

Caedmon College Whitby



Behaviour Policy

This policy links with the following documents:

- ❖ Code of Conduct
- ❖ Home College Agreement
- ❖ DfE Guidance: 'Ensuring Good Behaviour in Schools' – accessible from the Department for Education's website (<https://www.gov.uk/browse/education/>)

This policy links with the following other policies:

- ❖ Equality
- ❖ Special Educational Needs
- ❖ Attendance
- ❖ Anti-Bullying

College Governance Status

This policy was re-issued in May 2014 and was approved by Governors on 16 June 2014. It will be reviewed following consultation with staff, every three years, or whenever new, relevant NYCC guidance or Government legislation is issued.

Review dates	By Whom	Approval date
May 2017	Staff and Governors	5 June 2017
June 2020	Staff and Governors	16 June 2020
June 2023		

Signed by the Chair of Governors:

Pen Cruz

Behaviour Management

The Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of College life is necessary. It seeks to create a caring, learning environment in the College by:

- promoting good behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- developing students' social, emotional and behavioural skills
- ensuring fairness of treatment for all, including those with special educational needs, those with physical or mental health needs and looked-after students
- ensuring consistency of response to both positive and negative behaviour
- promoting early intervention
- promoting race equality
- providing a safe environment free from disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the College's policy and associated procedures
- having zero tolerance of persistent, low-level disruption.

Pivotal

The College is currently following the Pivotal behaviour model, which involves regular staff CPD that has already been calendarised including for the next academic year. Steve Graham is currently issuing staff training and online resources around the Pivotal ethos and will continue to embed this new behaviour programme to all stakeholders.

Teaching and Learning

Opportunities will be provided within the curriculum for development of students' social, emotional and behavioural skills. This will include structured approaches in PHSE/Citizenship and the tutorial programme, 'personalised' programmes of support for students where additional support is needed, opportunities to benefit from enhanced work related learning, and a range of informal learning.

As students develop during their time at the College, there will be increasing opportunities for them to act as positive role models for younger learners, and the College will encourage them to take these opportunities.

Staff will be given support in developing effective approaches to teaching and learning which will promote positive behaviour and attendance. Support may take the form of individual coaching, tailored or whole College CPD or, where appropriate, structured support with e.g. challenging groups.

Roles and Responsibilities

- The Governing Body will establish, together with the Principal, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the College in maintaining high standards of behaviour.

- The Principal, together with other senior staff, will be responsible for the implementation and day-to-day management of the policy and procedures. Arranging support for staff faced with challenging behaviour is also an important responsibility of the Principal and the leadership team.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the College, and for their attendance. They will be encouraged to work in partnership with the College to assist the College in maintaining high standards of behaviour and attendance, and will have the opportunity to raise with the College any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the College policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment are reported. Students will be given opportunities to seek and provide peer support as well as support from staff, who will be aware that students may become vulnerable through events such as bereavement, divorce or separation of their parents. The Student Council will be responsible for reviewing annually the progress that has been made in tackling bullying.

Procedures

The procedures arising from this policy will be developed by the Principal in consultation with staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied, and promote the idea of personal responsibility and that every member of the College has a responsibility towards the whole community.

Rewards

A College ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Sanctions

Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other College Policies

In order for the behaviour policy to be effective, a clear relationship with other College policies, particularly **Special Educational Needs**, Equality and Anti-Bullying has been established. The DfE Guidance produced in 2012 should also be referred to.

Involvement of Outside Agencies

The College works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Review

The Principal, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff and parents/carers.

The outcome of the review will be communicated to all those involved, as appropriate.

2020 - 2021 - Covid 19

New Covid19 behaviour guidelines will be followed once the students return mid-June 2020

- Social distancing
- Frequent hand washing / hand sanitiser
- Respiratory hygiene "catch it, bin it, kill it"

Behaviour Management Procedures

➤ *Policy Statement*

- 1.1 The College's Behaviour Policy has been adopted by the Governing Body.
- 1.2 The College has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the College's rules, prospectus, Parents' Forum, newsletters and other normally used channels.
- 1.3 The College has communicated the Behaviour Policy to all new and existing students through the College's rules, prospectus, student noticeboards, student newsletters, assemblies, and within the curriculum wherever relevant.
- 1.4 The College will seek to ensure that all staff are consulted regularly about the policy and its implementation.
- 1.6 The College has communicated the Behaviour Policy to all teaching and non-teaching staff by providing copies of the policy and through staff training sessions.

➤ ***Acceptable and Unacceptable Behaviour***

- 1.7 The College defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the College, with teachers and other College staff and with visitors or other people within/outside the College premises.
- 1.8 The College has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- 1.9 The College communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the College's rules, prospectus, Home-College Agreement, assemblies, student noticeboards, parent newsletters and letters to parents/carers.
- 1.10 The College communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook, the staff training programme, staff meetings and briefings and through College ICT systems.

➤ ***Recognition, Rewards and Sanctions***

- 1.11 The College will promote good and improved behaviour by students through a system of recognition and reward. The will include the use of:
- praise and positive feedback
 - commendations and awards
 - letters and postcards to parents/carers.
- 1.12 The College will review the support available to individual students who may be at risk of disaffection or exclusion, including:
- learning support
 - mentoring
 - individual education planning
 - curriculum and curriculum resources
 - teaching strategies
 - study support.
- 1.13 The College will implement a range of strategies to deal with inappropriate behaviour by students, including:
- talking quietly with the student
 - reflection
 - report (subject, group tutor or whole college)
 - isolation
 - referring matters to Group Tutor, Learning Manager, Head of Key Stage, Team Leader, Assistant Principal and the Principal (as appropriate)
 - detention
 - withdrawal of College privileges
 - letters to parents/carers
 - meetings with parents/carers

- behaviour panel meetings
- referral to external agencies
- detention, including up to one hour after College
- fixed term or permanent exclusion
- placement at Education Outreach

1.14 The College will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

➤ ***Early Intervention***

1.15 The College will undertake reviews of the educational needs of students, as appropriate. Details of reviews undertaken will be included within each student's file.

1.16 The College will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.

1.17 The College will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

1.18 The College will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the College.

1.19 Parents/carers will be contacted promptly by the College to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

➤ ***Investigating Cases***

1.20 The College will investigate, as appropriate, reported incidents of student misbehaviour.

1.21 The College will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

1.22 The College will provide adequate non-contact time for the conduct of investigations.

1.23 The College will notify the police and other relevant bodies of incidents where it is appropriate to do so.

1.24 The College will complete investigations within a reasonable timescale and not normally exceeding four working days.

1.25 The College will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

1.26 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the College. Where an investigation finds that there is no case to be heard, the report will be held by the College but will not be kept within the student's file.

Developing Capacity

➤ ***Training and Professional Development for all Staff***

2.1 The College has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the College.

- 2.2 The College reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support (including counselling and training).
- 2.3 The College provides relevant information and training on behaviour management matters to all groups of staff, including:
- lunchtime supervisors
 - support staff (eg teaching assistants)
 - other College staff (eg canteen staff, buildings/grounds maintenance)
 - newly qualified teachers during their formal induction period
 - students undertaking programmes of initial teacher training
 - supply teachers
 - class teachers
 - management/leadership group.
- 2.4 The College will provide for the training and development of all staff on behaviour management matters through induction training for all new staff and a range of whole-College continuing professional development (CPD) sessions.
- 2.5 The College undertakes annual reviews of the continuous professional development needs of all staff.
- 2.6 The College provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
- implementing the College's Behaviour Policy
 - logging and recording of incidents
 - lunchtime supervision
 - classroom management
 - educational visits
 - learning styles
 - legislation affecting behaviour management (eg detention, exclusion, child protection, student restraint)
 - pastoral support
 - equal opportunities and anti-discrimination
 - techniques for promoting positive behaviour.

➤ ***Clear Roles and Responsibilities***

- 2.7 The College ensures that all staff job descriptions include appropriate reference to the College's Behaviour Policy.
- 2.8 The Governing Body is advised of the implications of the Behaviour Policy for their own practice, and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

➤ ***Referral***

- 2.9 The College will undertake reviews of students' needs prior to identifying suitable educational plans, strategies and alternatives for students.
- 2.10 The College undertakes regular monitoring and review of its internal and external arrangements for student referral and support.

- 2.11 The College has established a database of the main points of referral outside the College (including student counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).
- 2.12 The College maintains appropriate records on the use of referrals, using the relevant referral forms.
- 2.13 The College ensures that the class teacher/form tutor has access to information about the outcome of the referral.

➤ **Resources**

- 2.14 The College undertakes an annual review of the resources needed to ensure the effective implementation of the Behaviour Management Policy, including reviews of the following:

(i) staffing issues:

- staffing levels
- staff training and development
- provision for non-contact time
- workload
- health and safety

(ii) record keeping:

- provision of administrative and record keeping systems (including use of ICT)
- monitoring arrangements (including use of ICT)

(iii) curriculum review and alternative provision:

- alternative education provision for students, including the use of off-site provision (where available)
- review of curriculum appropriateness
- use of curriculum flexibility, including disapplication (where appropriate)
- on-site facilities wherever possible and appropriate (eg, isolation, access to learning support, mentoring).

- 2.15 The College has secured access to appropriate specialist child and family support services (where available), including:

- Behaviour Support Service
- Pupil Referral Unit
- Education Welfare Service
- Education Psychology Service
- Health Services (including mental health)
- Social Services
- Youth Workers
- Drug Counselling Agencies
- Learning Mentors
- Education Outreach.

- 2.16 The College has a pastoral support programme, and has reviewed the need for mentoring, counselling and peer mediation.

Meeting Needs

➤ **Needs Assessment/Reviews**

- 3.1 Learning Managers, SENCo and the AHT for KS4, in consultation with other staff, are all able to undertake assessments and reviews of the needs of students whose behaviour is disruptive.

- 3.2 The College provides appropriate training for all the above people responsible for the conduct of assessment and reviews.
- 3.3 The College ensures that adequate time is given during the normal College day for the conduct of student assessments and reviews and for the development and implementation of the individual learning plan.
- 3.4 The College ensures that teachers receive adequate non-contact time to provide support to individual students.

➤ ***Curriculum Flexibility***

- 3.5 The College's curriculum is kept under review to ensure that it is appropriate to the needs of students.
- 3.6 The College's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

➤ ***Student Involvement***

- 3.7 The College encourages students to take responsibility for their own learning and behaviour.
- 3.8 The College encourages students to take responsibility for developing a positive behaviour culture within the College through such measures as peer mediation, involvement and strategies for self-discipline.
- 3.9 The College provides opportunities for students' positive involvement in the life of the College and community.

➤ ***Parental/Carer Involvement***

- 3.10 The College ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- 3.11 The College provides opportunities to encourage parent/carers involvement and support for the Behaviour Policy.

➤ ***Community Involvement***

- 3.12 The College liaises with a range of bodies as appropriate, including the Local Authority, health services, police, voluntary sector and religious bodies, and Social Services.

Reviewing Effectiveness

➤ ***Record keeping***

- 4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the College's Behaviour Policy.
- 4.2 The College maintains accurate records of behaviour incidents using the standard incident report forms.
- 4.3 The College has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

- 4.4 The College provides for the use of ICT for the logging of incidents and monitoring of trends as appropriate.
- 4.5 The College deploys appropriate clerical staff to undertake routine administration and record keeping.

➤ **Monitoring and Evaluation**

- 4.6 The College monitors behaviour incidents in order to identify issues and trends.
- 4.7 The College makes effective use of ICT database facilities to support the implementation of its procedures.
- 4.8 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- 4.9 The College monitors incidents of disruptive behaviour in terms of:
- type of incident (including racist, sexist and homophobic incidents)
 - critical days/times in the week
 - critical places within/outside the College
 - students involved
 - profile of students involved (ethnicity, gender, age, SEN)
 - timeliness of response
 - outcomes.
- 4.10 The College ensures that its student record keeping systems provide analysis of the impact of its Behaviour Policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- 4.11 The College assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 4.12 The College evaluates its policy against key improvement objectives which include:
- (i) individual measures:**
- improvement of individual behaviour
 - academic progress
- (ii) class/Learning Area/whole-College measures:**
- general behaviour patterns
 - balance in the use of rewards and sanctions
 - staff support and training needs
 - curriculum access and academic progress
 - equal opportunities
 - behaviour management trends over time
 - effectiveness of the policy in encouraging positive behaviours.
- 4.13 The College provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.
- 4.14 The College will report to parents details of the implementation of the behaviour management programme.

➤ ***Sharing Good Practice***

4.15 The College shares information on good practice gleaned from:

- reviews of individual practice
- reviews of whole-College practice / bench marking
- reviews of practice in other schools
- reviews of cross-phase practice
- reviews of cross-departmental practice.

4.16 Relevant information is shared with all members of staff and the Governing Body to better inform decision-making, and to assist in meeting the educational needs of all students at the College.