy.

Curriculum Teams should have a bank of easy material that a student can complete.

- If a student fails to settle or disturbs the lesson, the on-call teacher should be sent for. They will discuss concerns with the student and then ensure actions are taken.
- If a student still fails to settle or disturbs the class, the member of staff that is SLT on-call should be contacted.

Applying the system

Please go through the “student non-negotiables” (Ready to learn. The small print poster) with every group you teach the first time you teach them.

Remember to praise and reward good behaviour and attitude towards learning as often as possible. Make praise specific and genuine. Recognise and celebrate the over and above.

1b. Students who are persistently demonstrating a poor attitude towards learning or poor behaviour

These are:

- Students who have had repeated warnings or removal from lessons across the College.
- Students who have a very large number of negative behaviour points.
- Students who have been identified through progress checks or reports.

Lead Responsibility - the Progress Leader.

- The Progress Leader may take the decision to discuss concerns and appropriate support at a Referral Panel Meeting if it felt no progress is being made.
- Students who are repeatedly sent out of lessons will have a graduated response:
 - First time – a letter will be sent home. The CTL with the support of the class teacher or the Progress Leader with the support of the tutor may discuss the incident with the student and place the student on an Attitude towards Learning Report.
 - Second time – a phone call home by the CTL or the PL to discuss the incident with the parent as well as with the student (an on-call letter will still be sent home by the office) and the student may be placed on Subject Report.
 - Third time – an on-call letter will still be sent home by the office. But a meeting with the parent, student and/or CTL/PL should be held to discuss concerns. Student to be placed on a Progress Leader Report to monitor progress following the meeting.
 - Fourth time – detention at the discretion of the PL or CTL. Parent informed of detention and that one more on-call will result in an Internal Exclusion. Improved behaviour to be recognised and rewarded. The student may also be put on a Progress Leader Report again at the discretion of the Progress Leader to refocus positive behaviour
 - Fifth time - internal exclusion for persistent disruptive behaviour at the discretion of the PL and/or AP.

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- Following an Internal Exclusion the on-call process will start again but the student will be monitored very closely and may require additional interventions.

2. **Students whose behaviour or attitude continues to be a cause for concern.** They will be put on a Pastoral Support Programme Level 1.

These are:

- Students who have been consistently removed from lessons.
- Students who have continued to display poor behaviour or attitude following support from the Progress Leader and Assistant Principal and, in the judgement of the Referral Panel, require additional support.

Lead Responsibility of Assistant Principal for Inclusion

- Removal from lessons to be monitored and followed-up by the Positive Behaviour Team.
- Parents or carers are invited into College to discuss the students' behaviour and attitude with the Assistant Principal, Student Support Manager and Behaviour Support Manager.
- A Pastoral Support Programme (Level 1) will be put in place. This will be reviewed every four to six weeks.
- Students are the responsibility of the Assistant Principal, Student Support Manager and Behaviour Support Manager.

3. **Students at risk of permanent exclusion** whose behaviour or attitude continues to be a cause for concern. They will be on a Pastoral Support Programme Level 2

*A student is placed on the SEND register when they are supported by outside agencies.

Note: There may be an occasion where gross misconduct warrants immediate or permanent exclusion from the college. It is more likely that students are identified as being "at risk" of permanent exclusion in advance.

These are:

- Students who have been excluded for a total of 10 days in one academic year.
- Students who have been permanently excluded prior to admission to this College and who should be closely monitored and supported.
- Students who have not responded to provision put in place through their Pastoral Support Programme Level 1 and failed to achieve targets set.

Lead Responsibility of Assistant Principal for Inclusion

- Principal's PA to monitor and inform the Assistant Principal and Progress Leader of students in this category.
- Parents or carers and their daughter are invited into College to meet with the Assistant Principal, Student Support Manager and Behaviour Support Manager to discuss concerns and agree a Pastoral Support Programme Level 2.
- Students to be supported by the Positive Behaviour Team and/or the Satellite School Staff.
- A referral may be made to an outside agency for additional advice, or to an outside provider for an alternative placement.
- Students will also be assessed by the college SENCO and an EHCP referral may be made.

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4a. Students who fail to respond to the Pastoral Support Programme (Level 2) who will be moved to PSP level 3

These are:

- Students who do not attempt to meet any of the targets on the PSP Level 2.
- Students who have been permanently excluded from an alternative placement.

Lead Responsibility of Assistant Principal for Inclusion

- Identified by the Assistant Principal at the PSP review meeting following discussion with the Progress Leader and any other relevant staff working with the student.
- Inform the Principal, Head of School and parents or carers.
- A Governors' Support Meeting with governors, parents, student, Principal and staff identified by the Principal may take place.
- Set time limits and clear expectations for improving behaviour will be put into place.
- Alternative curriculum provision or a managed move considered.
- Students may be referred to a Special Education Needs Management Reference group (LA) or the Leicester City Behaviour and Attendance Partnership Student Placement Panel to determine whether a change of provision is necessary.

4b. Students who make no progress

These are:

- Students who fail to meet clearly set expectations and time limits for improving behaviour.

Lead Responsibility of the Principal or Head of School.

- Identified by the Principal or Head of School.
- Governors' Disciplinary Hearing possibly leading to permanent exclusion

NB: Exclusions Policy

It is the aim of the Positive Behaviour and Attitude to Learning policy to promote good behaviour through a College-wide approach to behaviour management. In some circumstances, however, further sanctions may be appropriate. Statutory guidelines determine the College's exclusion policy.

Students may be excluded from College for three reasons:

- Gross misconduct, i.e. verbal abuse of a member of staff, violent or threatening behaviour including bullying, theft, refusal to act on the instructions of a senior member of staff.
- Persistent refusal to follow the Positive Behaviour and Attitude towards learning policy.
- Action which seriously disrupts the education of other students.

Students who are excluded on a fixed term basis are re-admitted by an Assistant Principal, Vice Principal, Head of School and/or the Principal following a parental interview or interview with a carer. Students who have been excluded are normally placed on report. Contact with parents or carers is maintained throughout the report.

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Appendix 1

Points

Students can earn extra points for positive behaviours and attitude to learning but will also be deducted points for negative behaviours and attitude to learning (please see below).

Positive behaviour and attitude to learning points

Type	Points awarded
Principal's Rewards/Awards	50
'Outstanding' achievement	40
Being a Student Ambassador at a College event	30
Merit Certificate – Platinum	40
- Gold	30
- Silver	20
- Bronze	10
Positive behaviour and attitude towards learning postcard	10
Representing the College in any event	10
Attending an extra-curricular event/study support session	10
Star of the week/Student of the month	10
Zero club - No warnings, time out's or on-calls	10
Excellent attitude towards learning	5
Attendance - 100%	50
- 99%	40
- 98%	30
- 97%	20
- 96%	10

Negative behaviour and attitude to learning points

Type	Points deducted
Fixed Term Exclusion (C6)	100
Internal Exclusion (C5)	50
On-call and failure to attend consequence (C4)	40
On-call (C3)	30
Time-out in a lesson (C2)	20
Formal warning given in a lesson (C1)	10
Lateness to college	10
Failure to attend a detention set	10
Failure to wear correct College dress including lanyard	10
Failure to have equipment essential to lesson (PE/Dance kit)	10
Inappropriate conduct out of a lesson	10

Ready to Learn, The Small Print.



Making excessive or silly noises which are not appropriate to the situation.

NOISE

Deliberately annoying another student, physically or verbally.

ANNOYING

Talking at an inappropriate time such as during a quiet task or when the teacher is talking.

TALKING

Arriving late to lessons. Taking too long to settle or timewasting.

TIME

Being negative and not trying your hardest.

ATTITUDE

Making requests at inappropriate times, eg, waterbottles, toilet.

INAPPROPRIATE

Distracting others or yourself. Fiddling with items.

DISTRACTION

Low Level Disruption can cost hours of learning time over a year and **WILL NOT BE TOLERATED AT OUR SCHOOL.**

The above counts as Low Level Disruption.