



Okehampton College

Positive Relationships Behaviour Policy

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Version	Date	Update information	
V1.0	01/04/2021	First published version – this policy supersedes the Behaviour for Learning Policy	
V2.0	13/05/2021	Second version – Re-written as a standalone policy for Okehampton College	

Policy Statement:

- Support the learning and wellbeing of students and staff through a sense of community, in which everyone accepts responsibility for their own behaviour and where exemplary behaviour is at the heart of learning.
- To echo our values **Community Opportunity Respect Equity** and ensure students are **Ready Respectful Safe**.
- Acknowledge our legal duty under the Equality Act 2010 in respect of students with SEND and Safeguarding.

Aims of the Policy

- To create a culture of exceptionally good behaviour for all: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences.
- To build a community which values kindness, caring, good humour, respect and empathy.
- To promote community cohesion through improved relationships and restorative practice.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise and positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Expectations

- We will treat everyone with respect and provide a positive role model for our young people.
- We will maintain high expectations of behaviour and provide encouragement and stimulation to all students.
- We will treat all children fairly, apply this policy in a consistent way with focus on our core values and rules.
- We will teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- We will promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Agreed Consistencies - All Staff

- Refer to our **CORE** values and '**Ready, Respectful, Safe**' in all conversations about behaviour.
- Be a **calm, consistent** adult.
- Follow our **stepped sanctions** in the classroom, referring to our posters for **consistent use of language**.
- **Follow up** every time, retaining ownership through positive **Restorative Conversations**.
- **Create routines**, teach them and apply them relentlessly.
- **Meet and greet** at door, **Do Now** at start, **pack away in silence** and **stand behind desk** before dismissal.
- Use a **hand up** as a non-verbal sign to gain the silence of the learners.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- **Implement the Graduated Response Tool** in order to identify and meet needs of learners.
- **Model** positive behaviours and build relationships.
- Mechanisms for **positive recognition** is used in each classroom throughout the lesson.
- Use **PIP and RIP** to manage behaviour and praise students.
- Use **names on board to highlight positive behaviour** only; if using time out, do so in class where possible.
- Students to **walk on the left and calmly** when moving around college.
- Encourage students to **Respect social spaces** and **lead by example**.
- Model good conduct by picking up **litter and recycling** responsibly.
- We will always **meet our duty in challenging poor behaviour** assertively wherever encountered.
- Staff to **not delegate behaviour** but to take **ownership and feel empowered to deal with it themselves**.
- Permit all the behaviours we promote through **deliberate, relentless botheredness**.

Middle leaders are **not** expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a **unified** consistency to the learners.

- Be a **visible presence** in the managing of behaviour, to encourage appropriate conduct.
- **Support staff** in returning learners to learning by sitting in on **restorative meetings/conversations**.
- Regularly **celebrate** staff and learners whose efforts go above and beyond expectations.
- Encourage use of **Positive** points, **Positive** Phone Calls and **Positive** Praise postcards.

Senior Leaders are **not** expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a **unified** consistency to the learners.

- **Meet and greet** learners at the beginning and end of the day.
- Be a **daily visible** presence around the corridors, site and especially at times of mass movement.
- **Celebrate** staff, leaders and learners whose efforts goes above and beyond expectations.
- **Support** middle leaders in managing learners with more complex or entrenched negative behaviours.
- Regularly **review** provision for learners who fall beyond the range of written policies.
- Be **role models** when dealing with poor behaviour.

Classroom/teaching space Engagement with learning is the primary aim. The majority of learners' only need a gentle nudge in the right direction. Steps should always be gone through with consideration, taking individual needs into account. Praise the behaviour you want to see. All learners to be given an opportunity to make the right decision and given a chance in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Positive Behaviour Rewards

- Simple visual/verbal praise immediately or in private - Positive points to be recorded on class charts - Half termly Assemblies to promote learner's achievement in line with our CORE values - Praise Postcards posted home to learners - Positive phone calls home - A mention in Newsletters - Bronze, Silver and Gold badges awarded for achieving positive points - Prizes awarded for attendance and achievement.

A Stepped Consequences Approach

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating and use the stepped sanctions in order to help young people understand the impact on others and to develop empathy.

Remind privately of **CORE** and **Rules**, of their **mistake** and given an **opportunity to make the right choice**.

Caution privately about persistent behaviour, outlining the consequences if they continue and given a **chance**.

Reflect and Reset in R2L, return to lesson; a restorative conversation to happen between learner and staff member.

Staff will deliver consequences calmly and with care and not confront unwanted behaviour with anger.

Negative Behaviour Points given on class charts if expectations not met. If points accumulate, support is given:

- Conversation with the student by tutor/HoY/Subject teacher/HoF - phone call home to register concern with parent/carer - Behaviour Care Plan implemented - Referral for 1-1 mentoring with Connect/Space/Tor/school nurse/Emotional Logic - Lesson Observations - Graduated Response used - Targeted support/Targeted interventions/Inclusion Hub Re/Community Service/Learning conversations

Targeted Support and Inclusion Support Programmes

Behaviour/Relational/Pastoral Care Plans are implemented to support learners. This is done discreetly by not using coloured reports, by advertising poor behaviour or by giving fame to those not meeting expectations. Individual programmes are implemented for further support or by a referral to Holditch or other alternative provisions.

For more serious behaviour incidents, the Devon County Behaviour guidelines and sanctions are followed.

**Written in line with EEF Guidance Report, DCC Guidance for Developing Relational Practice & Policy and Pivotal.*