

BEHAVIOUR POLICY

Policy area: 2 – Teaching and Learning **Date established:** January 2015
Date last revised: April 2016 **Date of next revision:** January 2017

This policy will be reviewed in full by the Head of College on a yearly basis, or more frequently if there are changes in policy. This policy was last reviewed and agreed by the Head of College in April 2016. It is due for review in January 2017.

Signed

David Shandley
Head of College
Date: 13/04/2016

Overview

Policy statement

This policy and the associated procedure sets out the expectation of student behaviour at Newland College. The maintenance of good behaviour is of paramount importance for the growth, welfare and development of students. Students should be given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims are backed up by a system of rewards and, where necessary, appropriate sanctions.

Purpose

Newland College is a caring, friendly community of learners. Staff model positive behaviour; students are encouraged to make responsible choices, enabling them to be safe and happy while at college. The aim of this policy is to promote the tenets of our Vision and Mission in a collaborative environment that seeks to promote responsibility for self and others, respectful behaviour and equality and equity among its staff and student population.

This policy sets out to:

- Promote good behaviour
- Identify inappropriate behaviour
- Enforce consequences in a consistent manner

Applicability

This policy applies to all Newland College staff, students and parents.

Statutory/non-statutory guidance

This policy has regard for all guidance provided by the DfE, The Education (Independent Schools Standards) (England) Regulations 2010 <http://www.legislation.gov.uk/uksi/2010/1997/schedule/1/made> and all our legal duties under the Equality Act 2010 in respect of Safeguarding and the Disabilities Act 2010, and Keeping Children Safe in Education (July 2015).

This policy has links with our:

- Anti-bullying policy
- Alcohol, drugs and smoking policy and sanctions
- Global Classroom policy on drugs and controlled substances
- ICT and e-safety policy
- Social media policy

Access

This policy is available on the Newland College website and is available on request from the college office. We also inform parents and guardians about this policy when their children join Newland College, through our newsletters and our website.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Code of Professional Conduct.

Failure to comply

Instances of failure by staff to comply with this policy and associated procedures will result in intervention by the Senior Leadership Team.

Behaviour policy

1 Principles guiding good behaviour

- 1.1 The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Newland College seeks opportunities to model and reinforce the learner profile attributes throughout the college day.
- 1.2 Through collaborative and student-centred approaches, Newland College promotes respect for others and their environments. Importantly, staff and students will have a clear sense of what is expected, what will be valued and what will not be tolerated.
- 1.3 We promote respect for others. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. This would include disruption in class or bullying.
- 1.4 We are concerned to engender a culture in which the property of others is respected by all. Students should do all they can to minimise the possibility of theft and vandalism.
- 1.5 As a college we want all our students to have respect for themselves. In consequence we strongly disapprove of smoking, alcohol and substance abuse.
- 1.6 Positive reinforcement is used by all to encourage good behaviour. Newland College operates its own reward system, with the focus being on intrinsic reward. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the college, so that positive behaviour is recognised and positively rewarded. Striking the right balance between rewarding students for consistently good behaviour and those achieving substantial improvement in their behaviour is important.

2 Roles and responsibilities

2.1 The role of parents

Newland College is conscious of the importance of having strong links with parents; good communication between home and college is paramount. The college works collaboratively with parents so children receive consistent messages about behaviour. If the college has to use reasonable sanctions with a student, parents are asked to support the actions of the college. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, followed by the Deputy Head (Pastoral).

2.2 The role of the class teacher and other staff

Good classroom management is a key to good behaviour; the provision of a high quality curriculum through interesting and challenging activities influences behaviour. Teachers at Newland College are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all students, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere.

Teachers respond to parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Staff expect that issues will be dealt with in an atmosphere of trust and mutual respect. It is the responsibility of the class teacher to ensure that the students in their care develop self-discipline and behave responsibly.

2.3 The role of the Designated Safeguarding Lead (DSL)

Keeping Children Safe in Education says, 'Governing bodies and proprietors should also ensure that there are procedures in place to handle allegations against other children'.

The Designated Safeguarding Lead will always be involved in allegations against students where the allegation:

- is made against an older student and refers to their behaviour towards a younger or more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the college
- indicates that other students may have been affected by this student
- indicates that young people outside the college may be affected by this student.

Examples of allegations or behavior with safeguarding implications against a student could include:

Physical Abuse

- violence, particularly pre-planned or honour-based
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

The Designated Safeguarding Lead, together with the Head of College, will involve parents and appropriate safeguarding bodies to ensure that allegations are handled in the appropriate manner at every stage of the investigation and resolution.

2.4 The role of the Head of College

It is the responsibility of the Head of College, under the School Standards and Framework Act 1998, to implement the college behaviour policy consistently. It is also the responsibility of the Head of College to ensure the health, safety and welfare of all children in the college. By implementing the policy and setting standards of behaviour, the Head of College and the Deputy Head (Pastoral), supports staff in their implementation of the policy.

Behaviour procedure

1 Essential agreements

- 1.1 Students are encouraged to develop positive attitudes towards people, their environment and learning.
- 1.2 It is important to use opportunities to explicitly model and teach them: **appreciation, tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, and commitment.**
- 1.3 Students work collaboratively with their teachers and peers to create essential agreements for their class. These encourage them to take responsibility and ownership for their behaviour. Examples might be:
 - make good choices by thinking and acting responsibly
 - listen courteously and speak at appropriate times
 - be caring and show respect to everyone.
- 1.4 Essential agreements:
 - **are few in number**
 - **refer to how things are done**
 - **are phrased using positive language**
 - **are easily observable**
 - **are agreed by everyone.**
- 1.5 Essential agreements are displayed in classrooms and are reviewed regularly. They are transparent and can be shared with parents at the beginning of the college year.

2 Newland College Student Planner

- 2.1 All students use a Newland College Student Planner to help with day-to-day and termly planning. Each student is assigned a Form Tutor who has initial responsibility for their academic and pastoral wellbeing.
- 2.2 The Student Planner is an important document that provides a conduit for staff and student communication of important dates, prep., and behaviour. It contains comments from staff that reflect positive behaviour and unacceptable behaviour.

3 Rewards and sanctions system: Greens and Reds

- 3.1 Newland College believes that, for IBMYP, the most effective way of managing our community is to reward positive behaviour. All staff are familiar with the college's approach to behaviour, and students receive praise frequently for good behaviour.
- 3.2 Staff are encouraged to make brief comments (called a Green) in the Student Planner using green pen and signed on the particular day. Three comments in any one week will result in a certificate of commendation from the Head of College. This will be presented to the student in front of peers at the assembly that follows the week in which they were earned. A Positive Behaviour Postcard will be sent home to inform parents/guardians. A Postcard can also be awarded by any member of staff if students display particularly good attitude or behaviour worthy of note.
- 3.3 Consistent, good behaviour and attitude will result in a member of staff calling or emailing a parent to inform them of their child's positive impact on the college. Greens, postcards and calls/emails seek to promote an intrinsic motivation which reinforces what the college considers to be good behaviour.
- 3.4 We aim to create a healthy balance between rewards and sanctions. Students should expect fair and consistently applied sanctions for inappropriate behaviour.
- 3.5 We place a strong emphasis on reflection and empathy. Time is given for a student to think about what prompted any unacceptable behaviour, why it is unacceptable, as well as the effects it may have had on others. Students are encouraged to consider other courses of action they could have taken, in an attempt to give them better choices if they find themselves in a similar situation again. It is an expectation that students apologise for inappropriate behaviour.

- 3.6 It is important that the unacceptable behaviour is the focus and not the child. Students will always be treated with respect, given the underlying message that behaviour can change and that every child can achieve this change. An effective way to increase positive behaviour is by giving positive reinforcement for the desired behaviour, and to start each day afresh.
- 3.7 The college's reward/sanction system is cumulative. Minor infringements of college rules are dealt with in a positive manner helping students understand the type of behaviour s/he should exhibit. Whilst most behaviour issues will be dealt with informally by the class teacher, a more structured system is outlined below.
- 3.8 Staff are encouraged to make brief comment (called a Red) in the Student Planner using red pen and signed on the specific day if a student contravenes any of the Essential Agreements. Three comments in any one week will result in a weekday detention after lessons finish. The Form Tutor will send a letter/email home to inform parents/guardians that their child has a detention and the reason(s) why.
- Three comments by different teachers in any one week will result in a weekday detention after lessons finish.
 - Three comments by the same teacher over two weeks will result in a weekday detention after lessons finish.
- 3.9 Detentions are designed to disrupt students' free time. They will not be used solely to 'waste' students' time and will always incorporate constructive academic work.
- 3.10 If any student receives three detentions during a term then an interview will take place between the Head of College, the Deputy Head (Pastoral) and the student. A letter/email written by the Head of College will be sent home to inform parents/guardians that their child has had an interview and the reason(s) why.
- 3.11 Repeat transgressions of a serious manner will result in one or a number of the following: student put 'on report' for a fixed period; full day exclusion in college; full day exclusion from college. The Head of College reserves the right to take any of these steps in any order, in consultation with parents, staff and student.
- 3.12 Staff may impose additional consequences in certain circumstances. (For example, a student who defaces college property may be asked to clean, repair or replace damaged items, as well as completing the other requirements of the relevant step.)
- 3.13 Exclusions will be seen as a positive measure designed to lead to an improvement in a student's behaviour in partnership with effective parental support. However, permanent exclusion will be used as a last resort, when all other reasonable steps have been taken, and when allowing the student

to remain in the college would be seriously detrimental to the education or welfare of the person concerned or of other students.

Appendix 1

Examples of inappropriate behaviour and sanctions

Behaviour	Consequences
Being late for college and/or class without reasonable excuse	Red in Student Planner and report to Deputy Head (Pastoral) the following morning. Repeated lateness – parents contacted by Deputy Head (Pastoral) and further consequences established.
Leaving college during school day without permission	Detention. Meeting with Deputy Head (Pastoral).
Fighting	In college suspension. Meeting with Acting Head of College and Deputy Head (Pastoral).
Prep not done	Managed by class teacher. Red comment in Student Planner and, if a reoccurring issue, detention with extra work set by teacher.
Possession, selling or consumption of tobacco, alcohol or drugs on college premises or during off-site activities, or arriving under the influence of these substances	Police called. Risk of expulsion.
Students not meeting set deadlines for academic work	Detention as appropriate to aid student's completion of the outstanding work. Managed by teacher and Form Tutor. Will involve Deputy Head (Pastoral), notification to the Head of College and parents/guardians.
Swearing in and out of class	Detention to reflect on behaviour and write a letter of apology to person involved.

Chewing gum	Students will clean chewing gum and rubbish from around the college during a detention. They will be provided with gloves to ensure there is no health risk.
Using mobile phones or other electronic equipment without permission in class	Unauthorised use will result in the equipment being confiscated by staff. It will be left with the Deputy Head (Pastoral) and may be collected by the student at the end of the day. Persistent offenders will have their parents contacted.
Being unprepared for class (no books or equipment) on a regular basis	Failure to do so will be noted in the Student Planner with a red 'U' and signed by the relevant member of staff. Parents will be contacted if students repeatedly fail to bring equipment.
Wearing inappropriate dress	1st instance - warning. 2nd instance - parents informed. Where dress is exceptionally inappropriate (shorts too short, cleavage too low, boys' trousers too low, shoes unsafe for campus) parents will be contacted to bring appropriate clothing or approve purchase of an appropriate alternative.
Showing lack of respect for college and personal property	Parents will be informed and students will need to pay for any damage incurred. The Deputy Head (Pastoral) in consultation with Form Tutor will consider appropriate action.

Appendix 2

The IB Learner Profile

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.