



BACON'S POLICY
(Revised October 2009)

BEHAVIOUR POLICY

Vision

Bacon's College seeks to provide an education which achieves excellence, nurtures confidence and develops students' skills within a framework of Christian values. Care for the individual, respect for each other and for the authority vested in the staff, reconciliation and forgiveness – are all core ingredients in making this policy successful.

Rationale: *All teachers are free to teach and all students are free to learn*

The most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for all students. This behaviour policy will provide a framework for promoting positive behaviour through rewarding achievement and applying sanctions to unacceptable behaviour.

Aims

- To create an inclusive ethos which facilitates student achievement in the whole College.
- To promote consistency and continuity of effective classroom practice and positive behaviour around the College site.
- To inform and provide guidance to staff, student, parents and governors about how a well-managed, stimulating and safe environment for all students is achieved.

Objectives

1. To promote a firm understanding of and regard for equal opportunities with the understanding that each individual has a right to fair and consistent treatment irrespective of class, culture, ability, gender, race or sexual orientation.
2. To promote an awareness that understanding a student's individual learning needs will significantly reduce discipline problems.
3. To continue to apply order and purpose within the College by following College rules within the classroom and around the building.



4. To encourage positive attitudes by rewarding achievement and celebrating success.
5. To discourage negative attitudes and behaviour by promoting the positive qualities of working relationships between students, between staff and students and between students and the built environment.
6. To maintain the high standards of uniform within the College.
7. To promote classroom teaching that is stimulating and accessible to all, thereby reducing the chances of poor behaviour.
8. To promote staff and student awareness of the Equal Opportunities Policy.
9. To promote staff and student awareness of the Anti-Bullying policy.

Roles and responsibilities

Governors Statement

The Governors of Bacon's College fully support the Behaviour Policy and see it as an important vehicle for maintaining the ethos of the College as a whole. The Policy is set in a framework in which:

- The quality of relationships is valued for being positive, open and constructive.
- Respect is shown for the feelings, values and beliefs of others.
- Students develop the capacity to reflect on their behaviour, feelings and experiences.
- The ability to distinguish right from wrong is made explicit within a clear moral framework underpinned by Christian values.
- The students take responsibility for themselves and for others through community participation and citizenship activities.
- The overall curriculum reflects the need to develop students spiritually, morally, culturally and socially.

Governors review of Policy October 2009

Subject teachers will:

- 1 Seek to establish positive working relationships with the students they teach.



2. Attempt to achieve a style of teaching which is neither too confrontational nor fails to deal with incidents.
3. Plan and deliver lessons that meet the needs of all students.
4. Create and maintain a stimulating environment in which students enjoy learning.
5. Celebrate achievement and give appropriate rewards.
6. Use the appropriate College sanctions for problematic behaviour if reasonable attempts to change this behaviour have failed.
7. Lead by example by arriving on time and being fully prepared.
8. Promote respectful behaviour between students.
9. Deal fairly, quickly and appropriately with incidents.
10. Use their Curriculum area structure for dealing with problematic classroom issues before referring the incident to the Head of Year.
11. Leave appropriate cover work if absent which is structured to facilitate good behaviour.
12. Refer child safeguarding concerns to the Tutor and the Designated Teacher.

Curriculum Managers will:

1. Support teachers in their professional development as teachers.
2. Provide effective support for staff in managing problematic behaviour.
3. Develop a rewards policy for the Curriculum area to include certificates and awards in line with the College policy.
4. Offer advisory support and where possible observe lessons where teachers are having particular problems with students.
5. Ultimately ensure that poor behaviour does not affect the learning environment.
6. Incorporate Equal Opportunities teaching into the subject Curriculum.

Tutors will:



1. Establish a routine in agreement with the Director 11-16 for the constructive use of registration and tutorial periods. Students should be sitting quietly to be registered.
2. Seek to establish a positive working relationship with students in their tutor group.
3. Record, monitor and follow up attendance, punctuality and personal organisation eg. Equipment, uniform and planners.
4. Promote and encourage good standards of behaviour and respect between students and staff.
5. Follow up demerits with appropriate sanctions resulting in a 15 minute detention where a student should reflect on their misdemeanour.
6. Liaise with Heads of Year over appropriate action after a student receives an Incident Report.
7. Contact parents of students who persist in breaking College rules and support the needs of students who have been the victim of aggressive behaviour.
8. Support subject teachers by advising on parental contact.
9. Actively promote the Equal Opportunities and Anti-Bullying Policy in tutorial sessions.
10. Ensure that the Code of Conduct is displayed clearly in the tutor base and that all students know what is appropriate behaviour. The student must be made aware that they are responsible for the Behaviour Policy working.
11. Refer child Safeguarding concerns to the designated teacher.

Heads of Year and the Director of Progress will:

1. Work closely with their Year teams to monitor achievement and attainment in relevant year groups.
2. Take action with students who display persistent poor behaviour patterns.
3. Co-ordinate the celebration of student achievement by celebrating success in assemblies.



4. Liaise with the Vice Principal: Head of School over serious incidents.
5. Interview parents and set targets for students who need support.
6. Lead meetings to co-ordinate the gathering of information on individual students to identify patterns of behaviour.
7. Review report data to identify students displaying patterns of behavioural concern.
8. Report back to teachers and tutors who have sent incident reports on what action was taken.
9. Provide general support for teachers.
10. If necessary co-ordinate the involvement of outside agencies.
11. Observe lessons to advise staff on creating a stimulating learning environment.
12. Follow up racist, sexist and homophobic behaviour with appropriate sanctions.
13. Ensure that all Year groups operate consistent sanctions for similar behaviour patterns.
14. Sustain and enhance the College ethos through contacts in the corridor, classroom, assemblies and outside the formal curriculum.

The Vice Principal Head of School will:

1. Provide essential support information and supervision for all staff and students.
2. Intervene with students reaching Stage 4 of the behavioural system
3. Monitor the actions of students 'at risk' of permanent exclusion.
4. Interview parents and set targets for students 'at risk'. Implement a PSP in conjunction with Director of Progress.
5. Be aware of current legal procedures and keep staff informed.
6. Advise and liaise with the Principal regarding very serious behavioural incidents and students 'at risk' of permanent exclusion.



7. Ensure that the College systems are being used effectively and advise if this is not the case.
8. Deal with individual situations appropriately by using all information available to judge a case fairly.
9. Sustain and enhance the College ethos through contacts in the corridor, classroom, assemblies and outside the formal curriculum.

The Principal will:

1. Sustain and enhance the College ethos through contacts in the corridor, classroom, assemblies and outside the formal curriculum.
2. Review all serious sanctions imposed and authorised exclusions following a detailed review of each case.
3. Praise and recognise achievement in establishing a positive learning environment.
4. Liaise closely with Senior and Middle managers to take advise on the effectiveness of College systems.
5. Have appropriate support systems in place to aid teachers who need help with developing their teaching skills.
6. Develop and extend the teaching skills of all teachers.



ANNEXE A

(Revised Sept08)

CODE OF CONDUCT

The students and staff of Bacon's College agree that:

- We share the right to work in a calm, safe and purposeful environment.
- We should respect every teachers right to teach and every students right to learn.
- We should behave in a courteous and respectful manner towards each other.
- We will not tolerate bullying of any kind including verbal or physical harassment, racism or sexism.
- We should respect each other's property and possessions.
- We expect students to wear the College uniform and arrive punctually and fully prepared for each lesson.
- We expect the highest standard of behaviour from students travelling to and from the College each day.



ANNEXE B

(Revised Sept 08)

Guidance to Teachers on Effective Classroom Management

Students should line up outside the classroom before the lesson and be dismissed in a calm and orderly fashion.

Teachers should quickly learn all their students' names and endeavour to find out about each student's strengths and weaknesses. All students deserve to be treated as individuals.

Registers and mark books should be annotated appropriately for students.

Always write the aim of the lesson the board at the start of the lesson and end with a re-cap on what has been learnt.

Students should only leave the lesson in exceptional circumstances and only with written permission.

Teachers should be aware of all students at all times. Random questioning helps to keep students alert.

Use the College Sanctions and Reward policy appropriately.

Whole class detentions should never be given. In the case of an unresolved theft a class may be retained during the investigation.

Failure to produce homework and for behavioural misdemeanours. It is still the responsibility of the Curriculum Area to apply appropriate sanctions.

Use the e-portal system for informing the tutor of a student's lack of progress but this should not be used to export the problem as this will not solve the issue in the long term.

If a behavioural incident does occur it is a good idea to send a student outside the classroom to allow a 'cooling off' period and an opportunity for the teacher to restate their expectations without an audience.

Follow up is often effective if the student is interviewed in the departmental office with up to three members of the departmental team. This allows the student to realise that all staff discourage anti social behaviour.



An Incident Report should be used for a serious misdemeanour and copied to Tutors and HOY.

ANNEXE B

- 2 -

Teachers should endeavour to create a learning experience that students want to be part of. The following list will help to create this atmosphere.

1. Meaningful activities that challenge the individual
2. Student involvement in display work
3. Humour
4. Alert discipline and effective control
5. A wide variety of teaching techniques
6. Effective access and appropriate use of technology
7. Showing the students that they are progressing
8. Effective application of sanctions for misbehaviour, lack of involvement and failure to produce homework.
9. Ability to deal with egocentric behaviour and give fair opportunities to all.
10. Making sure students are aware of how they are being assessed.
11. Rewards: use the Curriculum Area reward policy and College's Rewards System by giving praise, and certificates for outstanding work and effort.



ANNEXE C

(Revised Sept08)

BEHAVIOUR SUPPORT STRATEGIES

We make every effort to teach and encourage good behaviour – for example the following strategies are employed.

Mentoring

Pastoral Support Programme

Daily Report

Drug Support Agency

Inclusion Room

Referral to Counsellor/other Agencies*

Welfare staff intervention

Anger Management Programme*

Social skills Programme*

At Bacon's we recognise that certain individuals or groups of individuals due to their needs or circumstances are more at risk of repeated contravention of the Behaviour Policy or of exclusion. A number of preventative and strategic approaches are available to support these students.*



A Student Review Board meets on a regular basis to review the progress and performance of both individual and groups of students who are deemed to be vulnerable and who are at risk of underperformance.



ANNEXE D

(Revised Sept 2008)

Permanent Exclusion - Grounds for this could include:-

- Serious actual or threatened violence against a member of staff.
- Serious actual or threatened violence against another student
- Sexual abuse or sexual assault
- Possession of drugs
- Supplying an illegal drug
- Persistent and defiant misbehaviour including:
 - disruption
 - bullying
 - cyber harassment/abuse of staff or students
 - Theft
- Possession of knives or dangerous weapons.

Temporary Exclusion – Grounds for this could include:-

- Fighting
- Bullying (including cyber-bullying)
- Defiance of Authority
- Abuse of staff or students
- Fire alarm abuse
- Disruption of learning
- Mob-behaviour



ANNEXE D

- 2 -

- Serious mis-use of IT equipment
- Damage to College property
- Theft
- Behaviour that puts other students at risk
- Persistent contravention of College rules, eg. punctuality, refusal to attend detentions
- Actions which damage College reputation



ANNEXE E

(Revised February 2008)

Recent changes to the law governing Behaviour in Schools

1. Sec.92 of Education and Inspections Act 2006 “staff in lawful control or charge of pupils can give detentions including weekends, training days without parental consent.”

2. College staff can use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline in the College.

e.g. ‘leading by the arm to enforce an instruction for a student to leave the classroom’.

3. Staff have the right to confiscate prohibited items and are not subject to civil or criminal liability. Items confiscated can be disposed of or returned in line with the College’s Code of Conduct/Behaviour Policy.

4. Out of College activities or journeys to and from the College are subject to the College’s Behaviour Policy.

5. The College reserves the right to send students home if they are in breach of the College’s regulations regarding uniform to remedy the situation.