

Behaviour for Learning Model (September 2017)

It is an expectation that colleagues support each other through the consistent application of this model. Colleagues must try to plan for behaviour, model and reiterate the expectations of **Perfect Learners** and **Model Citizens** and recognise and praise best conduct as often and as publicly as possible.

(Steps 1 – 4 of this model relate to routine/daily interactions between adults and students)

1. WARNING

*“This is a **WARNING**. I am going to give you the opportunity to turn around and face the front...pick up that litter you’ve dropped...pick your pen up and start working etc. etc.”.*

2. LAST CHANCE

*“This is your **LAST CHANCE** to get on with your work...to stop using that language etc...but if you choose to ignore this there will be a **consequence**”.*

3. CONSEQUENCE

*“You have chosen to ignore the **WARNING** and the **LAST CHANCE**, so as a **CONSEQUENCE** I am now expecting you to see me at ___ where we can discuss this situation in more detail.”*

4a) FAILURE TO COMPLETE THE CONSEQUENCE

Teacher Expectation: SIMS/Classcharts entry. Refer to HOD or HOY (corridor) by 4pm.
HOD Expectation: Escalate to 1 hour WSD. Inform parents. Liaise with HOY (if appropriate)

OR

4b) THE STUDENT CONTINUES TO MODEL INAPPROPRIATE BEHAVIOUR RESULTING IN THEIR REMOVAL FROM THE LESSON

*“You have chosen to ignore your **WARNING**, **LAST CHANCE** and **CONSEQUENCE**, so I am going to ask you to work somewhere else until I have the chance to speak to you about this matter in more detail”.*

Teacher Expectation: Contact HOTSPOT to remove. SIMS/Classcharts entry. Refer to HOD by 4pm.
Colleagues must also find the time to have a restorative conversation with the student before the next lesson.

HOD Expectation: Escalate to 1 hour WSD. Inform parents. Liaise with HOY (if appropriate).

(Steps 5 & 6 of this model (see page 2) relate to the refusal to comply with whole school sanctions, HOD, HOY and SMT instructions or serious incidents of poor, challenging or risk taking behaviour)

Behaviour for Learning Model (September 2017) - Continued

5a) FAILURE TO COMPLETE THE 1 HOUR WHOLE SCHOOL DETENTION

1st refusal/disruption = parents informed & detention completed

2nd refusal/disruption = parental meeting & detention completed

3rd refusal/disruption = internal isolation & ASE

4th refusal/disruption = external exclusion/time at another school/extended time in isolation

OR

5b) REFUSAL TO COMPLY WITH ON CALL

HOY or on-call staff to internally isolate the student, who will remain in school until 4.10pm.

Record in SIMS. Inform parents

5c) REPEATED DISRUPTION TO LEARNING (2 LESSONS MAXIMUM) OVER THE COURSE OF A DAY

HOY or on-call staff to internally isolate the student, who will remain in school until 4.10pm.

Record in SIMS. Inform parents

6) SERIOUS INCIDENTS OF POOR, CHALLENGING AGGRESSIVE OR RISK-TAKING BEHAVIOUR

SMT/HOY expectation: Inform parents. Communicate with those colleagues affected, involving them in the application of an appropriate sanction. Ensure the appropriate level of follow up support is in place.

Note: There is no one size fits all approach to the handling or sanctioning of serious incidents of poor or inappropriate behaviour. Whilst the school will always try to support colleagues, if you relinquish responsibility for the handling of an incident, you lose the ability to determine or control the length or severity of the sanction.

If you determine an incident to be "serious", it is not sufficient to enter a summary into SIMS and await a response. Please raise your concerns with the appropriate member of staff. You are within your rights and would always be encouraged to raise your concerns or enquire about the outcomes and/or sanctioning of a serious incident. This may also include your participation and investment in the restorative process.

Pastoral/inclusion support at Steps 1 – 3 (CT/FT)

FT support (to remind, escort etc.)
CT to liaise with and refer concerns to HOD.
FT to consider use of L1 report card for 4 weeks (must inform parents).
FT to refer ongoing concerns to HOY.
SEN concerns via new referral process.

Pastoral/inclusion support at Steps 3-5 (HOD/HOY)

HOY review of form teacher interventions.
HOY to support the FT, CT and/or HOD in the completion of the agreed sanction.
Is L1 report card in place? Consider L2 support card.
Consider starting an IBP, PSP or CAF (where behaviour is rapidly worsening)
Consider inviting parents into school.
Consider the implementation of a HOY sanction for continued/persistent challenge (e.g. isolation, ASE, reciprocal agreement etc.)

Pastoral/inclusion support at Steps 5-6 (HOY/SMT)

Review the interventions of the CT, FT, HOD & HOY
Support the HOY in the completion of the sanctions at steps 4 and 5 e.g. collect the student, contact and invite parents into school etc.
If the student fails to respond, consider L3 report card, ASE, FTE, Managed Transfer etc.)
Record interventions in SIMS.
Ensure all reporting systems and required paperwork is in place.