

Behaviour and Attitudes to Learning Policy

Our Vision and Rationale

The Buile Hill Visual Arts College Behaviour Policy has been developed after input from all members of the school community; students, staff, parents and governors to generate a shared vision for the school.

The procedures arising from this policy have been developed by the behaviour working party in consultation with the staff, parents, students and governing body. The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the behaviour panel. Behaviour of pupils in school is reported to governors through the Pastoral Team.

The basic principles and expectations are that all members will be:

- Respectful
- Ready
- Safe

After watching and taking feedback from the best classroom practitioners in school and from external experts. The most fundamental principles of our policy are:

- At Buile Hill Visual Arts College we strongly believe that creating good relationships with students is essential. This is key ingredient around which the others principle fit.
- We are relentless in chasing up young people who don't meet the high expectations we have set
- Good behaviour for learning is the responsibility of all – staff, pupils, governors and parents.

These points underpin everything we do in the school to ensure a successful, nurturing learning environment for all. All actions need to be applied consistently through the school systems but with the realisation that we cannot treat all students the same. Just as good practitioner would differentiate in lesson so we must differentiate for specific students in our care in terms of behaviour management.

Buile Hill Visual Arts College believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary and we seeks to create an inclusive, caring, learning environment in the school.

Behaviour and Attitudes to Learning Policy

- Every teacher is responsible for behaviour in their classroom. The best teachers only call for support as a last resort, i.e. when all behaviour management strategies have been exhausted. Should all of these strategies be unsuccessful, staff can use the C3 callout system.
- The best teachers work really hard to create a positive learning environment. They greet children with a welcoming smile, make them feel safe and spend time building outstanding relationships with them.
- Where a strong sense of mutual respect exists within a classroom fewer behaviour problems arise and the best teachers work hard to promote this scenario. A positive atmosphere naturally creates a positive learning environment.
- If a pupil is removed from a classroom for persistent low level disruption or for a serious breach of our expectations, it is absolutely essential that the parent of the child is contacted. A letter is sent home to inform parents of their child's removal from a lesson on the same day. Following removal, the pupil completes a 30 minute detention where, when necessary, an RJ is completed with the teacher concerned, to rebuild the relationship. Support from the Head of Faculty should be provided as required. All incidents and parental meetings must be recorded on SIMS.
- HoYs, supported by Behaviour RAC and Pastoral Lead are responsible for tracking behaviour over a range of subject areas and will intervene when patterns of poor behaviour emerge.

Staff Expectations. All staff are expected to:

- Adapt the learning for all students in their class – make it interesting and bespoke
- Ensure teaching is a positive experience for all students and develop exciting learning opportunities within their classroom.
- Build relationships with students within the classroom – smile and model positive behaviours.
- Consistently apply classroom and school rules – apply behaviour management strategies to support learning and ensure consistency in dealing with students.
- Demand and expect the best from every student they teach – every child matters.

- Praise children, smile at them, ensure the lessons are engaging and those students feel safe and well cared for in the classroom environment.
- Make opportunity to reward students who meet their responsibilities well
- Provide a safe, secure and ordered environment
- Follow procedures consistently
- Issue consequence fairly to all students who do not meet their responsibility

Students' expectations, all students are expected to:

- Arrive on time, in full uniform, be equipped and willing to learn. **(see Appendix 4)**
- Take an active role in their learning.
- Consider the feelings of others in their classroom.
- Strive to do the very best they can in all aspects of school life.
- Students follow school rules and develop mutual respect with everyone in school.
- Listen to and follow instructions without argument
- Let the teacher teach
- Accept the consequences if you don't meet your responsibilities
- Allow everyone to enjoy the right to learn
- Listen to the views of students

Support Systems

School Tours and Learning Walks - carried out as follows: Daily by head teacher and RAC – Behaviour and on an hourly basis by two Heads of Year. Teaching and Learning walks carried out weekly by Heads of Faculty and other lead professionals.

Seclusion – administered by expert staff to modify behaviour students supported and fed back to staff.

Behaviour Modification Programmes - for pupils who display persistent unacceptable behaviour. Pupils will work in small groups or 1:1 with the aim to change and modify learned behaviours.

Weekly spreadsheet for C3 Callouts - number of callouts, department, gender, ages and outcomes.

Staff Voice – Governors hold regular drop ins, weekly departmental meetings and a whole school questionnaire out every half term which includes a section on behaviour. In addition faculty reviews with external consultants also seek staff opinions.

Pupil Voice – students feedback weekly, with specific feedback to individual teachers and a general feedback which is communicated to the whole school

Governors' Meetings – take place every half term and cover: T&L, pupil welfare and finance. They also hold behaviour panel hearings on an ad hoc basis to address unacceptable behaviour.

IYFAP – Head teachers from all local schools meet every 4 weeks with representatives from the LA to reach agreements on managed moves and new admissions. All managed moves are approved on a 12 week trial basis and are closely monitored.

Pastoral Meetings – Heads of Year meet weekly with Pastoral Lead, RACs to identify and discuss solutions with regards to: attainment, behaviour, attendance and safeguarding.

Behaviour Strategy Meetings – the head teacher meets with Pastoral Lead, RACs, LSU staff, SEN staff and seclusion staff on a weekly basis to discuss the way forward for our most challenging students. The actions of these are communicated to staff weekly.

Educational Psychologist, CAMHS, CAFs, SEN department are involved in supporting child mental health issues .

Learning Support Unit (LSU) Attachment - supporting behaviour and attitude to learning. The LSU supports children with challenging behaviours and attitudes to learning and provides a higher staff to child ratio. Staff support students and look at behaviour modification strategies to supports students back into mainstream classes. Staff from departments support the unit when appropriate to ensure continuity of the curriculum.

Nurture Room - supporting behaviour and attitude to learning. The nurture room is available to support vulnerable students or students who find it difficult to cope in mainstream classes. Work here will involve support but also strategies to integrate back into normal lesson where appropriate.

After School Provision (ASP) - for students who have difficulty the School operates ASP where students come into school at the end of the normal school day. Students are taught by teaching staff and the staff experienced in behaviour support. Students on ASP are reviewed regularly to integrate back into the normal day.

Child Missing Education Policy (CME) - the school applies the CME Policy for students who are on any reduced time table for more than a two week period. Students are subject to this policy and provisions.

Pupil Rewards - the school's ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who from time to time may be struggling and can inspire and motivate those who may be disenchanted. Rewarding students and celebrating success is at the heart of our community. Staff are encouraged to focus on rewards not sanctions and Merit Points are given for good behaviour and positive attitude to learning. These are beneficial motivational tools and encourage healthy competition within the school community.

Aims

- Rewards increase the motivation of all students, encouraging their self esteem, aspirations and enjoyment of learning.
- The practice of giving rewards assists the school in maintaining and increasing the quality of teaching and learning.
- The giving of rewards encourages all students to achieve. Thus they will receive credit for achievement throughout the school in all contexts.
- The system of giving rewards supports the role of the Heads of House and form tutors in celebrating success, and helps to facilitate the awareness of achievement by other members of staff and parents.
- Every member of staff will praise students for good or improved work and effort using the following system.
- Rewards are to support and promote good behaviour

Point	Awarded For	Staff will issue at least 1 Merit Point per lesson.
1	Being helpful Picking up litter Full equipment and correct uniform for the week Attending revision sessions Attending after school clubs regularly Excellent behaviour in lessons Good attitude Showing good manners Supporting other students – being kind Excellent homework Taking part in house events after school Over achieving your target Tours for guests Homework or class work displayed Representing the school - sport teams, primary liaison	Merit Points can be recorded via o SIMS o Merit Point Slips o Planners
5	Form Star of the Week SLT or HOY Praise for going above and beyond	
10	Prefect Duty each week – once per term 100% attendance for the half term Assisting at parents evenings/ concerts etc Praise of Mr Inman for going above and beyond	
25	100% attendance for the term Taking part in national activities which required a lot of time Governor's Award	

Merit Points can be redeemed against prizes as shown in the table below at the end of each term.

Points	Reward
25-49	Pencil case with full equipment Canteen voucher for toast Small chocolate bar Tea and cake with Mr Inman
50-99	Canteen voucher for £5 – bacon sandwich every day Sweets/ Chocolate reward – Easter Egg etc McDonald's/ KFC for lunch one day in school Breakfast meal with friends

	Break or lunch 5 minutes early for one week– Golden Ticket £5 X Box Credit
100-249	Cinema Voucher - £10 Trafford Centre Voucher - £10 Itunes voucher - £10 Non uniform for the day – on set days in the year £10 XBox Credit
250-500	Small trip – bowling, museum, ice skating, etc Workshop in school – circus skills, Voucher for money off a trip Ticket to a sporting event – Man Utd, Man City, Salford Red etc
500-1000	Kindle Nexus 7 22” Television Bike or £100 towards a bike Samsung Galaxy Mini Nokia Lunua 630
1000+	Ipad Mini Laptop

Sanctions - sanctions are needed to respond to undesirable behaviour. Applying any sanction will be supported by clarifying 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. **(see Appendix 5)**

Procedure for dealing with incidents in the classroom

Level	Strategies	Example behaviours
C1 - Chance	Classroom teacher based sanctions and actions Behaviour management strategies applied in the classroom by the classroom teacher – e.g moved seating, redirecting to work, classroom support	Low level behaviour eg Talking/not on task
C2 - Choice	Classroom teacher based sanctions and actions Classroom teacher ensure sanctions are applied and completed data entered onto SIMS if persistent	Repeated low level behaviour
C3 - Consequence	<ul style="list-style-type: none"> Removed by HoY/SLT Subject teacher emails details to Seclusion staff. Students will be removed to work elsewhere either in Seclusion or within the department (housed with the department Behaviour Rep/HoD). Parents informed by letter via the office Classroom teacher enters information on SIMS Pupil collected at the end of the day and completes C3 30-minute detention Repeated incidence – departmental action to support teacher and or student HoY to monitor and intervention strategies implemented if necessary 	Repeated disruption within the classroom despite management strategies.
SLT Callout	A pupil can be removed immediately without following the C1 or C2 procedures following a serious breach of conduct.	

Form staff and Heads of Year will keep a careful check on the total of C3s and Behaviour Points gained by students to help monitor low level disruption and to spot students who are beginning to cause concern across the school. A C3 hierarchy of interventions will be applied as below.

<u>Number of C3s</u>	<u>Report to</u>	<u>Sanction to be applied</u>
3	Form Tutor/Department	Phone call home
5	Head of Year	Parental meeting

10	KS Co-ordinator	2 days in Seclusion, parental meeting
15	SLT Link	5 days in Seclusion, parental meeting
20	RAC Behaviour	5 days off site, parental meeting
25	Pastoral Lead	5 days off site, Seclusion Behaviour Panel, parental meeting
30	Deputy Head Teacher	5 days outside heads office, parental meeting
35	Head Teacher	After school provision, Governors Panel

Seclusion Sanctions Guidance

Student's Action:	Days in Seclusion:
Verbal abuse to a member of staff	1 day
Repeatedly refusing to comply/follow report process	1 day
Caught instigating or trying to incite a fight	1 day
Walking off site without permission	1 day
SLT called to remove from a lesson	1 day
2 C3s in one day	1 day
Smoking or in possession of paraphernalia	1 day
Repeated instances of bullying students	2 days
Vandalism on site	1 - 2 days
Physical aggression or threatening behaviour towards staff	3 - 5 days
Fighting and physical violence	1 - 3 days
Organised fight	1 - 5 days

C3 Seclusion Sanctions

Student's Action:	Days in Seclusion:
Refusing to attend C3 detention	1 day
10 C3s received	2 days
15 C3s received	5 days

****Deliberate activation of the fire alarm, being in possession of illegal substances or a weapon (whether constructed or original eg blade made from plastic), will result in an instant 5 day fixed-term exclusion, which remains on your school record.**

Homophobic or racist comments/actions will result in a sanction dependent on the incidents severity and intent. This will range from education, 1 - 5 days in Seclusion or 1 - 5 days fixed term exclusion. Discipline Consequences:

If a student chooses to behave in a manner deemed unacceptable, the consequences are delivered following the school's procedures

Classroom Based Detentions

C3 detentions - see procedures outlined above

Form teacher/classroom teacher responsible for monitoring and arrangements.

Contact parents/phone call/letter/note in planner/Logged on SIMS

If failure to comply – parents contacted – support from HoD.

Departmental Based Detentions

HoD and classroom teacher responsible for monitoring and arrangements.

Contact parents/phone call/letter/note in planner/Logged on SIMS

If failure to comply – parents invited into school meeting with HoD and or teacher – can be supported by HoY. Logged on SIMS and in the departmental section on behaviour in their SEF

Seclusion

See Appendix 2

RAC/Head of Year Based Detentions

HoY and form teacher responsible for monitoring and arrangements for Pastoral Detentions.

Support HOD if failure to comply. Logged in SIMS – Additional data gathered to support.

SLT detentions

HoD responsible for monitoring and arrangements – vetted by SLT

Students logged in Book and Letter sent out at least 1 week before detention.

HoY support in collection

Governors' Behaviour Panel

Student and parents brought before the Governors' Behaviour Panel. Possible Managed Move, Fixed Term or Permanent Exclusion applied.

Punctuality

Students are encouraged to arrive to school and lessons on time. A bell sounds to indicate a session has ended. A second bell signals three minutes later to inform students that students are late and at this point sanctions may be applied. On regular intervals "hotspot" checks are made and students on corridors after the late bell are logged, letters sent home and a sanction applied. Hotspots times vary throughout the week to encourage prompt arrival to lesson.

Searching Pupils and Confiscating Banned Items

If a member of staff suspects a pupil has a banned item in his/her possession, for whatever reason including selling, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

School is not required to have formal written consent from the pupil to search them – it is enough for the member of staff to ask the pupil to turn out his or her pockets or if the member of staff can look in the pupil's bag or locker and for the pupil to agree.

School can apply an appropriate disciplinary penalty where a pupil refusing to co-operate with the search.

What can be searched for ?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school which has been identified in the behaviour policy as an item which may be searched for.

Prohibited

- Isotonic drinks/Fizzy drinks
- Chewing gum
- E cigarettes
- Cigarettes
- Tobacco
- Lighters
- Alcohol
- Drugs
- Fireworks
- Weapons or items that can be construed as a weapon
- Large amounts of confectionery
- Anything which can be considered a health and safety risk to themselves or others

In accordance with the School's' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, a member of staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

By Law school is not required to inform parents before a search takes place or to seek their consent to search their child. School has no legal requirement to make or keep a record of a search. School should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Roles and Responsibilities

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

All staff and governors will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They also have a responsibility for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher 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, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Abbreviations used in this document

HoY – Head of Year

SLT – Senior Leadership Team

CME – Child missing education

RAC – Raising Achievement Coordinator

LSU – Learning Support Unit

HoD – Head of Department

HoF – Head of Faculty

FT – Form Teacher

SIMS – School Information Management System

IYFAP – In Year Fair Access Panel