



Behaviour for Learning Policy

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UCC Staff Role Responsible	Principal

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1. Values, aims and expectations

Values – Respect, Honesty and Kindness

At UCC our core values as a school are *Respect, Honesty and Kindness*. We expect all members of the UCC community to exhibit these values through the behaviour, decision making and all-round conduct. This means that the adults in school implicitly take responsibility for modelling these values at all times so that our students understand what is expected of them.

At UCC we have a firm stance on behaviour. We are committed to securing the conditions in school where learning for all can be optimised. This means that in lessons, during lesson transitions and during break/lunch we expect student conduct to be exemplary.

We have highly aspirational expectations for all of our students and we will challenge individuals when they fall short of our expectations and make poor choices with their behaviour. These high expectations are formed from a foundation of love and from a philosophy that we want all UCC students to develop into respectful and responsible adults who are ready for the world when they leave school.

We use the ‘parent test’ as a guiding principle for our interactions with students. When dealing with a range of scenarios in school we ask ourselves ‘how would I want my own child to be treated?’ When speaking with students about them not meeting our expectations, or when they may have made poor behaviour choices we imagine the child’s parents standing next to us whilst we are speaking to them. We expect all of the adults in school to remain calm and professional at all times, especially when dealing with challenging situations. This principle ensures we have strong moral foundation for our interactions with students, so that we can consistently model our values of Respect, Honest and Kindness.

UCC Expectations

At UCC we don’t believe that a long list of rules are an appropriate framework for preparing students for life beyond school, or for establishing the conditions in school for optimising learning. Instead, we believe we encourage students to positively engage with their peers, the adults in school and world around them. This positive approach is encapsulated within our 3 UCC Expectations that form the foundations of how students are expected to conduct themselves:

Ready – to learn, in correct uniform, with equipment, ready for school

Respectful – to peers, staff, visitors, the school environment and our local community

Responsible – for your actions, your words, for your learning

Aims of the policy

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

3. Definitions

UCC Expectations

Students are expected to follow the UCC Expectations at all times:

Ready – to learn, in correct uniform, with equipment, ready for school

Respectful – to peers, staff, visitors, the school environment and our local community

Responsible – for your actions, your words, for your learning

When a student does not meet these expectations they will be positively redirected towards them and a consequence may be applied if the member of staff deems it necessary. Below are some examples of when a student might not meet the UCC Expectations:

- Disruption to learning
- Poor conduct in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

- Incorrect uniform or equipment

The consequences associated with students not meeting the UCC Expectations are outlined in Appendix 1

Serious behaviour incidents are defined as:

- Repeated breaches of the UCC Expectations
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting, physical assaults and any form of violence
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include but are not restricted to:
 - Knives or other weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Any student committing a serious behaviour incident will, in most circumstances, face an exclusion from school. Exclusions could be internal exclusions, fixed term exclusions or permanent exclusions. For incidents that involve drugs, any serious form of assault, weapons or any repeated serious behaviour incident will most likely result in permanent exclusion. Please see the exclusion guidance document for further detail.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying charter.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour through the UCC Values and UCC Expectations
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on SIMS
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Student code of conduct

UCC Expectations

At UCC we are very clear in our expectations of students. Students are expected to follow the instructions of adults in school at the first time of asking.

Students are expected to follow the UCC Expectations at all times:

Ready – to learn, in correct uniform, with equipment, ready for school

Respectful – to peers, staff, visitors, the school environment and our local community

Responsible – for your actions, your words, for your learning

Implicit within the UCC Expectations are the following:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and consequences

At UCC we use positive praise and rewards to encourage students in their learning and their holistic development.

When students do not meet the UCC Expectations they will be positively redirected and if appropriate, issued with a consequence by a member of staff which they are expected to follow at the first time of asking. It is important that students understand that their actions have consequences and the staff at UCC will consistently deliver this message to ensure students transition from school into adulthood as responsible, respectful individuals who are ready for the world.

7.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- House points
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal redirection towards the UCC Expectations
- Issuing of a Consequence: C1, 2, 3, 4, 5 as appropriate
- Sending the student out of the class if their behaviour is preventing others from learning (C3)
- Removal from certain lessons on their timetable
- Break or lunch time supervision away from the student population
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use the Remove Room in response to serious or persistent breaches of this policy. Students may be placed in Remove during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are placed in a detention with the Principal on a Friday afterschool.

7.2 Off-site behaviour

Consequences and sanctions may be applied where a student has breached UCC Expectations off-site when representing the school, such as on a school trip or on the bus on the way to or from school, or at any other time outside of school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

At UCC we are very clear in our expectations of students. Students are expected to follow the instructions of adults in school at the first time of asking. All adults are expected to model the UCC Values at all times.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the UCC Expectations and model the UCC Values
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Use the rewards and consequences system consistently

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Mobile phones are not expected to be seen during the school day. If students bring a mobile phone to school it is expected to be turned off and kept in their school bag. If a student is seen with a mobile phone following the start of the school day it will be confiscated and taken to student services where it can be collected at the end of the day by the student. If the mobile phone is confiscated on more than one occasion then it is the responsibility of the parent(s) to come and collect the device for each subsequent occasion it is confiscated. Students will receive a 15 minute lunchtime detention on the same day of the mobile phone confiscation, unless this occurs after lunch time, in which case the detention will take place on the next school day.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Behaviour Escalation

If a student continues to not meet the UCC Expectations and the staff deem that the redirections, consequences and sanctions (which may include detentions, internal and fixed term exclusions) are not having any impact on the student's behaviour, the following strategies will be utilised:

- **Stage 1:** Student placed on positive behaviour report to their Form Tutor
- **Stage 2:** Student placed on positive behaviour report to their Progress Leader
- **Stage 3:** Student placed on positive behaviour report to the Assistant Principal (PDBW) and offered mentoring
- **Stage 4:** The student and their parent(s) will be asked to attend a meeting and sign a behaviour contract
- **Stage 5:** The student will be directed to complete a managed move to an alternative local secondary school or directed towards an alternative curriculum programme if appropriate
- **Stage 6:** If all prior stages have been unsuccessful in helping the student consistently meet the UCC Expectations then the Principal will consider permanently excluding the student

10. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Governors via the Education Committee annually. At each review, the policy will be approved by the Full Governing Body.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: Behaviour Consequences Coding for SIMS

Coding:	Value:	Occurrence:	Description:	Action:	Consequence:
Consequence 1 (1 redirection)	1	Lesson	Low level disruption which interrupts learning.	C1 logged on SIMs. Student informed.	Conversation with member of staff.
Consequence 2 (Level 1 given first)	2	Lesson	Repeated low level disruption which persistently interrupts learning.	C2 logged on SIMs. Student informed of detention.	Sanction is with the teacher. Student will be inconvenienced.
		Break/Lunch	Behaviour which contravenes school expectations and routines.	Teacher to address student about UCC expectations. Student informed of detention.	Centralised detention (Instant).
Consequence 3 (Level 1 and 2 given first)	3	Lesson	Continued disruption which prevents the teacher from teaching.	C3 logged on SIMs. Student asked to stand outside room. Duty Officer called – (Consultation as required) Agreed re-integration into lesson where appropriate.	Centralised detention Phone call home that day from PL/PDC.
Consequence 4 (Final Stage)	4	Lesson	On-going disruption despite interventions which prevents the teacher from teaching and learning taking place.	C4 logged on SIMs. Student asked to stand outside room. Duty Officer called (Removal actioned) .	Removed from lesson. Centralised detention. Phone call home that day PDC/PL. After school detention arranged.
Severe Behaviour Incident (Move straight to 5 for more serious behaviour incidents).	5	Lesson	Any serious behaviour incident. Eg, Ignoring/Challenging Staff, Fighting, Vandalism, Aggressive Behaviour/Language etc	Removed to CSC	In isolation whilst investigated. Phone call home that day from PDC/PL. PL to decide further action. PL to log as severe, bullying, racism, homophobic or extremism incident.
		Break/Lunch	Any serious behaviour incident. Eg, Ignoring/Challenging Staff, Fighting, Vandalism, Aggressive Behaviour/Language etc	Removed to CSC	As above

Appendix 2: Rewards Coding for SIMS

Coding:	Value:	Occurrence:	Description:	Action:	Reward:
HP 1	1	Lesson	1. Demonstrating actions above and <u>beyond</u> the usual expectations of the classroom or homework.	H1 logged on Sims when it has been achieved. Student informed. (Logged as either excellent effort, excellent contribution, excellent homework or helpfulness)	1 housepoint.
		Event	2. Representing the College. 3. Charity Contribution	H1 logged on SIMs by staff responsible for the student at the event.	1 housepoint
HP 1	1	Break/Lunch	A demonstration of any of the college values which benefit others or the school environment.	H1 logged on SIMs by member of staff.	1 housepoint
HP 2	2	Tutor	1. 100% Attendance in any 1 term. 2. Commendations. 3. Tutor Reward (Attainment based)	H2 logged on SIMs. Certificates produced by Student Services.	2 housepoints (Certificates presented in Award Assemblies each term for 1 and 2)
HP 3	3	College	Any significant achievement that is above and beyond, for example: Eg. Student of the Month, Fundraiser, Competition Winner, Overcoming Adversity, Making a difference to the School Community.	H3 logged on SIMs	3 housepoints Letter home or electronic postcard from Principal.

Appendix 3: Behaviour Contract

Name:

Form:

House:

Achievement Points

Behaviour Points

Context:

(Identify why the student must be placed on a behaviour contract)

Intervention:

(What intervention has taken place before this point)

Tutor (Report)

Progress Leader (Report, Praise Report, Subject Report)

Remove

Internal Exclusion

Mentoring

FTE

Interventions to Consider if the Contract Fails:

Managed Move

Alternative Education Arrangements

Permanent Exclusion

Positive Reflection:

(Student to identify what they see as being the positives of being part of the UCC community)

Barriers to Learning:

(Student to identify what they feel their barriers are to getting it right in school)

Previous Targets:

(Enter Targets from Reports)

Students to reflect why they were unable to meet these targets.

Identify with student what the specific targets should be for this Behaviour Contract. Students should at all times reflect on the school's values of **Respect, Honesty** and **Kindness**.

In Lessons:	
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Unstructured Time:	
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Support that will be provided to help meet UCC Expectations				
Issue	Support provision details	What will success look like?	When will we evaluate?	Achieved? Y/N

I agree that by taking part in this process and signing this contract that I take responsibility for meeting these targets. If I am unable to do so, I understand that UCC will have to consider further arrangements to ensure that my actions do not continue to have impact on others in the school community. I understand that this means I may be permanently excluded, placed on a managed move or directed to take alternative education arrangements.

Signed (Student)		Date:	
Signed (On behalf of School)			
Signed (Parent or On Behalf of Home)			