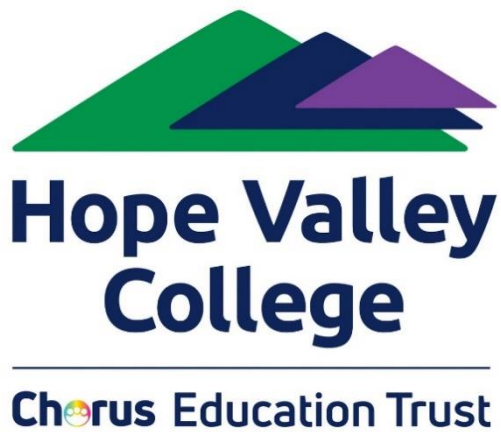


# Hope Valley College

## Behaviour for Learning Procedure

Reviewed:	November 2022
Next review:	November 2023
Name and job title of author:	D. Petts, Vice Principal
Date ratified by HVC SLT:	November 2023



## Contents

<b>1. Rationale</b>	<b>3</b>
<b>2. Aim</b>	<b>3</b>
<b>3. Our approach requires</b>	<b>3</b>
<b>4. Establishing outstanding behaviour for learning</b>	<b>3</b>
<b>5. Expectations</b>	<b>4</b>
Hope Valley College Expectations	4
<b>6. Behaviour in Lessons</b>	<b>4</b>
On call	5
Seclusion	5
<b>7. Behaviour comments on Classcharts</b>	<b>5</b>
<b>8. Escalation and Support</b>	<b>5</b>
Tutor	5
Pastoral Team	6
Inclusion and SEND Team	6
SLT	6
Reports	6
Level 1: Tutor Report – 5 negative mentions in a week	7
Level 2: Pastoral report/Key Stage report	7
Level 3: SLT Report	7
PSP - Pastoral Support Plan	7
Behaviour management plan	7
<b>9. Sanction Stages</b>	<b>7</b>
Sanctions	8
Appendix and glossary	9
On Call and Seclusion Procedures	9
On-Call	9
Seclusion Room Procedures	9
Pastoral Referral Panel	10
Use of Mobile Phones and other Electronic Devices	8
Zero-tolerance approach to discriminatory and prejudiced behaviour	12
Off-site behaviour	13

## 1. Rationale

The Behaviour for Learning Policy is a system that seeks to promote high expectations of all students in order to achieve the vision of 'Outstanding Achievement for All'.

Hope Valley College wants everyone:

- To experience outstanding teaching.
- To feel welcomed and that they belong.
- To achieve beyond expectation.
- To be known and cared for.
- To know that their talents are nurtured and achievements celebrated.
- To be prepared for the future and play a positive part in society.

## 2. Aim

The Behaviour for Learning Policy promotes an ethos of collective responsibility for the successful management of behaviour for learning. Students need to experience consistency in the application of the procedure in order for it to promote equality and inclusion for all. Reward and praise must outweigh sanctions, and a positive culture of shared goals and success is to be created in all classrooms. We wish to provide an environment where students are mutually respectful, supportive of each other and achieve. We will actively target and tackle any type of behaviour that impacts on the wellbeing and success of students or which leads to inequality within our school community.

## 3. Our approach requires

- Lessons to be planned which meet the needs of all learners.
- The same high expectations established in all classrooms.
- Consistency in the use of sanctions and rewards.
- Staff to be welcoming, supportive and positive at all times.
- A focus on the wellbeing of the students.
- Close liaison by all stakeholders, including staff and parents.
- Staff to feel supported by the behaviour processes and systems in order to teach to the best of their abilities.

## 4. Establishing outstanding behaviour for learning

Praise, positive relationships and engagement and meaningful learning experiences are the best methods for ensuring good learning behaviours. Students respond well to consistency, routines and relationships. When misbehaviour does occur this must be dealt with consistently by all teachers with equity of sanction. It should be challenged and the appropriate response and outcome issued.

The principles of effective classroom management are: **high expectations; acknowledgment of positive behaviour; setting clear boundaries which are communicated; and providing appropriate feedback and responses.**

## 5. Expectations

### Hope Valley College Expectations

At Hope Valley College we aim to establish the same high expectations of all students. These expectations are focussed on punctuality, readiness to learn (incorporating uniform, equipment and attitude to learning), effort and respect for staff, students and self.

The expectations are clearly established and followed by all staff.

The Hope Valley College Expectations are:

- Arrive on time, fully equipped and ready to learn
- Develop positive attitudes to learning through showing respect, resilience, resourcefulness, respect and by being reflective
- Move around quietly around the school
- Treat the school buildings and school property with respect
- Follow all instructions, first time, every time
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside

As a School we will look to nurture our students and recognise the positive behaviours that they display. There are a wide range of rewards that staff can use to recognise the behaviour and effort of students. These may include:

- Positive mentions
- Positive praise postcards
- Contact with home to share positive feedback
- Feedback from Head of Faculty or the leadership team
- Feedback from the pastoral team
- house assemblies/assemblies
- End of year awards
- Other informal ways of celebrating the success of students

## 6. Behaviour in Lessons

This builds on the rights of all students to learn, the teacher's right to teach and an environment where everyone is treated with respect and dignity. All members of the school community have a responsibility to ensure that they behave in a way that inhibits any of the above. All members of our community are expected to follow the rules that create the right environment for learning and will adhere to the routines that enable this.

The 'Good Behaviour' procedure requires that all members of our community create and contribute to an environment conducive to learning. It is based on the principle of:

- chance
- choice
- consequence

When staff are discussing behaviour in class they will use the language of 'chance, choice, consequence' to support the student. Students will be made aware of their behaviour and given a chance to change. If behaviour does not change student will be given the choice to choose the right behaviour or be issued with a negative mention and a consequence (moved in room, teacher detention).

If behaviour does not change, students will be on called.

## **On call**

On-call is used to collect the student not meeting expectations and they are taken to a Remove Room. Each department operates a Remove Room timetable within the department. The Head of Faculty is responsible for identifying classrooms where students can be placed when behaviour cannot be managed in the classroom. Students will be provided with work to complete.

## **Seclusion**

If a student has more than one On-call and Remove Room in a day they will be placed into Seclusion the following day. Students may also be placed in seclusion when serious incidents are being investigated. School will contact home when this is due to occur as soon as is practicable.

## **7. Behaviour comments on Classcharts**

Staff are able to record 'negative' mentions on Classcharts. These could be for infringements such as: disruption, lack of homework, equipment, uniform. Staff can also record defiance, if a student has been on-called or if a serious incident has occurred.

## **8. Escalation and Support**

At Hope Valley College we will support students to modify their behaviour and meet the Hope Valley College Expectations through positive support methods and via escalation of sanctions and reports. This support comes from: Form Tutors, pastoral and Inclusion, SEND Team and SLT.

### **Tutor**

Tutor is an essential part of life at Hope Valley College. It provides a constant and first point of contact for students and an opportunity to support and guide students pastorally and academically.

Tutor supports behaviour via the following:

- Tutors to check classcharts regularly. This information is used for Behaviour Mentoring discussions with tutees and checking behaviour reports.
- Uniform is checked and sanctions issued as appropriate. Issues are shared with the pastoral team
- Check for basic equipment for the day

## Pastoral Team

Key Stage Leaders and Pastoral Managers play an important role in supporting students and staff following a behaviour issue. They are responsible for:

- Providing daily support, guidance and intervention concerning behaviour.
- Monitoring student behaviour mentions weekly and cumulatively across half-terms and the academic year.
- Monitoring punctuality and attendance
- Issuing principal's detentions for serious transgressions of behaviour
- Supporting students' pastoral reports including; meeting with students, target setting, communicating with parents / guardians, monitoring and reviewing progress.
- Supporting students at risk of suspension, with SLT, via PSP (Personal Support Plan) including: meeting with students, parents and SLT to discuss academic and pastoral progress, target setting, monitoring and reviewing progress and regular communication with parents / guardians.
- Preparing information regarding behaviour for Pastoral Panel Referral Panel Meetings.
- Investigating and sanctioning serious incidents, in conjunction with SLT, staff and other colleagues.

## Inclusion and SEND Team

- The Inclusion and SEND team provide interventions with students concerning behaviour. These are individualised and formulated by the team and agreed at the Pastoral Panel Referral Panel meetings in liaison with Key Stage Leaders and the Strategic Lead for Pastoral, Inclusion and SEND.
- Where these interventions require parental involvement or communication the relevant member of the team will inform parents.

## SLT

SLT provide both strategic leadership and operational support with behaviour issues. This includes:

- The Strategic Lead for Pastoral, Inclusion and SEND undertaking: policy review, behaviour strategy planning, behaviour strategy monitoring and Q&A, leadership of Pastoral Panel Referral Panel process.
- Supporting On-call and Seclusion through timetabled periods for both.
- Day-to-day support of all colleagues as required.
- Supervision of students on corridors and around school at: lesson change over, before school (Meet and Greet), break-time, lunchtime and after school.
- Liaison and support for pastoral team with reports, PSP and parental meetings where appropriate.
- Investigation and action following serious incidents.

## Reports

If behaviour issues persist for students and they reach certain thresholds students will be supported via a report. The report will be individualised, with specific targets to support changes and improvements to behaviour. All reports will be reviewed in the following school day and further intervention and action taken as required. Students who fail to complete a report on a given day will be secluded for half a day.

### **Level 1: Tutor Report – 5 negative mentions in a week**

- To be completed by class teacher in all lessons.
- To be reviewed daily in tutorial with tutor.
- Tutor to pass on concerns to pastoral team.

### **Level 2: Pastoral report/Key Stage report**

- To be completed by class teacher in all lessons.
- To be reviewed daily with pastoral team
- Pastoral staff to pass on concerns to Pastoral Referral Panel.

### **Level 3: SLT Report**

- To be completed by class teacher in all lessons.
- To be reviewed daily with SLT member.
- SLT to feedback via Pastoral Referral Panel.

If the behaviour of a student is not modified then the following mechanism can be put in place:

### **PSP - Pastoral Support Plan**

- To be completed by relevant staff.
- To be reviewed daily and weekly by pastoral team and SLT.
- Feedback via parental meeting.
- The purpose of this plan is to avoid a breakdown in the College placement

### **Behaviour management plan**

- To be completed by relevant staff and an SLT member.
- To be reviewed daily and weekly by pastoral team and SLT.
- Feedback via parental meeting.
- The purpose of this plan is to look at different options as a PSP has not been met. This may mean conversations about alternative provision and possible managed moves.

## **9. Sanction Stages**

At Hope Valley College we believe that praise, positive relationships, engagement and meaningful learning experiences ensure a limited number of students will require a sanction. However, some students will require further intervention and support to ensure they make changes and improvements to their behaviour.

The sanctions and processes within the policy are summarised below:

## Sanctions

- Verbal warnings
- Removal from lesson
- Negative mentions on Classcharts
- Detentions – teacher/faculty/pastoral/leadership
- Referral to senior staff
- Letters/phone calls home
- Report
- Peak 11 Pastoral Panel
- Suspension
- Permanent Exclusion (refer to suspensions and exclusions policy)

## Use of Mobile Phones and other Electronic Devices

The classroom teacher will make the decision about the use of devices in the lesson and will communicate this to the class. At all other times the following applies:

- **Phones and headphones** must not be **visible** inside the classroom, unless asked by staff. Phones and headphones must not be used in the corridor. This is a health and safety issue.
- Students will be given **ONE** chance to put away device and remove headphones.
- Failure to do so – phone / headphone will be confiscated by class teacher until the end of the lesson and logged on classcharts– teacher detention issued.
- Refusal to hand over mobile / headphones = On Call contacted and normal systems apply for defiance.

### The class teacher will challenge:

- Use of device without the consent of classroom teacher.
- Students charging devices in school.
- Passing devices to others in the classroom.
- Music played in a public space on either phones or portable speakers

### We will not tolerate

- Taking pictures or film without consent.
- Use of social media inside the classroom.
- Students who engage in 'group chats' which are created to target an individual with the intention of being unkind or to cause offence.



- Sharing of inappropriate material online – including material that is racist, homophobic, sexist, includes extremist content or discriminatory language against people with special needs and disabilities.
- Sharing inappropriate material of a sexual content (including sexting).
- Deliberate attempts to contact staff via social media or use their online profile to harass, intimidate, make threats or cause offence to any member of staff and / or adult.
- Using social media to harass, intimidate, make threats or cause offence to another student.

Consequences will be applied based upon the severity of the incident.

**This procedure should be read in conjunction with the following policies:**

- [Anti Bullying Policy](#)
- [Behaviour Policy](#)
- [Online Safety Policy](#)
- [Safeguarding & Child Protection Policy](#)

## Appendix and glossary

### On Call and Seclusion Procedures

#### On-Call

- On-call is used to support staff whilst they are teaching – with pastoral, behavioural and serious incidents.
- Where behaviour has escalated beyond an initial sanction or staff require support, On-call should be sent for via telephone to reception
- On-call staff should respond quickly to the request and discuss the incident with the teacher. An action should be agreed with the emphasis on getting the *student back into a classroom*. If the student is compliant and the issue can be resolved, the student could be allowed to return to the lesson or placed in another classroom – Remove Room.
- If the situation has moved past this stage and the student remains uncooperative, defiant or aggressive they will be removed to the Seclusion Room immediately with work from the lesson.
- The teacher will log the incident on classcharts – this is to inform parent/carers
- The student will be placed in the classroom of the head of faculty, or other appropriate senior staff member

#### Seclusion Room Procedures

- On arrival to the Seclusion Room, the Seclusion Room Staff will record details of the student arrival (Name, tutor group, time of arrival, referring teacher, reason for on call).
- The student will be expected to comply with Hope Valley College Expectations and the Seclusion Room Expectations. (Linked Document: Seclusion Room Expectations)
- The student will work as directed and complete work set.

- Students involved in serious incidents, incidents that require investigation or demonstrate particularly challenging behaviour and defiance can be placed in the Seclusion Room for the remainder of the lesson or day. If staff believes that the incident requires further investigation and therefore a longer period of time, they will contact SLT for further guidance.
- The Seclusion Room Staff will report on how well the student complies with expectations whilst in the Seclusion Room.
- If the student becomes disruptive, defiant or aggressive whilst in the 'Seclusion Room', a member of the Senior Leadership Team should be contacted immediately.
- Staff will inform parents/carers that the young person will be secluded

### **Pastoral Referral Panel**

- The Pastoral team hold a weekly pastoral panel meeting
- In attendance each meeting are the following staff:
  - The Strategic Lead for Pastoral, Inclusion and SEND (also Designated Safeguarding Lead)
  - Senior house tutors
  - Pastoral Managers
  - Safeguarding Manager
  - SENCO
- The Pastoral Referral Panel will discuss and plan actions for students who require a multitude of interventions. These are then actioned and reviewed at the next meeting.
- Students are discussed in categories as follows:
  - Behavioural Concerns
  - CLA
  - CP / CIN / Safeguarding
  - SEND
  - Mental Health
  - General Concerns

### **Definitions of behaviour**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature such as-
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, vaping or associating with individuals who are smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour such as gendered, transphobic, disabilist
- Possession of any prohibited items. These could be:
  - Knives or weapons
  - Alcohol
  - Illegal drugs, or prescription drugs that do not belong to the individual
  - Stolen items
  - Smoking paraphernalia such as, but not limited to, cigarettes, vapes, vape liquid
  - Fireworks and other associated items such as smoke bombs
  - Pornographic images or items
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - Violent and threatening behaviour

This is not an exhaustive list of items.

### Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

For definitions see Behaviour Policy – add link

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### **Zero-tolerance approach to discriminatory and prejudiced behaviour**

The school will ensure that all incidents of discriminatory and prejudiced behaviour are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Dismissing intolerant attitudes as 'banter' or 'jokes' is indirectly, subtly and silently reinforcing issues. Staff will intervene and escalate all situations where discrimination and prejudice has taken place.

The school's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

Sanctions discriminatory and prejudiced behaviour may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

For further information please see the trust 'Behaviour for Learning Policy'.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.