

June 2016

# FROME COLLEGE

## POSITIVE BEHAVIOUR FOR LEARNING POLICY

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with input from HOH and HOF

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## **Rationale**

- To provide a safe, caring, inclusive and challenging learning environment
- To support all students and staff in embracing college values

## **Purpose**

- To promote positive learning behaviour and self - discipline
- To promote positive relationships based on mutual respect
- To treat students fairly and consistently
- To ensure that all students know, understand and follow the school rules and class expectations
- To encourage a shared approach with parents and the community in the development of our students.

## **Guidelines**

1. Great Teaching and Learning underpins all positive behaviour in college and staff should make this their highest priority when establishing a positive behaviour culture
2. All staff are responsible for ensuring the policy and procedures are followed consistently and fairly
3. Parents need to be communicated with regularly so that they can, encourage and support their child/children to take responsibility for their behavioural choices both inside and outside college
4. Most students are expected to take responsibility for their own behavioural choices and will be fully aware of the policy, procedures and expectations. Consideration will always be given to those with additional needs.
5. A school ethos of encouragement is central to the promotion of positive behavioural choices and a praise and reward culture is critical
6. Consequences are needed to respond to negative choices
  - i) Before any consequence the language of choice is used by staff to try and deescalate the situation
  - ii) It is the inevitability of the consequence that is important more than the type of consequence
  - iii) Where appropriate, solution focused strategies will be implemented to support the student make the right choices in the future and understand why their action resulted in a consequence
6. Restorative Justice and approaches are used to repair relationships between students and students, staff and students.
7. Students and staff will be encouraged and helped to make restorative steps to show they understand the harm they may have caused, and the rules and expectations; or make suitable reparation.

## Praise Culture and Rewards

Our first instinct at Frome College is to recognise and reward our students for good learning behaviours, good attitude to school and positive values. At Frome College a wide range of positive consequences follow good behaviour and choices. Staff must always look for opportunities to praise and encourage students.

**Achievement points can be awarded to an individual student for a variety of positive behaviours and logged onto SIMs. These are collated at the end of each full term and house and individual achievement is recognised.**

A1 = 1 achievement point	Subject Teacher or Tutor
A2 = 5 achievement points	HOF/SL /HOH
A3 = 10 achievement points	SLT/ Principal

## Faculty Rewards

There is an extensive system of rewards within the college which recognises achievement through a range of subjects. The annual academic prize giving is a celebration of academic, learning and employability behaviours and overcoming adversity

Faculty awards are constantly adapting to reflect our ever changing school community.

## Rewarding Learning and Employability Behaviours

We know that certain learning behaviours and skills are really important and lead to great learning, progress and employability potential. Acknowledging and celebrating these learning behaviours support the highly successful Growth Mind-set work of Carol Dweck.

We therefore will give achievement points, and praise for students who demonstrate and show improvement in the following areas

- Leadership /Role Model
- Initiative/ Resourceful/Independence/
- Reflective
- Resilience
- Organisation /Creative
- Communication /Collaborative /Active Participant

## House Cups

Challenge Cup – contribution to academic areas of College life

Community Cup – wider participation of College life

Sports Cup – for contribution as well as excellence in Sport.

**House Cup** - all of the above feed into this cup

## Choices, Consequences and Actions

To help students to make the right choices and to create a strong college community in which students can learn and grow, there are clear boundaries, which describe which choices are not acceptable. There are also clear consequences if the choice to cross those boundaries is made.

We aim for all our students to make the right choices to become better people and British citizens. We live in a varied community and need to treat other people with dignity and respect. In college we want students to make the right choices so that we have a safe, happy community where students flourish in their learning and develop those vital attitude and employability skills.

### Actions and stages

All incidents of inappropriate behaviour must be logged, in detail, on SIMs. Students need to be informed of positive and negative points received, so they can reflect and take necessary action. Tutors/ HOH may wish to send home behaviour logs to parents. Keeping parents closely informed is crucial if poor behaviour is to be modified.

**Break time Detentions** – are run by faculties / house teams and are issued for C1

**Lunch and After School Detentions** - are run by faculties / house teams and are issued for C2 and truancy.

**Leadership Team School Detentions** - are held on Mondays from 3:00 – 4:00 and are issued for persistent poor behaviour or for more serious incidents. Letters will be sent home to inform parents of these detentions.

In College we have five stages, of which three stages applies within a classroom setting; 4 and 5 are for more complex cases. The stage indicates who is actioning, the intervention needed or the seriousness of the incident. More detail of this is available in Appendix A.

Stage 1	Teacher and tutor action level
Stage 2	Subject leader/HOF and HOH action level
Stage 3, 4 and 5	Senior Leader/Principal action level

**Internal Exclusion Room**– Students work in IER following a prolonged period of poor behaviour or one off extreme behaviour which could result in a fixed term exclusion. A member of staff runs this room and no more than 5 students are placed in here at any one time.

### The Pastoral Support Plan (PSP)

A Pastoral Support Plan is a document designed to support any student whose behaviour puts them at risk of exclusion from Frome College. Parents and students are invited to discuss the behaviour

which is causing concern, what the students can reasonably do to put it right and what additional support the school will put into place to help the student improve their behaviour

### **External Exclusion Fixed term exclusion (FTE)**

This type of exclusion is free standing. It can be used by the Principal as a method of punishment, or to obtain time to more fully investigate an incident. It is also usually used in conjunction with the stages outlined in appendix A, however; a student can be excluded at any time if it is deemed to be a suitable response to poor behaviour, attitude or rudeness. A student can be excluded for up to 45 days in a school year.

For the first 5 days of any FTE Frome College must inform parents of their responsibility to ensure that their child is not present in a public place in school hours. Parents could face a fixed penalty notice if their child is found in a public place during school hours without reasonable justification. On the 6th day of exclusion Frome College is responsible, with other LA partners, for educational provision for the child, be it in school, in another school or through Frome Learning Partnership. A decision may be taken to extend if needed and educational provision will be provided. A 5 day FTE will automatically mean a student is placed on to a minimum of stage 3 of support strategies and a PSP considered.

### **Permanent Exclusion (PEX)**

If a student is involved in a one-off very serious incident, or if they have a cumulative record of less serious incidents that are proven to be consistently disrupting the well-being and learning of other students, the Principal at Frome College may decide to exclude the student permanently from school.

The Frome Learning Partnership will be consulted and alternatives explored.

When the decision is taken to permanently exclude a student from school, a hearing will be convened involving Governors, the Principal appropriate school staff, parents, the student and a representative from the LEA. The student will be excluded from school until the hearing takes place. At the hearing the governors will listen to the reasons for the exclusion being made permanent and what strategies have been employed to support the student and to help them to modify their behaviour. The governors will then either ratify the Principal's decision or reinstate the student. Following the hearing, the parents have the right to appeal against the decision within an agreed timeframe. An independent panel is then convened to hear the presented evidence; the panel has the ability to overturn the decision if it is deemed appropriate.

Once the decision to PEX has been ratified the child may no longer return to Frome College and an alternative school / education plan is sort.

At all times children with SEN or with disabilities must be given special considerations.

Students with SEN should only be excluded in exceptional circumstances and only after the school has done its statutory duty to ensure that the necessary provision to support the child is in place. Students who have disabilities, including those with challenging behaviour related to their disability require consideration under the Disability Discrimination Act 1995 which defines excluding the child as discriminatory. This applies to both FTE and PEX. The exclusion of a disabled pupil can only be justified if there is material and substantial reason for it and the Principal can show that there were no other reasonable steps that could have been taken to avoid the exclusion.

Race relations legislation requires schools to take steps to ensure they do not discriminate against pupils on racial grounds when making a decision whether to exclude a pupil. Frome College will monitor and analyse exclusions by ethnicity to ensure that no group of pupils is treated more harshly than any other.

Looked After Children LAC can be at particular risk of exclusion. Frome College will be especially sensitive to exclusion issues where LAC are concerned. In cases where a looked after child is excluded anyone who is legally defined as a parent will have the right to make representation and to appeal against the decision.

**Policy Review:**

The working of this policy will be reviewed by the Governors - Students, Families and Community Committee

As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and LEA advice.

**Review Data:**

At the annual review the following data will be examined

- Number of rewards and sanctions recorded during the year
- Number of students excluded both external and internal.
- Student voice

**Date Policy Approved – 6<sup>th</sup> July 2016**

**The name of the designated person is: Victoria West**

**The Policy is to be reviewed within a year as new guidance expected on SEMH**

# Appendix A

## Strategies for Support: STAGES

We operate a staged approach to positively support student behaviour. This will ensure the following:-

- Students and parents will understand clearly where a student is on the stages, how their behaviour will be monitored and supported and the implications of moving to the next stage
- Structured support will be put in place
- Clear channels of communication will operate between the School and the parents
- Regular review of progress will be undertaken
- A series of opportunities will be offered to students to change their behaviour
- Ultimately the learning of all students will be protected

### STAGE ONE- Tutors / Classroom Teachers

- Students are on this stage when their behaviour begins to cause a concern either in a classroom or around the site signalled by, for example, a number of Behaviour Concerns logs within one area or a one off significant event. Concerns must be recorded on SIMs
- Their progress could be monitored by report with tutors or classroom teacher taking a lead with support. If necessary a support plan will be drawn up, with targets set.
- Time limited review- the outcome of which will be either removal of Stage 1, an extension of this stage or moved to Stage 2.
- Parents/carers must be contacted
- Check there are no SEN/ SEMH needs that need to be addressed etc

### STAGE TWO- Faculty Team / House Team

- A student will be placed on this stage if they have failed to respond to being on Stage 1 or if their current behaviour is of significant concern across the school.
- Their progress will be monitored by the Faculty Team if in one area and/ or House team if from across the board or for incidents(s) outside of the classroom. A stage 2 support plan will be set up and targets set.
- Meeting held with parents to discuss concerns and set targets.
- Student if successful will be removed from stage 2 or move to stage 3.

### STAGE THREE- House Team/ Welfare

- A student will be placed on this stage if they have failed to respond to the opportunities and support offered at Stage 2 or if they have seriously breached College Rules.

#### STAGE FOUR- Welfare/House Team and LT link

- A student will be placed on this stage if they have failed to respond to the opportunities and support offered at Stage 3 or a one off incident resulted in a longer term exclusion.
- Student and parents will attend a meeting with the Linked LT member and lead individual where the seriousness of their situation will be outlined.
- Student will be placed on a LT Support Card to monitor progress
- Student will be discussed at Steering Group Meeting
- A multi-agency meeting may be arranged, if not already in place.
- A PSP (Pupil Support Plan) will be put in place
- Student may be referred to FLP panel
- Student if successful will be removed from stage 4. If a student is failing to respond positively then they and their parents will be warned that they will move to Stage 5.

#### STAGE FIVE- Governor's Panel/Head teacher

- A student will be placed on this stage if they have failed to respond to Stage 4 intervention or a one off incident resulted in a longer term exclusion.
- Student and Parents will attend a meeting with Vice Principal and/or Principal.
- Referral to Governor's Disciplinary Panel
- Future at Frome College will be considered.



