

*This **Behaviour Frame** summarises expectations for effective learning in **Phases Three & Four** 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

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 3, 4 or 5

- 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:

Initial verbal warning; student may be required to move

STEP 1

Second unhelpful behaviour/warning:

- Immediate telephone call/text message to inform home
(we can ask for the parent/carer to support in school)
- **Record on Progresso**
- Lunchtime detention (20 minutes)

STEP 2

Continued unhelpful behaviour and/or refusal to attend/complete lunchtime detention (third warning):

- **Immediate** telephone call/text message to inform home, (we can again request parental support in school)
- Work in a Seclusion space within Studio (for a period of 24hrs) AND 'same day' after school detention

STEP 3

Continued unhelpful behaviour and/or refusal to attend (and complete work in) Seclusion

- Fixed term exclusion
- Home to meet with Phase/Behaviour Lead &/or SLT
- UIN must be completed

STEP 4*

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

STEP 5*

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:

- Tutor/Phase Leader speaks with parent/carer to advise that Step 3 is the next stage:

STEP 3a

TEN Progresso records of unhelpful behaviour in one month:

- Phase/behaviour Lead 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 4 & 5 guidance

Dealing with unhelpful behaviour: STUDIO STAFF CHECKLIST & GUIDANCE

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.).
(record on Progresso IF a second warning is then required)

Continued unhelpful behaviour/refusal (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, make an immediate telephone call/text message home to advise parent/carer that the student has received a second warning and will be required to complete a lunchtime detention (20 minutes)
- Log behaviour details onto Progresso and complete lunchtime Detention register (including assessment of quantity/quality of work completed, and check of Seclusion/Detention space)

Continued unhelpful behaviour/refusal (third warning):

- State clearly this is a **third** 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 third warning, will now be working in Seclusion (24-hour period, including break and lunchtime), **and** will receive a 'same day' after school detention (one hour)
- Log details onto Progresso, complete and sign Seclusion/Detention register (including assessment of quantity/quality of work completed, and check of Seclusion/Detention space)

Continued unhelpful behaviour and/or failure to attend (and complete work in) Seclusion, and/or to attend (and complete work in) after-school detention:

- Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Advise student they have not responded to your third warning and that Phase/Behaviour Lead and/or SLT will now be involved
- Advise Phase/Behaviour Lead immediately
- Log behaviour details onto Progresso – **all staff involved, in full**
- Gather work as directed by Behaviour/Phase Lead
- Arrange to complete Understanding Individual Needs (UIN) form with home
- ***Details of exclusion formalised by Behaviour Lead/SLT***