



CROOKHORN COLLEGE

Behaviour Policy

Date of Policy: April 2016

Review Date: April 2018

The Behaviour policy at Crookhorn is based on the Cornerstones Code. This code reflects the four cornerstones and is designed entirely to create a supportive, co-operative environment that encourages behaviour for learning.

To support the Cornerstones Code there is the Classroom Code, which every teacher has the responsibility to follow. This Code is a clear stepped procedure of consequences for the students if they fail to reach the expectations set out in the Cornerstones Code. Consistency across all classrooms with the consequences will reinforce strongly to students our expectations. To ensure that the expectations in the classroom are met effectively, teachers are expected to use the range of behaviour techniques including, positive discipline, corrective feedback, supportive routines, environment management, student grouping management and curriculum delivery. (All these strategies are explored at length in the pack called Understanding and Planning for Student Behaviour. If you do not have one of these packs can you please see the **Assistant Headteacher responsible for admissions**). The Class Code feeds into the behaviour pathways (Please refer to Behaviour Pathways document) and so if there is a serious example of poor or dangerous behaviour the student must be referred immediately to the relevant Head of Faculty or in extreme cases On Call must be summoned and the incident then written up by the class teacher after the lesson and then followed up by the Head of Faculty or the Head of House or SMT depending on the nature of the incident.

If a student's behaviour still does not meet the expectations of the Cornerstones Code once the consequences of the Class code have been employed, the student must then be referred on to faculty level. The Faculty code supports the Class code and again feeds into the behaviour pathways (Please refer to Behaviour Pathways document). As with the Class Code, consistency in the way that matters are followed up at faculty level will re enforce the message to students about expectations and consequences within the college.

The Behaviour Pathways system is in place so that all teachers understand the way to encourage and support the high standard of behaviour expected from Crookhorn students both inside and outside the classroom. The Behaviour Pathways make the sanction/consequence procedure and the steps taken to support students with behaviour problems through the Behaviour Individual Education Plans and the Pastoral Support Plans clear. It also outlines staff involvement at different stages of the process. The aim of Behaviour Pathways is to encourage consistency with both sanctions/consequences and support.

A key part of the behaviour support system is the Student Inclusion Unit. This is designed for the dual purpose of being a sanction and support measure for students who are having severe difficulties understanding the purpose of the college and their role in it. Its aim is to prevent students from being excluded from college. Referral to the SIU can only happen through the attached SMT to each House.

The Heads of House are involved with the students in a reflection process that helps the students understand why their behaviour was unacceptable and what action can be taken in future to avoid a repeat performance.

If it is deemed necessary, staff at the college may request to search a student. The search will be carried out if a member of staff suspects, or has reason to believe that the student has on their person or in their bag an item which is strictly against the College code of conduct and may cause harm to themselves or a member of the college community

The search will only be carried out by a member of the Senior Management Team or by a Head of House. The search will always be carried out by the aforementioned staff, and witnessed by another member of staff. The student will be made aware before the search is carried out that the College has a legal right to request the search if they suspect that the student is in possession of an offensive object or material.

Parents will always be informed about the reasons for the search and the outcomes of it once the search has been carried out.

Please refer to the physical restraint policy for specific information relating to the College approach to staff using reasonable force or making physical contact with students.

The college will consider appropriate action to take with reference to non criminal poor behaviour and bullying, which might occur off the college site under the following circumstances; any college organised or college related activity, travelling to or from college wearing college uniform or in an instance where the individual can be clearly identified as a College member. Any such incidents will be considered and responded to on an individual basis.

For pastoral care and support for college staff accused of misconduct when dealing with student behaviour, within the college, please refer to physical restraint policy section 4 vi.

THE CORNERSTONES CODE

RESPECT

- ✓ I will RESPECT that at Crookhorn learning in the classroom is the priority.
- ✓ I will be RESPECTFUL, polite and considerate at all times and follow the teachers' directions in a positive manner.
- ✓ I will show RESPECT for the College by wearing the College uniform in the correct way.
- ✓ I will RESPECT other people's property and listen and value their opinions.
- ✓ I will RESPECT the College and class environment by eating only at lunch and break time and putting my rubbish in the bin.

RESPONSIBILITY

- ✓ I will take RESPONSIBILITY for my own learning.
- ✓ I will take RESPONSIBILITY for the care of my environment, buildings, College grounds and community.
- ✓ I will take RESPONSIBILITY for my actions and consider how they may affect the learning, health and safety of others.
- ✓ I will take RESPONSIBILITY for how I move around the College.
- ✓ I will act RESPONSIBLY by leaving valuables at home.

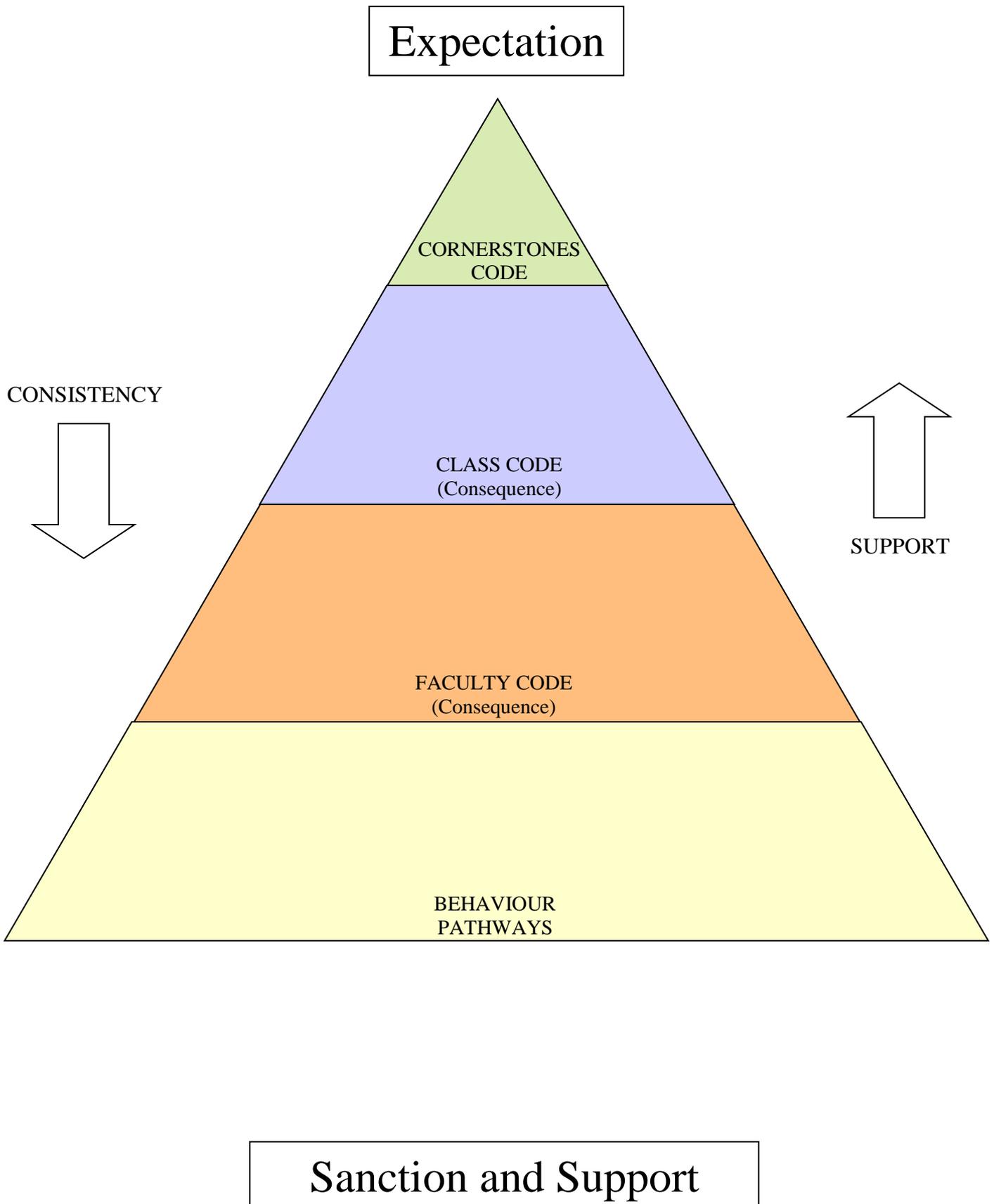
COMMITMENT

- ✓ I will show COMMITMENT to my learning environment by keeping noise and disruption to a level that does not disturb the learning of others.
- ✓ I will show COMMITMENT to my education by arriving on time to registration and lessons.
- ✓ I will show COMMITMENT to my house team by supporting, through my participation, College and community events

ACHIEVEMENT

- ✓ I will ACHIEVE my potential by always bring the correct equipment to each lesson
- ✓ I will ACHIEVE my potential by making sure my behaviour enables me to focus on my personal achievement targets
- ✓ I will work hard to ACHIEVE my potential in class work and homework

CROOKHORN BEHAVIOUR CODE



Teachers Quick Reference Guide to Behaviour Pathways

This is a quick reference guide to the behaviour pathways system. A more detailed version is with the HOF and HOH so if you require further clarification on different points, then please see your line manager or the Deputy Head in charge of student services.

Managing Behaviour in the Classroom

Disruption/ behaviour issues in the class;

Dealt with by the teacher using a variety of strategies and consequences;

Consequences: Please refer to the Behaviour Policy Class Code

Strategies:

1. Teachers to revisit rules and regulations relating to the start of the lesson and expectations in the lesson. (Draw particular attention to the list of behaviours for which a student might expect **praise**)
2. Consistent and positive re enforcement of the Cornerstones Code
3. Positive correction strategies; including dialogue where choice and consequences are made clear
4. The Five-minute rule - this must be five minutes only and the teacher must endeavour to speak to the student before reintegration into the lesson.
5. ALO. If a student is already booked for a detention so cannot do ALO, there is the possibility of using break times and lunchtimes.
6. Using 'Safe Classrooms' where possible

Persistent disruption; teacher writes student referral form

Following up Persistent Disruption in the Faculty

Teacher refers to HOF using student referral form. HOF can put student in faculty detention. Faculty detention procedure is as follows: HOF notifies parents by writing warning of detention in planner. HOF will follow up with a phone call where necessary. It will be easy to tell if the student already has a faculty detention elsewhere as there will be a note in the planner. Staffing for HOF/HOH detention will be sorted out within faculty and pastoral areas. HOF and HOH detentions are of equal parity.

Dealing with a Severe Incident

If an incident happens in the lesson that is extremely serious, such as a serious physical attack between two students, an attack on a member of staff, direct use of foul language to a member of staff or severe erratic behaviour on the behalf of the student then the teacher is to use On Call and follow up the incident afterwards with a Student Referral Form and discussion with the HOF and SMT where necessary.

The Pastoral Role; Tutors and HOH

Tutors/ HOH monitor the overview of students causing problems across the curriculum. This is done through;

- The student referral forms/formatted to suit our purposes.
- Triangulation of data on the SPR mentoring bulletins. Concerns with attitude and attendance are clearly flagged up on these and can then be addressed through the SPR interview which should involve parent and student and goals planned accordingly.

In more serious cases, students who appear to be causing persistent problems and come to light through On Call data/SIU data/SRF's become of 'special interest'. HOH first of all asks tutors to put them on a curriculum report card for a week and monitor the progress on the card. The tutor can also develop a tutor support plan to help focus and support the student at this stage. Following the tutors recommendation the HOH can choose to interview these students and then decide whether to continue further up the behaviour pathways with them. The two crucial support steps in place for the students after this stage are the **Student Profile** Step 1 which is set up and then monitored by the HOH, and the **Student Profile** Step 2 which is set up and monitored by the **Assistant Headteacher/HOH/ Student Support Manager**. All staff will receive a copy of the **Student Profiles** once they have been discussed and agreed with the students. There will be indications of teaching support strategies on the BIEP's which are designed to help guide the teacher in successfully and positively dealing with the student.

The monitoring cards to be used by the tutor, the HOH and the AHT will be clearly colour coded according to House.

Behaviour Pathways

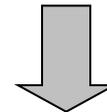
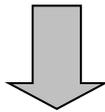
Disruption in the class;

Dealt with by the teacher using a variety of strategies;

1. Teachers to revisit rules and regulations relating to the start of the lesson and expectations in the lesson.
2. Consistent and positive reinforcement of the cornerstones code.
3. Positive correction strategies; including dialogue where choice and consequences are made clear
4. The Five minute rule
5. ALO
6. Using 'Safe Classrooms' where possible

Persistent disruption; teacher writes referral form

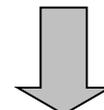
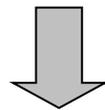
Subject



Persistent disruption;

Teacher refers to HOF using student referral form. HOF can put students in faculty detention. HOF notifies parents by writing warning of detention in planner. The detention should be as immediate as possible, so the student can then be in the next lesson with the sanction cleared and the opportunity for a fresh start.

Faculty



Cross communication

- All student referral forms should be distributed with a copy going to both the HOH and the Tutor.
- In serious incidents the HOF needs to take the incident to the HOH who will then consult with SMT as to the severity of the Sanction - SIU or Exclusion
- On issues which involve students from different Houses – HOH are to liaise on progress and action taken by using a HOH collaboration form.

HOF to HOH

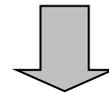
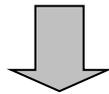
HOH monitors overview of students causing problems across the curriculum. This is done through;

- The STUDENT referral forms
- Triangulation of data – on the mentoring bulletin sheets used at SPR and interview meetings with parents.

Students who appear to be causing persistent problems become of 'special interest'. HOH first of all puts them on a curriculum report card for a week. Following the report card HOH interviews these students and if there is a need constructs a **Student Profile** step 1 with them. The **Student Profile** should have at least one SMART target on it. Another target **could** be for the student to complete a report card for at least a week. The HOH will review progress. Positive response will result in praise.

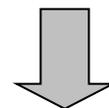
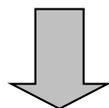
Some students can be put on a positive report as a way of bolstering their behaviour in lessons and their image with the teacher and their parents. This is particularly useful with students who suffer from a negative self image.

HOH



Referrals of a serious nature following a particular event HOH assesses referral and takes it to DH/AHT to make recommendation for SIU or possible exclusion

HOH to Attached SMT



- Attached SMT help HOH deal with serious incidents that might happen on a daily basis.
- Students who cause persistent problems are discussed with **the relevant members of SMT**. Support strategies for these students are subsequently mapped out and referrals where relevant are done to external agencies.
- Some of the cases will be referred onto the **Student Support Manager** who will then have responsibility for overseeing and running those cases in liaison with the HOH and the Deputy Head.
- 'Managed Moves' from other Schools/Colleges are run by the **Assistant Headteacher responsible for admissions**– this is undertaken in liaison with the **Headteacher**.

SMT

SIU

- The main aim of the SIU is reflection and reintegration. Therefore any student who is placed in the SIU by the SMT will be interviewed and will be expected to complete a reflection sheet.
- Only members of SMT can put students in the SIU and there is a clear system for doing this and form to be completed – to ensure the smoothest possible running of the unit.

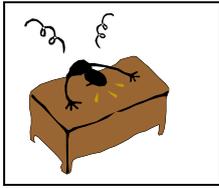
Fixed Term Exclusion

- Any student who has a fixed term exclusion will have a reintegration meeting with SMT, HOH, student and parents/carers and any relevant outside agencies.
- At the reintegration meeting there will be discussion of the student's progress in College generally through the use of the mentoring bulletin.
- At some of the reintegration meetings a PSSP **may** be presented or discussed. This will focus on agreed action and positive outcomes. A PSSP is likely to be drawn up, where there has been frequent and persistent cause for concern. The PSSP will highlight the need for multi agency assessment should it be appropriate.
- A review meeting may well be arranged at the reintegration meeting. Any relevant outside agencies will again need to be present.
- Following an exclusion a student **may** be on report to the HOH **or House tutor**.
- Any student who is excluded for more than five days needs to have an alternative education venue established – this is arranged by the **Assistant Headteacher (Inclusion)** and the headteacher. Exclusions of this nature can generate a Governors Disciplinary meeting.

**SMT and
Governors**

ABBREVIATIONS LIST

HOF	Head of Faculty
HOH	Head of House
SMT	Senior Management Team
SIU	Student Inclusion Unit
ALO	Additional Learning Opportunity
SPR	Student Progress Review
SRF	Student Referral Form
AHT	Assistant Headteacher
DH	Deputy Headteacher
PSSP	Parent Student Support Plan



Detail on the ALO and Detention system



The ALO and detention system is to be used as a punitive punishment for students who fail to respond to the other 4 steps on the consequences table used by all teachers as part of the behaviour management strategy.

When a student has been issued with an ALO it should be written in their planner. An ALO slip should also be completed and sent to reception or taken there at break time or lunchtime by the teacher. Once the ALO has been logged the slip is passed back to the teacher. The teacher then needs to do the following:

1. A photocopy of the ALO needs to be taken and passed on to the tutor so that they are aware that the student has had an ALO.
2. Once the ALO has taken place the ALO slip needs to be passed onto the HOF who logs it onto a faculty database. This will help the HOF keep an eye on some of the behaviour incidents going on and which students are causing issues in their subject area. The HOF can then follow up with other measures such as ringing home after more than 3 ALO's if the problem appears to be recurrent.

What happens if a student fails to turn up for a ALO?

The student then needs to be placed in a faculty detention. A Student Referral Form must be completed at this stage if it hasn't all ready been done The detention is recorded in the student planner and set for the next most convenient time at least 24 hours later. The HOF or Head of Subject can ring home to specifically draw the parents/ guardians attention to the detention if they want.

What happens if a student fails to turn up to the detention?

The HOF or HOS must reset the detention again as soon as is possible. This must also be recorded in the planner. If the student fails to turn up to this detention then it goes to a SMT detention. This is organised by the HOF passing the paper work (the Student Referral Form) on to the relevant member of SMT so that the SMT detention can be set. The member of SMT will always issue a letter to alert parents/guardians to the impending detention and will normally always make contact with home via a phone call as well - mainly to highlight the seriousness of the situation.

What happens if the student fails to attend an SMT detention?

The student will be placed in the SIU by the member of SMT for a day and the SMT detention will also be reset for another time. Parents/guardians will be informed by letter and phone and their support will be expected.

