

# Behaviour Management Policy



**Claverham  
Community  
College**

***October 2018***

Approved: M.Whitehead – Chair of Governors'

Reviewed: October 2019

## **The Principles**

1. The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of College life is necessary. Positive behaviour management is at the heart of Claverham Community College and the promotion of mutually respectful and supportive working relationships underpins all of our work. All staff, both within the classroom, around the site and on trips, support and reinforce the rules of the school. It our aim to create a caring, learning environment in the College by:
  - Promoting good behaviour and discipline;
  - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
  - Ensuring fairness of treatment for all;
  - Encouraging consistency of response to both positive and negative behaviour;
  - Promoting early intervention;
  - Providing a safe environment free from disruption, violence, bullying and any form of harassment;
  - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the College's policy and associated procedures.
  
2. Our underlying objective is to teach self-discipline. This is reflected through the whole life of the College. We strive for a calm, considerate and intellectually challenging environment for all of our students and have high expectations of conduct and performance.

## **Role and responsibilities**

3. The Governing Body will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep this policy under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the College in maintaining high standards of behaviour.
  
4. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
  
5. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

6. The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. The College has legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils' disabilities and their special needs.
7. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the College. They will be encouraged to work in partnership with the College to assist the College in maintaining high standards of behaviour and will have the opportunity to raise with the College any issues arising from the operation of the policy.
8. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the College policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **Procedures**

9. The procedures arising from this policy will be developed by the Principal in consultation with the staff and pupils. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the College has a responsibility towards the whole community.

### **Rewards**

10. The overwhelming majority of the pupils at Claverham Community College work hard and conduct themselves well. Appropriate and relevant rewards are central to recognising good behaviour and work. The College recognises that praise is, by far, the most effective means of creating a positive working environment and staff seek to utilise age appropriate praise wherever possible.
11. We recognise that success in work, extra-curricular activity, improvement in performance and behaviour, cooperation and involvement in the day to day running of the school deserves recognition and reward. The emphasis in recognising and rewarding these achievements is central to the aims of Claverham, exemplified by the high profile of awards at our weekly House and Year group assemblies.
12. WE firmly believe that a College ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in our procedures.

### **Sanctions**

13. We recognise that positive behaviour strategies are at the heart of the College's aims and are central to the good relationships that exist between students and staff. At Claverham the majority of behavioural concerns are resolved through positive behaviour strategies without recourse to the more formal systems detailed below.
14. Sanctions are however needed in some cases to respond to inappropriate behaviour.
15. A range of sanctions are clearly defined in the procedures below and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### **Training**

16. The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Interrelationship with other College policies**

17. In order for the Behaviour Policy to be effective, a clear relationship with other College policies, particularly the Equal Opportunities, Special Educational Needs, Anti-Bullying, Positive Handling, Drugs Alcohol and Tobacco Policy, Screening and Searching Policy has been established.

### **Involvement of outside agencies**

18. The College works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

### **Review**

19. The Principal, in consultation with the staff and pupils, will undertake systematic monitoring and conduct regular reviews of behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the Governing Body informed.
20. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal staff, pupils and parents.
21. The outcome of the review will be communicated to all those involved, as appropriate.

## **Behaviour Management Procedures**

### **Communicating Intent**

- 23 The College's Behaviour policy will be reviewed annually.
- 24 The College will ensure that parents/carers are fully informed of the Behaviour Policy by communicating it through the College rules, College prospectus, Home-College agreements, newsletters and the College web site.
- 25 The College has communicated the behaviour policy to all new and existing pupils through the College rules, College prospectus, pupil notice board, pupil newsletters, College assemblies, pupil planners and within the curriculum wherever relevant.
- 26 The College will seek to ensure that the policy and procedures are accessible to parents, carers and pupils.
- 27 The College will ensure that all staff are consulted regularly about the policy and its implementation.
- 28 The College has communicated the behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme.

### **Acceptable and unacceptable behaviour**

- 29 The College defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within and outside the College, teachers and other College staff and with visitors or other persons within and outside the College premises.
30. The College has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical or mental abuse, bullying, cyber bullying and harassment, including racist, sexist and homophobic abuse, disobedience to staff, use of obscene language, misuse of drugs or smoking materials,( including e-cigarettes), carrying an offensive weapon or any object that could be construed as dangerous, disruption of lessons, malicious accusations against school staff, malicious use of the internet social networking sites such as Facebook, misuse of the internet, (see Acceptable use Policy), failure to comply with the College rules,(see Appendix 5) any act which undermines the authority of staff, bringing a banned item into school, ( See Appendix 4). or any act which undermines the College's authority or reputation. The sharing of views or opinions that could be considered to be extreme in nature, designed to cause alarm / distress or spread hate amongst groups within College or community as a whole. **Linked to Prevent**. This is by no means an

exhaustive list, but it is an attempt to point out the range of behaviours that are unacceptable.

31. The College communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the College rules, College prospectus, home-College agreement, College assemblies, parent/carer and pupil newsletters and letters to parents/carers.
32. The College communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook and the staff training programme.

### **Recognition, rewards and sanctions**

33. The College will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:
  - Praise and positive feedback;
  - Use of behaviour points through the reward system;
  - Commendations and awards – subject and whole College commendations;
  - Letters to parents/carers;
  - Extension of College privileges.
34. The College will review the support available to individual pupils who may be at risk of disengagement or underachievement, including;
  - Learner support;
  - Mentoring;
  - Individual education planning;
  - Curriculum and curriculum resources;
  - Referral to our in school solution focussed therapist;
  - Referral to our in school Cognitive Behavioural Therapist;
  - Teaching strategies;
  - Study support;
  - Use of external agencies;
  - Counselling;
  - Use of an Additional Needs Plan.
35. The College will implement a range of strategies to deal with inappropriate behaviour by pupils, including:
  - Talking 'privately' with the pupil;
  - Verbal reprimand;
  - Referring matters on using the Consequence system (see Annex 1);
  - Community service sanctions, such as litter duty.
  - Instituting pupil detentions as appropriate; break time, lunchtime, after school;
  - After school detentions are used for either persistent breaking of College rules when previous lesser sanctions have been applied, for disrupting the learning of others in class under the Consequence system or more serious breaches of the College rules out of class or on the journey to and from school. As such after College detentions cannot be commuted to break or lunchtime detentions;
  - Withdrawal of College privileges;

- Letters to parents or carers;
- Meeting with parents or carers;
- Referral to external agencies; such as ESBAS, Social Services, Police;
- Close supervision with pastoral staff and isolation from peers with different breaks to the rest of the College.
- Inclusion room incorporating an alternative school day from 11 am to 4.30pm, in isolation from peers;
- Placement at College Central;
- Fixed term placement at another school;
- Permanent managed transfer to another school;
- Alternative Provision if suitable.
- Fixed-Term or Permanent Exclusion.

36. The College will monitor the use of rewards and sanctions to ensure that its' arrangements operate with due regard to equal opportunities and anti-discrimination.

### **Early intervention**

37. The College will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.

38. The College will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

39. The College will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

40. The College will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the College.

41. Parents or carers will be contacted promptly by the College to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

### **Investigating cases**

42. The College will investigate, as appropriate, reported incidents of pupil misbehaviour.

43. The College will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

44. The College will provide adequate non-contact time for the conduct of investigations.

45. The College will notify the police and other relevant bodies of incidents where it is appropriate to do so.

46. The College will complete investigations within a reasonable timescale.

47. The College will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
48. A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the College.

## **DEVELOPING CAPACITY**

### **Training and professional development for all staff**

49. The College has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the College.
50. The College reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support.
51. The College provides relevant information and training on behaviour management matters to all groups of staff, including:
  - Support staff (e.g. learning support assistants, classroom assistants, cover supervisors, pastoral assistants);
  - Other College staff (e.g. administrative staff, canteen staff, buildings/grounds maintenance);
  - Newly qualified teachers during their formal induction period;
  - Trainee teachers;
  - Pupils undertaking programmes of initial teacher training;
  - Supply teachers;
  - Class teachers;
  - Management/leadership group.
52. The College will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-College INSET and specific planned/tailored training.
53. The College undertakes annual reviews of the continuous professional development needs of all staff.
54. The College provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
  - Implementing the College's behaviour policy;
  - Logging and recording of incidents;
  - Lunchtime supervision;
  - Classroom management;
  - Educational visits;
  - Learning styles;



- Legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint, Disability Discrimination Act, SEND Code of Practice 2014); Equality Act 2010
- Equal opportunities and anti-discrimination;
- Pastoral Support
- Techniques for promoting positive behaviour.

## **Referral**

55. The College will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils.
56. The College undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
57. The College has established a database of the main points of referral outside the College (including pupil counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, Police).
58. The College maintains appropriate records on the use of referrals, using the electronic referral system.

## **Resources**

59. The College undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:
  - (i) staffing issues:
    - staffing levels;
    - staff training and development;
    - provision for non-contact time;
    - workload;
    - health and safety.
  - (ii) record keeping:
    - provision of administrative and record keeping systems (including use of ICT);
    - monitoring arrangements (including use of ICT).
  - (iii) curriculum review and alternative provision:
    - alternative education provisions for pupils, including the use of off-site provisions (where available);
    - review of curriculum appropriateness;
    - use of curriculum flexibility, including disapplication (where appropriate);
    - on-site facilities wherever possible and appropriate (e.g. access to learning support, mentoring).

60. The College has secured access to appropriate specialist child and family support services (where available), including:
- East Sussex Behaviour and Attendance Service;
  - Education Psychology Service;
  - Health Services (including mental health);
  - Social Services;
  - Targeted Youth Support (TYS);
  - Youth Offending Team;
  - Drug Counselling Agencies;
  - Police Liaison Officer;
  - Solution focussed therapy.
61. The College has a pastoral support programme, and regularly reviews the need for mentoring and counselling on a needs basis.

## **MEETING NEEDS**

### **Needs assessment/reviews**

62. The College has identified a behaviour management team who undertake assessments and review the needs of pupils whose behaviour is disruptive.
63. The College provides appropriate training for the team responsible for the conduct of assessments and reviews.
64. The College ensures that adequate time is given during the normal College day for the conduct of pupil assessments and reviews and for the development and implementation of the pastoral support programme.
65. The College ensures that teachers receive adequate non-contact time to provide support to individual pupils.

### **Curriculum flexibility**

66. The aim of the College is that its' curriculum is appropriate to the needs of pupils. Our curriculum is regularly under review in order to achieve this aim.
67. The College's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

### **Pupil involvement**

68. The College encourages pupils to take responsibility for their own learning and behaviour.
69. The College encourages pupils to take responsibility for developing a positive behaviour culture within the College.

70. The College provides opportunities for pupils' positive involvement in the life of the College and community.

### **Parental/carers involvement**

71. The College ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
72. The College provides opportunities to encourage parental involvement and support for the behaviour policy.

### **Community involvement**

73. The College liaises with a range of bodies as appropriate, including the LEA, health services, police, voluntary sector and social services.

## **REVIEWING EFFECTIVENESS**

### **Record keeping**

74. The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the College's behaviour policy.
75. The College maintains accurate records of behaviour incidents using standard incident report forms.
76. Different types of behaviour incident are logged separately, in particular racist or bullying incidents, in order to monitor trends and take appropriate action.
77. The College has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and had advised staff of the correct procedures for recording statements.
78. The College provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
79. The College deploys appropriate clerical staff to undertake routine administration and record keeping.

### **Monitoring and evaluation**

80. The College monitors behaviour incidents in order to identify issues and trends.
81. The College makes effective use of ICT database facilities to support the implementation of its procedures.

82. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
83. The College monitors behaviour incidents of disruptive behaviour in terms of:
- Type of incident (including racist, sexist and homophobic incidents);
  - Critical days/times in the week;
  - Critical places within/outside the College;
  - Pupils involved;
  - Profile of pupils involved (ethnicity, gender, age, SEN, vulnerable groups);
  - Timeliness of response;
  - Outcomes.
84. The College ensures that its' pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
85. The College assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
86. The College evaluates its policy against key improvement objectives which include:
- (i) individual measures:
- improvement in individual behaviour;
  - academic progress.
- (ii) class/department/whole-College measures:
- general behaviour patterns;
  - balance in the use of rewards and sanctions;
  - staff support and training needs;
  - curriculum access and academic progress;
  - equal opportunities;
  - behaviour management trends over time;
  - effectiveness of the policy in encouraging positive behaviours.
87. Senior staff monitor issues and trends and report any key findings to staff and governors as appropriate.

### **Sharing good practice**

88. The College shares information on good practice gleaned from:
- Reviews of individual practice;
  - Reviews of whole-College practice;
  - Reviews of practice in other Colleges;
  - Reviews of cross-phase practice;
  - Reviews of cross-departmental practice.

89. Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the College.

## Appendix 1

### College Rules

The promotion of self-esteem, self-discipline, a proper regard for authority and positive relationships based on mutual respect are central to the ethos of the College. In order that pupils derive maximum benefit from their school life, the College must be an orderly community. For this reason, we have certain rules of behaviour which must be obeyed. Pupils who fail to comply with these rules may be subject to a range of sanctions up to and including exclusion from the College.

1. Pupils are expected to conduct themselves in a responsible and respectful manner at all times whether on or off College premises. So pupils must not cause injury or distress to other people, using inappropriate language, damage property, harm the reputation of the College, or interfere in any way with other pupils' right to learn. Pupils must follow instructions from members of staff. Any incident occurring on the College premises at any time must be reported to a member of staff immediately.
2. All pupils must attend school; 100% attendance is the expectation. When a pupil is absent or late, the reason must be communicated to the College by 0930 on the first day via text or e-mail. When a pupil needs to leave during the day this must be covered by an explanatory letter.
3. All pupils are expected to attend College in full College uniform correctly worn. All articles of clothing and other possessions must be marked clearly with the owner's name.
4. Girls must not wear jewellery except one very small stud in each ear lobe. Make-up is not permitted including nail varnish or false nails. Boys must not wear jewellery or make-up of any kind.
5. Boys' hair must be, tidy and free of all styling agents. Hair must be off the face and of a conventional style and colour. There should be no dramatic difference in length between the sides and top. Hair should be above the collar and not less than a grade 3 cut. Boys must be clean shaven. Girls' hair must be of a conventional style and one natural colour, free of all styling agents and off the face. Hair extensions are not allowed. There should be no dramatic differences in length.
6. Pupils must not smoke, or carry matches, lighters, tobacco, e-cigarettes, alcohol or any other illegal substance. Pupils must not carry knives, fireworks, aerosols, or any articles which, in the opinion of the Principal, constitute a danger to others.
7. Pupils must not carry medicines. If there is a medical need for these, then they must be handed to Reception for safe keeping. However, pupils who need to use Ventolin, similar inhalers, or EpiPens, must carry these at all times but must report the fact to Reception. There may be occasions when pupils may need to remind staff of their medical problems.
8. Pupils are not allowed to bring mobile phones (smart watches) to the College. If a pupil needs to phone home they are to use a phone at reception, via their Heads of House or their Pastoral Office.
9. Pupils must not bring personal music players, computer games, or any other articles of value into the College. Monies must not be left in pockets or unattended bags. Neither the College nor the Local Authority can be held responsible for any articles of personal property which are damaged, mislaid or lost on the premises.
10. Any items brought into the College which are contrary to the College rules will be confiscated. Items confiscated will be returned at the end of the College term, where appropriate, to a parent or guardian.
11. Pupils must remain on the College premises in designated areas throughout the day unless they have obtained written permission to the contrary from their Head of House. Pupils must not eat in any room or other part of the College except those designated for that purpose. Pupils must not bring chewing gum on to the premises.
12. Pupils participate in all lessons. Exemption from Physical Education will only be granted for genuine medical conditions supported by an explanatory letter.
13. Cycles and motorcycles may only be brought to the College by permission of the Principal, entirely at the risk of the owner. They must not be ridden on College premises.
14. The parents or guardians of pupils who wilfully damage College property of any kind or who lose books and equipment loaned to them are liable to be held financially responsible.
15. After school detentions are a normal part of the College disciplinary structure. It is the responsibility of parents to arrange transport home for their children. Only a parent may re-arrange detentions with the College, not a pupil.

## Appendix 2 In Class Behaviour

There are occasions when students refuse to respond to positive behaviour strategies and formal systems are required to address and correct inappropriate behaviour.

These systems are consequential and logical. They are applied consistently by staff and understood by students.

### The Consequence Progression System

The Consequence Progression System in the table overleaf lays out the procedure for challenging and correcting behaviours which are contrary to the College Rules. Entered in the Staff Handbook, this ladder outlines procedures and nominated responsibilities. In all cases those feeling aggrieved may appeal to a senior member of staff. The ladder is incremental. *However, depending on the severity of the incident a staged incremental approach may not be appropriate.*

### BEHAVIOUR MANAGEMENT FLOW CHART

<b>Level</b>	<b>Action/Strategies</b>	<b>Sanction – action by staff</b>
<b>First and best intervention to ensure behaviour is good or better - Proaction by Member of Staff (Initial disruption)</b>	<b>Verbal and Non-verbal cues to students</b>	<b>No action needed</b>
C1 – Low Level disruption <ul style="list-style-type: none"> <li>• Disrupting learning</li> <li>• Not following instructions</li> <li>• Not being polite</li> <li>• Inappropriate language</li> <li>• Passive within lesson (Lack of work)</li> <li>• Lack of equipment, including pen, pencils, ruler &amp; PE kit.</li> </ul>	Verbal warning - Name on board  Planner signed for equipment issued	Build Bridges  Log on Classcharts
C2 – Low level disruption <ul style="list-style-type: none"> <li>• Not responding to verbal warning or name on board</li> </ul>	Verbal warning Name on board	Build Bridges & Log on Classcharts
C3 – Persistent Low level disruption <ul style="list-style-type: none"> <li>• Not responding to 2 verbal warnings</li> </ul>	Formal Warning – Name ticked and T10/subject detention issued defiance	T10/subject detention and Build bridges – work through why there was disruption Log on Classcharts Repeated LLD and accumulation of C2/C3 Student seen by HoD and contact to be made home by member of staff. HoD made aware. Refer to HoH for after school detention.
C4 – Ongoing persistent defiant behaviours and or health and safety		

<p>behaviours</p> <ul style="list-style-type: none"> <li>Defiance - Failure to respond to interventions to bring about change in behaviours and/or serious behaviours which prevents teaching and learning from taking place and hinders the progress of others.</li> <li>Truancy/Lateness/Leaving the classroom without permission (self-exit/walking away from teacher)</li> <li>Aggression</li> <li>Subject Specific Health &amp; Safety</li> </ul> <p><b>Escalation = Level 5 (call out)</b>  Student refuses "withdrawal" and/or disrupts 2<sup>nd</sup> lesson  More serious disruption / incident in class</p>	<p>Student "withdrawn" from lesson to be placed in another lesson to continue learning with another teacher  Contact with home is made  School detention issued</p> <p>Depending on incident a suitable sanction will be issued based on the action</p> <p>SLT / PS call out  Student placed in Isolation room for remainder of lesson and full day of isolation to be actioned the next day.</p>	<p>Student seen by HoD and contact to be made home by HoD or member of staff. Refer to HoH for after school detention. Potential meeting with parents set up with HoD &amp; HoH.</p> <p>HoH tracking concerns across whole subject areas – Parental meeting</p> <p>School Detention issued</p> <p>To be determined based on severity of health and safety action</p> <p>Parents contacted by HoH/PS</p> <p>INTEX for persistent defiance</p>
<p>C5 – Insolence to a member of staff e.g. swearing at a teacher, making offensive gestures or refusing to hand over a mobile phone, violence towards any other person in the class.</p>	<p>Placed in Isolation  Investigation of incident  Contact with home is made</p>	<p>Depending on the outcome of the investigation a student may face:  Internal exclusion for a set number of days  Fixed term exclusion and/or permanent exclusion</p>



## Patterns of Poor Behaviour

When poor conduct is evident over a number of lessons or across subject areas then the Subject Leader, Head of House and Assistant Principal will consult to discuss means of addressing the concern. A more individualised programme of support will then be utilised suitable to the needs of the individual pupil.

<b><u>Repeated disruptive behaviour – Possible range of support and sanctions</u></b>		
<b>Behaviour</b>	<b>Sanction</b>	<b>Required action by staff</b>
Accumulating 10 C1/C2 in a school week	After school detention	HOH/Pastoral staff to issue after school detention and speak to parent.
Repeatedly being C1/C2 in a school term	One day or more of isolations organised by HoH.  Alternative breaks.	HoH to meet with parents and go through alternative sanctions.  LT staff to supervise close supervision in Inclusion room.
Repeated days of penalty time (Room 9)	Internal exclusion	HoH to meet with parents and go through alternative sanctions and draw a Additional needs plan HoH to put in a referral to ESBAS.  LT to supervise close supervision.
Repeated poor behaviour.	Internal exclusion	LT to meet with parents and go through alternative sanctions.
Repeated poor behaviour.	Fixed Term Exclusion & request made to ESBAS for placement at College Central or other educational establishment.	LT to meet with parents and go through alternative sanctions.
Repeated poor behaviour.	2 – 6 week placement at Central College or another school.	School Based Plan Reviewed as appropriate.
Repeated poor behaviour.	Permanent managed transfer to another educational establishment.  Permanent Exclusion	
<p><i>This is a guide to the sanctions the College will employ. Each incident however is unique and it may be appropriate to use more severe sanctions for some serious individual or one off behaviour incidents.</i></p>		

## **Appendix 3**

### **Classroom rules are clearly displayed in each classroom.**

**They are as follows**

**Please demonstrate responsibility for your own learning and show your respect for the other members of your class by:**

- Arriving on time.
- Entering the room in silence and starting the task given.
- Ensuring that your equipment and planner are on your desk.
- Listening carefully to instructions, and following them the first time.
- Being respectful to all members of the class.
- Not harming the education of others by distracting them.
- Taking a full and proactive part in the lesson.
- Completing all tasks set to the best of your ability.
- Not talking over your teacher or another pupil addressing the class.
- Not eating or chewing in class.

### **Rewarding positive behaviour:**

The College will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:

- Praise and positive feedback;
- Use of behaviour points through the reward system;
- Commendations and awards – subject and whole College commendations;
- Letters to parents/carers;
- Extension of College privileges.

## **Appendix 4**

### **Behaviour Outside of Lessons**

#### **Minor offences**

The uniform default system as detailed in the pupil's planner will be followed for minor uniform defaults, this may be used in or out of class.

Pupils who do not follow the uniform rules should be dealt with at the time by marking a pupil's diary or reporting an incident to the Head of House who will impose further sanctions such as a Lunchtime or After School Detention. This can be via electronic referral. If a pupil persists in flouting the uniform rules more serious sanctions will be imposed such as after school detention, internal exclusion and fixed term exclusion.

Poor behaviour in corridors or outside areas of the College should be dealt with according to the severity of the incident. This may be dealt with by a range of actions such as speaking with the pupil to explain the possible consequences of their poor behaviour choice, break or lunch detention, referral to Head of House or referral to the 'On-Call' member of the Leadership Team.

#### **Serious offences**

These may include incidents such as the use of obscene language, violence, refusal to comply with instructions from staff, racial, homophobic or hate incidents, prolonged bullying of any kind, possession of illegal substances, paraphernalia or dangerous items, any incident which undermines a member of staff or College's authority or reputation,

Any incident should be reported to a senior member of staff immediately.

Sanctions will be determined on the nature of each incident, but will be likely to include after school detentions, periods of internal exclusion, fixed or permanent exclusion. In most cases all of the serious offences listed above are likely to result in a period of isolation or exclusion from the rest of the College community. In the most serious of cases the Principal may decide that a Permanent Exclusion is the correct course of action.

#### **The power to discipline beyond the School gate**

The College Rules of Behaviour apply to pupils whilst they are at College, travelling to and from College, when taking part in any College trip or activity or when they are clearly identifiable as a member of the College community.

## Appendix 5

### School Trips

#### CODE OF BEHAVIOUR ON SCHOOL TRIPS

In view of the heavy responsibilities now placed in Law on teachers taking pupils out of school, it is absolutely essential that we can have confidence in all pupils on a trip behaving in a sensible and responsible manner at all times. To help ensure this:

1. All parents must have signed a consent form which sets out the rules.
2. Misbehaviour prior to the trip may lead to exclusion from the trip.
3. General rules, which must be observed on trips at all times:
  - i) Pupils must obey strictly all instructions given to them by members of staff.
  - ii) Pupils may not smoke or drink alcohol.
  - iii) Pupils must obey strictly any instructions regarding movement and meeting points, and meeting times.
  - iv) Pupils may not eat or drink on a journey unless permission is given by the member of staff.
  - v) Pupils must remain seated with seatbelts on and may not walk about when travelling on a coach, or kneel on the seats to talk to people behind them.
4. IF PUPILS ARE DUE TO RETURN FROM A TRIP AFTER THE DEPARTURE OF SCHOOL COACHES (3.30 P.M.) PUPILS MUST MAKE THEIR OWN ARRANGEMENTS TO BE COLLECTED FROM SCHOOL.

## **PUPIL BEHAVIOUR ON RESIDENTIAL SCHOOL TRIPS**

In view of the heavy responsibilities now placed in Law on teachers taking pupils out of school, especially abroad, it is absolutely essential that we can have confidence in all pupils on a trip behaving in a sensible and responsible manner at all times.

To help ensure this :

1. All parents must have signed a consent form which sets out the rules.
2. General rules, which must be observed on trips at all times:
  - i) Pupils must obey strictly all instructions given to them by members of staff.
  - ii) Pupils may not smoke or drink alcohol.
  - iii) Pupils must obey strictly any instructions regarding movement and meeting points, and meeting times.
  - iv) Pupils may not eat or drink on a journey unless permission is given by the member of staff.
  - v) Pupils must remain seated and not walk about when travelling on a coach, or kneel on the seats to talk to people behind them.

If, before the departure date of a trip, we have reason to think that your child may possibly not be relied upon to behave in an appropriate manner, then we reserve the right to withdraw his or her place and offer it to another pupil.

In these circumstances, any monies paid by you and held by the school will be refunded. Monies already paid to the Travel Company by way of non-returnable deposits will be "lost" unless covered by travel insurance.

## **Appendix 6**

### **Confiscating Items**

**See adopted Searching and Screening policy October 2018**

**See Positive Handling Policy for further details.**