



Policy Statements and Procedures

BEHAVIOUR FOR LEARNING POLICY

1. INTRODUCTION

High standards of behaviour are central to The Rosedale Hewens Academy Studio Colleges' primary objective in aiming for academic and vocational excellence. The aim of the Behaviour for Learning and Work Policy and Procedure is to determine and reinforce the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

This behaviour policy and procedure seeks to encourage students to make positive choices and re-enforces those choices through praise. The Trust recognizes that even when encouraged to make the right choice, some students will occasionally make choices that disturb their own learning or that of others. A series of strategies will then need to be implemented to bring about changes to these behaviours. The aim of these strategies is to encourage students to adopt appropriate behaviour within their academic and vocational learning environments. In some circumstances, the Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others and this action may result in exclusion.

The Rosedale Hewens Academy Trust Behaviour for Learning and Work Policy and Procedure for studio colleges involves all stakeholders. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere. The Trust places great emphasis on praise, reward and support and as such we have a well established system that brings rewards to those who behave well and progress.

2. POLICY OBJECTIVES

The aim of this policy and procedure is to support teaching and learning by establishing a code of conduct to which all members of each college community within the Trust must adhere. This code of conduct will ensure an environment in which all students can realise their full potential and enjoy learning and achievement. The Rosedale Hewens Academy Trust believes that every student should feel valued and in turn, value the college community of which they are a part.

The objectives of the Behaviour for Learning and Work Policy and Procedure are to:

- Create a safe and secure environment for students and staff.
- Ensure behaviour policy is applied in a consistent, rigorous and non-discriminatory way.
- Clarify what is meant by 'good' behaviour to all members of each college community.
- Encourage a positive learning and work environment where students behave well towards each other, their teachers and coaches and where effort, hard work and good behaviour are rewarded.
- Ensure that all staff motivate their students, as individuals and teams, in a structured way by using a variety of rewards to recognise good behaviour, attendance and achievement.
- Ensure that all staff play a role in encouraging good behaviour.
- Ensure that staff, students and their parents, guardians and carers have a clear understanding of the consequences of poor behaviour.

- Encourage all students to value themselves and their own efforts, their class and their college, so that they grow socially, personally and academically.

3. PRINCIPLES

The Behaviour for Learning and Work Policy and Procedure is based on the following principles:

- That every member of each college community within the Trust should be treated with respect.
- That every member of each college community should feel safe and comfortable in and outside the college buildings.
- That respect should be shown for each college and its environment.
- That respect should be shown for the property of others.
- That every student has the right to learn.
- That every teacher has the right to teach without interruption.
- That every parent, guardian or carer has the right to information about their child's behaviour and to work in partnership with the respective college to encourage high standards.
- That every member of the college community needs to be aware of the expected standards.
- That every student is equal and should be treated as such at all times.
- That all members of each college community have a role to play in promoting a positive image of The Rosedale Hewens Academy Trust.
- That every member of each college community accepts responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

It is policy that every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, the Behaviour for Learning and Work Policy and Procedure details classroom and corridor rules. The Rosedale Hewens Academy Trust is firm in its belief that every student is entitled to be taught in classrooms free from disruption and to be able to walk about their college free from harassment.

The three elements of:

- Rules (codes of conduct and policy)
- Rewards
- Disciplinary Sanctions

form the foundation of the Behaviour for Learning and Work Policy and Procedure.

4. PROCEDURE

All students and their parents, guardians or carers are required to sign a home-college agreement on admission.

All students sign a pledge where they agree to a standard of behaviour that supports eliminating bullying, hurtful behaviour and the use of insensitive language. This pledge together with the signatures of all

students in each form group is displayed in the appropriate form room and is renewed at the beginning of each academic year.

Any student breaking the rules will be subject to a corresponding disciplinary sanction - the rules and sanctions are as included in this policy and procedure.

Parents, guardians or carers will be informed by letter, student planner, email or telephone of any serious misbehaviour. In the most serious cases students may receive an exclusion from college for a fixed period of time. Any student who is excluded from their college must attend a re-admission interview with his/her parent, guardian or carer(s) before being readmitted to college. A re-admission interview is normally held by a Director of Teaching and Learning, Vice Principal or Principal.

Codes of Conduct

In order to support good behaviour the following codes of conduct have been agreed. Students are expected to abide by these codes of conduct at all times. The codes of conduct are displayed in classrooms and around each college. Any breach of the following codes of conduct will automatically invoke a disciplinary sanction.

General Code of Conduct for the Classroom, Vocational Study Room and Work Placement

- Arrive on time to registration, all lessons, vocational study and work placements.
- Arrive to all lessons, vocational study and work placements fully equipped and ready to work with appropriate uniform, PE Kit or vocational study clothing worn correctly.
- Follow the instructions of all staff, coaches and employers.
- Do not disturb the learning of others.
- Keep your feet, hands and objects to yourself.
- Stay on task.
- Mobile telephones, iPods and MP3 players must be switched off and kept out of sight at all times whilst in the classroom, participating in vocational study or attending a work placement.
- Tablets should be used in accordance with teacher instructions. Any misuse of a tablet in lessons will result in the device being confiscated immediately.
- Do not eat (including chewing gum) or drink during lessons (water can be drunk in a lesson with permission of the subject teacher). If you are on work placement follow the employer's regulations with regards to breaks. Never chew gum on a work placement.
- Follow appropriate health and safety guidelines for lessons during vocational study and work placement.

Code of Conduct for the College Corridors

- Follow the reasonable instructions of all staff.
- Walk on the left in an orderly fashion – no loitering or walking in large groups that block the path of people walking in the opposite direction.
- Wear uniform or vocational study clothing correctly at all times.
- No running or shouting.
- No bullying, teasing or name-calling.
- No eating or drinking (including chewing gum).
- **The use of mobile telephones, iPods/MP3 players, headphones, tablets and other devices in the corridors of the college is strictly prohibited. A breach of this rule will involve confiscation of the item. In this instance the appropriate parent, guardian or carer will be contacted and requested**

to attend college to collect the item. Refusal by the student to hand such an item to a member of staff will invoke the disciplinary sanction (DS3).

Code of Conduct for the minibus (displayed in the minibus)

Whenever travelling on the The Rosedale Hewens Academy Trust minibuses, all students must:

- ALWAYS wear a seat belt when the minibus is moving
- Do not attempt to get on or off the minibus if it is moving at any speed
- Do not use the rear door to enter or exit the minibus
- Do not open the windows unless you have sought permission from the driver
- Do not shout out of the windows at anyone for any reason
- Do not eat or drink whilst on the minibus
- Do not drop litter in the minibus
- Do not wear headphones in the minibus
- Do not use your mobile telephone in the minibus other than in the event of an emergency
- Do not distract the driver

Rewards: Encouraging Good Behaviour

The Rosedale Hewens Academy Trust believes that students are motivated to learn by praise, reward and celebration of achievement. Below is an example of some of the rewards that are given:

- Verbal praise and recognition
- Written praise from a Director of Teaching and Learning addressed to the student (copy sent home to parents, guardians or carers)
- Public verbal and written praise from the Principal: Student of the Month Award and Excellence in Work Placement Award (for those students receiving excellent reports for work experience placement)
- Award of a certificate at an Achievement Assembly for special achievements
- Students can also receive recognition for special involvement in lessons or extra-curricular activities
- System of Positives and Negatives

Expectations of student behaviour for educational visits and places of work experience

Students are expected to behave in accordance with this policy and procedure on educational visits and when attending work experience placements. Attendance on educational visits and work experience are a privilege and not an automatic right. If a student's behaviour before a trip or period of work experience is unacceptable or if a student has a very poor behaviour record he/she may not be permitted to attend.

Parents, guardians and carers should be made aware that if their child's poor behaviour warrants removal company.

The college reserves the right at any time to withdraw any student from a trip or a work experience placement if they are involved in any breach of the Behaviour for Learning and Work Policy and Procedure.

Disciplinary Sanctions

As stated above, students will be rewarded for things they do well, however if they do not meet expectations in terms of behaviour, punctuality and attendance at college and whilst on work experience placements disciplinary sanctions will be applied. Parents, guardians or carers are informed of any disciplinary action regarding their child either by telephone, letter or a note in the student's planner.

It is expected that every student will attend college every day during term time, on time and dressed correctly in the appropriate college uniform or appropriate vocational studies clothing. It is also expected that all students arrive to college properly equipped for their lessons and act in accordance with all Codes of Conduct.

The following disciplinary sanctions will apply to those students who do not meet these expectations:

Disciplinary Sanction

Disciplinary Sanction 1 (DS1) :	Verbal Warning
Disciplinary Sanction 2 (DS2) :	Written Warning
Disciplinary Sanction 3 (DS3) :	Lunch and Break time detention with duty staff (1 Day)
Disciplinary Sanction 4 (DS4) :	Internal Seclusion (1 Day)
Disciplinary Sanction 5 (DS5) :	Principal Intervention
Disciplinary Sanction 6 (DS6) :	Exclusion (fixed term or permanent dependent on severity of incident).

Disciplinary Sanctions

- Late to college (missed registration) twice in a week parents, guardians or carers informed and a sanction **(DS3)** will be applied.
- Poor attendance, punctuality or behaviour at work experience placement **(DS5)**
- Failing to be punctual to lessons: Students are (electronically) registered by subject teachers within the first 5 minutes of a lesson. Students arriving after this time will be marked late receive a verbal warning. If students are late for several lessons parents, guardians or carers will be informed and **(DS2)** will be applied.
- Arriving to college without an item of uniform, PE kit or appropriate vocational study clothing without a note of explanation from the parent, guardian or carer will incur a **(DS2)** and parents, guardians or carers will be informed. Where genuine reasons exist for a student being out of uniform or not wearing the appropriate vocational study clothing or PE Kit, a letter and/or medical certificate must be provided.
- Arriving to college without the appropriate equipment for learning and without a note of explanation from parent, guardian or carer will incur a **(DS2)** and parents, guardians or carers will be informed. Arriving to lessons with the appropriate equipment is necessary to encourage good organisational skills which are essential for exam success it also minimises the interruption to learning.
- Low level disruption in a lesson, for example talking whilst the teacher is talking or when the teacher has requested silence, will, in the first instance, receive a verbal warning **(DS1)**. If the student persists with disrupting the lesson, the teacher will issue a **(DS2)** or **(DS3)** the following day depending on the circumstances. Continued low level disruption will invoke a pastoral call out and a **(DS4)**.
- High level disruption in a lesson: If the poor behaviour of a student causes interruption to the learning of others and cannot be controlled by the classroom teacher the student will be removed from the lesson via a pastoral call out (a request for immediate intervention from a member of the Senior Leadership Team). Every reasonable attempt will be made to resolve the problem and return the student to the lesson but if this is not possible the student will remain with the senior member of staff until his/her next lesson and incur a **(DS4)**. The Director of Teaching and Learning responding to the pastoral call out will record the event under the appropriate student's name on EPortal.

Note: Failure to attend a disciplinary sanction as above with no valid reason or where the sanction given has no positive impact and poor behaviour continues a **(DS5)** or **(DS6)** will be applied.

Note (1): The classroom teacher must complete a referral form on each occasion that a student is removed from a lesson by a member of the Senior Leadership Team for unacceptable and disruptive behaviour.

Note (2): The classroom teacher must enter each event of unacceptable student behaviour in a lesson on the EPortal system as a negative event against the student's name.

Internal Seclusion (DS4), Fixed Term Exclusion or Permanent Exclusion (DS6)

Students will be referred to the Principal for an internal seclusion, fixed term external exclusion or permanent exclusion if any of the following serious breaches of the Code of Conduct or Behaviour for Learning and Work Policy and Procedure apply whether at college or work experience placement:

- Persistent disruption of a lesson when all other available sanctions have been exhausted.
- Threatening and abusive behaviour (including verbal abuse).
- Fighting.
- Assault.
- Physical or psychological bullying or intimidation, bullying being defined as deliberately hurtful behaviour which is repeated over a period of time by an individual or group.
- Comments of sexist, racist or homophobic nature.
- Smoking tobacco.
- Bringing alcohol onto the college/ work placement site or consuming alcohol on the college/work placement site.
- Being in possession of an illegal substance on the college/work placement site.
- Being in possession of an offensive weapon on the college/work placement site.
- Damage to college/work placement property.

Students involved in more than one negative incident in a day may be internally secluded for one or more days.

Students that cause problems at break or lunchtimes may be required to spend their break and lunchtimes in seclusion. This will be supervised by a Director of Teaching and Learning.

If a student receives two or more SLT pastoral call outs in one week, he/she will be placed in internal seclusion with a Director of Teaching and Learning.

The sanction applied will depend on the seriousness of the circumstances. Placing a student in seclusion or applying a sanction of a fixed term or permanent exclusion can only be authorized by the Executive Principal or Principal.

Internal Seclusion (DS4)

If a student is placed on an internal seclusion he/she will work under the individual supervision of a Director of Teaching and Learning. Vice Principal or Principal. In this instance the student will also spend his/her break and lunch times in seclusion under supervision. The appropriate Director of Teaching and Learning or the Vice Principal will inform a student's parent, guardian or carer of the reasons for this sanction and when it is to be imposed.

Every attempt will be made to ensure that a student who receives the sanction of an internal seclusion attends college and works in seclusion for the day as detailed in the previous paragraph. If, however, the

student refuses to attend their internal seclusion the matter will be referred to the Principal who will impose a fixed term exclusion of one day.

Fixed Term Exclusion (DS6)

Students serving a fixed term exclusion must attend a pre-arranged reintegration interview with a Director of Teaching and Learning, Vice Principal and/or Principal with their parent, guardian or carer before he/she can be readmitted to college.

Any student who receives repeated external exclusions as sanctions for unacceptable behaviour will be monitored and reviewed and may be referred to the appropriate committee of the Local Advisory Board for the college.

Permanent Exclusion (DS6)

The decision to exclude a student permanently is a serious one and will only be taken where the basic facts have been clearly established. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have all been tried without success. It is an acknowledgement by the college that it has exhausted all available strategies for dealing with the student. There will, however, be exceptional circumstances where, in the opinion of the Principal, it is appropriate to permanently exclude a student for a serious breach of the Code of Conduct.

A decision to exclude a student permanently should be taken only:

- In response to serious breaches of The Rosedale Hewens Academy Trust Behaviour for Learning and Work Policy and Procedure and Codes of Conduct.
- If allowing the student to remain in college would seriously harm the education or welfare of the student or others in the college.

Restorative Meetings

A restorative meeting will be held when whenever possible when there has been an incident between students or between a student and a member of staff. These meetings are mediated by the Vice Principal and when appropriate the Metropolitan Police Safer Schools Officer, and take place to enable understanding of why an incident happened and to allow appropriate explanations and apologies to be made.

Other Strategies to Improve Behaviour

Placing a Student on Report

All students who are excluded from college will go on report following their re-admission to college. If a student needs to be placed on report for other reasons such as persistent low level disruption the form teacher, coach or Director of Teaching and Learning should make contact with the parent, guardian or carer of the student and advise them of the reason behind the decision and discuss the targets that are to be set for the student. The report template should be completed in consultation with the student and include two targets appropriate to the areas of behaviour that need improvement. The report should be completed for each lesson and checked at the end of the week by a Director of Teaching and Learning. The report should then be copied to the parents, guardians or carers of the student for their acknowledgement.

If after the period of the report, normally one week, it is felt that there has been little positive impact the student will be placed on a Principal's Progress Report. The procedure for being on this next level report is the same as the above but will be monitored and reviewed by the Principal who will also decide further action if it is necessary i.e. there continues to be no improvement and targets are not met.

Placing a Student on a Partial Timetable

Partial timetables are usually a final strategy as an alternative to exclusion, in a concerted effort to help a student improve his/her behaviour and focus on learning.

Legal Guidance regarding the use of a Partial Timetable

*“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the Academy is trying a partial timetable as an ‘alternative measure’ prior to an exclusion in the context of a pastoral support plan (PSP) or as part of a planned re-integration package. In such cases, Academies should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. **To that end a partial timetable should:***

- ***have clearly defined objectives***
- ***be for a specified and limited period of time;***
- ***not, other than in very exceptional cases, be implemented without written parental agreement.***

Once tried as an ‘alternative measure’ it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the ‘alternative measure’ would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of the LA (Special Educational Needs Group) as well as the parents/carers. Academies need to be mindful that decisions to place students on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children's right to receive efficient full-time education”

Pastoral Support Plan (PSP)

A PSP is a formal step in a concerted effort to help a student understand and improve the areas of his/her behaviour that have caused him/her to get into serious trouble on more than one occasion and that are now becoming a barrier to his/her learning. It is put in place for a student when typically he/she has received more than one Fixed Term Exclusion and is at risk of Permanent Exclusion.

GENERAL PROCEDURE

Information on the College Management Information System (Facility/EPortal central database)

Student information is recorded in the appropriate areas on the central database. EPortal/Facility is a powerful tool for monitoring, evaluating and communicating details of student behaviour and subsequent action taken across all curriculum areas at all times.

Behaviour for Learning Displays

It is the responsibility of the Principal to ensure that all displays relating to the Behaviour for Learning and Work Policy and Procedures are present in all appropriate locations within the college sites.

Monitoring Behaviour at Lesson Changeover

Directors of Teaching and Learning together with teachers must be an obvious presence in the corridors of the college to ensure a smooth calm start to every lesson.

Behaviour for Learning and Work in Alliance Meetings

Behaviour for learning must be a standing agenda item for every Alliance meeting.

Communication of the Behaviour for Learning and Work Policy and Procedures and College Codes of Conduct

Parents, guardians, carers and students will be informed of the content of this policy and procedure and the college codes of conduct. This policy and procedure and the college codes of conduct will be reinforced periodically at assemblies and at other times deemed appropriate by the Principal. Students are expected to know and understand this policy and procedure and the college codes of conduct which may be amended from time to time. Students are also expected to sign a declaration with regards to bullying to state they will not bully other students and to indicate that they have read it, understand it and will abide by it. The classroom displays and signatures are renewed each academic year.

5. MONITORING AND REVIEW

The success of The Rosedale Hewens Academy Trust's Behaviour for Learning and Work Policy and Procedure is evaluated through self-evaluation and review through:

- The regular monitoring of EPortal student events and exclusions
- The regular review of the relevant priorities and actions within the Raising Achievement Strategic Plan
- Formal and informal feedback from parents and staff following Academic Tutoring and other meetings
- Analysis of student tracking data and test results for individual students and cohorts
- Regular agenda item at Local Advisory Board (LAB) meetings

6. ROLES AND RESPONSIBILITIES

Good behaviour is the responsibility of all members of the college community.

Staff Responsibilities are to:

- Abide by the home/college agreement.
- Treat all students fairly and equally.
- Raise the self-esteem of all students and develop their full potential.
- Provide challenging, interesting and relevant lessons appropriate to the age and ability of all students.
- Create a safe and pleasant learning environment.
- Consistently and clearly apply the Behaviour for Learning Policy and Procedures.
- Form good relationships with parents, guardians and carers.
- Share any concerns regarding a student's academic progress, welfare or behaviour with his/her parents, guardians, carers and external agencies as appropriate.

Students' Responsibilities are to:

- Abide by the home/college agreement.
- Work to the best of their ability and allow others to do the same.
- Treat others with respect.
- Follow the reasonable instructions of college staff.
- Take care of property and the college environment.
- Co-operate with others within the college community.
- Complete classroom work, homework and coursework to the best of their ability.
- Wear uniform, PE Kit and appropriate vocational study clothing correctly at the appropriate times during the college day and any other time they are representing the college.

- Abide by the rules of the college regarding the use of mobile telephones and other devices.
- Wear a conventional hairstyle and have no unusual piercings and/or tattoos.
- Attend college for at least 95% of term time and be punctual to AM and PM registration, assemblies and all lessons.

Parents', Guardians' and Carers' Responsibilities are to:

- Abide by the Home/College Agreement.
- Support the Behaviour for Learning and Work Policy and Procedure.
- Share any concerns about their child's education, welfare or behaviour in college as appropriate.
- Take an active interest in their child's work and achievements.
- Help their child with his/her college work whether it be coursework, homework or something taught in the classroom.
- Attend academic tutoring appointments, and other information evenings as appropriate and support college functions.
- Ensure the regular attendance of their child at college so that a minimum of 95% attendance is achieved for their child.
- Ensure their child is punctual to college each day.
- Inform the college of any absence as soon as practicably possible.
- Ensure their child attends college in full uniform and wears that uniform correctly.
- Ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos.
- Ensure their child completes homework and all coursework to the best of their ability.

7. LINKS WITH OTHER POLICIES

This Policy links with the:

- Managing Student Attendance Policy
- Exclusion Policy
- Bullying and Harassment Policy
- Home/College Agreement