

Malone

COLLEGE

***Behaviour for Learning
Policy***

Parents copy



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Malone College

Behaviour for Learning Policy

Introduction

Malone College is committed to developing confidence, self-esteem and self-discipline in all students. There are high expectations of all students and the College has a caring environment where students are encouraged to identify and work through their problems or difficulties. Students are urged to respect themselves and others and are expected to take responsibility for their own behaviour.

The aim of the college is to ensure a peaceful, safe and happy school in which individuals can live, learn and develop their potential. All members of the school community are expected to make a positive commitment to promoting and modelling positive behaviour for learning. To this end, all staff will strive to show care and compassion towards each other, adults and students alike, as well as enforcing the rules firmly and fairly.

The clear codes of acceptable behaviour should be adhered to by students. Staff and students should follow the agreed procedures if breaches of the rules occur.

Aims

The Behaviour for Learning Policy aims to:

- Enable effective learning and teaching
- Promote positive behaviour and relationships across the College
- Allow pupils to take responsibility for their own actions

Objectives

- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of Malone College to show care, courtesy and consideration to other members of the school and to the wider community.

Principles

The main principles of the programme are:

- To create and maintain positive learning environments throughout the school.
- For students to have an understanding of choices and consequences; this is based on the setting of clear expectations, boundaries and consequences from the start.
- To place a greater emphasis on increasing praise and recognition of pupil's achievements across the school.
- To promote restorative approaches

Roles and Responsibilities

Students

Students have the responsibility to:

1. Accept responsibility for their own learning and develop the skills of working independently. This includes coming to school on time and being fully prepared for all lessons
2. Seek help if they do not understand or are in difficulties.
3. Follow the school's code of conduct. See Appendix 1
4. Accept responsibility for their own behaviour.
5. Respect the views, rights and property of others.

Parents

Parents have the responsibility to:

1. Support the school's BfL policy
2. Maintain communication with the school through Student Planners and provide absence notes, attend Parents' meetings and keep appointments made
3. Foster mutually respectful relationships between students, parents and staff
4. Send their child to school on time every day, in uniform, with their homework completed and with all the necessary equipment
5. Refer any concerns to the school

Class teacher

Class teachers have the responsibility to:

1. Act as positive role model within the school environment. This includes modelling expectations of behaviour and use of appropriate language.
2. Plan and deliver engaging lessons of an appropriate level of challenge within the structure of the four phased lesson as outlined in the Quality Teaching and Learning policy.
3. Expect high standards of behaviour in the classroom and reward effort and achievement using SIMS.
4. Clearly display agreed classroom rules.
5. Ensure that seating plans are in place for all lessons.
6. Establish and maintain classroom routine e.g. Meet and Greet, End and Send.
7. Ensure that their classroom is orderly and presented in a way that encourages learning.
8. Make sure students know what equipment should be brought to every lesson.
9. Have read and are familiar with BfL policy.

Form teachers

Form teachers have the responsibility to:

1. Monitor achievement and behaviour mentions on SIMS.
2. Praise and award achievement mentions on SIMS.
3. Record and collate merits either electronic or a hard copy. See Appendix 2
4. Record attendance and lateness and follow procedures. See Appendix 3
5. Follow the life skills programme.
6. Place a student on Form Teacher report if they display consistent poor behaviour.
7. Follow procedures outline in level 2 of the BfL procedures.

Head of Year

Head of Year have the responsibility to:

1. Monitor their year group achievement and behaviour mentions on SIMS weekly.
2. Support the Form Teachers when a student is placed on Form Teacher report and follow level 2 of the BfL procedures.
3. Monitor and collect merits percentages for individual form classes on a monthly bases.
4. Record actions taken on monitoring attendance and lateness of students in the year group on a weekly bases.
5. Praise and award students who are constantly receiving achievement mentions on SIMS.
6. Place students on level 3 of the BfL procedures if they are consistently failing to meet their targets at level 2.
7. Follow level 3 of the BfL procedures.
8. Produce a monthly summary of pastoral matters for VP.

The Vice Principal

The Vice Principal has responsibility to:

1. Support the Head of Year when a student is placed on Head of Year report and follow level 3 of the BfL procedures.
2. Ensure that the Head of Year's are monitoring SIMS, attendance and lateness and following the BfL procedures.
3. Place students on level 4 of the BfL procedures if they are consistently failing to meet their targets at level 3.
4. Follow level 4 of the BfL procedures.

The Principal

The Principal has responsibility to:

1. Have an overview of pastoral matters
2. Support the Vice Principal
3. Follow level 5 of the BfL procedures.

Model behaviour

Good behaviour has to be modelled by staff and learned by Students. Therefore it is important that:

- Students and staff are aware of all the rules and the BfL procedures.
- Students are frequently reminded of rules and expectations, during Life Skills sessions and throughout the course of the day. Knowing these expectations helps students to make informed choices throughout the school day.
- There is consistency across the school
- Consequences given by staff can be justified in accordance with BfL policy.

Advice

- Staff should always be mindful of the language they use when speaking to students.
- Staff should model the idea that we speak as we would like to be spoken to.
- Language should be used to engage not enrage.
- Staff should listen and support pupils and each other.
- Always behave with integrity.

Achievements

Malone College Achievement Points enables the whole school to place a greater emphasis on reinforcing positive behaviour and attitudes. Students who display the right attitude, behaviour and make positive contributions towards their school life are recognised and rewarded for their individual efforts and achievements.

Achievement points can be awarded for outstanding contributions in lesson or school life; excellent effort in class and exceptional homework.

Totals for Individual and Form Class Merits Points will determine Star Student and Star Class for each half term. In the event of a tie, Achievement Points are considered.

The 3 C's – Choices, Chances and Consequences

This protocol is to provide a consistent approach that supports both staff and pupils in modelling appropriate behaviour for learning. As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action, there is a consequence. A consequence is an outcome that arises as a direct result of the way we act. At Malone College students are encouraged to behave in a way that is conducive to learning. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequences. Consequences are issued in relation to a student's actions.

- ❖ If a student is not behaving in a manner conducive to learning, they will be issued with a **C1**. The student is made aware that they now have the **CHOICE** of how they should behave.
- ❖ If the student chooses to ignore this warning and does not modify their attitude or behaviour the teacher will issue a **C2**. This is the students' final **CHANCE**.
- ❖ If the student continues to behave in a manner that is, in some way, disruptive to learning, the teacher will issue a **C3** and record this on SIMS and issues a Teacher Conference. This is a **CONSEQUENCE** of continued unacceptable behaviour for learning.

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

This will be monitored by Form teachers/Heads of Year, to see if further action is required [e.g. TC, report, ASD]

Type of behaviour that warrants the issue of a C3:

- Continued C1/C2 offences
- Displaying behaviour that prevents teachers from teaching or other students from learning and failure to amend behaviour accordingly, e.g.
 - Continual shouting out/talking back to teacher or when teacher is talking
 - Making comments to other students which causes them to react
 - Swearing/using inappropriate language in the classroom
 - Continual disregard for teachers instructions – e.g. refusal to complete work, move seat, take part in activity
 - Inappropriate behaviour e.g. out of seat, throwing pens

NB – Persistent C3 comments across subjects, please refer to level 2 of BfL

Consequence Table	
Stage	Outcome
Reward	<ul style="list-style-type: none"> • Achievement points are recorded on SIMS
C1 - CHOICE	<ul style="list-style-type: none"> • A verbal warning is given and pupils's name is put on at C1. • Pupil is clearly told they have a C1 – a CHOICE to make their behaviour better • The teacher should use BfL strategies – see Appendix 5
C2 - CHANCE	<ul style="list-style-type: none"> • A second verbal warning is given and student's name is moved to C2. • Student is clearly told they have a C2 – a CHANCE to change their behaviour • The teacher should use BfL strategies – see Appendix 5
C3 - CONSEQUENCE	<ul style="list-style-type: none"> • Student is clearly told they have a C3 – the CONSEQUENCE. • Their name is placed on SIMS. • Once a teacher issues a C3 this cannot be changed

The programme is not a quick fix. It is a whole school system that will take time and everyone's effort at the beginning to get right, establishing the rules and making sure they are succinctly explained to pupils and consistently applied across every classroom.

Consequences for missing Teacher conference

1. Pupils given a second chance to attend conference.
2. If missed again pupil referred to HOD for HOD teacher conference which will be longer. [HOD issue – referred to HOY]
3. If missed again, referred to HOY for ASD.
4. If missed again, pupils move to HOY report card – level 3 of Behaviour for Learning strategy.

Consequences for missing after school detention

1. Pupils are to attend two ASD.
2. If pupils only attend one ASD or miss both ASD's then, pupil will move to HOY report card – level 3 of discipline strategy.

❖ **If pupils are absent on the day of their TC or ASD they will be expected to complete it on the day they return to school.**

Persistent lateness to class/homework

1. Pupils will proceed to level 1 of the discipline strategy. The form teacher will place them on a report card for lateness or homework.



Serious breaches of discipline

Smoking Truancing Vandalism	1. Contact HOY and record on SIMS – who, where and when 2. HOY contact VP, if VP not available SLT/Principal, for further action 3. Feedback will be given to all parties
Foul language directed towards a member of staff. Aggressive behaviour Xenophobia Fighting	1. Removal from class. Fill out student removal from lesson procedure. 2. Sent to office with CA if possible 3. VP for further action 4. Feedback will be given to all parties

When a serious breach of discipline happens a report must be filled out by the staff member who witnessed the incident. See Appendix 4

Suspension

Formal suspension is appropriate for very serious misbehaviour in or out of school, for example, extreme defiance of authority, causing danger or damage to self, others or property, or behaviour leading to serious damage to the school's reputation. Suspension may also be imposed for persistent infringement of school rules. Formal suspension is for up to five days according to regulations. There is provision for further extensions. Suspensions are at the discretion of the Principal.

Extremely serious incidents may result in the Board of Governors' recommending expulsion under procedures currently recommended by the Education Authority

When suspension takes place pupils can only return to school when a parental interview has taken place with VP or Principal. The pupils will then be placed on level 3 of Behaviour for Learning strategy.

Student Removal from Lesson Procedure

Teaching and learning is paramount at the college. The option of removing a student from a lesson should be used when all other strategies within the lesson have been exhausted and when the teacher has tried to engage the student in his/her learning and used all strategies (see proforma on next page). All attempts should be made to engage the student in the lesson as the best form of classroom management. When the situation arises that the learning of the vast majority of students is being disrupted by another student then that student should be sent out.

When removing a student from your lesson:

- Ensure that all attempts have been made to defuse the situation – please note all actions taken on attached proforma

- **Do not dismiss a student from your lesson unaccompanied**

- **Do not leave a student unattended outside your classroom door**

- Where possible, the student should be given work to complete

- If a student refuses to leave the room, the teacher should contact a member of the Leadership Team for assistance;

- Ensure that the student leaves the lesson and is accompanied, by either a member of staff or another student, to the office with the attached proforma completed. A member of the office staff will register the student as 'Sent out of Class' on SIMS and will send the student to the Vice Principal. **Do not dismiss a student from your lesson unaccompanied.**

- Before returning to class, the student/teacher relationship should be restored.

All removals from class will be monitored in order to gauge what levels of support need to be implemented for the student.

Health & Safety is a priority at the college. Should a situation escalate, where Health & Safety is an issue, it is acceptable to have the student removed from your lesson immediately (by another member of staff or Leadership team).

Student Removal from Lesson Procedure

This form should only be used after C1-C3 procedures have taken place
UNLESS a serious issue

Student: _____

Subject/Class: _____

Date/Time: _____	Teacher: _____
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Reason for sending out:

Steps taken by teacher before removal from lesson *(e.g. Quiet word, Verbal warning(s), Tactical ignoring, Reminder of college rules , Choice/Chance given)*

Any other information:

Please send the student to the office, accompanied by another student/member of staff and this completed proforma.