



Consistency & Consequences

Over recent years, the general standard of behaviour at Unity College has improved and students now present less extreme challenging behaviour. As a college, we have become better at tracking behaviour using PARs and have revised the staffing structure to further support positive behaviour management.

As with many aspects of college life, there is still an issue of consistency in the application of the behaviour management strategy across college. Inconsistency of approach leads to students having different expectations themselves about what is 'acceptable' in different classrooms around college. This in itself exacerbates the likelihood of poor behaviour resurfacing in the very rooms that it is least well dealt with.

Any standardised consequences system does not replace or remove the need for senior staff to be able to deal with individual incidents on an individual basis and tailor responses accordingly. A good consequences system should however provide an effective framework which applies to **most** students, **most** of the time.

The system outlined below aims to build on and develop the current use of PARs to provide a structure with which to record, track and act on challenging behaviour. It further supports the consistent approach to detentions that we are already introducing.

AIMS OF OUR CONSEQUENCES SYSTEM

- Provide a clear and stepped approach to deal with poor behaviour
- Provide staff with a simple system that is easy to use
- Promote common understanding for all stakeholders
- Provide consistency of data held in PARs for better comparable data analysis
- Shift the focus of behaviour management to student choices (remove personal conflict)
- Address the renewed Ofsted / government behaviour agenda
- Further strengthen the clear consequences recently introduced with detentions / smoking and phone policies

... and of course, reduce the amount of general low level disruption and behaviour that interrupts learning.



Our consequences system should place a clear focus on letting effective learning take place. It should place the student at the centre so that it is clear at every step of the way that the sanctions issued are as a direct consequence of their choices and actions. There should also be clear guidelines that staff and students understand so that it is applied fairly.

Outstanding lessons will only occur regularly when excellent behaviour contributes to the learning taking place and does not impede pace, content or progress in any way.

HOW DOES IT WORK ?

In consultation with students and staff, we have drawn up a list of steps in the consequences system. Each step leads in turn to the next step if the student chooses not to modify their behaviour. Each step will indicate the likely outcome / sanction that is attached to it. There will also be occasions when a behaviour type automatically triggers a sanction higher up the scale.

The consequence steps will be labelled from C1 for the most minor, through to C7 for the more serious. Existing behaviour types in PARs will be amended to include these new codes.

The implementation of the system needs to go hand in hand with 'unconditional positive regard' for students. Students can escalate through the steps within the context of a lesson (double or single). After that point, they have a fresh start for the next lesson with the next teacher. Students that have a bad experience with one teacher should not be blighted by arriving at their next lesson already half way up the sanctions ladder.

There should be, however, rules built in to the system so that students that repeatedly reach a certain stage each lesson are automatically escalated to the next sanction up. PARs will be set up to track these students.

We plan to link the consequences systems to student reports by replacing the current 'effort' grade with a simple tally of how many C1 or C2's etc that a student has accrued over the year.



CONSEQUENCES GRID (updated January 2013)

In **exceptional** circumstances, alternative strategies may be used. We operate a restorative approach in some instances instead of standard consequences - where both parties agree and the outcome is likely to be substantially better.

	Examples of Behaviour	Sanctions	
C1	Disrupting the learning of others / persistent interruption Talking out of turn / wandering around without permission Lack of equipment Refusal to follow instructions Uniform Chewing gum Smoking (1 st Offence)	Persistent or repeated C1 or C2 and C2 over time must result in contact home from class teacher	Verbal warning
C2	Repetition of any C1 offence Frequent / repeated lack of equipment Littering Inappropriate language including swearing in conversation PD Truancy		30 min detention (after school or lunch)
C2A	2 Lates in a week	Verbal Warning and 15 minutes PD detention	
C3	Repetition of any C2 offence in same lesson Rudeness / inappropriate behaviour towards a member of staff Deliberate swearing across a room Leaving college premises / lessons without permission Failure to attend a first detention Failure to hand in ILA / Homework Dishonesty / lying to a member of staff Smoking (2 nd Offence) 3 C2s in one day Repeated C3 can result in 'On Call' to deal with problem (C3 sanction still stands)	One hour detention (subject or whole college as appropriate)	
C3A	3 or more lates in a week Failure to attend a C2A detention	One hour attendance detention	
C4	Deliberate defiance Inappropriate use of phone / ICT (cyber bullying, indecent etc) Fighting / assault / dangerous behaviour Bullying 2 C3s in one day – alert for Beh Manager but not automatic Inc Centre Repeated refusal to attend a C3 sanction (2 chances to attend C3 already refused)	One day inclusion (Trips RAG adjusted)	
C5	More than one C4 in a day Persistent C4 behaviour Gross disobedience Serious fight / attack Swearing at a member of staff / inappropriate physical contact with staff Persistent bullying Theft, graffiti or vandalism Poor behaviour during C4 sanction Smoking (3 rd Offence – 3 day Inclusion Centre) Smoking (4 th Offence – 5 day Inclusion Centre) Racist or homophobic abuse Possession / bringing in inappropriate items Malicious allegations towards staff Bringing the school into disrepute	Inclusion Centre (1 – 5 days)	
C6	Extreme violence / vandalism Persistent C5 behaviour Poor behaviour during C5 sanction Refusal of C4 or C5 sanction Smoking (5 th Offence)	Fixed term exclusion	
C7	Persistent C6 behaviour Possession of offensive weapon Serious theft or vandalism Possession / supply of illegal drugs Violence towards member of staff	Permanent Exclusion	

- Staff should **always** remind the student of the reason their behaviour isn't acceptable, and **warn** them that if they don't change their behaviour it will result in a C1 etc being issued **BEFORE** it is actually issued. This gives students opportunities at every step of the way to succeed.
- Consequences should never be recorded 'blind' (i.e. staff cannot decide after the event to retrospectively award a C1 etc. Consequences are **only** awarded with **prior warning** and the **student's knowledge**)
- Staff should always phrase the consequences as being linked to the **behaviour choices** rather than the student themselves. This **depersonalises** the issue and helps **avoid conflict**.
- 'On Call' only to be used when C4 reached rather than first reaction from teacher. Exceptions apply for health and safety issues.
- Each lesson begins with a **clean slate**. Repeated offences between lessons will be picked up by the system and students dealt with accordingly. Importance stressed to all staff of **'unconditional positive regard' each lesson**.
- Departments should not use their own sanctions systems - but reinforce consistency by using the same college wide system

NEXT STEPS

- SLT discussion of principles and appropriateness for Unity - DONE
- HOS involvement and input - DONE
- Student Voice involvement and input - DONE
- Parents Council and Governor involvement and input - DONE
- Behaviour managers and House Leaders involvement and input - DONE
- PARs setup work needed - DONE
- Student assemblies and whole staff meetings to train - 11th June
- Launch (JUNE 2012)