

June 2009

## **HAVEN HIGH TECHNOLOGY COLLEGE BEHAVIOUR FOR LEARNING POLICY**

### Rationale

It is a primary aim of our college that every member of the community feels valued and respected, and that relationships are positive. Good behaviour is fundamental to success in the classroom. Haven High Technology College aims to work in partnership with the whole community to encourage and promote the appropriate behaviour of students both within and outside the classroom. To achieve high expectations it is important that students understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the college for the successful management of Behaviour for Learning. To that end this policy is based on the principles of SEAL (Social and Emotional Aspects of Learning) and is designed to impact positively on learning and teaching, and therefore raise standards.

### Aims

- To provide a welcoming, safe and secure environment that is both calm and orderly for the whole college community.
- To model and expect a set of preferred behaviours based on trust and mutual respect.
- To be explicit about the consequences of behaviours
- To support students in accepting responsibility for their own behaviour
- To promote restorative justice when incidents arise
- To develop and sustain a positive culture in both learning and teaching

### Implementation

- The Behaviour for Learning Policy is owned and endorsed by the whole college community
- There is a clear and simple Code of Conduct which allows for good behaviour to be celebrated and inappropriate behaviour to be challenged with appropriate sanctions in place (see document on Code of Conduct)
- Outstanding channels of communication are vital in the pursuit of consistency and understanding
- Consistency and patience from staff are vital in all areas of successful behaviour management and teaching and learning
- Rewards, consistent application of routines, rules and sanctions are the responsibility of all staff

### **In lessons students can expect to be:**

- Clear about what is to be learned, how it fits in with what they already know and the structure of the lesson
- Actively engaged in their learning
- Able to work independently to the best of their ability when required to do so
- Able to use assessment for learning to help them to improve
- Confident that they can succeed because the right conditions for learning exist
- Praised regularly and treated with respect

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### Responsibilities

It is the responsibility of every member of staff to positively encourage good behaviour across the college, to enforce the rules and to provide a consistent, fair approach. The modelling of appropriate behaviour by staff is a very powerful tool for instilling appropriate behaviour in students and forms an essential part of our SEAL (Social and Emotional Aspects of Learning) approach to Behaviour for Learning.

We expect parents to support their child's learning and to co-operate with the college, as set out in the home-college agreement. Building supportive dialogue between home and the college is essential to engaging parents to work with us. If parents have any concerns about the way that their child has been treated they are invited to contact the Year Head.

### Fixed-term and permanent exclusions

We make every attempt to avoid the exclusion of any child from college but there are times when this is necessary.

Only the Executive Headteacher (or acting Headteacher) has the power to exclude a child from college. The exclusion may be for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances the Executive Headteacher may exclude a child permanently. Such circumstances may include a drug related incident (as outlined below), a serious threat to a member of staff or student, physical violence toward a member of staff or student or an allegation against a member of staff which later is proved to be unfounded. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

In the event of any exclusion parents are informed immediately, and provided with reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The college informs the parents how to make any such appeal, which is heard by the Governing Body Student Discipline Committee. The Executive Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.

### Drug and alcohol-related incidents

It is the policy of the college that no child should bring any drug, legal or illegal, into college. If a child will need medication during the college day the parent or guardian should notify the college and ask permission for the medication to be brought. This should then be taken directly to the office for safekeeping. Any medication needed by a child while in college must be taken under the supervision of a member of staff.

The college will take very seriously misuse of any substances such as glue, other solvents, alcohol or drugs and will deal with instances as per the anti drugs policy. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

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### Monitoring and review

The effectiveness of this policy will be reviewed annually. The outcome of the review will be reported to the governing body with recommendations for further improvements if necessary. The governing body itself will review the policy every two years, or more frequently if desired.

Incidents of poor behaviour and low level disruption are logged using the College's Management Information Systems. Year Heads keep records of removals from lessons and incidents of poor behaviour out of lessons are reported to them. These records are monitored to evaluate effectiveness of the Behaviour for Learning Policy and the Code of Conduct.

The Manager of the IEC keeps a record of any student who is excluded for a fixed term. The Administration Manager keeps a record of any student who is permanently excluded.