14-16 Learners

Positive Behaviour Policy (Including Rewards and Sanctions)

The setting aims to create positive relationships built on respect. To achieve this, consistent implementation of a Positive Behaviour Policy is essential.

As part of the Positive Behaviour Policy, the Conduct Flow Chart shows students what is expected of them and the sanctions for failing to meet these expectations.

The chart is displayed in all areas of the 14-16 provision as a constant reminder to students.

This policy should be read in conjunction with the College Charter available on the College website.

Positive Behaviour Policy			
Setting Staff Member Responsible:		Tracy Wilkinson (Head of Department)	
Policy Type:	Statutory	**Review Period:**	2 years
Date Reviewed:	September 2023	**Next Review:**	September 2025
Date Reviewed:	July 2025	**Next Review:**	July 2027

Introduction:

The 14-16 Team is committed to providing a safe, caring and stimulating learning experience. Each student will be valued and supported to develop the skills required to achieve their potential. We will do this by setting high expectations, developing self-control, building confidence and raising self-esteem.

Our Positive Behaviour Policy is driven by the following principles:

- We enable all young people to learn
- We enable all learners to excel
- We build trust, respect and reliability
- We encourage all young people to take responsibility for, and change their behaviour
- We deliver on our promises

Our policy has been drawn up taking the DfE Guidance Behaviour and Discipline in Schools (September 2015) into consideration.

Our Positive Behaviour Policy supports everyone in Colleges' right to:

- Feel safe in the College
- Work to their best ability
- Be treated with respect and consideration
- Teach without unnecessary interruption
- Learn without unnecessary interruption
- Be listened to
- Work in a pleasant environment
- Be treated fairly

Our Positive Behaviour Policy supports our students' entitlement to:

- A calm, safe learning environment
- A personalised learning programme and pathway
- Appropriate support and development for their learning, social, emotional and behavioural needs
- Clear boundaries and expectations
- The opportunity to make informed choices that keep them healthy and safe
- Be able to participate and have a strong pupil voice
- Be educated within a positive, caring, nurturing environment
- Enjoyment, fun, and the opportunity to excel
- Resources that enable them to learn and achieve
- A fresh start

In order to help students to achieve these expectations, we offer an environment which is positive, encouraging, caring and flexible and which treats students as individuals.

Aims and Expectations:

Students entering the setting may have medical or mental health needs or may have experienced challenges in previous education settings resulting in high levels of absenteeism, challenging behaviour or low self-esteem. It is the aim of our College that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Positive Behaviour Policy is designed to support the way in which all members of the College can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The College expects every member of the community to behave in a considerate way towards others. We treat all students fairly and apply this policy in a consistent way. This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.

The success of the Positive Behaviour Policy relies on a collaborative approach and all parties' agreement and commitment to it. As such, we ask all students and parents/carers to agree to their responsibilities with regard to the policy on enrolment/induction.

Our vision for learning:

Success is a continuous process, which is best enabled through identifying and removing barriers to learning. We believe that all our students have a right to barriers removed in relation to presence, participation and achievement:

Presence – to enable students to have a presence they need to attend regularly and on time to the College and to lessons

Participation – to be successful all students will have access to a high-quality learning experience that develops their self-esteem, sense of worth and making them feel like they belong

Achievement – all students will have access to a range of learning opportunities across the curriculum

To support all students to achieve in the classroom we have five basic classroom rules which we expect all students to follow. These are:-

- To arrive on time
- To hand in mobile phones & vapes upon arrival
- To put any food and drink away in bags
- No hoods, caps or coats on in lesson
- Toilet breaks during break and lunch only (unless for medical reasons in which a toilet pass is issued)

These are clearly displayed on posters in all classrooms as shown in **Appendix 2**.

Effective Learning:

To enable the Positive Behaviour Policy to be successful we recognise there is a strong link between good behaviour and effective learning. To achieve this, we expect all staff to:

- Develop relationships with students through which empathy, understanding, fairness and trust may be established
- Model positive relationships at all times
- Work in partnership to deliver high quality lessons in a high-quality learning environment
- Establish effective classroom routines and expectations
- Maintain high quality displays that show off students work
- Recognise and celebrate success, effort and small improvements
- Listen, mediate, restore and maintain positive relationships between students

The 'Positive Behaviour Strategies' which we expect all staff to follow to support the Positive Behaviour Policy is shown in **Appendix 3**.

Reward System:

The setting aims to give out rewards far more than sanctions to encourage and motivate students. All students, regardless of needs or ability should be given equal opportunities to gain rewards as this will help to reinforce positive attitudes and behaviour.

The setting has a reward system which enables students to gain, collect and spend rewards. This is detailed in the Reward Options Chart shown in **Appendix 4**.

Opportunities for reward points include:

- Good attendance and punctuality
- Following the classroom rules
- Good effort
- Verbal contributions in class
- Good work and independent learning
- Good behaviour
- Showing respect to adults and peers
- Showing kindness to peers

Staff reinforce the giving of all reward points with visual (e.g. thumbs up), stamps on their reward cards and verbal praise.

Reward cards are collected once completed by the Tutorial, Transition and Pastoral Lead.

Learners with Special Educational Needs:

In the 14-16 setting we treat each student as an individual and respond appropriately to their needs and barriers to learning. Adaptations to the Positive Behaviour Policy may be required for some of our learners with additional needs, which will be agreed on an individual basis. Adaptations may include:-

- Classroom adaptations e.g. approval to use earphones to reduce background noise, specific seating arrangements etc.
- Use of the time out system
- Approval to work somewhere other than the classroom (supervised)

Sanctions:

At all times, staff should attempt to be proactive and avoid problems, before they occur. Prior to implementing a sanction staff should try the following strategies:-

- Ignoring/pause in communication (where the behaviour is low level)
- Eye contact
- Change in physical proximity
- Rewards/target discussion
- Simple directions
- Praise elsewhere to reinforce desired behaviours
- Reminder of the top 5 classroom rules by referring students to the posters and reminding them of their responsibility for personal behaviour
- Choices and reminder of sanctions should an inappropriate choice be made

Unfortunately, there may be times when a sanction is required for inappropriate behaviour. This must be consistent and fair and all staff must understand the procedure involved. We categorise behaviour concerns into 3 levels and follow a firm process where inappropriate behaviour persists. This is detailed in the Conduct Flow Chart shown in **Appendix 5**.

Each time a behaviour is addressed by a teacher or other member of the team, this is recorded electronically and shared with students, parents and referring schools via the School MIS system.

Ongoing Monitoring:

Each student's behaviour will be closely monitored and any ongoing issues or concerns will be discussed as part of their weekly Tutorial session with the Intervention or Pastoral Team. A note of any discussions held will be added to the students record in order that all staff and parents are aware of what has been discussed/agreed.

Positive Handling:

Physical intervention must only be used when all other options for de-escalating a conflict situation have failed. Staff should have tried all of the strategies detailed in **Appendix 3** as well as containment in a safe area, without the need to hold, before intervention wherever possible.

The staff in the 14-16 setting have a duty to protect the safety of others. All staff have had Team Teach training and are authorised to use physical intervention in the following circumstances:-

- A student is endangering the safety of another student or a member of staff
- A student in endangering their own safety
- A student is causing/attempting to cause criminal damage to property or the building

All physical intervention should be carried out in such a way as to safeguard the student and staffs' wellbeing and be used for the minimum amount of time possible in order to bring the situation under control. A physical intervention report will be filled out by those involved, explaining why it was used, including how the student was held, and a copy sent to parents/carers.

Where additional support is required the setting may request assistance from the College Security Team.

Police:

Police intervention will be sought in circumstances where the student:

- Has assaulted a member of staff or other students
- Has shared inappropriate content on social media
- Has failed to respond to de-escalation techniques or is in grave danger of harming him/herself
- Has caused excessive damage to the building
- Has engaged in extreme bullying or harassment of other students

Bullying:

All of our students have the right to be safe from physical fear and harm, name calling or disrespect. Any form of bullying, either in person or via social media, will not be tolerated. More serious cases will always be discussed with the student's parent/carer. Where it is felt relevant, police intervention may be requested.

Fixed-term and permanent exclusions:

Only the Head of Department, Curriculum Team Leader or the Tutorial, Transition & Pastoral Lead (or College senior management in their absence) has the authority to exclude a student from the College. They may exclude a student for one or more fixed periods. They may also exclude a student permanently. Further details can be found in the Conduct Flow Chart shown in **Appendix 5**.

If a student is exclude, the parent/carer is informed immediately, giving reasons for the exclusion. Parents/carers are informed that they can, if they wish, appeal against the decision and are provided with the relevant information to do this. Schools are also informed and letters are provided to both the parent/carer and the school

The Head of Department keeps a record of any student who is excluded. It is the responsibility of the Head of Department to monitor the rate of fixed-term or permanent exclusions, and to ensure that the College policy is administered fairly and consistently.

Prior to any student returning following a fixed term exclusion, a re-integration meeting will be held between the student, parent/carer, school and a staff member, during which the expectations of the setting will be re-iterated. Should the student return to College, they will return on a Behaviour Contract which will detail closer monitoring of their behaviour.

Bradford College
•••Further and Higher Education

14-16 Provision

Behaviour for Learning Agreement

We are committed to providing a safe, caring and stimulating learning environment for all of our students

To achieve this, consistent implementation of a Positive Behaviour Policy which is supported by parents and carers is essential

The Positive Behaviour Policy is available on the Bradford College website.

We ask all parents / carers, students and staff to read the Policy carefully and sign and date this Agreement to confirm understanding and support of the Policy

College responsibilities:

College recognise there is a strong link between good behaviour and effective learning. To achieve this we will -

- Develop relationships with students through which empathy, understanding, fairness and trust may be established

- Model positive relationships at all times

- Work in partnership to deliver high quality lessons in a high quality learning environment

- Establish effective classroom routines and expectations

- Maintain high quality displays that show off student work

- Recognise, celebrate and reward success, effort and small improvements

- Apply sanctions fairly and consistently in line with our Positive Behaviour Policy

- Listen, mediate, restore and maintain positive relationships between students

- Keep parents / carers well informed of all aspects of their child's behaviour

Signed (Head of Department):   _____

Date: _____

Learner responsibilities:

I agree to follow the five basic classroom rules -

- To arrive to lessons on time

- To hand mobile phones in on entry to College

- To put any food and drink away in bags in my lessons

- To remove outdoor clothing (coat/hat etc) and be ready to learn

- To listen to and follow adult instruction

I will -

- Treat all members of the College community with respect and politeness

- Respect College property and the property of others

- Not bring inappropriate or unlawful items to College

- Avoid any engagement in anti-social behaviour

I agree to fully co-operate with and abide by the Positive Behaviour Policy

Name of Student: _____

Signed (Student):   _____

Date: _____

Classroom Expectations

Make sure you are on time

Make sure you handed your phone/vape in on arrival (if not, please hand in to the teacher)

Put any food & drink away (except water)

No hoods/caps

Toilet breaks at break & lunch time only (except where medically exempt)

FOLLOWING THESE 5 EASY EXPECTATIONS WILL MAKE THE CLASSROOM A CALM AND HAPPY PLACE FOR EVERYONE

Positive Behaviour Strategies

All staff members are expected to be familiar with, committed to, and responsible for implementing the Positive Behaviour Policy. This should be implemented in a consistent and fair way using the following strategies:-

General:

- Follow the Positive Behaviour Policy consistently and fairly
- Record all celebrations or behaviour incidents in order that these can be shared with students and their parent/carer
- Constantly reinforce good behaviour
- Promote student responsibility for their behaviour
- Do not take challenging behaviour personally
- Take issue with the students' behaviour – not the student

Before issues occur:

- Take time to build and promote positive relationships with students
- Be aware of individual students through data, discussions with other staff, One Page Profiles etc.
- Celebrate, praise and reward positive behaviours and successes – rewards should be used more than sanctions
- Be proactive – try to avoid problems before they occur
- Display the classroom expectations on the classroom door and inside the classroom

When inappropriate behaviour occurs:

- Stay calm and remain polite
- Give the student an "out" which helps them to "save face"
- Ignore/pause in communication
- Make eye contact
- Change in physical proximity
- Rewards/target discussion
- Simple directions
- Praise elsewhere to reinforce desired behaviours
- Reminder of the classroom expectations by referring students to the posters and reminding them of the responsibility for personal behaviour
- Choices and reminder of sanctions should an inappropriate choice be made
- Allow take up time
- Acknowledge compliance

Use strategies appropriate to the level of behaviour; escalate gradually in line with the Conduct Flow Chart – staff should demonstrate the use of every possible strategy to improve the situation

REWARD OPTIONS

Students are able to achieve reward stamps for:-

- Good attendance
- Meeting the classroom expectations
- Good effort
- Verbal contributions
- Good work
- Independent learning
- Good behaviour
- Showing respect
- Showing kindness

All reward cards will be collected in, reward stamps achieved will go towards one of the following:

A half-term visit or trip
A one-off voucher
A meal/activity

CONDUCT FLOWCHART

Behaviours	Actions	Follow Up
Level 1 o Late to class o Food/drink in class o Refusal to remove outdoor clothing o Not following adult instruction o Low level disruption o Chewing gum in class o Name calling o Poor work rate o Leaving lesson without agreement o Running around College o Careless damage of equipment	**Tutor / Support Worker** o Remind student of rules – point to in class display o Log each behaviour issue on schoolpod o 5 x L1 behaviours remove student to base room and refer to Intervention Worker o Next lesson – fresh start	**Intervention Worker** o Phone call home to advise parent/carer o Reflection work with student – review behaviour expectations o If 3 referrals to Intervention Worker then raised to Level 2 incident

Level 2	Tutor / Support Worker	Intervention Worker / Curriculum Team Leader
o 3 referrals to Intervention Worker from Level 1 behaviours o Mobile phone in class o Repeated swearing when asked to stop o Rudeness to staff o Intentional damage to College property / graffiti o Verbal aggression to others o Smoking in or on College premises (including vaping) o Arrival at lessons 15 minutes after start time	o Remind student of rules – point to in class display o Log each behaviour issue on schoolpod o Immediate removal to Intervention Worker o Next lesson – fresh start	o Phone call home to advise parent/carer o Reflection work with student – review behaviour expectations o Decision made between tutor, Intervention Worker and Curriculum Team Leader as to whether student can return to class / attend next class o If 3 Level 2 behaviours recorded then meeting arranged with student, school and parent / carer and student put on individual 'Report'

Level 3	Tutor / Support Worker	Intervention Worker / Curriculum Team Leader/Head of Department
o Refusal to leave lesson they are disrupting despite adult request o Persistent disruption / displays of behaviour at Levels 1 and 2 o Theft o Verbal abuse to peers or staff o Physical abuse to peers or staff o Bullying of any form o Fighting o Racial / homophobic abuse o Dangerous behaviour (including concerns about weapons) o Drug related incidents / concerns o Sexual misconduct	o Immediate removal to Intervention Worker or Curriculum Team Leader o Full details of incident added to Schoolpod o Fresh start next lesson	o Student to be placed in study room o Intervention Worker and Curriculum Team Leader to have immediate discussion to decide next action dependant on behaviour o Phone call home to advise parent/carer and request meeting to discuss what agreed o Student to spend remainder of day in study room or be sent home once safe to do so o Consideration to be given to contacting College Security or Police if required o Curriculum Team Leader to consider FTE or ending placement if student unable to meet requirements of the Positive Behaviour Policy o If criminal damage to property to consider a report to the Police and repair bill to parent/carer