

# Behaviour for Learning - Expectations

## INTRODUCTION

Behaviour for Learning covers all aspects of the College that contribute to a positive learning environment. The core purpose is to establish practice and expectations of both students and teachers that allows students to learn and teachers to teach, where all members of the College are expected to develop an environment that supports outstanding learning.

The primary aim of Westwood College is to allow all students access to an education where their learning leads to independence. Independent learners are successful and can make informed personal choices about their future.

**Students can contribute greatly to outstanding learning if their behaviour supports learning.**

### Expectations:

#### STUDENT

- Be punctual; arrive in college prepared for all lessons.
- Follow directions and actively contribute to the lesson.
- Where appropriate enter into discussion, ask questions and answer questions.
- Arrive to lessons expecting to learn, to work hard and to be challenged.
- Meet challenges with determination and perseverance.
- Ask for help when it is needed, check your understanding with the teacher.
- Avoid behaviour which is likely to distract other students from the lesson.

#### OTHERS

- Listen sensitively to others, be polite show courtesy
- Be prepared to support your peers, question them politely, and critique their work sensitively.
- Help others to remain focused by reminding them to be on task when their attention wanes
- Be Respectful of others and the college environment.

**Teachers will support students Behaviour for Learning by:**

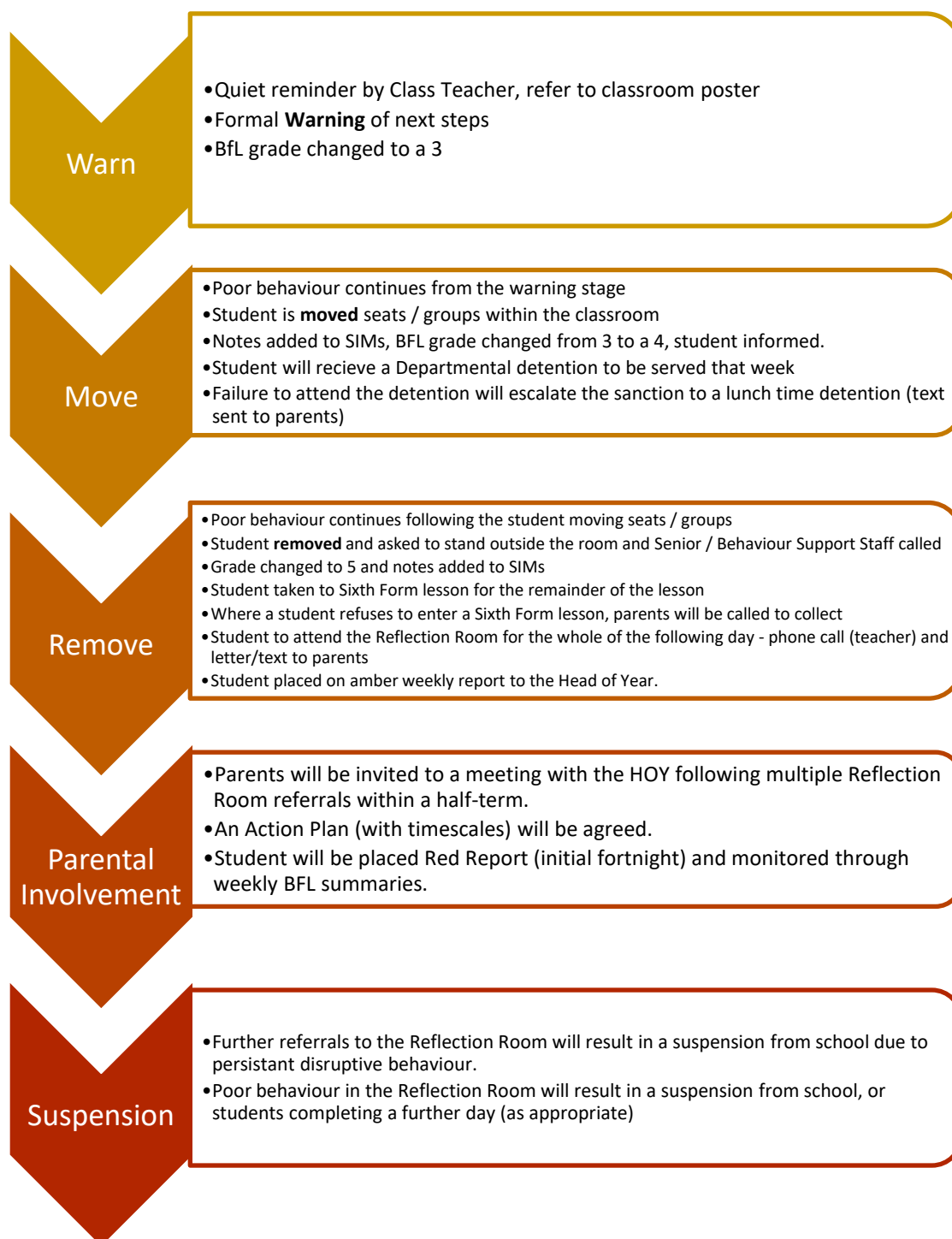
#### IN GENERAL

- Have very high expectations of Behaviour for Learning and will not allow poor behaviour to affect the learning of other students.
- Plan lessons that are structured, relevant, and engaging.
- Expect all students to engage themselves with the tasks presented in the lesson.
- Find ways to build students' confidence and self-esteem.
- Provide regular and useful feedback on the progress made by students.
- Recognise the efforts and achievements of each individual.

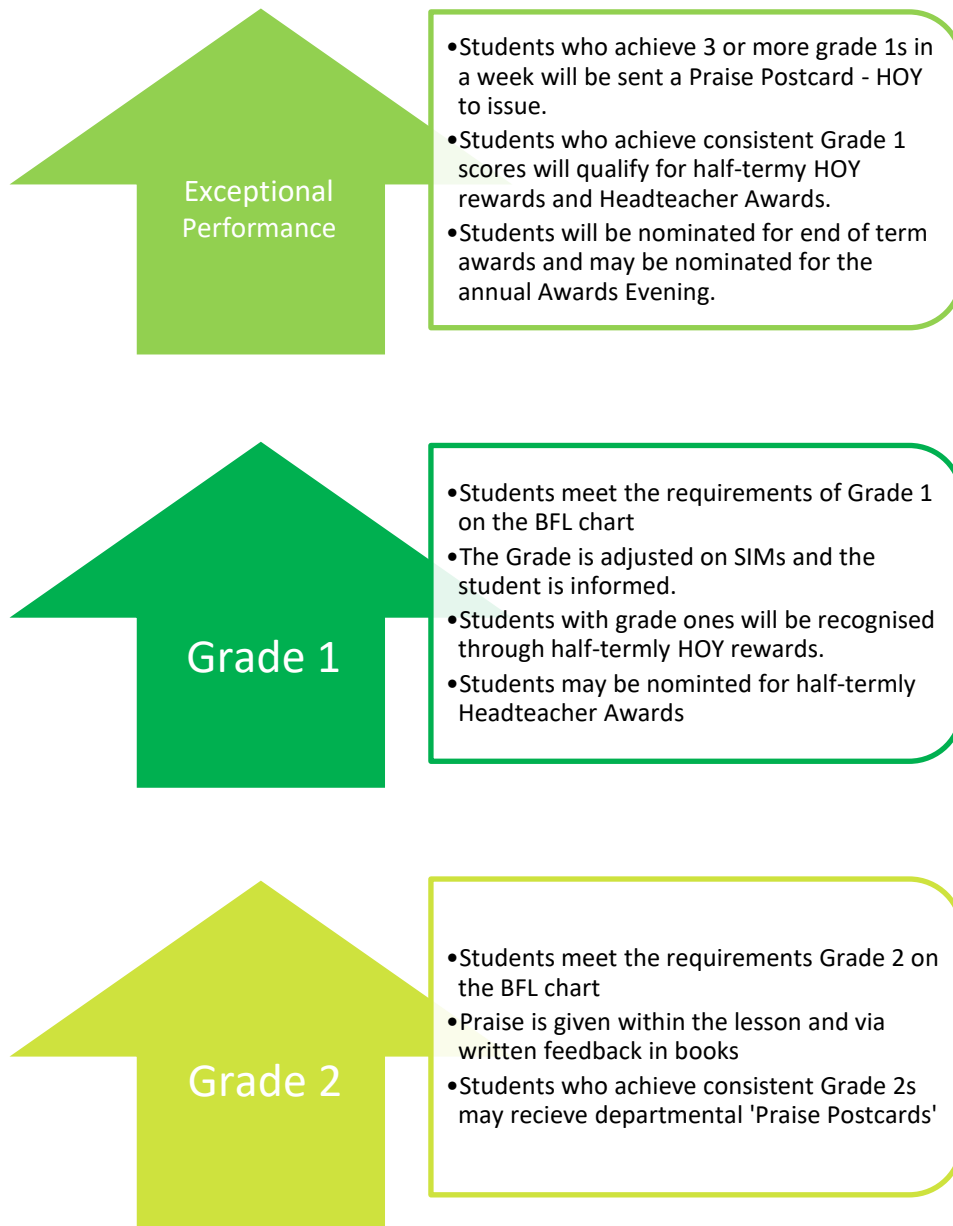
# Behaviour for Learning structure

In order to establish good practice with both the teacher and the student we do need to be clear with regard to the structure of how behaviour is managed within the College, starting with the 'Behaviour Pyramid'

## Behaviour for Learning Structure

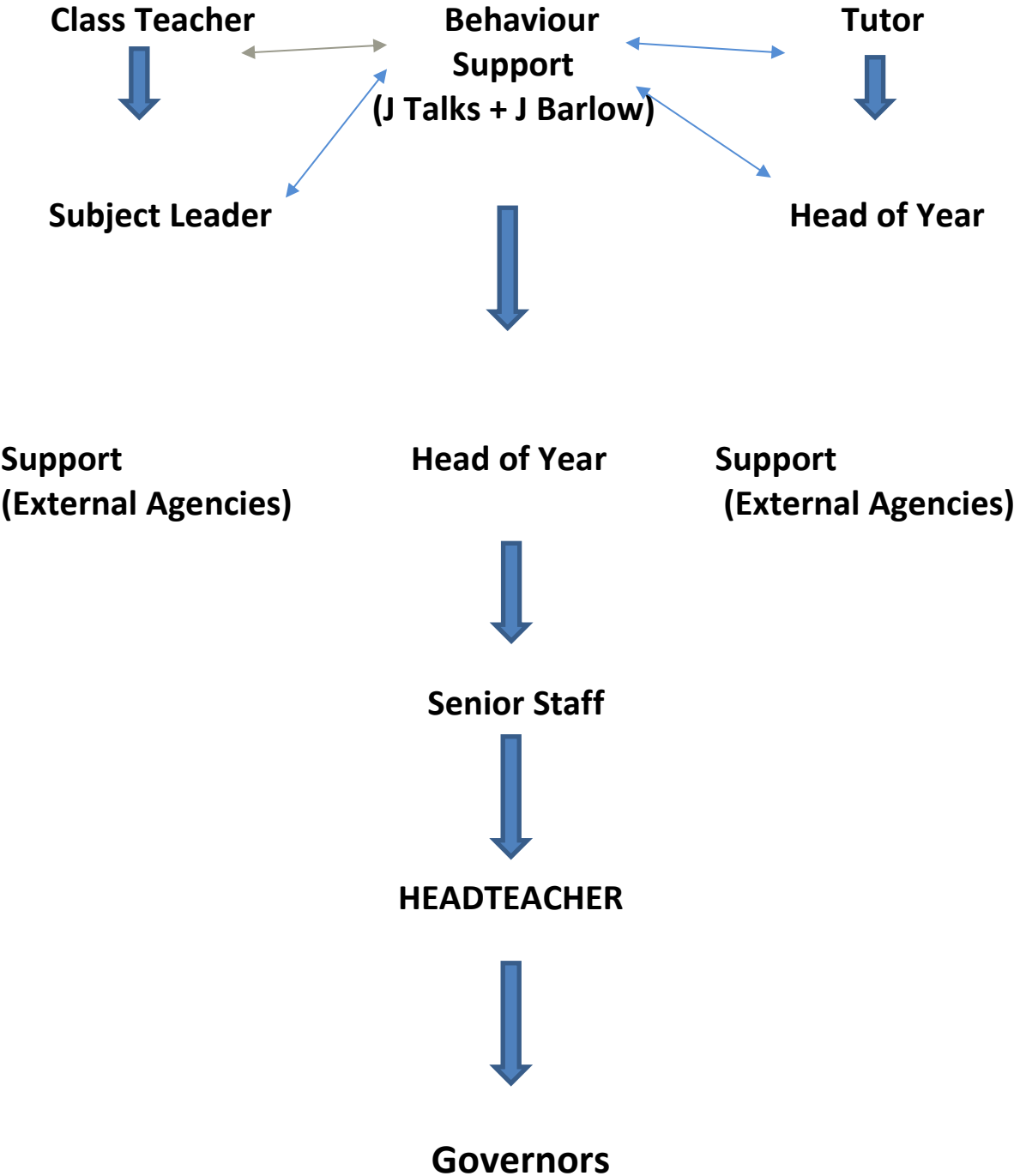


## Recognising Positive Behaviour for Learning



Behaviour is a core element to the success of any student, it is with sanctions that we seek to correct poor behaviour. However, there should also be positive feedback and recognition of effort, success and achievements of the individual.

# Staff Responsibility for Sanctions - Structure / Pyramid



# Poor Behaviour for Learning:

Examples to be dealt with by the appropriate member of staff

## Class Teacher / Year Tutor

- Punctuality to lessons To Tutor/ lessons with no valid explanation (3 mins)
- Lack of Equipment +/-or Planner
- Evident use of Phone, mobile technology
- Eating / Chewing
- Wearing outdoor Clothing (Non Uniform items)
- Failure to cooperate with instructions
- Failure to engage with the Work/ Task - class or homework
- Disruptive actions by an individual – inappropriate actions (shouting out to others, interrupting the Teacher/ Tutor )

## Subject leader

- Repeated unacceptable behaviour in subject lessons
- Persistent lack of equipment
- Disrupting the education of others
- Persistent poor or lack of homework
- Verbal abuse of a Class Teacher
- Failure to complete Department Detention

## Head of Year

- Refusal to hand over Jewellery / Technology
- Persistent Non Uniform
- Bullying incidents
- Aggressive behaviour towards another student
- Failure to comply with applied sanctions
- Persistent disruption to the learning of others across several curricula areas
- Persistent poor behaviour in Tutor Time
- Unacceptable behaviour to/ from College

## **Senior Staff**

- Persistent refusal to follow direction of the class Teacher / Subject Leader
- Verbal Abuse of Staff or Students (Including offensive remarks – racist, sexist etc.)
- On-going issues between students
- Persistent Truancy
- Persistent disruption of learning in 1 or several subjects
- Failure to comply with existing applied sanctions

## **Senior Staff / Headteacher**

- Drug Possession / Dealing
- Possession of a weapon
- Serious Assault and or abuse of Staff
- Failure to follow Head of Year or Senior Staff instruction
- Failure to comply with Behaviour Agreements/Contracts

## **Headteacher / Governors**

- Persistent serious and significant poor behaviour
- Significant catastrophic event

## Recognition of Positive Behaviour for Learning:

Examples to be evidenced by the appropriate member of staff

### Class Teacher / Tutor

- Verbal praise and positive comment to individuals / groups in the lesson and or Tutor Time
  - *Following successful answers to questions*
  - *Submitted work*
  - *Actions*
  - *Support of others*
  - *Particular effort*
- Identified achievement recognised through BFL grade
- Tutor to recognise / commend cumulative positive BFL grades (grade 2 or better)

### Subject leader / Tutor

- SL and Tutor - Collate BFL grades, other evidence such as contribution to House activities, work beyond lessons other noted activities each half term for publication via:-
  - *Newsletters*
  - *Letter Home*
  - *Subject Postcard*

### Head of Year

- Termly rewards and trips – BFL grades and Tutor recommendations
- Recognition through:
  - *Letters home*
  - *Assemblies*
  - *Certificates*

## **Senior Staff / Headteacher**

- Final Academic Year Assembly
  - Subject Based Nominations
  - Certificates Trophies and Prizes
  
- Annual Awards Evening
  - Headteacher Award – significant outstanding event
  - Bequests (Art Award etc.)
  - Overcoming Adversity Award

## **Headteacher / Governors**

- Annual Awards Evening
- College Alumni – Website page



## Behaviour for Learning Grades

Grade	Description
1	<ul style="list-style-type: none"><li>• Behaviour is excellent</li><li>• Students make outstanding contributions to the lesson</li><li>• Students motivate and support others to do well</li></ul>
2	<ul style="list-style-type: none"><li>• Behaviour is good</li><li>• Work is completed to the expected standard</li><li>• Students are respectful and listen to each other</li></ul>
3	<ul style="list-style-type: none"><li>• Lack of effort/engagement to complete work</li><li>• Formal warning given</li><li>• Disruption to own learning</li></ul>
4	<ul style="list-style-type: none"><li>• Uncooperative/defiant behaviour</li><li>• Moved seats in the classroom</li><li>• Disruption to own and others learning</li></ul>
5	<ul style="list-style-type: none"><li>• Persistent defiance</li><li>• Significant disruption to others</li><li>• Removed from the class by senior staff – Reflection Room issued the following day</li></ul>

## Code of Conduct – RRAP

<p><b>Respect</b></p> <p>Attend every lesson and arrive on time            Bring all the equipment you need in a suitable bag            Remove outdoor coats            Begin and end the lesson in a polite and orderly way            Listen carefully            Follow instructions            Help each other when it is appropriate but don't distract anyone            Answer questions in a manner acceptable to the class            Be sensible at all times            Use the toilet at break and lunch – not in lessons not during changeover            Mobile phones and headphones should not be seen in the buildings at any times            Use a quiet / calm voice            Use language which is neither abusive or offensive</p>	<p><b>Resilience</b></p> <p>Have a positive attitude – always be willing to try again            Listen to and act on feedback from teachers in order to improve            Embrace Challenges and Don't give up!</p>
<p><b>Ambition</b></p> <p>Work hard and always do your best            Know your target grades and what you need to do to improve            Ask for help when you need it            Do your homework as well as you can and hand it in on time            Engage with your ambitions!</p>	<p><b>Pride</b></p> <p>Be polite to visitors to the College            Take great care of our displays            Keep the walls and furniture clean and unmarked            Put all litter in bins (even if this means carrying it until you find a bin)            Wear the correct uniform at all times            Respect other people's property and equipment            Report any damage you see to a teacher            Use toilets in an acceptable way</p>

## Truancy

Students must arrive punctually to all timetabled lessons and Tutor Time.

Truancy – when a student deliberately absents themselves from a lesson or Tutor Time – is a serious misdemeanour. Schools and their staff have a duty of care to students and must be able to account for their whereabouts at all times.

If on any occasion there is an issue with a student attending any lesson or Tutor Time, they must report to either Reception to ensure that staff are aware of this.

Student who truant lessons or Tutor Time will be subject to the following sanctions:

Truancy of a single lesson or Tutor Time:

- After School detention issued for that night or the following night.
- Parents informed.

Truancy of two or more lessons / Tutor Time within a school day:

- Parents called to collect student from school - meeting with Head of Year arranged to explore issues.
- After School detention issued for that night or the following night.

Ongoing truancy - lessons / Tutor Time missed on two or more days within a week

- Parents informed and a meeting arranged with Pastoral Assistant Headteacher (can be readmission meeting)
- Student suspended for a single day

Ongoing truancy - lessons / Tutor Time missed in consecutive weeks and / or multiple occasions in a half-term

- Suspension issued in line with amount / frequency of Truancy.
- Parent / school / student contract drawn-up with clear expectations outlined.
- Meeting arranged with VIP Education to explore further support and intervention.

## Behaviour for Learning – Report Card System

If a student's behaviour is persistently poor, and there is little sign of improvement, they will be placed onto a behaviour report.

- All reports should be signed by the tutor, teacher and parent each day.
- A letter is sent to parents when a student is placed onto behaviour report.

