



Cabot
Learning
Federation



CABOT
LEARNING
FEDERATION

CLF POST 16 BEHAVIOUR POLICY

Implementation Date:
September 2015

Next Review Date:
May 2019

History of Policy Changes

Date	Page	Change	Reason for Change	Changes made by
September 2015	Whole Document	Adoption by the Cabot Learning Federation Post 16		Kath Cooper
July 2017	Whole Document	Reviewed and approved by Academy Council		Lucy Gibert
1/2/2018	14	Removal of exclusions wording	Separate Exclusions Policy created	Lucy Gibert
21/2/2018	Whole Document	Reviewed and approved by Academy Council		

Contents

Overview.....	3
Aims.....	3
Overview & Expectations for Students.....	3
Overview & Expectations for Teachers.....	4
Overview & Expectations for Parents/Carers.....	4
Rewards.....	5
Pre Stage, teachers managing low level behaviour & poor approach to learning.....	5
Use of the Behaviour Matrix and ‘Stage’ system.....	6
Bullying.....	7
Searching of Students.....	7
Smoking.....	8
Attendance.....	8
Use of Reasonable Force.....	10
Behaviour Policy Review.....	10

Overview

The Cabot Learning Federation (CLF) Post 16 is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which, effective teaching and learning can take place, and where effective and prompt action is taken to intervene to manage poor behaviour and/or a poor approach to learning.

Post 16 holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future. It is therefore important that its students have high self-esteem and confidence, reflected through a good education, access to further/higher education and ultimately learn how to become employable and continue lifelong learning beyond our walls.

It must be understood that Post 16 uses two geographical sites and, as such, students must behave within the rules of each Academy whilst at either of these sites. This policy aims to communicate the boundaries of acceptable behaviour.

Aims

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour. It will define the hierarchy of rewards and sanctions and how they will be fairly and consistently applied. It will provide key guidance about how to manage low level behaviour through register taking and logging incidents and through our escalating 'Stage' process. It will explain our process with regards to exclusions and other key issues such as use of reasonable force.

Overall the policy will seek to:

- promote self-discipline and proper regard for authority amongst students
- encourage behaviours which mirror the work place
- prevent all forms of bullying amongst students
- ensure standards of behaviour are acceptable
- regulate students' conduct

Overview & Expectations for Students

Students will be expected to follow the Post 16 Behaviour Policy at all times as members of Post 16. This includes time spent in lessons as well as when engaging in activities that are considered extra-curricular but are still a part of Post 16 e.g. work experience, volunteering, enrichment opportunities etc.

Post 16 students should be expected to:

- adhere to the Post 16 Behaviour Policy at all times
- understand that they will be treated as young adults in Post 16 - the aim of Post 16 is to educate students not only in an academic/vocational sense but also in what is acceptable behaviour/conduct in the wider world of work, training and/or university
- behave well at all times and to conduct themselves in an appropriate manner whenever engaging in activities related to Post 16 whether on or off site
- avoid actions or behaviour either within a CLF site, or in the wider community that would bring Post 16 into disrepute
- give each and every subject or aspect of work their full attention by showing continued focus and energy both in class and homework

- attend well at a rate of at least 96% - Post 16 recognises that students who attend well achieve the most highly and actively encourages outstanding attendance to both lessons and extra-curricular/enrichment activities
- engage with Post 16 staff and be prepared to accept appropriate support and intervention to improve behaviour and/or their approach to learning
- act as role models to younger students both in their home academy and across the Federation - they should be encouraged to help foster and lead contributions to inspire the aspirations of younger learners in the CLF
- respect the views of Post 16 in the wider community and be sensitive so as not to bring its name into disrepute
- understand the value of lifelong learning and their power and social responsibility to make a difference to their lives, the lives of their families and communities - this includes learning the skills to become employable by local, national and international employers

Overview & Expectations for Teachers

Teachers will be expected to follow the Post 16 Behaviour Policy at all times when teaching Post 16 students or engaging in activities that are considered extra-curricular but still a part of Post 16.

Post 16 teachers should be expected to:

- adhere to the Post 16 Behaviour Policy at all times
- set good habits early in order to help students establish excellent regular attendance and behaviours from the start - this includes supporting behaviour management by regularly clarifying and reinforcing learning and social behaviours in line with the ethos of Post 16
- apply rewards and sanctions consistently and fairly to all students across Post 16
- reward achievements and reinforce an appreciation of excellent behaviour through positive recognition of individual students, classes and year groups
- react with early intervention on a teacher level as needed where there is poor behaviour, a poor approach to learning and/or unexplained absence (teacher intervention at this stage is known as 'pre-stage' intervention and is highlighted yellow on the Behaviour Matrix)
- follow and engage with all steps of the Post 16 Behaviour Policy for managing poor behaviour, including regularly logging issues on SIMS - this may also include responding to requests for feedback and/or changing classroom practice as a result of necessary intervention directed by the Post 16 team
- help identify underlying causes of poor behaviour and/or approach to learning, and contribute as appropriate towards additional support to help any student

Overview & Expectations for Parents/Carers

Parents/carers will be expected to become familiar with the Post 16 Behaviour Policy and to support Post 16 to implement it effectively by supporting their son/daughter whilst they are a member of Post 16. This includes times when their sons/daughters are undergoing teaching within Post 16 as well as when they are engaging in activities that are considered extra-curricular but still a part of Post 16.

Parents/Carers of students in Post 16 should be expected to:

- support the implementation of Post 16 Behaviour Policy at all times
- help support good habits early in order to help students establish excellent regular attendance and behaviours from the start - this may be through encouragement in completing work at home or attending lessons regularly for example

- keep in regular contact with their son/daughter's home academy through the use of parents evenings, e-mail and or telephone
- ensure they keep their son/daughter's home centre informed of any issues in or outside of school that may affect a student's performance, behaviour and/or approach to learning
- support the Post 16 team to act and intervene where they feel appropriate sanctions against their son/daughter are deemed necessary
- contact their son/daughter's Head of Post 16 immediately should they feel that this policy has not been implemented correctly or fairly

Parents should note that Post 16 has an equality duty and will monitor the impact of their policies and procedures in different groups by race, gender and disability.

Rewards

It is important that students are recognised when behaving and achieving well. It is widely acknowledged that appropriately applied regular and consistent praise can have a big impact on encouraging good habits of learning and behaviour. Wherever possible, teachers and Post 16 staff are encouraged to reward students and though this is not an exhaustive list, it should be considered good practice in acknowledging via:

- oral praise
- written comments on an individual piece of work
- Post 16 certificate of outstanding achievement
- Post 16 praise postcard home
- subject awards
- phone calls home
- achievements published via the Post 16 newsletter, website and or social media outlets
- Principal's award (awarded termly on advice of Heads of Post 16/SSL staff)

Pre Stage, teachers managing low level behaviour & poor approach to learning

All Post 16 staff should follow the Post 16 Behaviour Matrix when managing poor behaviour and/or approach to learning. However, prior to the issuing of Stage 1 intervention, teachers in both sites are expected to deal with the following in the first instance:

- attendance and punctuality to lessons
- equipment
- organisation or work through folders and filing
- monitoring effort and achievement
- monitoring of completed homework
- removal of outdoor clothing
- manners and respect for others
- litter/care for the environment
- inappropriate language
- inappropriate use of mobile phones in class/building
- inappropriate behaviour towards younger students

Teachers should make every effort to resolve any behaviour issues and/or incidents of poor ATL themselves as they arise, well before a 'Stage' approach is put in place. The option of referral to Post 16 support staff should not be taken too quickly and Post 16 staff will ask what measures have been taken

by the teacher to help support poor behaviour or a poor approach to learning before taking the decision to place a student on 'Stage 1' intervention and support.

That said, it is recognised that in certain circumstances referral may be necessary and, in more serious cases, immediate. Staff should not hesitate to ask for guidance and assistance from Post 16 colleagues. Even the most experienced teachers can need help and advice. It is not a sign of failure to experience challenging behaviour in Post 16 but it is a mistake to pretend all is well when it is not.

Please note that if staff observe any of the following behaviours, they should instantly inform the Head of Post 16 at the centre or the Assistant Director if the Head of Post 16 is not available:

- refusal to follow staff instruction
- undermining the ethos and values of Post 16, a CLF academy or a member of CLF staff
- wilful and significant disruption to the learning environment on a P16 site
- use of offensive language
- truancy
- smoking on or around any CLF premises
- dangerous or unsafe behaviour
- bullying of other students (physical, verbal, sexual, online via social media, discriminatory)
- deliberately bringing the name of Post 16 into disrepute
- use of offensive language directed at any member of staff
- vandalism
- alcohol or drug abuse
- violent/aggressive/sexualised behaviour
- theft
- possession of a weapon
- major concern to CLF community including actions that seriously impinge upon the health and safety of others
- any other incident deemed serious as such to cause serious concern to a student, member of CLF staff, or the wider community

Use of the Behaviour Matrix and 'Stage' system

Heads of Post 16 and Student Support Leaders will monitor the register '1 - 4' SIMS behaviour logs, as well as other information passed to them about incidents of positive or poor behaviour and/or ATL on a weekly basis.

If it is accepted that a student needs greater intervention and support in addition to that already provided by the class teacher OR if there is a minor or major incident as indicated on the Behaviour Matrix that immediately warrants intervention, then a student will be issued with an appropriate Stage Target and Intervention card (TIC).

It is vital that at each stage of the Matrix that appropriate actions are taken by the appropriate members of staff, and that evidence as indicated on the Matrix is collected and logged appropriately. It is also vital that students and appropriate staff complete all sections of the target and intervention card. For students, this involves collecting teachers' comments for two weeks and making notes from a mentoring session. For Post 16 staff, this will include completion of the front page of the TIC as well as a stage review on the back page.

Target and Intervention cards can be found alongside the Behaviour Matrix.

Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist, homophobic, offensive towards particular groups)
- indirect (spreading rumours, excluding someone from social groups)

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults and other students. There may be evidence of changes in work patterns, lacking concentration or truanting.

All Post 16 staff should be alert to the signs of bullying and act promptly and firmly against it in accordance with the CLF Behaviour Matrix.

The following steps should be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Head of Post 16 or SSL
- the appropriate leadership team member will interview all concerned and will record the incident
- teachers and tutors will be kept informed and asked to monitor the situation where possible
- parents will be kept informed
- where appropriate, punitive measures will be taken as appropriate and in consultation with all parties concerned to ensure the bullying ceases
- disciplinary measures may also be put in place against any individual deemed to be bullying another

Students who have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with a tutor or member of Post 16 staff of their choice
- staff reassuring the student
- being offered continuous support
- being offered mentoring to help restore self-esteem and confidence

Searching of Students

The Principal, Head of Post 16 and site Senior Leadership Teams (such as the Principal of an academy and/or their Deputies/Assistants), and any academy staff authorised by any of the above have the power to search students and their possessions, without consent, where they suspect a student has a prohibited item.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the Academy which has been identified locally in Academy policy as an item which may be searched for

Searches will be conducted by two members of staff and a log will be made of the search on SIMS. In addition, a letter will be sent home to parents/carers informing them of the reason and outcome of the search. (It may also be necessary to contact parents more urgently via phone). Post 16 Senior Leadership Team should also be made aware of the search and the outcome.

Where a prohibited item is found, it will be confiscated and kept securely by the Academy. Where necessary and appropriate, other action may be taken and could include phoning the Police and/or informing local support services.

The discovery of a prohibited item will usually result in the issuing of a Stage 4 target and intervention contract and could, at the Principal's discretion, involve exclusion.

Smoking

At Post 16 we value the health and welfare of all our students, staff and visitors. Smoking has been proved detrimental to health, and second-hand smoking (breathing in other people's tobacco smoke) has also been shown to cause cancers, heart and respiratory disease in non-smokers. It is important that our policy and approach to smoking should actively reflect and support our goals for effective and lasting drug education. Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

Smoking will not be allowed at any academy function or anywhere on any CLF sites. This includes:

- all academy buildings
- all academy grounds (including the school playing fields)
- smoking in a vehicle parked anywhere on the academy grounds
- all off-site activities

The use of any form of E-cigarette is also prohibited by this policy.

Post 16 students should also not smoke at entrances and exits to school and anywhere visible by students (e.g. by the school perimeter fence).

Attendance

Post 16 seeks to encourage all students to attend school regularly and to have excellent attendance so that they will develop good habits in their lifetime and they will be able to take advantage of the educational opportunities available.

A separate Attendance Policy provides explicit guidelines on how we manage attendance and so full reference should be given to this policy if the need to manage attendance arises.

Post 16 is responsible for recording students' attendance in lessons and tutor time. An entry must be made in registered lessons for all students.

It is essential that:

- students are registered accurately and efficiently
- attendance targets are set for individual students and years groups
- parents are contacted when reasons for absence are unknown and unauthorized
- student attendance and lateness is monitored regularly
- Post 16 attendance statistics are reported

Students should be encouraged to:

- attend school regularly
- inform their Student Support Leader if there is a problem which may lead to absences
- students must fill out an intended absence form asking for permission to miss a day's learning for open days, medical appointments or family events, such as a funeral

Parents are expected to:

- encourage attendance
- inform the school on the first day on non-attendance
- avoid the planning and taking of holiday during term time - consent will not be given except in exceptional circumstances

The table on the following page provides explicit guidance on the levels of attendance and how they are supported by the Work Policy.

	Student Behaviour	Action	Who	Evidence
Cause for Concern	Initial concerns about: <ul style="list-style-type: none"> Effort and/or engagement in learning Attendance/punctuality Missed deadlines/homework Low level poor behaviour 	Concerns logged on SIMS under 'BEHAVIOUR' against a student profile. Teacher interventions likely to include: <ul style="list-style-type: none"> having constructive 1-2-1 conversations with student refining classroom practise to encourage improvements & providing extra support materials etc issuing extra study time contacting a parent/carer 	Any staff member	SIMS behaviour log with evidence of interventions.
Stage 1 (three weeks) AM/SSL	Multiple concerns around: <ul style="list-style-type: none"> Effort and/or engagement in learning Attendance 85-90%/punctuality Missed deadlines/homework Low level poor behaviour 	Behaviour logged on SIMS under 'BEHAVIOUR' Teacher/Subject Leader intervention..... Discussion & mentoring meeting with student..... Communication of concerns to appropriate staff Letter home to parent/carer confirming concerns.....	Teacher or SSL if outside of lesson..... Teacher & Subject Leader..... Academic Mentor..... SSL..... SSL.....	SIMS Behaviour log SIMS Intervention log SIMS Intervention log E-mail to staff Copy of letter
Following Stg. 1 Mentors will review a student's progress to inform next steps. SSL's track stage and send home a letter conveying outcome				
Stage 2 (four weeks) SSL	Continued concerns or unsatisfactory improvement following Stage 1 including persistent poor attendance. *Minor incident – see reverse	Behaviour logged on SIMS..... Meeting with student, parents, Teacher/Subject Leader & HOP16/SSL to issue a Stage 2 Target and Intervention Contract to last three weeks Further mentoring meeting with student..... Communication of concerns to appropriate staff..... Letter home to parent/carer confirming concerns..... (*Additional measures may be put in place. See reverse of this matrix)	Teacher or SSL if outside of lesson..... Teacher/Subject Leader, Head of Post 16/SSL Mentor..... SSL..... SSL.....	SIMS Behaviour log SIMS Intervention log Stg. 2 Target & Intervention Card SIMS Intervention log E-mail to staff Copy of letter
Following Stg. 2, Head of Post 16 or SSL will review a student's progress to inform next steps. SSL's track stage and send home a letter conveying outcome				
Stage 3 (six weeks) HOP16	Continued concerns or unsatisfactory improvement following Stage 2 including persistent poor attendance. **Major incident – see reverse	Behaviour logged on SIMS..... Meeting with student, parents, Teacher/Subject Leader & lead by HOP16 to issue a Stage 3 Target and Intervention Contract to last four weeks.... Further mentor session with student..... Communication of concerns to appropriate staff..... Letter home to parent/carer confirming concerns..... (*Additional measures may be put in place. See reverse of this matrix)	Teacher or SSL if outside of lesson..... Teacher/Subject Leader, HOP16..... Mentor..... SSL..... SSL.....	SIMS Behaviour log SIMS Intervention log Target & Intervention Card SIMS Intervention log E-mail to staff Copy of letter
Following Stg. 3, Principal will review a student's progress with the HOP16 and SSL to inform next steps. SSL will issue a letter home summarising outcome				
Stage 4 (Exit) Principal	Continued concerns or unsatisfactory improvement following Stage 3 Attendance below 80% ***Major incident – see reverse	Final meeting with student, parent and Principal (other staff as necessary) to determine support plan for alternative provision.	Principal and other staff as necessary	Letter home summarising outcome

Use of reasonable force

All CLF Post 16 staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others and/or damaging property.

The Principal, Assistant Director, Head of Post 16 and site Senior Leadership Teams (such as the Principal of an Academy and/or their Deputies/Assistants), can use such force as is reasonable when searching a student without consent for prohibited items.

Behaviour Policy Review

CLF Post 16 Senior Leadership Team and staff will review this policy every two years and present it for review and approval by the Academy Council to assess its implementation and effectiveness.

Next review date: May 2019