



# ICC Behaviour for Learning Policy

*Happy, Safe, Successful*

*I shall pass this way but once; any good that I can do or any kindness I can show to any human being; let me do it now. Let me not defer nor neglect it, for I shall not pass this way again.*

ETIENNE DE GRELLET

January 2018

# Irlam & Cadishead College

## Behaviour Blueprint



*I shall pass this way but once; any good that I can do or any kindness I can show to any human being; let me do it now. Let me not defer nor neglect it, for I shall not pass this way again.*

ETIENNE DE GRELLET

*When the adults change, everything changes.*

PAUL DIX



Visible Adult Consistencies	Rules	Over & Above Behaviours
1. Meet and greet: friendly welcome, planner/book/reading	1. Ready	1. Verbal praise
2. Hands up for silence	2. Respectful	2. Written note home
3. End and send: orderly dismissal, supervise on corridors	3. Safe	3. Positive phone call

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### Our Value Message

## Happy, Safe, Successful

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Stepped Sanctions	Microscript <small>30 second intervention</small>	6 Restorative Questions
1. 1 <sup>st</sup> chance	Examples – link to Ready, Respectful, Safe	1. What happened?
2. 2 <sup>nd</sup> chance	(examples not exhaustive):	2. What were you thinking?
3. Final chance – imposition/Restorative Practice (3 on SIMS)	- "Make the right choice"	3. How did this make people feel?
4. Time out – conversation outside of classroom (3 on SIMS)	- "Pens down, eyes this way"	4. Who else has been affected?
5. On call (4 on SIMS)	- "I've noticed that..."	5. What should we do to put this right?
	- "I expect..."	6. How can we do things differently in the future?
	- "I know you will..."	
	- "Thank you for..."	
	- "Take a deep breath"	

## Recording and Monitoring Behaviour

Students are marked as 1-5 on the register at Form Time and each lesson. Students are informed of their grade at the end of a lesson. Actions taken regarding students receiving a 3,4 or 5 are recorded on SIMS.



### ***Behaviour for Learning***

You will be graded 1-5 for every lesson:

- ▶ 1
  - Outstanding effort classwork/homework
  - Exemplary work demonstrated
  - Supporting other students with work
- ▶ 2
  - Ready, Respectful, Safe
  - Classwork/homework completed to the best of student's ability

**EVERYBODY STARTS ON A 2**



The Data Manager produces a summary of behaviour prior to the morning Pastoral Briefing. Heads of Year report on attendance, punctuality and behaviour for learning and safeguarding concerns are shared. Actions taken/needed are discussed at the briefing and relevant information is shared with all staff in morning staff briefings. Individual students and actions needed are discussed in more detail at a weekly Pastoral Meeting.

## Rewards/Positive Culture

The following rewards were introduced in September 2017:

### **1. Meet and Greet**

The Senior Leadership Team and Heads of Year welcome students at the gate and student entrance each morning. Students are praised for positive behaviour for learning at the end of each day by these staff at the exit gate. "How was your day? All 1s and 2s today?"

### **2. Phonecalls**

Heads of Year make at least 3 positive phone calls to parents/carers each day. These are based on behaviour data and reported daily at the SLT/Heads of Year morning briefing. Form Teachers support Heads of Year in endeavouring to contact all parents/carers at least once per half term.

### **3. Brilliant Learners**

The percentage of students awarded 1s/2s is reported daily at the SLT/Heads of Year morning briefing. Heads of Year celebrate this weekly in assembly and Bronze/Silver/Gold stars are

awarded to students reaching milestones. Parents are written to and photographs are taken of the Brilliant Learners.

#### **4. Reward Trips**

Heads of Year have lead half termly reward trips which include ice skating, cinema, bowling and the pantomime. Form Teachers have selected students who have consistently demonstrated excellent behaviour for learning or have significantly improved over a half term. It is the intention that all students will be given the opportunity to attend a reward trip by the end of the year.

#### **5. Early Friday Lunch**

SLT/Heads of Year use data to decide which year group deserves an early lunch a Friday.

### **Interventions to Change Behaviour**

*“Punishment doesn’t teach better behaviour, restorative conversations do.”*

#### **1. High expectations**

*Ready, respectful, safe* is reinforced in all lessons, Form Time and assemblies as well as in conversations at social time.

#### **2. Quality First Teaching**

Challenging, engaging enjoyable learning. Weekly Teaching and Learning briefings and CPD sessions share and develop good practice.

#### **3. Referral for SEND Screening**

Behaviour is communication. Students are assessed for potential learning difficulties/barriers to learning.

#### **4. Restorative Practice**

A meeting between student and teacher to restore, redraw and repair relationships. Students are encouraged to reflect upon the impact of their behaviour on others. Students may be given work to complete ready for the next lesson. Parent/carers will be contacted should their son/daughter be required to stay in college for an extended Restorative Practice session.

#### **5. Parent/carer Phone Call/Meeting**

It is important that parents/carers are kept informed where a student’s behaviour has become a cause for concern. A record of phone calls made is kept and notes from meetings are recorded.

#### **6. Room for Improvement**

Students who persistently disrupt teaching and learning and/or social times are referred to an alternative provision within college called the Room for Improvement.

Withdrawing students to work in the Room for Improvement provides students with an opportunity to reflect upon poor behaviour for learning and temporarily prevents them from further disrupting teaching and learning.

## **6. Part Time/Personalised Timetable**

Some students require temporary reduced timetables or an amendment to the curriculum to support an improvement in their behaviour for learning.

## **7. Alternative Provision**

Therapeutic intervention may be suitable for students struggling to engage with full time mainstream education. Alternative provision on a part time or full time basis includes placements at Salford Open Learning, the School of Military, Carrington Riding School and Gorse Hill Dance Studios.

## **7. Fixed Term Exclusion (FTE)**

FTE may be necessary should a student cause significant alarm, distress or harassment to other students or staff. Students are provided with work to complete at home and must attend a meeting with their parent/carer upon their return to college.

## **8. Managed Moves**

Managed Moves are another strategy used to engage a student in education and are sometimes used as an intervention to prevent Permanent Exclusion. 6 week Managed Move placements can be arranged through the monthly In Year Fair Access Panel (IYFAP) hosted by Salford LA and attended by the Headteacher. At the end of this period a student may return to ICC if behaviour has significantly improved, or they may be taken permanently on roll by the other school. A decision is made regarding a student's future educational provision should the managed move fail.

## **9. Governors' Behaviour for Learning Panel Meeting**

Students who, despite support do not improve their behaviour will attend a Governors' Behaviour for Learning Panel meeting. Students must be accompanied by their parents/carers. The panel consists of a Governor, the student's Head of Year and the SLT link. Strategies are agreed and are put into place to improve the student's behaviour. Students may also be referred to partner and outside agencies such as the EWO (Education Welfare Officer), the Health Team or BITS (Brief Intervention Team). A clear indication is given as to where continual poor behaviour will lead in the long term.

## **10. Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the college, such as on a trip or on the bus on the way to or from school.

## **11. Permanent Exclusion**

Persistent failure to follow ICC's or a serious one off incident may lead a student being permanently excluded from ICC.