

Ernest Bevin College
Behaviour for Learning Policy



Responsibility: Principal	Date Approved: July 2021
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Monitored by: Principal	Links to other Policies: Electronic devices Policy Exclusions Policy Equalities Policy

Our Vision and Intent

Our vision is to be a highly successful and inclusive community school, of which students, staff and parents are proud to be a part. Our students will leave the school as confident, independent, socially-responsible individuals who are equipped to make a positive contribution to society and the world of work. We will achieve this

- Supporting all students to achieve their full potential
- Fostering a sense of belonging among our students, staff and parents
- Being a hub of exemplary teaching and learning practice

Our Curriculum Intent is informed by our vision and our College values of respect, opportunity, happiness, resilience and tolerance. We want to ensure that all students are able to be successful and achieve their potential in the modern, and rapidly changing, world.-At Ernest Bevin College we believe all students are capable of making excellent academic progress. We have worked collaboratively to develop a curriculum which is designed to create:

- Successful, independent learners who enjoy learning; make good progress and achieve their full potential.
- Confident, articulate individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who respect others and make a positive contribution to society.

Please click on [Equalities Policy](#) to access this policy.

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1) Key Principles

We respect the rights of students, staff and families. We recognise the contribution of all of these stakeholders in students achieving the best outcomes from their time at the College through a structured and rigorous curriculum, praise, encouragement and an unrelenting focus on high expectations. Through this each student will reach their full potential.

a) Our values are central to the way that we work together and form part of our Community Charter:

	Students	Staff	Families
Tolerance	<ul style="list-style-type: none"> • We are curious and open minded about new things, experiences and people • We value the opinions and contributions of others and we respond to others with respect • We take opportunities to reflect upon our identities and those of others • We celebrate diversity, we don't expect everyone to think, look, speak or act like ourselves 	<ul style="list-style-type: none"> • We offer opportunities for students to voice opinions in a respectful manner • We provide opportunities for enrichment activities and to make a contribution • We allow student voice a role in improving the planning and delivery of education • We ensure that the curriculum reflects values of respect and tolerance 	<ul style="list-style-type: none"> • We will uphold the Bevin Values • We will view the relationship with the College as a partnership
Happiness	<ul style="list-style-type: none"> • We greet each other with a smile • We support others who are facing challenges • We take pride in our achievements and celebrate those of others 	<ul style="list-style-type: none"> • We greet students at the door • We provide opportunities for students to achieve success • We encourage, praise and celebrate achievement 	<ul style="list-style-type: none"> • We will celebrate achievement and value progress made

		<ul style="list-style-type: none"> We have student wellbeing at the heart of all we do 	
Opportunity	<ul style="list-style-type: none"> We take up all the opportunities the College offers, in lessons and in our own time We take ownership of our lives and futures We quickly settle to our work We take responsibility for our learning by asking and answering questions We value and act upon feedback from our teachers We embrace working with others We take responsibility for our work and progress 	<ul style="list-style-type: none"> We ask students for their opinions and contributions We plan lessons which will stimulate, challenge and stretch students We use assessment to show students what they can do well and what they need to work on, and adapt our teaching accordingly We provide opportunities for enrichment activities and to make a contribution We offer feedback, guidance and support to support students in achieving their goals 	<ul style="list-style-type: none"> We will encourage and support the completion of homework We will engage in positive and polite dialogue with College staff We will use the MYEd App We understand and agree to the delivery of the full curriculum including music
Respect	<ul style="list-style-type: none"> We arrive at College and lessons punctually We wear our uniform with pride We show positive body language and speak in a polite manner Should things go wrong we take opportunities to resolve issues and restore relationships We take every opportunity to make a contribution to the College or wider community We take care of the College environment 	<ul style="list-style-type: none"> We create a positive learning environment We model behaviour and language which reflects that expected of the students We build relationships with students and take the time to understand their needs We encourage restoration and resolution should things go wrong We manage the classroom environment safely 	<ul style="list-style-type: none"> We will ensure that our son/daughter wears full uniform and is prepared for a College day. We understand that if items are missing they will be lent and expected to be worn We agree to the College holding relevant information in line with GDPR 2018 and will inform the College of any changes

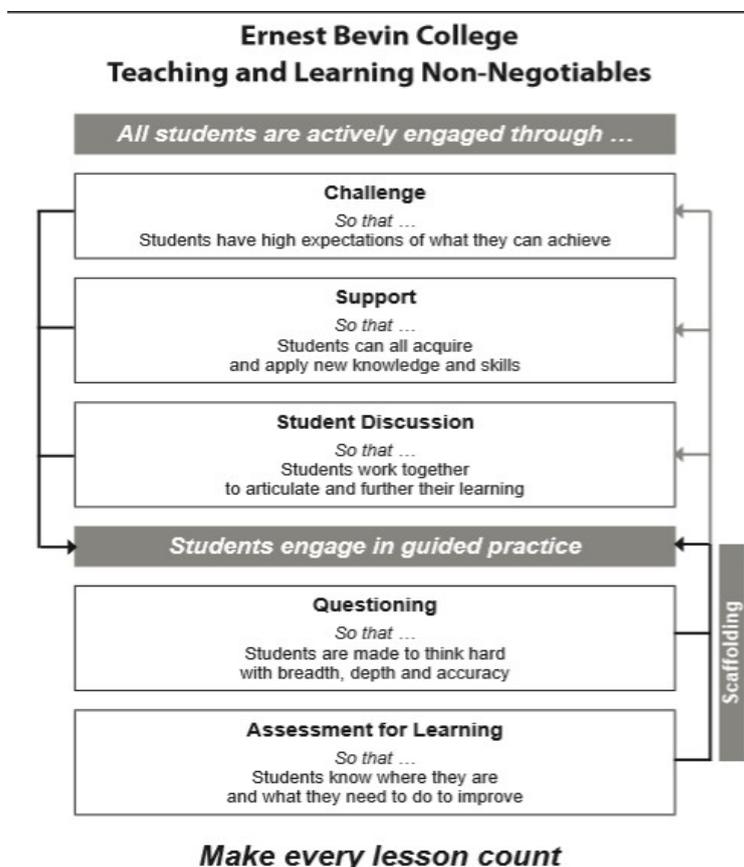
Resilience	<ul style="list-style-type: none"> • We embrace challenge • We try and work out the answers for ourselves by thinking, reading and researching • We don't give up • We catch up on any work missed • We are not afraid to make mistakes and we learn when things do go wrong • We reflect on our behaviour and listen to and act upon advice of others to move forwards 	<ul style="list-style-type: none"> • We encourage students to take risks with their learning • We encourage students to learn from their mistakes • We ask challenging questions which force students to think harder 	<ul style="list-style-type: none"> • We will support the College with any sanctions or consequences imposed • We will communicate any relevant medical, safeguarding or wellbeing information to the College • We understand that confiscated items will be returned at the end of the week or that we may be asked to collect them • We agree to the College searching our son/daughter with the possible use of a search wand, in line with DFE guidance, as part of the College's responsibility to keep everyone safe
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b) Lesson Essentials and Classroom Rules

In order to support a consistent and effective approach to teaching and learning, including positive behaviour for learning, staff follow the College Lesson Essentials, the overarching message of which is ***“Model the behaviours you wish to see at all times and have the highest expectations of all students”***

The Basics

1. Lessons begin and end promptly
2. Teachers welcome students at the door with a friendly and positive greeting
3. Students stand behind their chairs at start of the lesson and await teacher instruction to sit
4. Engaging ‘do now’ activity for students to complete as they enter²
5. Latecomers are signalled to sit down without the teacher having to break their flow of instruction and recorded on the register
6. Teachers share and explain the lesson objectives
7. Teachers praise and reward students efforts and use a range of positive behaviour management techniques to encourage hard work



Student expectations of behaviour are defined in the Student Code of Conduct and also crystallised into the following classroom rules:

OUR CLASSROOM RULES

Be Ready to Learn

Do Your Best

Keep Hands, Feet, and Objects to Yourself

WORK HARD Raise Your Hand

Try New THINGS

Be Safe Follow Directions

Take responsibility

BE RESPECTFUL

Take Risks and Make Mistakes

Say Please and Thank You

2) Behaviour for learning and High Expectations

At Ernest Bevin College we seek to praise rather than punish. Rewards and praise should be given at every opportunity.

We aim for at least a 4:1 praise to sanction ratio

a) Rewards and Praise

We must be consistent in praising, affirming, rewarding and celebrating students who demonstrate commitment, make a contribution, make progress and help others. The Bevin Values should be a mechanism for acknowledging students who are doing the right thing.

Staff should use every opportunity to show that they have noticed students who are on time, wearing their uniform correctly and with pride, showing good manners and working hard. Simple verbal praise is an important motivator and can work to create an atmosphere where positive actions are the norm.

Subjects and year teams have praise cards which can be used to let families know about ongoing hard work or one particularly pleasing action demonstrated by a student.

Rewards

Praise	Points
Good classwork	1
Excellent classwork	2
Good homework	1
Excellent homework	2
Representing the College	5
Outstanding contribution	10
Helpful action	1
Peer support	2
Overcoming a barrier	2

These points then accumulate to earn certificates for student

Praise Point Award Thresholds

Bronze	50
Silver	100
Gold	200
Ernest Bevin Award	250

These certificates are awarded half termly in assembly.

Attendance and Punctuality

We also award specific certificates for students who achieve 100% attendance for a term and 100% punctuality for a term.

Bevin Values

In Key Stage 3 pastoral teams are asked to focus upon specific values for each half term and students are identified for award celebrating the demonstration of these values:

	Value
Autumn 1	Opportunity
Autumn 2	Tolerance
Spring 1	Resilience
Spring 2	Respect
Summer 1	Happiness

Summer 2 can be used to allow students to catch up on missed awards.

In Key Stage 4, students are encouraged to build a portfolio towards a Prefect / Senior Student Award. They should evidence good effort grades, progress, good attendance, making a contribution and extra-curricular activity in addition to the Bevin Values. This is a significant award and will be presented at graduation. This can have bronze, silver and gold levels.

In key stage 5 students should build upon their portfolio from Key Stage 4 with the additional fields of independent research and learning, making a significant contribution, planning next steps etc.

b) Sanctions

Inappropriate behaviour requires a suitable sanction. These sanctions and consequences should be applied fairly and consistently. Students should be encouraged to modify or deescalate their behaviour at every opportunity, through a range of behaviour management techniques.

It is vital that staff are consistent in their recording of incidents and that the record is accurate and language is professional. Detail should be sufficient for other staff to take action as required and for families to understand and offer support.

c) Detentions

Behaviour Detentions

The College runs a daily Central Detention which students are placed in following an incident in or outside a lesson. Staff may place students in for detention the same day, or if the student is already in detention, then the next available day. Students may serve up to two after school detentions each day. The reason for the detention must be recorded on Schoolvue. Students and families will be able to check their sanctions on the Schoolvue website. The detention register will be taken in Schoolvue. Students must attend their detentions. If they do not this will be escalated to a Lunchtime detention the next day. Failure to attend this detention will result in an SLT detention. Should staff make a decision to rescind the detention, this must be done through Schoolvue in a timely manner.

Late detentions

Tutors and teachers will mark students as L on the register if they are late to am registration or lessons. Students arriving late to school will serve a Late Detention that day. Persistent issues with lateness to lessons is a behaviour issue and will feed into the Central Detention and intervention process.

Homework detention

Class teachers issue detentions with them for homework on Schoolvue. Failure to attend this can escalate to Central Detention and further intervention.

Removal Rooms

If, despite encouragement, warnings and other behaviour management interventions, a student's behaviour in a classroom is preventing others from learning, on-call should be used and s/he should be removed from the lesson. For persistent Level 0 or 1 incidents they will be escorted to the nearest Removal Room. These are timetabled rooms in strategic areas of the College where a student can be accommodated for the rest of that period. The issue should be recorded on Schoolvue by the reporting teacher and a Central Detention issued. The teacher will inform the student that a detention has been issued. The members of staff in the Removal Rooms will take the on-call register. Students may also be placed in the Removal Room by the HoD for failure to restore with their class teachers after being removed from a lesson.

Reflection Room

This is a significant sanction as students are removed from their lessons for a period of time. This should be used as a consequence for serious behaviour incidents, to accommodate a student whilst an incident is being investigated and they need to be kept away from other parties, as an Internal Exclusion or prior to an External Exclusion (Fixed Term or Permanent). Only members of the Senior team and HOY have the authority to place students in reflection. Students are expected to work silently whilst in reflection. They remain during lunch or break and may only leave the room for the toilet or to collect a cold lunch during the period before the lunch break. No student should be in Reflection for more than 3 days except in truly exceptional circumstances, with 1 day being the usual term. A register is kept and students who are frequently placed in reflection will be considered for further intervention through the Inclusion Panel.

Intervention Reports

There are a range of stages of students being on report, all with the aim of supporting the student in improving Behaviour for Learning. They may be the result of accumulation of behaviour points, a particular concern (e.g. homework) or as a monitoring process following a serious incident or exclusion. Students may be on report to their form tutor, HOY or a senior member of staff. They may also be part of a PSP or Improving Behaviour Programme. Families should be informed. Targets set must reflect the student and their situation. The report is to be handed to the teacher at the beginning of each lesson or tutor period and collected at the end. Students should show their report to the relevant member of staff at the end of the day (or more frequently if required). Families are also expected to check the report and sign it daily. Students who don't present their report or who lose it will face a further appropriate sanction (detention).

Meetings with Parents

Meetings with parents are a key tool in improving behaviour. Staff organising these should liaise with the form tutor and/or HOY. These meetings may be a result of a single concern or the result of cumulative issues. The reason for the meeting and the intended outcome should be made clear.

c) Incidents outside the classroom and support for members of staff though this list is not exhaustive

Incidents	Suitable actions	Recording
<p>Level 1 Careless with College property Any persistent issue from Level 0 (uniform, equipment, work, homework, late to lesson, talking) Truancy Lateness to College</p>	<p>Central detention</p>	<p>Staff On-Call on Schoolvue</p>
<p>Level 2 Refusal to hand over a banned item (not dangerous) including phone Serious defiance (e.g. Aggressively challenging member of staff) Removed from class – on call Failure to attend set detentions Persistent truancy Bullying of any description Misuse of social media Misuse of College ICT equipment/VLE Dangerous conduct Fighting Behaviour which damages the reputation of the College Persistent defiance of uniform expectation Theft Deliberate or serious damage to property / vandalism Sexist, homophobic, racist or any other discriminatory language or behaviour Smoking off site A student accumulates 4 or more behaviour points in 1 day</p>	<p>1 day in reflection 1 day in reflection, RJ 1 day in reflection 1 day in reflection, lunch detention 1 day in reflection 1 to 3 days in reflection, RJ 1 to 3 days in reflection 1 to 3 days in reflection 1 to 3 days in reflection 1 to 3 days in reflection, RJ 1 to 3 days in reflection, RJ 1 day in reflection 1 to 3 days in reflection, Police Liaison meeting. 1 to 3 days in reflection, community service 1 to 3 days in reflection, apology, equality workshop 1 day in reflection 1 day in reflection at the discretion of HOY or senior staff</p>	<p>To be recorded on Schoolvue Family must be informed on the first day, for more than one day of Reflection family should meet HOY or AP/VP Statements should be taken and kept as appropriate</p>
<p>Level 3 Defiance or disruption whilst in Reflection Alcohol, cigarettes and drugs are banned Misuse or sabotage of safety equipment (eg fire alarm, CCTV) Possession of an offensive weapon (original purpose or improvised) Persistent bullying, threats or or intimidation Serious assault on a student or member of staff Violence/Fights in the Academy and in the streets Serious vandalism Indecent or sexual assault Selling unauthorised items Making or distributing indecent images Making false allegation Repeated level 3 instances Persistent behaviour at level 2 and 3 which has not improved despite structured interventions such as PSP.</p>	<p>1 to 3 days fixed term exclusion or time in an alternative provider Fixed term exclusion Fixed term or permanent exclusion Alternative provision Managed move</p>	<p>HOY and AP to write letter AP/VP to secure place at centre Relevant statements and evidence to be secured and placed on file PSP and other documents to be available Principal has final decision on fixed term exclusions</p>

3) Managing challenging behaviours

All interactions with students, including those where students are confrontational and aggressive, should be underpinned by the values that are outlined in the behaviour policy

Physical contact/restraint of students

Staff may only contact/restrain a student to prevent the student from:

- Injuring themselves or others.
- Causing damage to property.
- Committing a criminal offence.

There is no legal definition of “**reasonable force**”. It will always depend on the circumstances of the case

There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

Physical intervention can take several forms. It might involve staff in:

- physically interposing between students;
- blocking a student’s path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student by placing a hand in the centre of the back; or,
- (in extreme circumstances) using more restrictive holds e.g. standing behind the student and using both arms to hold her/him.

Appropriate Physical Contact

There are occasions when physical contact with a student may be proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or D& T, or if a member of staff has to give first aid. Students with special educational needs may need staff to provide physical prompts or help.

Touching may also be appropriate where a student is in distress and needs comforting. Staff will use their own professional judgement when they feel a student needs this kind of support. Staff must check if the student is happy for them to touch him/her. It is advised that this is not done when alone with a student.

Physical contact is appropriate to greet/praise students e.g. shaking hands or a pat on the shoulder to congratulate.

4) High Expectations of Students

In line with the College's Equal Opportunities Policy, Ernest Bevin College is committed to providing a learning and social environment where all members of the college can develop, benefit from high expectations, feel valued and achieve their potential.

Classroom expectations

Classrooms (including laboratories, library, workshops and gyms) are places of work. Just as in any factory or office, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

	Expectations of students
On arrival at lessons	<ul style="list-style-type: none"> • Students should enter classrooms quietly. • Students should stand behind chairs and sit in seats as instructed by teachers. • Once instructed to sit down, necessary materials should be placed on the desk. • Students should begin the starter or 'do now' activity promptly <p><i>PE, Games and other practical subjects may vary the detail of these expectations.</i></p>
During lessons	<ul style="list-style-type: none"> • Students must listen to instructions, remain quiet when the teacher is explaining work or others are talking. • Hands should be raised to seek the teacher's attention. • Students should work quietly, respecting the needs of others to a calm environment. • Mobiles may be confiscated if taken out in lessons. • Eating is not allowed during lessons. Students can drink water provided it is in a clear container. • Students may only leave a lesson with a note in the planner.
At the end of lessons	<ul style="list-style-type: none"> • Chairs are to be put under tables and students should stand in silence to be dismissed. • Students should leave in an orderly manner. • Students should pack away sensibly when instructed to do so • Any rubbish should be placed in a bin as instructed.
<p>Finally, it is important for students to remember that:</p> <ul style="list-style-type: none"> • College guidelines on behaviour apply in the neighbourhood of the College and on journeys to and from College. • Teachers/Support staff are in the position of parents/guardians while students are in College. This means that there can be no excuse for rudeness, disrespect or insolence towards teachers or Support staff. 	

Expectations in and around College

	Expectations of students
Uniform	<ul style="list-style-type: none"> • Full College uniform is to be worn on arrival and upon leaving the College. It must be worn in lessons, around the building and in the playground. • Coats must be removed inside the College. • PE or Games kit is to be worn in those lessons. • Hooded tops and hats are not allowed (with the exception of plain woollen hats in the playground in the Autumn and Spring terms). • Shirts should be tucked in, trousers pulled up, ties done up and top buttons fastened. Details of uniform are found in Appendix 1. • No hairstyles that follow extremes of fashion such as shaved heads, large patterns or dyed hair. • Hair should be in keeping with the formality of the school.
Moving around the College	<ul style="list-style-type: none"> • Students must walk, not run, and avoid touching each other. • Noise should be kept to a minimum. • Students must make their way directly to their next class. • Students must clear the corridors and internal spaces during break and lunch.
Detentions	<ul style="list-style-type: none"> • Students must attend detentions set. • Students must read or engage in other positive activities during set detentions.
Relationships	<ul style="list-style-type: none"> • Students are expected to treat others with respect and not engage in bullying of any description. This includes use of social media. • Racist, homophobic or other intolerant language or behaviour will not be tolerated. • Students must only communicate with staff outside College through Canvas, not attempt to make contact through social media.
Safety	<ul style="list-style-type: none"> • Violence or the threat of violence will not be tolerated • Students must not interfere with or misuse College safety equipment such as fire alarms or CCTV Dangerous items such as knives or improvised weapons are strictly banned. • Metal combs with spikes are not allowed. • Students in years 7 to 11 must remain on the College site during the working day, students in years 12 and 13 should sign in and out. • Alcohol, Cigarettes and drugs are banned.
General	<p>The following items are not allowed:</p> <ul style="list-style-type: none"> • Students must treat the Virtual Learning Environment with respect. It is to be used for work related matters only and ensure that all communications are polite. • Mobile phones and other electronic devices should not be brought to College. Students must not film staff or students (unless as part of a College assignment). • Jewellery should not be worn (ear stud up to 2mm diameter is acceptable). • Junk food and fizzy drinks are banned.

5) Information for Parents/Carers

	Expectations of students
Attendance and Punctuality	<ul style="list-style-type: none"> • Students must attend College every day unless there is a good reason not to do so. • Families should inform the College through MYEd should a student be unwell. • Students must arrive at College on time.
Preparedness for Learning	<ul style="list-style-type: none"> • Students are expected to show a commitment to their learning in every lesson. • Students should bring all necessary books and equipment for the day. • Homework should be completed.
Travelling to and from College	<ul style="list-style-type: none"> • Students are to walk sensibly, be polite and mindful of others on pavements, public transport and in shops. • Students must not gather in local streets before or after College. • Students are expected to speak politely to each other and to members of the public. • Students must respect the authority of the College staff at all times, including outside College
Uniform	<ul style="list-style-type: none"> • Students should wear the College uniform as shown in Appendix 1

6) Inclusion

Intervention at all stages is key to managing poor behaviour. Ernest Bevin College has a three tier intervention model that outlines roles at all levels

Tier 1	Teachers and Tutors
Tier 2	HOY and HOD
Tier 3	SLT

Appendix 1: Uniform

Students in Years 7 to 11 should wear the correct College uniform. Items with * must be bought from our uniform supplier.

Daily uniform

- Black Ernest Bevin College blazer*
- White school shirt
- College tie in Year colour *
- Black trousers (not jeans or chinos)
- Black leather shoes (not canvas or trainers – see illustrations, if in doubt please check with College staff before buying)

Optional items

- Plain black V necked jumper, without logo
- Simple belt
- A plain dark coat (to be removed indoors)

- A plain woollen hat is allowed in the playground in the Autumn and Spring term

Sports kit

- Black shorts
- White polo top with college logo *
- Black rugby top with college logo *
- Black socks *
- Football boots
- Trainers
- Swimming trunks and goggles

Equipment

- A suitable school bag large enough to carry all necessary equipment
- A pencil case containing pens, pencils, ruler, eraser
- Books and planner
- Water bottle
- Sports kit

Shoes

These are examples of suitable shoes for College:



These are examples of shoes not suitable for College:

