



Newton Abbot College

Behaviour Policy

2018 – 19

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1. Vision; Ethos and Culture; Rationale

Vision

Our vision as a college is to achieve “Excellence: for all and in everything” and our mission is to “inspire, support and challenge every individual to be better than they ever dreamt they could be”.

This vision and mission are at the heart of everything we do; including teaching and learning, opportunities for students, outcomes for young people, and behaviour.

Whilst we, of course, use pastoral care and inclusive practices to support those who find making correct behaviour choices more difficult; we feel we do not do any students a favour by expecting less from them than others – therefore we expect everyone to strive for excellence in their behaviour.

Ethos and Culture

At Newton Abbot College we are proud of the ethos and culture that exists within our learning community.

The relationships between the members of our learning community are very strong and are built on an ethos of mutual trust. In order to maintain such high levels of trust and such high quality relationships it is imperative that all members of the learning community take their responsibility to protect the rights of others very seriously.

Staff have the right to feel safe and happy in the workplace, to be free from discourteous or abusive behaviour, to be listened to and respected. Teachers have the right to deliver their lessons without disruption.

Students have the right to feel safe and happy in college, to be free from unpleasant behaviour towards them and to learn without disruption.

Our behaviour policy is therefore designed to encourage every member of our college community to take full responsibility for the behaviour in a way that protects the rights of staff and students.

Rationale

We do everything we can to create an ethos of positivity through a culture of reward and celebration. Therefore our reward systems are focused around intrinsic reward as far as possible. We seek varied and numerous means and opportunities to celebrate members of our community who behave responsibly.

Newton Abbot College sets incredibly high expectations of every member of its community and instils traditional values. For this reason, on occasions where members of the college community fail to meet these expectations in terms of their behaviour, we have a clear system of college sanctions to deal with this.

2. Expectations

We believe

- everyone has the right to learn and no one has the right to disrupt anyone else's learning.
- everyone takes responsibility for their own behaviour.
- constant reinforcement of positive behaviour and the use of praise and rewards are better motivators than sanctions and negative feedback.
- consistency in practice is essential.

In the Classroom:

Students will

- Attend every lesson - 'Every Day Matters - Every Lesson Counts'.
- Be on time and ready to learn.
- Enter the classroom quietly and be ready to engage with their learning straight away.
- Wear full college uniform with pride and have all their books/equipment in a suitable bag.
- Sit in the seating plan.
- Be polite and respectful to everyone.
- Keep all learning spaces clean and tidy.
- Follow the presentation rules.
- Support the learning of others.
- Behave as required by the 'Mode of Learning' the teacher has asked for.

4 Modes of Teaching and Learning

The teacher should make it clear to all students during any lesson episode which mode of teaching and learning is expected so that students are clear of the expectations of them.

1. Teacher talk

e.g. teacher delivering instructions, explanations, teaching new knowledge, leading teacher-centred discussion/questioning.

Student expectations:

S - Sit up straight and look attentive

- L - Listen actively
- A - Ask and answer questions intelligently
- N - No talking (off-task chatter)
- T - Track the teacher

2. Independent working

e.g. completing a specific task set by the teacher that requires no discussion with other students.

Student expectations:

- O - On task (focused)
- W - Work hard (maximum effort)
- N - No talking (off-task chatter)

3. Paired working

e.g. teacher has asked students to complete a task in pairs, or has strategically decided that a task may be completed with some very low level discussion.

Student expectations:

- T - Talk in quiet 'paired' voices
- W - Work hard to complete the task together
- O - Only talk to partner

4. Group working

e.g. teacher has asked students to complete a task in groups.

- T - Take turns
- E - Everyone contribute fully
- A - Actively listen to others
- M - Maximum effort (no off-task chatter or behaviour)

At Lesson changeovers, Social times and around the site:

All members of the College community have the right to feel safe and secure at all times and all members of the College community have a responsibility to make sure that this is so.

Students will

- Behave sensibly and calmly around the buildings and site.
- Not wear outdoor garments when settled inside.
- Engage in active play and ball games in designated areas only.
- Follow all requests and instructions from staff.
- Place all litter in bins provided.
- Move sensibly around the College and keep to the left where possible, especially on the stairs, allowing others through doors as appropriate .
- Wear full college uniform (including blazers) at all times around the college buildings unless instructed otherwise by staff.

In addition

- There is zero tolerance of bullying .
- It is usual for staff and students to greet each other in the corridors: eg saying 'Good morning' etc. Good relationships are essential as they underpin achievement throughout the college.
- The College publishes a list of banned items which should not be brought into college under any circumstances .
- Groups of students should be 'crocodiled' when moving across the site in order to maintain ordered high levels of safety.
- Students must arrive on time for all lessons. If they leave a lesson late they must have a note which explains the situation to their next teacher.
- All members of the College community take responsibility for their own property and respect property belonging to others, including College equipment and buildings
- There is zero tolerance of graffiti.
- If a student is allowed to leave class to visit the toilets the teacher must issue a note and keep a record.
- The college can take no responsibility for mobile phones or any other valuable items. Mobile phones may only be used outside of buildings during breaks .
- It is expected that where there is intentional damage, or damage caused by careless behaviour, the consequence may include the person(s) responsible being asked to pay the cost of repair or replacement and may also include community service.

Journey to and from college:

As soon as students leave home, and until they return, they are representing the College and are expected to be considerate and polite to everyone.

Whenever a student is identifiable as a member of the college they should be dressed smartly in full correct uniform and should behave impeccably – the reputation of the college is of paramount importance to us all. Bringing the college into disrepute, in any way, will be dealt with as a serious misbehaviour.

Staff and Prefects meet and greet students every morning at the gates to support them and ensure everyone is ready for college.

Any student who witnesses unacceptable behaviour from other College students in college uniform at either end of the college day should report it as soon as possible to Student Support either in person, by phone, by email or via the Confide button.

Newton Abbot College retains the right to sanction behaviour that does not meet our expectations or brings our college into disrepute even if it does not take place on our college site or during college time.

3. Praise and Reward:

Students are encouraged to recognise that the greatest reward for hard work at college is the success it brings in examinations and consequently in life. Normal college expectations not only equip students with the good learning habits necessary to reach their full academic potential but also the soft skills (attendance, punctuality, presentation, leadership and team-working etc) required by employers, universities and colleges.

In order to 'set the scene' for the promotion of the positive learning environment, students

- are punctual to lessons.
- are met and greeted by staff.
- enter the classrooms as soon as they arrive and sit in a seating plan.
- are dressed in full uniform (removing blazers only if given permission to do so).
- take out all equipment and place it on the desk at the start of the lesson with their Planner and any completed homework as appropriate.
- engage in the 'Do Now' starter activity while the register is taken.

Rewarding Conversations:

Research both within and outside of the college has shown that students preferred reward is to be told that they are "getting it right" therefore *what is said* and *how it is said* has a big impact on them. It influences how they perceive the relationship between themselves and the teacher, which in turn affects their commitment to learning.

The following strategies are used by teachers in the College to help to create a positive learning climate:

- Smile and use open body language as you welcome students into the classroom.
- Over time, try to notice and say something positive about every student.
- Make eye contact with students, especially when they are answering questions.

- Use polite language to model the tone of responses you expect.
- Use students' names frequently in affirmative ways, for example "Tom gave two of the really important points in that answer and backed each with an example".
- Try to keep your voice pitched low and avoid shouting.
- Use praise frequently, but not indiscriminately. Reward progress towards and achievement of targets. Students value praise if it is clear that it is deserved.
- Encourage students to be supportive of each other, to listen and respond with respect, for example by using structures such as "I agree with Tom that ... however I think that ..."
- Avoid putting students on the spot. Use strategies to ensure students feel 'safe' to answer - for example, extending waiting time (try to count to eight before expecting an answer); using 'think; pair share'; prefacing challenging questions with "this is a really difficult question so I'm going to ask several people and then we'll construct a best answer together".
- Try to avoid telling students they are wrong. Students need to see mistakes as a vital part of learning.
 "You're a step nearer to the right answer" ✓
 "You're wrong again" ✗
 (Words like 'rehearsal' or 'trial' can be useful)
- Try to avoid appearing to blame students for their lack of learning.
 "Put in bit more effort"
 "OK, it's a little tricky at the moment. Which bit can't you do yet?" ✓
- Other useful positive words and phrases:
 When you finish...
 I know you can...
 Which part didn't I explain well enough?
 I'm sorry, I should have made it clearer.
 What do we need to remember here?
 OK, so you haven't quite mastered it yet.
 Up to now this bit has proved a little tricky.
 Today you have a fantastic opportunity to show yourself how much you've remembered from the last module.
 Your choice/it's up to you/you decide/That's right, isn't it?

Students are praised by their teachers for:

Leading the learning.
 Listening well and answering questions thoughtfully.
 Producing outstanding individual work.
 Focusing and learning to the best of their ability.
 Cooperating well and demonstrating excellent team work.

Students are praised by their Tutors for:

Being an excellent role model (always wearing uniform correctly, always having equipment including using the Student Planner well, supporting others in the Tutor group as appropriate).

Students are also praised for:

Excellent attendance - students are awarded certificates for excellent and improved attendance. There is an inter-Tutor group and inter-House attendance competition. Students achieving 100% attendance have a special reward, for example lunch with the Principal, and a chance to win a major prize.

Excellent Progress reports - students who achieve all Ps (Praise grades) receive a Principal's Commendation.

Phone Calls Home

Phone calls home inform parents of good work effort and behaviour and establish positive relationships between staff and students. Staff aim at holding positive/negative conversations on at least a 5:1 ratio.

Postcards Sent Home

Students, staff and parents report that postcards are a favourite reward. There are a wide variety of postcards available. These are used by all staff to reward outstanding work, effort, behaviour, citizenship and improvement. All staff are encouraged to send at least one postcard a week to a student who has exceeded the expectations.

Student of the Month

Students are nominated by staff for this award which is given for exceptional achievement. Nominations are discussed by the Assistant Principal Team and the winner is announced in assemblies. All nominees receive a letter of commendation from the Principal and the Student of the Month receives a certificate. A full citation is detailed in a frame and hung in the front corridor on the Exeter Road site.

Tutee of the Month

Students are nominated by Tutors. Nominations are discussed by Heads of House and the winner announced in assemblies. All nominees receive a letter home and the winners receive a certificate.

Prefecture

During the summer term Year 10 students are invited to apply for Prefect status. They write a letter of application based on the list of duties and the skills and qualities required explaining how they meet the published criteria and what they can bring to the role. Applicants are formally interviewed by a panel which includes both staff and current (Year 11) Prefects. All

applicants then take part in an observed task working with other students in their House. The task results in a formal presentation which is made to members of the College Leadership Team.

Successful applicants are awarded Prefect ties and badges and, during the process, House Captains are identified to lead and coordinate the activities of the House Prefect teams. There is also a process by which top Prefects can earn Gold Star status.

Academic Awards

Autumn Awards Evening – Best in Subject awards for every subject in college based on performance over the past year.

Spring or Summer Awards Assemblies – Achievement, Effort, Improvement awards for every subject in college based on performance over the past term

Prestigious Top Awards

The Principal's Award – awarded annually at the Annual College Awards Evening to a Year 11 student who is an excellent role model for other students.

The Community Award - awarded annually at the Annual Awards Evening to a student or students who have supported others either in or outside of the college community.

The Helen Foundation Award for Creative Arts – awarded annually at the Annual Awards Evening to the student who has made the greatest endeavour in the arts.

Top GCSE results awards – these are awarded to the highest achieving students each year.

Pride of Newton Abbot College Awards - awarded to students who have by their actions made the College especially proud of them.

Awards Events

A major focus of the weekly House assemblies is to reward success. Students with excellent attendance and students who have excelled in a wide variety of ways are praised in these assemblies.

There are major termly events at which awards are presented – Autumn Awards Evening; Spring and Summer Awards assemblies.

Within subject areas there are scheduled prestigious events such as the annual Sports Awards evening and the annual Arts Awards evening.

The Annual College Awards evening is the traditional event at which all the major awards are presented.

House Competition

All rewards are recorded on SIMS as follows and the points are totalled regularly for students to see and for the inter-House competition.

Award	Awarder	Recorded by	Points
Postcards inc HoH postcards	All staff	SP/LB	20
Awards – Ach/Eff/Imp	Subject teachers;	SP	99
	All staff;	SP	99
Pride of NAC	Specified staff	SP	99 x 2
Major Awards			
Arts Leaders	Art teachers	STL	99
History Leaders	History teachers	STL	99
Sports Leaders	Sports teachers	STL	99
Prefect	APT & HoH	SP	99
HC	APT & HoH	SP	99 x 2
VC	APT & HoH	SP	99 x 2
Gold Star	APT & HoH	SP	99
Anti-bullying Ambassadors	HoH	TD	99
Teachers Award	All teachers	All teachers	5
Leadership - Bronze	APT & Prefects	SP	99
Silver	APT & Prefects	SP	99
Gold	APT & Prefects	SP	99
Principal's Commendation	Principal	SP	99 x 2
Student of the Month	APT	SP	99 x 2
SOM nominees	All staff	SP	99
Friendship & Kindness Awards Winner	HoH	TD	99
Friendship & Kindness Awards nominees	HoH	TD	20
Termly 100% attendance (cumulative)	HoH	LM/SP	99
Accelerated reader Year 7 Target	Study Centre	Accelerated Reader	20
Year 8 Target	Study Centre	Teachers/Administrators	20
Head of House Award	HoH	HoH	10
Raising Achievement Leader Award	RAL	RAL	10
Progress Report Awards	RAL	RAL	99
Subject Team Leader Award	STL	STL	10

4. Sanctions

Classroom based sanctions and procedures

These are the classroom procedures for dealing with students who, through their behaviour, are infringing on the rights of staff to teach and students who have the right to learn without disruption.

<p style="text-align: center;">Stage 1</p> <p style="text-align: center;">Verbal Warning and name</p> <p>Teacher warns the student very clearly that their behaviour is disruptive and is affecting their ability to teach the lesson and the rights of other students to learn. They tell the student they are on a stage 1 warning and write the student's name on the board.</p>
<p style="text-align: center;">Stage 2</p> <p style="text-align: center;">Verbal Warning and instruction to move</p> <p>As with stage 1 warning, but the teacher must take pro-active steps to minimise the chance of the student escalating beyond this stage. Normally this will include moving the student to a different seat in the classroom to complete the remainder of the lesson with minimal likelihood of disruption. Whilst the student is moving seats the teacher should underline the name on the board as a visual reminder to the student of the need to behave correctly in order to avoid stage 3.</p>
<p style="text-align: center;">Stage 3</p> <p style="text-align: center;">Central Parking</p> <p>Teacher states clearly to the student that despite 2 previous warnings their behaviour has again disrupted the teaching and learning and therefore the student has lost their right to remain in the lesson. The teacher 'parks' the student and the student leaves the room and goes to the college Isolation room.</p>

If a student's behaviour is more serious than low-level disruption then it may be appropriate for a teacher to move straight to stage 2 or 3 and miss out the earlier stages. They should explain clearly to the student why this decision is being made. The aim of the staged system is to reduce disruption to a minimum whilst giving students maximum opportunity to reflect, make correct decisions and remain in lessons as far as possible.

If misbehaviour is serious enough to warrant it then as well as using the central parking system above to remove the student from the lesson and protect the learning environment the member of staff should also inform the Head of Department and the Student Support Team. As a result, the student may be issued a higher level sanction, e.g. Principal's detention, full day in Isolation or fixed term/permanent exclusion.

Social Time and 'around the college site' sanctions

Most minor misbehaviour will be dealt with through conversation with a member of staff and reminders about our expectations. Students should follow requests/instructions from any member of staff immediately and without question.

If a student repeats minor misbehaviours, ignores instructions from staff or misbehaves in a more serious fashion then they will be sent straight to the Isolation room where they will remain for the remainder of that break time.

If the misbehaviour is serious enough to warrant a more serious sanction than losing the remainder of that break, then as well as being sent to Isolation the student may be issued a higher level sanction such as Principal's detention, social time isolation/exclusion, full day in Isolation, fixed term or permanent exclusion.

5. Use of Exclusion

The College will endeavour to avoid fixed term (temporary) and permanent exclusions through use of supportive measures as well as other sanctions and Isolation. However from time to time the College will exclude a student. The following behaviours may result in a fixed term (temporary) or, in extreme or repeated circumstances, a permanent exclusion. This is not an exhaustive list.

Physical assault against a student or an adult

Includes:

- violent behaviour or fighting
- wounding
- obstruction and jostling

Verbal abuse/threatening behaviour against a student or an adult

Includes:

- threatened violence / aggressive behaviour
- swearing
- homophobic or racist abuse / harassment
- verbal intimidation
- carrying a dangerous / offensive weapon
- making false / vexatious allegations towards members of the college community
- threatening or intimidating behaviours online

Bullying

Includes:

- verbal
- physical
- homophobic bullying
- racist bullying
- bullying behaviours online or in person

Sexual misconduct

Includes:

- sexual abuse /assault / harassment
- inappropriate online behaviours of a sexual nature

Drug & Alcohol related

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Damage

Includes damage to college or personal property belonging to any member of the college community:

- vandalism / arson / graffiti

Theft

Includes:

- stealing college property
- stealing personal property
- stealing from local shops (bringing the name of the college into disrepute)
- selling and dealing in stolen property

Persistent disruptive behaviour

Includes:

- challenging behaviour (refusal to cooperate)
- disobedience (defiance)
- persistent violation of college rules

Bringing the college into disrepute

Includes:

- poor behaviour in a public place
- attempts to damage the reputation of the college
- poor behaviours witnessed by members of the wider community
- any online behaviours that risk the reputation of the college

Examples of when a permanent exclusion from college will **always** be considered:

Supply of illegal substances; possession of certain banned items on the college premises (e.g. weapons); violent conduct towards any member of the college community; false and vexatious allegations towards members of the college community; seriously bringing the college into disrepute; persistent breaches of the college expectations when other interventions and sanctions have failed to correct behaviour.

This is not an exhaustive list.

6. Appendix

Allegations made against staff

All allegations made against staff will be taken seriously and investigated quickly in a fair and consistent way that supports the person who is the subject of the allegation as well as the student.

Every effort will be made to maintain confidentiality while an allegation is being investigated. There is an assumption that staff have behaved reasonably unless or until proved otherwise. Suspension will not be used as an automatic response when an allegation has been reported. Disciplinary action to be taken against students who are found to have made malicious allegations against staff:

A student who makes a false allegation may be excluded or expelled.

The College may press criminal charges against a student who makes a false allegation against staff.

Confiscation of a student's property

Students are asked not to bring items of value as the College does not accept liability for items damaged or lost whilst students are at college.

College staff may, as appropriate, confiscate and retain or dispose of a student's property where the item(s) are banned or where their use is disrupting learning and/or good order.

Electronic items such as mobile phones are dealt with specifically under separate guidelines.

These are banned for use within College buildings unless individual permission has been given.

Confiscated items such as jewellery or non-uniform items of clothing are kept securely where it is possible to do so and may be returned to the student or the student's parent/carer within a reasonable timeframe.

Searching students without consent

Where there are reasonable grounds to suspect that one of more of the following is being secreted by a student he or she may be searched (clothing and bags as appropriate) by a member of staff with or without consent:

- Knives or other weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarettes
- Fireworks
- Pornographic images
- Any item that is likely to be used to commit an offence, cause personal injury or damage to property
- Any item which disrupts effective teaching and learning

Staff must be authorised by the Principal to conduct a search without consent. Currently the following staff are authorised: Heads of House, members of the College Leadership Team. Staff may confiscate any prohibited item found as a result of a search. They may also confiscate any other item which they consider to be harmful or detrimental to discipline in the College. Weapons, illegal drugs and extreme pornography will always be handed over to the police. Otherwise the College will decide if and when to return other items.

Staff authorised to do so may use reasonable force to execute a search if deemed appropriate.

Use of reasonable force

All members of staff have the legal power to use reasonable force where necessary. Force may be used to control students and/or to restrain students.

For example force may be used:

- a) To remove disruptive students from a classroom or incident when they have refused to leave.
- b) To prevent a student leaving a room or incident where allowing them to leave would put them at risk or lead to behaviour which disrupts the behaviour of others.
- c) To stop a fight or to prevent a student attacking another person.
- d) To restrain a student who is at risk of harming themselves through physical outbursts.
- e) To prevent damage to property.

Force cannot be used as a punishment.

Staff must record the details of any incident involving the use of force and report the matter at the first opportunity using normal College procedures.

Other related documentation:

Anti-Bullying policy
Safeguarding and Child Protection policy
Uniform Guidelines
Use of mobile phones information
Banned items list

POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
16 Oct 2018	Revised policy adopted		Immediate	