

SIXTH FORM COLLEGE BEHAVIOUR POLICY AND PASTORAL HANDBOOK

UNCRC: Articles 19, 28 & 29 (Page2)

Reviewed by:	Teaching, Learning & Curriculum Committee
Signed (Governing Body):	
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Produced by Turton School

Behaviour Policy

This policy is underpinned by the UNCRC, with particular reference to article 19 ‘**Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them**’, article 28 ‘**Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity** and article 29 ‘**Education must develop every child’s personality, talents and abilities to the full; it must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**’

This Behaviour Policy promotes self-discipline in school which respects students’ human dignity, supports the school ethos and promotes the development of student and staff well-being. We aim to create an emotionally intelligent environment, where student/staff relationships are paramount. These relationships are based on mutual respect and a calm, compassionate, resilient approach towards students. Staff at Turton display a genuine regard for students’ well-being and model the respectful behaviour they expect from students led by the Turton Touchstones.

Teachers focus on the mutual relationships between learning and behaviour and promote positive behaviours for learning through subject teaching, thus fostering the foundations for effective behaviour management in school.

PRINCIPLES

- We believe that emotional health and well-being forms the basis for positive behaviours for learning.
- Emotional intelligence and developing the social and emotional aspects of learning and behaviour form the basis for effective behaviour management.
- Behaviours for learning have to be embedded. Teaching students how to behave forms an essential part of subject teaching.
- Essentially the most significant factor in helping children to develop emotional intelligence and subsequently behaviours for learning is positive regard from adults. Our behaviour policy lies in treating students as individuals as in Article 29 UNCRC, displaying warmth and approachability and remaining calm, even when challenged.

Behaviours for Learning

1. We aim to create a whole school environment that is conducive to good behaviour, developing each student’s personality and talents to the full. Staff model resilient, compassionate and respectful behaviour in their interactions with students.
2. We aim to promote a strong sense of personal accountability as well as an independent work ethic which encourages pupils to aim high in all areas of their school life. We want pupils to display high levels of self-discipline and resilience to enable them to reach their potential. Behaviours for learning include: resilience, motivation, engagement, participation, collaboration, communication, independent activity, responsiveness, self-regard, self-esteem, responsibility, self-discipline.

3. Emotional Intelligence - underpins our ethos and, as part of the process for improving behaviour, students are taught the social and emotional aspects of learning - such as resolving conflicts, managing anger and respecting others. This supports the principle 'Children who feel well, learn well'.
4. Restorative approaches to managing behaviour are used by staff when a problem arises, which rely on the strength of student/staff relationships.

The Turton Touchstones

We have thoughtfully explored the essence of what we provide for the students of Turton, which ensures that they are prepared for their futures and develop a sense of well-being. We feel that the following Touchstones encompass our approach and reflect a common purpose for staff and students to embody.

Relatedness

Positive relationships are the key to Turton's ethos. Social skills are important predictors for successful relationships in later life so it is important we help all pupils get it right. Staff work hard to model positive behaviours such as compassion, self-awareness and conscientiousness.

Creativity

Creativity and innovation should be encouraged and valued with creative subjects playing an important part of our curriculum. There are opportunities for pupils to study music, drama and art at all key stages as well as after school clubs including a yearly Drama production.

Self-Awareness and Self-Development

Well-being's first priority is satisfaction with personal relationships and a sense of purpose in life. Income and employment are secondary to this. Self-awareness encompasses the inter-personal skills and attitudes needed to achieve well-being and to develop personally and professionally. We promote a strong work ethic in pupils which builds resilience and teaches coping skills when under pressure.

Creativity and Expression

Creativity and expression are about children developing the habits of mind, attitudes and skills needed to not just survive, but thrive beyond school. We believe that creative subjects have a huge role to play in developing students' confidence and skills and helping them to discover their talents and abilities and encourage pupils to express themselves fully.

Community and Belonging

Community comes from a shared purpose and collective vision. Our job is to create this and help everyone to feel connected to it. Community provides safety, a sense of belonging and a sense of purpose and collective spirit, but there are huge opportunities for learning through community.

Monitoring

Students have a right to learn and should be encouraged to reach the highest level of education they are capable of. We aim to create a monitoring procedure that promotes self-discipline and behaviour for learning. If a student displays causes for concern in terms of their behaviour, attitude to learning or effort, it may be necessary to offer additional support through target setting and monitoring.

We have a number of data collection points through the year, and combined with information from subject staff, the Sixth Form pastoral team will look at students whose performance may need monitoring. We will try to offer bespoke intervention, depending on the needs of the student, however, always trying to promote self-motivation and an independent work ethic. Parents will be informed as and when necessary but we try to treat the students as young adults and so give them opportunities to sort problems for themselves.

Support in the Sixth Form:

As in Article 29 of the United Nations Convention on the Rights of the Child: "Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures."

Ethos

Students and staff flourish best in a compassionate working environment that is welcoming and accepting, as well as challenging, creative and purposeful.

Aim

To provide support and guidance for students experiencing emotional, social and academic difficulties.

Overview

The Sixth Form Pastoral Leads will work to provide support to students in a variety of forms depending upon the need of the individual or a group of students. If the Sixth Form team believe that it would benefit a student to work with a mentor, then they will recommend that student to them. Sixth Form team (and in some cases teaching staff) to gather information and advice, in order to plan appropriate strategies specific to the individual. The Pastoral Leads endeavour to establish good working relationships with parents and carers through regular communication and inclusion in decisions regarding their son/daughter.

Current Provision

Short Term Strategies

Pastoral Leads develop a personalised programme which may include amongst others:

- self-esteem programmes
- anger management groups
- drop in listening service for students in crisis
- restorative meetings
- drug intervention programmes

Long Term Strategies

- mentoring, both academic and pastoral
- support for students with poor attendance
- referrals to outside agencies

Support for teaching staff

- observe lessons
- provide alternative strategies for staff working with students who display dis-engaged behaviour
- mediate between staff and students
- attend meetings to share good practice
- contribute to inset training

Communication with staff

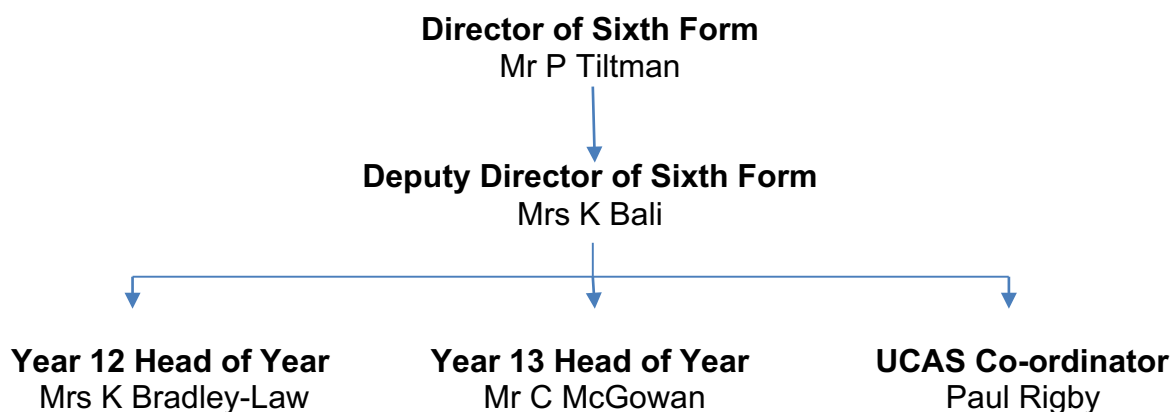
- staff room notice board
- briefings
- strategy meetings
- regular liaison (both verbal and written)
- intervention recorded on central database

PASTORAL CARE

Students in each group are supported by a team of staff whose primary concern is their overall well-being and ensuring that they reach the highest level of education of which they are capable. Staff are skilled in offering care and guidance to all students in their year group.

The Sixth Form leadership team and group tutors offer support to parents and students and are the main point of contact for parental concerns. Any parent with a concern regarding their son or daughter's progress or development should contact the Group Tutor in the first instance.

The following structure demonstrates the hierarchy of support for Pastoral Care and the staff attached to each year group.



Year 12 Head of Year: Mrs K Bradley-Law			Year 13 Head of Year: Mr C McGowan		
Mr P Tiltman (Director), Mrs K Bali (Deputy Director), Mr P Rigby (UCAS Co-ordinator)					
12CSE	Mr C Searle	C9	13DJ	Mr D Johnson	C8
12SK	Mrs S Kotwal	C24	13ACS	Miss A Singleton/L Inkpen	C1
12EM	Mrs E Miller	C5	13GLS	Mrs G L Sabery	C21
12AJJ	Miss A Jackson	C19	13VZS	Mrs S SoylerMiss V Siddall	C10
12MDO	Mr M Dacosta-Oliveria	C6	13HH	Miss H Howsham	C14
12IW	Mrs I. Wright (DM)	C13	13TPM	Mr T Mansfield	C11
12ANC	Mrs E Bailey/Ms A Cook	C18	13EBA	Miss E Babbs	C17
12RKB	Mr R Bali	C7	13MS	Mr M Smith	C22
12VF	Mr V Flute	B9			
12SLE	Ms S Lewarne				

ATTENDANCE

As in Article 28 of the UNCRC all children and young people have a right to an education. In order for students to achieve the highest level of education they are capable of it is vital that students have good and regular attendance at college. Regular attendance at college helps students to realise their full potential and promotes social inclusion.

Role of the Group Tutor

The role of the group tutor is vital in supporting full attendance. If they have a concern regarding the attendance of a student then they must report it to the Sixth Form Attendance Officer as soon as possible. The Sixth Form Attendance Officer will contact the students and parents.

Absence from college

Students must complete an absence form, available from the Sixth Form office, when they have any planned or unexpected absences.

Holidays during term time

Permission must be gained from the Director of Sixth Form if a student is to be absent for holiday or other activity during term time. We ask that they put this request in writing. Under normal circumstances, no holidays may be taken during term time.

WORKING WITH PARENTS

Aims

For college to offer productive and creative support to parents, enabling them to play a larger role in college life and the college community. As a college, we respect the rights and responsibilities of families to direct and guide their sons and daughters so that, as they grow, they learn to use their rights properly as in Article 5 of UNCRC.

To enable the relationships between parent and student to be supportive, encouraging and accommodating, allowing more constructive relationships between both parent and student and college staff and parents.

INITIATIVES

Mediation

Mediation would be offered via the mentors and relevant Sixth Form Leadership team member. Primarily, this support would be offered when the need arises, parents being invited into school if considered necessary. The mediation would take the form of strategic meetings between parent, student and staff, if appropriate, offering different approaches and methods to overcome difficulties.

PARENT FORUMS

All parents are invited to Parent Forum meetings which take place once a term. The dates of the Parent Forum meetings are placed on the college calendar, a copy of which is distributed to all parents at the start of the school year. Also, the dates are published on the website and a letter is sent out to all parents inviting them to attend two weeks before the meeting is due to take place. Included in the letter is an invitation to ask specific questions in order for information to be gathered and presented clearly.

OFF-SITE BEHAVIOUR

As one of their basic entitlements, students have a right to a clean environment. In order to achieve this, both students and the college have the responsibility to do what they can to look after their surroundings. In line with Article 36 UNCRC, students should be protected from any activities that could harm their development, therefore college retains responsibility for students' behaviour outside school when they are;

- on the journey to and from college, including attendance at after college-events
- on trips and visits, including the journey to and from the visit
- attending any meeting or event arranged by the college
- behaving in a way that impacts on the well-being of other students in college.

In addition, it is our view that the behaviour of any student, who is out and about in the local community, is a reflection on the college and as such we aim to develop in all students the skills to become responsible and respectful citizens.

Responsibilities include driving sensibly, having consideration and respect for our neighbours and local community and avoiding smoking on public transport and in public places.

We work in partnership with parents/carers/police and the local community to monitor and guide students towards positive behaviours for citizenship.

Should an incident of anti-social behaviour arise, the school may employ use of its formal sanctions: - loss of privileges, including being banned from buses.

In all cases the student will be dealt with in partnership with parents/carers and where appropriate other agencies such as the police, British Transport Police and the Environmental Enforcement Officer.

CONFISCATION

The Headteacher designates the power of confiscation to all staff, under circumstances where an item in a student's possession may cause harm to another person or is a threat to the safety and well-being of others in school. This is in-line with several articles from the UNCRC, such as "protecting students from dangerous drugs" and Article 36 "Students should be protected from any activities that could harm their development".

Examples of such incidents include:-

- a cigarette lighter used on site
- a mobile phone being mis-used, i.e. cyber bullying
- illegal substances, including cigarettes if used on college/school site
- any item that could be classed as a weapon or imitation firearm, e.g. penknives, BB guns.

Where such an item is confiscated the item will be kept in the school safe for parents to collect, unless the Headteacher decides the item should be passed to the police, or disposed of safely.

The Headteacher designates the power of confiscation to all Pastoral Staff and Group Tutors where an item in a student's possession is in breach of the college's Code of Conduct.

Where such an item is confiscated, in most cases, it will be stored safely for the student to collect at an agreed time. In rare circumstances the member of staff may ask the parent to collect the item, or dispose of the item, where appropriate.

EXCLUSIONS

All students in college benefit when behaviour is good. High standards of behaviour are important in helping students to feel safe and learn well.

At Turton Sixth Form College we promote an inclusive environment, focusing on promoting positive behaviours. Helping students to develop behaviours for learning is an essential part of our curriculum.

Alongside extensive support for students at risk of exclusion, there are occasions when the Headteacher may decide to use exclusion as a sanction, although this would be a last resort.

A serious breach of the student code of conduct will result in a formal warning issued by the Director of Sixth Form, or their representative. Parents and students will both receive a copy of the formal warning letter, which will detail the expected restorative actions. Students will be supported to help them meet the expected outcomes. Review meetings will take place with the student within two weeks. Continued or further breaches of the student code of conduct will result in a final warning issued by the Director of Sixth Form.

Parents and students will both receive a copy of the final warning, which will detail the expectations required of the student. Failure to comply with these expectations, will result in the student being asked to leave college and a formal permanent exclusion being applied.

Smoking

Turton is a no smoking site. Smoking anywhere on the school premises is not allowed. Any student caught smoking on the school premises will be asked to leave the school premises.

All discussions over discipline will "respect the dignity of the young person".

STUDENT/SIXTH FORM AGREEMENT

In deciding to continue your education at Turton Sixth Form you are opting for academic work related to your subjects and a programme of supplementary work.

It is our intention to make the two years you spend in the Sixth Form as successful as possible and we will make every effort to:

- ensure consistent, high quality tuition in lessons
- provide a pleasant and friendly environment in which to study
- provide opportunities for personal and social development
- monitor the progress of students and give review interviews
- arrange suitable and relevant work experience where appropriate
- provide help and assistance when problems arise
- give the opportunity for careers guidance
- give extensive support and advice for those applying for Higher Education.

We will expect students to:

- take responsibility for their own learning
- participate in activities related to their subjects
- maintain socially acceptable standards of behaviour
- complete work required by the agreed deadlines
- attend all timetabled lessons punctually including complementary activities, and those lessons that are scheduled outside normal school hours
- meet your tutor as required and inform the office of reasons for any absence
- respect the fabric of the building and the Study Area as a quiet working environment
- ask for help when they need it
- not underestimate the demands of A-level work, keep part-time employment in perspective and appreciate that each subject needs about four hours a week of independent study
- maintain a high rate of attendance with a minimum of absence, both during and at the end of terms, and not to take holidays during term time
- telephone on the morning of any absence
- use ICT facilities for studying and career research only
- appreciate that poor attendance could incur charges for examinations
- sign the attendance register.

Director of Sixth Form/Tutor _____

Student _____
(signature) (print)

Parent/Guardian _____
(signature) (print)

Student's mobile number _____