

STUDENT CONDUCT IN THE CLASSROOM

In all classrooms we aim for praise to outweigh conduct reminders. There should be an emphasis on praise and encouragement which is supportive of students. Staff should focus on **positive aspects of behaviour** ensuring that conduct conducive to learning is essential for students to achieve.

‘When students behave inappropriately, give them what they don’t want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately’.

SETTING THE SCENE FOR POSITIVE BEHAVIOUR IS KEY

1. **Positive role model** – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the ‘big picture’ connects learning to the real world.
2. **Giving Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.
3. **Start each lesson with a clean slate** – making sure that incidents have been dealt with from prior lessons. (Please clean your conduct boards at the end of the lesson.) Students could be spoken to in detention.
4. **Be consistent** - use this and only this approach with all students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, C1”. Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.
5. **The Positive Learning System (PLS)** does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management alongside pacy, challenging lessons should sustain students and enthuse most students. For those who are not ready to learn the PLS is used.
6. **Key questions to ask yourself:**
 - Have I planned my lesson appropriately and shared my learning outcomes with students?
 - Am I praising and rewarding those who behave?
 - Is the work challenging and exciting enough to engage students in learning?
 - Are the resources appropriate and readily available so that pace is maintained?
 - Have I greeted them at the door and made my high expectations clear at the beginning?
 - Is my seating plan right and have I made my ‘reasonable requests’ clear?
 - Have I taken control of the class on entry, during the lesson and at dismissal?

Conduct/Attitude to Learning	Behaviour Management Dialogue/Strategies	ATL
<p style="text-align: center;">C1</p> <p style="text-align: center;">First conduct concern</p> <p>The student's name must be written on the board</p>	<p style="text-align: center;">“Hassan you have continued to talk across the classroom. Hassan you are now on a C1”</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>	
<p style="text-align: center;">C2</p> <p style="text-align: center;">Second conduct concern</p> <p>The student's name must show a C2 on the board</p>	<p style="text-align: center;">“Hassan you have again continued to talk you have now moved to a C2”</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student's eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p>	
<p style="text-align: center;">C3</p> <p style="text-align: center;">Third conduct concern</p> <p>The student's name must show a C3 on the board</p>	<p style="text-align: center;">“Hassan you are on the verge of leaving the lesson because you are not behaving responsibly. You are on a C3.”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. • Moving seats – if this is possible • Offer different activities 	ATL 3
<p style="text-align: center;">C4</p> <p style="text-align: center;">Fourth conduct concern or immediate C4 for Health & Safety</p> <p style="text-align: center;">E.g. Out of chair without permission</p> <p>The student's name must show a C4 on the board</p>	<p style="text-align: center;">“Hassan you have now moved to a C4 because ... which means you can no longer stay in the room.” “You will now go to a faculty removal room ...”</p> <p>At this point the student must leave the room to the faculty removal room. If they become argumentative then defer and you will discuss this when in their detention. Teacher/pupil restorative conversation in detention focusing on their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate. If a student does not attend a detention because they are ill the student must rearrange the detention when they return.</p> <p>Faculty Referral Room Teacher will occupy and ignore the student</p>	ATL4 30 minute detention

<p style="text-align: center;">C5</p> <p>Fifth conduct concern or immediate C5 for:</p> <ul style="list-style-type: none"> ➤ Refusing to hand over an item not allowed in school ➤ Swearing ➤ Not attending a C4 detention ➤ Persistent poor behaviour ➤ Total defiance ➤ Assault/Fighting – equal to blame ➤ Selling food or drinks 	<p>Fifth misbehaviour (in Faculty Removal Room) means that the student is sent to the Reflection Room for the rest of the lesson.</p> <p>The PDL will arrange time in the Reflection Room.</p> <p>If this happens in social time they are in the Reflection Room at all social times.</p>	<p style="text-align: center;">1 hour detention</p> <p style="text-align: center;">(Could equally be a fixed term exclusion)</p>
<p style="text-align: center;">C6 Referral</p> <p>Immediate C6 for:</p> <ul style="list-style-type: none"> ➤ Posing a Health & Safety threat including false fire alarm activation or defacing fire equipment ➤ Fireworks on person, using, transporting or supplying ➤ Being violent or threatening ➤ Smoking/vaping ➤ Any breach of Reflection Room rules ➤ Spitting with malicious intent ➤ Abuse to staff - discrimination ➤ Abuse to students - discrimination ➤ Unprovoked assault ➤ Enabling trespassing ➤ Throwing item over balcony ➤ Persistent breach of school rules ➤ Theft/vandalism ➤ Possession of dangerous item ➤ Possession of illegal substances ➤ <i>Breaking Covid Regulations</i> ➤ Serious misuse of technology ➤ Arranged fighting ➤ Trading/selling anything that is illegal 	<p>A C6 can only be given when a student has worked their way through the PLS. If there is a situation that warrants exclusion, then a fixed term referral needs to be made.</p> <p>Only the Headteacher and Deputy Headteachers can authorise either a C6 or a fixed exclusion. Then the LT PA and Safeguarding Support Team need to be informed immediately so SLT and the PDL can act swiftly.</p>	<p style="text-align: center;">SLT</p> <p style="text-align: center;">Family meeting</p> <p style="text-align: center;">Exclusion from school including possible permanent exclusion</p>
<p style="text-align: center;">The Reflection Room</p>	<p>The rule when in detention, Faculty and in the Reflection Room is occupy and ignore. Students are provided with appropriate work. Students are expected to use their reflection time constructively and cannot sleep or put their heads on the desk.</p>	

	<p>If staff wish to set work, this is sent to the Reflection Room. There shall also be reading books, booklets and Knowledge Organisers there.</p> <p>If a student is sent to the Reflection Room then they are expected to follow the guidelines on the desk.</p>	
--	--	--

Guidance for following a reasonable request – refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C4, but they are asked four times to comply:

“Hassan can you please ...”

“Hassan I have asked you to ... can you please do so.”

“Hassan are you refusing to follow a reasonable request to ...”

“Hassan you have refused to follow a reasonable request, this has resulted in a C4.”

Additional Consequences	Detailed reasons
<p>C4 OTHER</p> <p>**Students do not leave the lesson if they are given a C4 OTHER**</p>	<p>Smoking/vaping by association</p> <p>Refusing a reasonable request</p> <p>Chewing gum</p> <p>Inappropriate corridor behaviour</p> <p>Using a mobile phone, or any smart technology during the school day.</p> <p>Inappropriate behaviour in the canteen and social times</p> <p>Being late to the lesson after register closes (10 minutes)</p> <p>Littering</p> <p>Failure to bring correct equipment</p> <p>Eating in a lesson</p> <p>Using ICT inappropriately – games.</p>

<p style="text-align: center;">C5 Truancy</p>	<p>This is given for a student not attending your lesson, even though they are in school. Please check your registers carefully so that these are allocated correctly. They can also be issued if a student leaves your lesson without permission, or you see a student around the school anywhere they should not be. If you see students walking around the school please check their timetables</p>
<p style="text-align: center;">Fixed term exclusion</p>	<p>A fixed term exclusion is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in a much detail as possible. For both C6 and fixed term work should be set for the student. This can put onto ClassCharts. It is important that work is set and logged on ClassCharts, otherwise a permanent exclusion could be over-turned</p>
<p style="text-align: center;">Re-integration meeting</p>	<p>Reintegration meetings are held between the PDL, the student and the parent/carer when students returns from an exclusion. These will include a member of SLT at request of PDL. Meetings will be scheduled for 10 minutes. At this meeting, the student's behaviour will be discussed and an Individual Reintegration Plan will be confirmed. Targets from the plan will be e-mailed to staff and included on the student report. Staff will be requested to inform PDLs if poor behaviour continues. Parents are responsible for their child's behaviour and it is important that they explain how they intend to address their child's behaviour.</p>
<p style="text-align: center;">H = Homework</p> <p style="text-align: center;">This is not a C4 or C4 OTHER</p>	<p>The H system runs half termly. A student is given one opportunity within a half term to have a deadline extended. If a student misses the second deadline a 30 detention is given. This information is logged on the system as H.</p> <p>Please log the information relating to the task so we can discuss this with students and parent/carers. If the student does not attend a detention, and organise for the following school day.</p>

When do I call for further assistance? If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through BUH OnCall.

Smoking off site/general behaviour off site – If students are in uniform and on their way to and from school they are our responsibility and the PLS still applies. If you see them smoking on Thorn Lane please report this to SLT.

C4/ C4 Other

Issue C4, student then taken to the Faculty Referral Room by CfL with appropriate work. If student do not leave they are issued with a C4 Other

Student must complete the work set - they will return to the original lesson five minutes before the end to return work

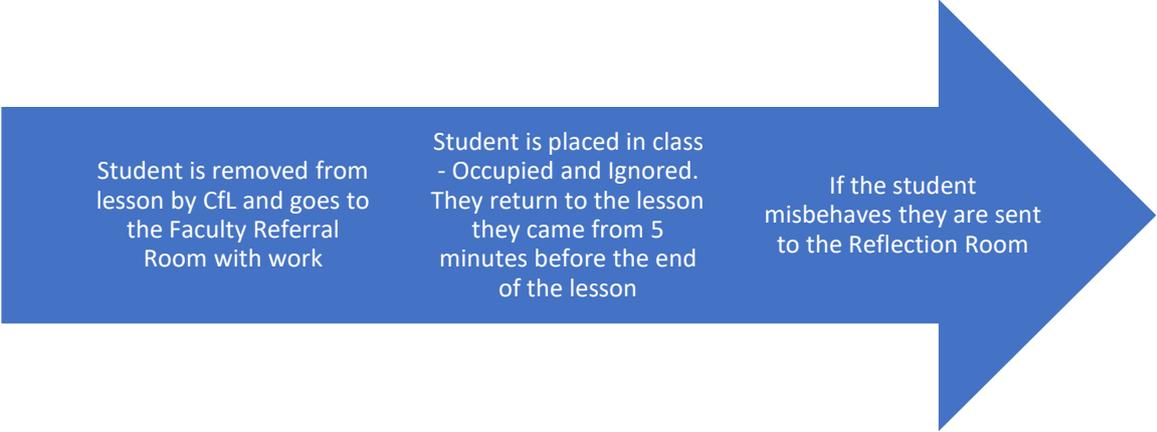
If student does not return to the lesson they are issued with a C5

Student is then issued with a detention

Enter details on ClassCharts - if a student has a detention already then the latest one carries over to the following day

If student does not attend - C5 is issued.
Attendance on the day of detention is checked - if they are absent they will sit the detention on the day of their return

Faculty Removal Procedure



Reflection Room Procedure

The student is to reflect on their behaviour and restorative approach task*

The student is provided with and undertakes appropriate work

If there is no compliance or complete the work set then a C6 referral is made

C6 is assessed by the Headteacher

On completion of C6 student will complete their reflection time