

TECH CITY COLLEGE

Behaviour & Attendance Policy

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Behaviour and Attendance Policy

Definition

Positive behaviour: behaviour that allows you and others to learn, develop and progress successfully.

Negative behaviour: behaviour that obstructs learning, development and progression of you and others.

Introduction

Behaviour in lessons and around the site at Tech City College is generally good. This policy is to be used as guidance when standards of behaviour fall short of our high expectations, but it is also to be used to celebrate the overwhelmingly positive standards of behaviour here at TCC.

For the purposes of this policy, behaviour is defined in terms of how students conduct themselves in class and around the site. It also covers learning behaviour (e.g. organisation, completion of independent work) and attendance/punctuality, as outlined in the Behaviour Chart.

The purpose of this policy is:

- to enable all students to achieve more in lessons and enjoy their learning experience
- to support teachers to create and maintain a positive learning environment within their lessons
- to ensure consistency in the way teachers work with students
- to support teachers by providing a clear framework for working with students

The key success indicators for this policy are as follows:

- a reduction in the number of incidents related to poor behaviour in lessons/on site.
- a reduction in the number of exclusions.
- an improvement in levels of attendance and punctuality.
- an improvement in learning behaviour exhibited by students.
- an improvement in overall academic progress made by students attending Tech City College.

Underlying Principles

Listed below are the key factors that encourage cooperative and positive behaviour.

- Building **positive, professional and caring relationships**
- Having a **consistent approach** to poor and good behaviour across the college
- Having a **consistent approach** to poor and good attendance and punctuality across the college
- Having **high expectations** regarding behaviour, attendance and punctuality.
- Developing a positive approach to discipline; **praising** and **rewarding** achievement
- Use clear and measured **sanctions/consequences** to deter students from poor behaviour attendance and punctuality.
- Ensuring that students are aware of the sanctions/consequences of poor behaviour, attendance and punctuality.
- **Sharing information** between teachers, tutor, support staff and parents

The Seven Levels of behaviour and staff responsibilities

Please refer to the accompanying table which depicts different levels of behaviour and some examples of these. This table also outlines the sanctions. A brief summary of each level and expected action is below:

- **Purple**: this is to celebrate the students at TCC who have exemplary standards of behaviour, attendance and punctuality. Each term, **SLT** will collate information about this and rewards will be distributed accordingly (on top of the monthly awards for Achievement Points). Instances of purple level behaviour will result in the award of 25 Achievement Points.
- **Blue**: this is to acknowledge students who support the college with their behaviour, attendance and punctuality, and each instance will result in a student being awarded 5 Achievement Points. **SLT** will work with the **Data Manager** to collate information on a timely basis and ensure that rewards are

distributed at in assembly at the end of each month based on the total number of achievement points accumulated by the students.

- **Green:** this is to acknowledge the day-to-day positive behaviour, attendance and punctuality that students exhibit and each instance will result in a student being awarded 1 Achievement Point. The **class teacher** or **support staff** are required to record instances of positive behaviour in the Behaviour Tracker and **SLT** will work with the **Data Manager** to collate information on a timely basis and ensure that rewards are distributed at in assembly at the end of each month based on the total number of achievement points accumulated by the students.
- **Grey:** this is to challenge the day-to-day negative behaviour, attendance and punctuality that disrupts learning. Examples of this are given on the table, but ultimately the **class teacher** must use their professional judgement about what they believe to be disruptive behaviour. In the first instance, the **class teacher** should give a verbal warning. If the disruption continues, the student needs to be taken outside the room by the **class teacher** and the issue discussed. A third instance means the student is asked to leave the lesson and the **class teacher** logs the incident in the Behaviour Tracker and makes a referral to **SLT** if they deem it necessary. Grey level behaviour will result in the awarding of 1 Behaviour Point. The **tutor** discusses this with the student in the first instance. Similarly, if the disruption is on site, a verbal warning is first issued, followed by a reprimand away from the incident, followed by the student being asked to leave the area and a referral completed.
- **Yellow:** this is to sanction students who fail to show respect for staff and other students, are consistently displaying poor behaviour for learning, or are consistently late or absent. It is characterised by persistent yellow-level behaviour (3 referrals) or some of the behaviour as detailed on the table. In the first instance, the **class teacher or SLT member** should try to deal with this behaviour (if appropriate) by asking the student to leave the room/area and discuss with them outside. If a satisfactory resolution is achieved, the student can stay on site but a referral should still be completed. If, however, the disrespectful behaviour continues, the **class teacher** should send the student away, log the incident in the behaviour tracker and make a referral to **SLT** as soon as possible. Yellow level behaviour will result in the awarding of 5 Behaviour Points. The **SLT member** will catch up with the student and send them home for the rest of the day, plus one more day, and will inform parents. The student will be invited into a meeting the following morning, with a parent, with the **SLT member** to discuss the way forward. A formal warning will be issued at this meeting (either yellow or orange contract).
- **Orange:** this is to remove students temporarily who cannot, or will not, control their behaviour, or who are disrupting their learning and/or the learning of others by their persistent lateness or poor attendance. It is characterised by persistent orange-level behaviour (3 referrals) or some of the behaviour as detailed on the table. Class teachers should not deal with this level of behaviour, other than to minimise its impact as much as possible. Instead, the teacher should find the nearest available **SLT member** who will remove the student, direct them off site at the nearest opportunity, and log the incident in the Behaviour Tracker. Yellow level behaviour will result in the awarding of 15 Behaviour Points. The student will be excluded for a minimum of five days, pending a meeting with the **Principal**, and parent. At this level the parent should always be involved apart from in exceptional circumstances. A final warning (red contract) will be issued at this meeting.
- **Red:** this is to permanently remove students who threaten the safety of staff and students at TCC. On the rare instances this type of incident occurs, any available staff should act safely to try and minimise the impact this has on others. Once it is safe to do so, an urgent referral should be made to any senior member of staff so the student will be removed from site before logging the incident in the behaviour tracker. The **Principal** will be then informed and will take the lead from this point on; they will arrange any meetings with staff, students and parents and make the appropriate decision regarding the student's future at TCC.

Staff Strategies to encourage positive behaviour and discourage negative behaviour

Tech City College works on a central principle of mutual respect. Staff have a responsibility to maintain this and should therefore follow the guidance below. This should avoid any unnecessary escalation of behaviour incidents.

DO:

- Listen to students
- Ensure that lessons are stimulating and interesting (enjoyable) and all students in the group are engaged.
- Share with all students the rules and expectations of your classroom from the start

- Display the rules in the classroom for your lessons
- Make any necessary changes to classroom rules clear to your students
- Identify the needs and background of every student in the class – use the class profile and other entry data to help identify the needs of each student.
- Communicate with each student’s tutor to discover more background information.
- Hold regular positive one to one conversations with students to praise (when relevant), to gain feedback and to share any concerns.
- Challenge any instances of poor behaviour consistently, and away from others where possible
- Identify students deserving of praise, using the praise slip system regularly.
- Take part in positive conversations with students outside formal lessons so that trust is built up and the students feel valued.
- Refer behaviour issues as per the guidelines above in a timely and consistent manner

DO NOT:

- Embarrass, ridicule or mimic students or make personal comments about them
- Compare students with other students
- Use sarcasm, especially with students you do not know well
- Shout unless necessary or use confrontational body language
- Ignore good behaviour and only focus on poor behaviour
- Contradict your own rules (e.g. bringing coffee into lessons)
- Touch students unless absolutely necessary (e.g. restraint)

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Behaviour Policy: Appendix 1

Clarification of Orange and Red-level behaviours

Orange: behaviour that shows a lack of control

Red: behaviour that threatens the safety of students and staff

Distinction of behaviours

It should be noted that within the list of orange-level behaviours, these behaviours are not specifically *dangerous*, in that they do not present any significant risk to students or staff.

When a particular action threatens the safety of others, then it becomes red-level behaviour.

Examples of behaviours: Physical Contact

Orange

- Pushing and shoving
- Intentional barging into others
- Spitting
- Slapping
- Grabbing hold of clothing
- Grabbing hold of arms/wrists etc

Red

- Hitting with closed-fist
- Any use of feet/legs
- Head-butting
- Strangling
- Pulling hair out
- Using objects to hit someone
- Using weapons of any kind
- Throwing objects at someone
- Involving any non-students

Any physical contact that is seen to be gratuitous, pre-meditated or co-ordinated will be automatically considered red-level behaviour.

Any physical contact with staff will also be considered red-level behaviour.

Examples of behaviours: Vandalism

Orange

- Blocking toilets/sinks intentionally
- Graffiti
- Spraying fire extinguishers
- Breaking doors/furniture
- Devices of sabotage (stink bombs etc.)

Red

- Arson
- Structural damage (including windows)
- Intentional use of toxic chemicals

Any orange-level vandalism that is large-scale and represents significant destruction of property will be considered red-level behaviour.

Examples of behaviours: Drugs/Alcohol

Orange

- Being under the influence of alcohol or cannabis
- Using substances offsite and then accessing school property

Red

- Being under influence of class A substances
- Dealing
- Taking drugs/alcohol on site

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Behaviour Policy: Appendix 2

College Site rules

General

- Keep the site calm and orderly at all times
- Follow instructions from staff
- Move/disperse when asked
- Wear ID cards at all times and show them when asked
- Do not ride bikes or skateboards
- Strictly no smoking including e-cigarettes
- Pick up all litter
- No gambling activities

LRC

- The LRC is reserved for quiet, orderly working,
- Sit at a table and work. Do not hang around, eat, make excessive noise.
- Do not watch videos or listen to music without headphones
- Computer games are not to be played outside of break and lunchtimes.

Foyer (reception and on each floor)

- Outside of break/lunch, the foyer is reserved for quiet, orderly working.
- Sit at a table and work. Do not hang around, eat, make excessive noise.
- At break/lunch, the foyers on floors 1, 2 and 3 can be used for sensible socialising/eating. Please clear the foyer in good time so students can get to and from lessons.
- For 10 minutes after break and lunch, the foyers are to be kept completely clear.

Canteen

- The canteen can be used to eat at any time.
- The canteen can be used for sensible socialising. Keep noise to a minimum and follow any instructions from staff.

Corridors/Stairwells

- Do not hang around stairwells at any time.
- Use corridors sensibly. Do not make excessive noise or block passage.
- No eating or drinking in corridors

Phones

- Silent applications can be used anywhere around site (except in classrooms)
- Phone conversations need to be kept out of quiet zones (LRC, Corridors, classrooms etc) and should not disturb others
- Do not play music/videos out loud outside of break/lunch times