

*This **Behaviour Frame** summarises expectations for effective learning in **Phase Two** of our school, and sets out the consequences and processes for challenging unhelpful behaviours that are a barrier to learning.*

The purpose is to realise the intentions of our Behaviour Policy, and promote behaviours that support the development of the MyWays Competency Framework: Content Knowledge; Habits of Success; Way-Finding; and Creative Know-How

*As part of this, we **recognise** that:*

- Every student has the right to learn without distraction*

*As part of this, we **require** that:*

- All students arrive for school prepared, willing and ready to learn*
- All students treat our school with respect, and work to build our school's positive contribution to our community*

EXPECTATIONS for effective Studio learning:

- Arrive in good time, be **ready to learn*** at the start of every lesson
- Sit where you are asked, remain where you are required to be (& move when you're asked)
- Work in silence when asked by an adult
- Listen and behave respectfully when others' are talking
- Keep 'off task' conversations for social time
- Make sure your behaviour supports everybody else to learn

* As a student, you can show you are **ready to learn** by:

- *having any learning equipment out and ready to use ready for the beginning of the lesson*
- *having anything personal and not necessary for learning packed away ready for the beginning of the lesson*
- *sitting silently and listening to staff*

**Develop the skills you need to be
successful in learning and in life**

UNHELPFUL BEHAVIOUR: CONSEQUENCES

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I. UNACCEPTABLE BEHAVIOUR:

- Arriving late to school and/or lessons
- Running in school
- Shouting in school
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Not clearing away after lesson/break/lunch time
- Damaging property
- Inappropriate dress code

II. SERIOUS MISCONDUCT:

Can go IMMEDIATELY to STEP 4, 5 or 6

- Repeated refusal
- Verbal/physical abuse towards staff/students
- Truancy or wandering around the school
- Violent or dangerous behaviour
- Possession or use of alcohol or drugs
- Possession of/bringing a weapon or dangerous item to school
- Malicious setting off of the fire alarm
- Deliberate damage to/theft of property
- Smoking
- Bullying or prejudicial language towards another

First unhelpful behaviour: **STEP 1**
Initial verbal warning; student may be required to move

Second unhelpful behaviour/warning: **STEP 2**

- Break-time detention (10 minutes)
- Recorded on Progresso, assigned to Basecamp tutor for follow-up

Third unhelpful behaviour/warning: **STEP 3**

- Lunchtime detention (15 minutes)
- Recorded on Progresso, assigned to Basecamp tutor for follow-up
(we can also request parental support in school)

Continued unhelpful behaviour and/or refusal to attend or complete break/lunchtime detention (Fourth warning): **STEP 4**
 Immediate telephone call/text message home, to advise that:

- Student will work in a Seclusion space within the Phase for a period specified by Studio Lead teacher and/or Studio Pastoral Support staff
- Relevant Studio staff will follow-up to arrange meeting with parent/carer

Continued unhelpful behaviour and/or to refusal to attend and/or complete work in Seclusion (FIFTH warning): **STEP 5***

- Fixed term exclusion
- Meeting with Phase/Behaviour Lead &/or SLT
- UIN completed

Three periods of fixed term exclusion within any half-term period: **STEP 6***
Likely permanent exclusion

Can involve immediate: parent/carer meeting; meeting with Phase/Behaviour Lead &/or SLT; Seclusion; fixed term exclusion and/or permanent exclusion (includes decision on how/if the student returns to working in school)

STEP 2a

THREE Progresso records of unhelpful behaviour in one week:

- Basecamp tutor speaks with parent/carer to advise that Step 3 is the next stage:

STEP 3a

TEN Progresso records of unhelpful behaviour in one month:

- Basecamp tutor meets with parent/carer in school to advise that Step 4 is the next stage:

*refer to Behaviour Lead and/or Deputy Head (AN) for additional STEP 5 & 6 guidance

Dealing with unhelpful behaviour: STUDIO STAFF CHECKLIST & GUIDANCE

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**Unhelpful behaviour
(first warning):**

- Give a clear verbal warning; be clear that this is the **first** and ONLY verbal warning they will receive without further consequences
- Describe clearly to the student what needs to STOP, and what needs to happen INSTEAD (this can include requiring the student to move/work elsewhere/be quiet etc.)

**Unhelpful behaviour
(second warning):**

- State clearly this is a **second** warning (and why). Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Allow a MAXIMUM of **five** minutes for this to be complied with
- If refusal continues, **record on Progresso** and assign to the Basecamp tutor to follow-up. Log behaviour details onto Progresso and ensure breaktime detention is completed
- Basecamp tutor will advise parent/carer that the student has received a second warning and has been required to complete a breaktime detention (10 minutes)

**Unhelpful behaviour
(third warning):**

- State clearly this is a **third** warning (and why). Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Allow a MAXIMUM of **two** minutes for this to be complied with
- If refusal continues, **record on Progresso** and assign to the Basecamp tutor to follow-up. Log behaviour details onto Progresso and ensure lunchtime detention is completed
- Basecamp tutor will advise parent/carer that the student has received a third warning and has been required to complete a lunchtime detention (15 minutes)

**Unhelpful behaviour
(fourth warning):**

- State clearly this is a **fourth** warning (and why)
- Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Make an immediate telephone call/text message home to advise parent/carer the student has received a fourth warning, will now be working in Seclusion (specify length of time). Log details onto Progresso, assign to appropriate lead member of Studio staff to arrange follow-up meeting with parent/carer

**Unhelpful behaviour
(FIFTH warning):**

- State clearly this a **FIFTH** warning (and why). Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Advise student they have not responded to your fourth warning and that appropriate Phase/Behaviour Lead and/or SLT will now be involved
- Advise Phase/Behaviour Lead immediately
- Log behaviour details onto Progresso - **in full**
- Gather work as directed by Behaviour/Phase Lead
- Assign to appropriate lead member of Studio staff to arrange to meet with parent/carer and complete Understanding Individual Needs (UIN) form (*Note: this may be combined with a reintegration meeting following exclusion*)
- **Details of exclusion formalised by Behaviour Lead/SLT AFTER full details have been recorded on Progresso by all relevant staff**