Sir John Hunt Community Sports College

Policy title: Conduct for Learning Policy

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Introduction

Sir John Hunt is a place for high quality learning and teaching. All students and staff are entitled to work and learn in a safe, happy and positive environment, which is based upon mutual respect. We believe every student has the right to realise their ambitions in a disruption free environment and this policy forms an important aspect of our behaviour and values curriculum by clearly setting out our expectations of all stakeholders.

Purpose of our Conduct for Learning (CfL) Policy

This policy abides by the legislation and statutory guidance as listed in appendix A and ensures that:

- all of our students, parents/carers, staff and governors are aware of the high expectations of Sir John Hunt CSC through defining what we consider to be acceptable and unacceptable behaviour;
- a safe and positive learning environment is created through the consistent application of rewards and sanctions;
- a consistent approach is adopted by all staff/stakeholders
- difference is embraced, tolerance encouraged and prejudice challenged;
- our students are prepared to become responsible adults
- For further clarification of terms and a list of definitions, refer to appendix B.

Behaviour Principles

We believe that high standards of behaviour lie at the heart of a successful school. Learning should be disruption free in every lesson, every day so that:

- all of our students can make the best possible progress in all aspects of their College life and work;
- all staff are able to teach and promote high quality learning, free of disruption and harassment;
- everyone feels safe and respected in College at all times.

College values

Our behavioural expectations are informed by our College values, which are:

Value	So that…
Ambition	
We are determined to achieve success	We can accomplish our goals
We expect the best from ourselves and each other	We can all achieve
We believe there are no limits to what we can achieve	We continually strive to improve
Endeavour	
We work hard, always	We improve, every day
We strive for excellence	We are the best we can be
We do not give up	We can overcome any challenge
Respect	
We respect ourselves and each other	We all feel valued
We are considerate of others	We all feel safe
We are responsible for our actions	We learn from success and failure

Overview of expectations

The governing body is expected to:

- review and approve this conduct for learning policy annually;
- monitor the conduct for learning policy's effectiveness and hold the Principal to account for its implementation.

The Principal is expected to:

- review and approve this conduct for learning policy and make recommendations to governors annually;
- ensure that the College environment encourages positive behaviour as the norm and that staff deal effectively with poor behaviour;
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently;
- ensure appropriate training takes place.

Parents/carers are expected to:

- support their child in adhering to our conduct for learning policy;
- inform the College of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the tutor or pastoral team promptly/immediately;
- appreciate that our staff and students have the right to work and learn in an environment that does not tolerate any form of abuse or aggression, those that do not adhere to this right maybe banned from the College Campus.

Staff expectations:
- to have high expectations of all students at all times;
- to plan and teach excellent lessons with high quality resources that reflect a personalised approach to students needs including those with SEND;
- to create an engaging, stimulating and purposeful environment;
- to undertake regular training on behaviour
- to consistently apply the Conduct for Learning policy in College every day;
- to model positive behaviour and teach respect and how to behave well;
- to recognise and reward exceptional "Ambition, Endeavour and Respect"

Staff expectations are outlined in more depth in the Sir John Hunt "Teaching and Learning Framework"

Student expectations:
- aspire to be role models
- learn how to behave and contribute to society through engaging in the College's induction programme, personal development sessions, tutor time activities, assemblies, roll call, lessons and the College's enrichment programme.
- to be on time for Roll Call every morning in full College uniform, with all required equipment;
- be on time for all lessons and adhere to all entry and exit routines to and from lessons;
- endeavouring to try their best in everything that they do;
- be respectful at all times by:
    o having good manners;
    o following all the College's rules;
    o ensuring phones/digital devices are turned off and never heard and never seen;
    o never disrupting other student's learning;
    o listening when teachers are talking and never talking over them;
    o listening to and respecting their peers;
    o working in silence when an adult asks them to do so;
    o raising their hand to ask a question without calling out;

Our Behaviour Curriculum outlines specific routines and behavioural expectations of Students/Staff/Parents in relation to all aspects College life and should be read alongside this policy.

Furthermore, our Anti Bullying Policy offers further specific guidance on how we expect students to treat each other with Respect.

Appendix C contains guidance on specific behavioural expectations and signposts to appropriate sources of additional information.

Praise and rewards

"***A positive day's teaching is much less stressful than a negative day's teaching.***"

"Effective praise should be: genuine, purposeful, sincere and specific. Research has shown that by using a minimum of 4:1 praise ratio (i.e. 4 positive statements to 1 negative statement) a positive classroom ethos can be established". *K. Rowland.*

We recognise the importance of praise as our primary strategy for promoting the College's expectations and values leading to increased student motivation and high standards of behaviour. This can take many forms, from the informal verbal dialogue between staff and students, through to the awarding of prizes and awards at whole College events.

The purpose of the praise system is to:

- be clear and simple for students to understand
- promote desired behaviour by acknowledging behaviours, attitudes and successes that exceed expectations
- increase the motivation of students
- enable positive communication with parents/carers
- be easy to operate to enable staff to frequently praise and reward students

Staff - student verbal interactions
We create a learning environment in which the interactions between staff and students are positive. Staff are encouraged to use positive language that highlights to students where they have done well and reenforce our high expectations. Staff will regularly praise students both within and outside of the classroom. Praising students in public sets a clear message to other students regarding expectations.

Staff - student written dialogue
Through the regular monitoring and assessment of students' work, staff have the opportunity to reward students as part of their feedback. Students will be commended for aspects of their work and skills development, should the work merit such praise.

Staff - Parent/Carer dialogue
Staff may choose to contact parents and carers by telephone, email or e-letter to highlight when a student has been working particularly well or a noticeable improvement has been observed. This allows the student to see that home and College are intrinsically linked, a significant motivating factor.

Praise Points

Overview

Our primary method of student reward is the Praise Points system. This is a College SIMS based system that centres on the easy allocation of Praise points to students either through class registers or through individual student profiles. Students are able to redeem their points in the College Library for a wide range of rewards. Tutors are able to access a central spreadsheet for their respective tutor groups which enables them to share with their tutees both points earned and their points spent.

Staff budgets

Staff are free to award as many praise points within the College assigned categories as they see fit. Staff usage is monitored by SLT and CLs / PLs and all users are encouraged to issue praise at a minimum ratio of 4:1

Reward categories

The categories aim to cover a broad aspect of College life, with a strong emphasis on rewarding the explicit display of our College values of "Ambition, Endeavour and Respect".

The number of Praise Points rewarded may increase for periods of time to reflect College priorities or events. For example, there may be a double points week for 100% attendance in the last week of a term. Parents will have the opportunity to see the praise points their child has earned on the SIMS parent app.

Redeeming points

Financial responsibility and economic wellbeing are encouraged with students through their management of Praise Points. They have the option of exchanging their points for a range of items in the library, such as stationery, sports and audio equipment, as well as a number of in College items such a skip the lunch queue vouchers. Additionally, students are given the opportunity to donate their Praise Points to charities, in line with other College fundraising initiatives. The prizes made available are reviewed regular through Student Voice.

Use of Praise Point data

The Praise Point data is made available as follows:

- monthly to pastoral leaders to enable them to discuss with students and display on pastoral notice boards and on PowerPoints in assemblies;
- every data round to CL and PLs to enable them to ascertain which staff are issuing praise points and making positive phone calls home and to identify which staff may need further support;

Character Education Celebration

To celebrate our "role model" students (see Appendix C) students can earn Character points for demonstrating our College Values. The amount of points will depend upon the priorities of the College but will always recognise and celebrate students with low/no absence, low/no lates, low/no behavioural points and a high number of praise points. Examples of other areas that may feature include homework, participation in enrichment activities and participation in volunteering. These points contribute to the tiered termly values reward trips.

Celebration Events

Throughout the year there are a number of events, which aim to share in the celebration of a student's achievements with their parents/carers. To celebrate the academic excellence displayed by students throughout Key Stages 3, 4 and 5, we hold Key Stage Celebration Events. These events are an opportunity for curriculum areas to nominate their subject prizes for the previous year. Pastoral leaders will also award praise points periodically e.g. No absence, less than 3% absence etc.

Further celebration opportunities include certificates and special assemblies.

Consequences

When students do not meet our high conduct expectations this constitutes a form of misbehaviour. The degree of misbehaviour will result in a proportionate, graduated and fair consequence, which should:

- only be used when more positive methods of promoting outstanding learning through good behaviour are not working;
- be applied predictably, promptly, calmly but assertively, impersonally and without bias (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality),
- Seek to deter the witnessed behaviour, protect all students, improve the student's behaviour in future
- Take into account all reasonable circumstances e.g., age, SEND, religious requirements etc.

Types of consequence

There are varying levels of consequence that can be applied when a student's conduct fails to meet our expectations:

- Formal verbal warning
- Curriculum Time-Out
- Call Back (10 minutes)
- Detention (30 minutes)
- College Detention (60 minutes)
- Internal Exclusion
- Suspension
- Permanent Exclusion

Formal Verbal Warning

Any expectations not being adhered to in lessons will result in the member of staff issuing a formal verbal warning. It must be made very clear that a FORMAL warning has been issued e.g.

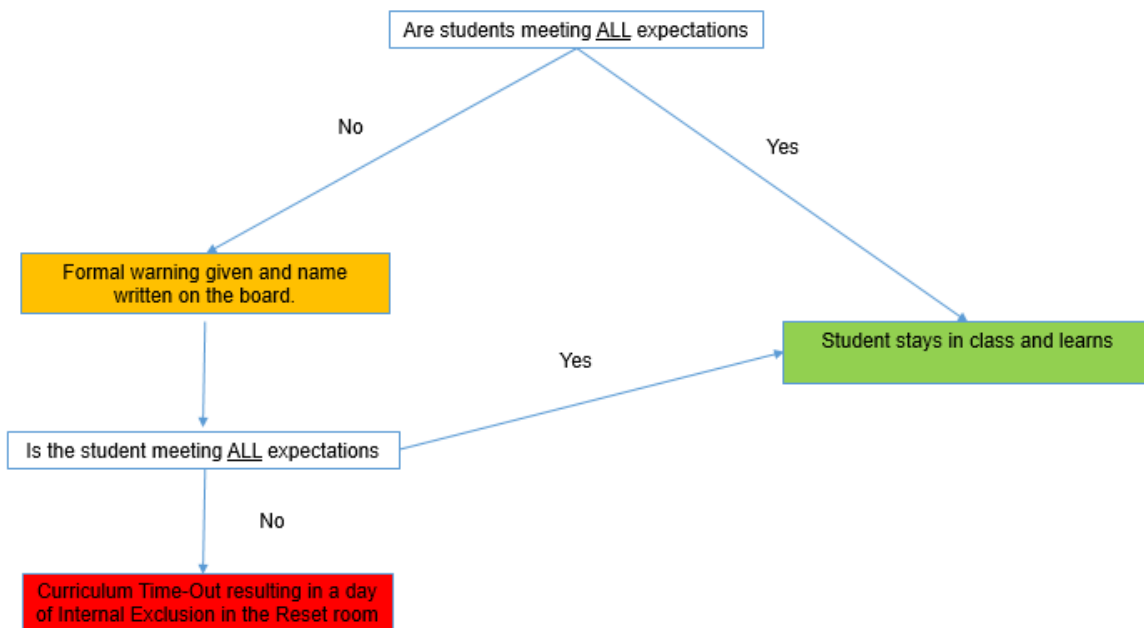"Student A, this is your formal warning".

Members of staff need to respond to student misbehaviour in a decisive, clear and calm manner when communicating the warning. It is important that, at all times, the student, the member of staff and the rest of the class, know exactly which warnings have been issued and to whom. Staff must write the names on the board of any students who have received a formal warning.

Curriculum Time-Out

If, after an appropriate amount of "take-up time", a student fails to respond to their formal warning they will receive a Curriculum Time-Out. This will result in the student sitting an Internal Exclusion in the Reset room where they will engage in a meaningful adapted curriculum focusing on their core subjects. The staff member should make it clear to the student what is happening and why e.g.

"Student A, you have not responded to your formal warning and so you will now have a Curriculum Time out."

In summary students have one simple choice, either to be in class working with endeavour and engaging with their learning or to be separated from their peers. This is a simple binary process:

Call-back

A Call-back can be given when a member of staff requires the student to return to them at breaktime, lunchtime or after College for 10 minutes without the need to contact home.

A Call-back can be issued when there is:

- concern about a student's progress in their lesson;
- lack of care or pride in a student's work;
- poor behaviour and attitude in the lesson;
- an issue relating to homework.

Detention (30 minutes)

A 30 minute Detention may be set where a student's conduct has not met the expectations of a member of staff. This may be issued as an escalation following a number of call backs, for ongoing disruption within a lesson which did not meet the threshold for a CTO such as being more than 2 minutes late to the lesson, not working to their full potential for the whole lesson, or misbehaviour at break or lunch time.

College Detention (1 hour)

College detentions are held centrally and wherever possible undertaken on the same day, providing that parents have been notified and there are no undue safeguarding concerns e.g., they need to pick up younger siblings that evening.

If a student does not complete their detention/misses a detention they will receive an Internal Exclusion and College detention on the next day.

Internal Exclusion

If a student is issued with a day of Internal Exclusion in the Reset room they must complete all work set under exam conditions. They will not be permitted to attend normal lessons for six consecutive lessons (five if the final lesson in the sequence is a double lesson). The day will finish at 15.10 (16.00 for students in Year 11) to allow for a restorative conversation to take place. Should a student

not produce sufficient work while working in the Reset room then their Pastoral Leader or a member of the Senior Leadership team may recommend that a student remains in there for additional periods and/or receives a College Detention.

If a student does not meet the expected standards or exhibits disruption/disrespect in the Reset room they will be removed to a second Reset room. Students will remain in the second Reset room until the end of the day after which they will restart their Internal exclusion the following day.

Students who cannot meet the expectations in the second room will be issued with a Suspension.

Off-site direction

In order to support a student to engage in their learning we may direct a student to another provision examples include:

1.   Providing a Short-Term Placement at a host school to complete a period of reflection (between 1-5 days). In these circumstances the student will only return to us once their placement has been completed to the host school's satisfaction.

2.   Providing a medium-term alternative package of offsite education with a College approved provider. Students will be offered a bespoke curriculum in an attempt to engage them in their learning.

In partnership with students and their parents we may also consider:

3.   Providing a medium-term placement at another mainstream school (between 6-12 weeks). During this time students will engage in the host school's curriculum as if they were their student. The purpose of the placement is to see if a student can engage positively in a new setting. If the placement is successful, it may be possible for a student to transfer permanently to the host schools roll.

Exclusions

Exclusions are regarded as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

We recognise the potential detrimental impact of exclusion on both the education and wellbeing of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it, involving parents as early as possible in any process. This policy for exclusions should be considered within the context of the policies listed in appendix A, notably "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement (Sept 2022)". The decision to exclude is made solely by the Principal, or the Vice Principal /designate in their absence.

In making a decision to exclude the Principal will:

- ensure that a thorough investigation has been carried out;
- consider all the supporting evidence;
- allow and encourage the student to give their version of events;
- keep a written record of the actions taken including the signed incident logs of witnesses;
- ensure that all procedures have been carried out properly;
- ensure SEND advice has been taken into account where appropriate;
- ensure that parents have been kept informed throughout the process and consulted where appropriate.

The standard of proof applied when deciding to exclude is on the 'balance of probabilities'.

Exclusion will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework*;
- lateness or truancy*;
- breaches of College rules on uniform or appearance*;

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- as a punishment for the behaviour of their parent/carer.
* Except where these are persistent or in open defiance of such rules;

Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Tasks will be provided on Google classroom.

Suspensions (previously referred to as Fixed Term Exclusions)

The decision to suspend a student for a fixed term may be taken in response to breaches of the College's Conduct for Learning policy.

Examples of the more serious misbehaviour that may lead to a suspension include but are not limited to the following:

- indecent behaviour;
- foul language or abuse language directed at a member of staff (loud enough to be heard)
- discriminatory language
- high level vandalism or misuse of College equipment e.g. deliberate damage
- bringing in illegal items (breaking the law) including vapes/cigarettes/tobacco
- Under the influence of illegal drugs or other substance;
- theft;
- actual or threatened violence against another student or a member of staff;
- sexual abuse, harassment or assault;
- persistent bullying including cyberbullying. refusing a bag search where there is no good reason to do so;
- inappropriate recording/filming/sharing of media;
- failure to meet the standards of internal exclusion;
- persistent poor behaviour contrary to College expectations.

This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing/carrying/supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient the principle of the balance of probability will be adopted.

The Principal may exclude a student for one or more fixed periods which do not exceed a total of 45 College days in any one College year, or 15 days in any 2 College terms.

During a suspension of 5 or fewer days, tasks will be provided on Google Classroom/SENECA/Sparx

For an exclusion of longer than 5 days, the College will arrange fulltime educational provision from the sixth day of exclusion.

Before the end of any Suspension, parents/carers will be invited to attend a reintegration/readmittance meeting at the College with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated with support from their parents. The College will consider all further support needed to help the student, including referral to external agencies if appropriate.

During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal College hours without reasonable justification, whether with or without a parent/carer. Failure to comply with this is an offence for which a Local Authority fixed penalty notice can be issued.

Disciplinary Stages
Each time a student receives a suspension they are placed on a Disciplinary stage. Each Disciplinary stage provides a framework to ensure potential underlying causes of unacceptable behaviour are identified. The conduct support plans which are created at each stage seek to include the views of the Pastoral leader, student, parents and other relevant outside agencies. The plans explore reasonable adjustments and appropriate interventions to enable the student to meet our expectations and

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reengage in their learning. An outline of the Disciplinary stages and interventions can be found in appendix D.

Permanent Exclusion

Permanent exclusion is an extremely rare sanction at the College and always avoided wherever possible. The decision to permanently exclude is taken only:

- in response to serious breaches of the College's Conduct for learning policy;
- in response to persistent breaches of the College's Conduct for learning policy and;
- if allowing the student to remain would seriously harm the education or welfare of that student or others at the College.

A student may be permanently excluded where there have been repeated breaches of the Conduct for Learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the College has exhausted all available strategies for dealing with the student and is a last resort.

Lines in the Sand

There may be exceptional circumstances where, in the judgement of the Principal it is appropriate to permanently exclude a student for a first or 'one off' offence. There are simply some behaviours that we will not tolerate. An indicative but not an exhaustive list would include;

- swearing at the Principal;
- serious actual and/or malicious or threatened violence against another student or a member of staff;
- serious or persistent bullying including cyberbullying.
- being in possession of an illegal substance and/or supplying an illegal substance including drugs, alcohol or other chemical substances which produce similar effects to illegal drugs and alcohol;
- carrying an offensive weapon (schools have the power to search pupils for weapons and other banned items or substances.);
- terrorism, extremist behaviour, radicalisation or the brainwashing of others;
- sexual abuse or assault;
- arson;
- Theft of high value goods / from a member of staff;
- persistent poor behaviour contrary to College expectations.

The College operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies.

Communicating exclusions to Parents/Carers

Following any decision to exclude, the Principal must inform parents/carers putting the decision to exclude in writing and stating the date the exclusion takes effect.

The letter will explain:
- the reason(s) for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

In cases where a child is LAC or has a social worker the pastoral team must also inform the students key worker of the exclusion.

Governing Body Committee

The Governors have the responsibility for reviewing decisions made in relation to exclusions.

Governing Body Committee will automatically review any exclusion which results in a student being excluded for more than 15 College days in any one term, or any permanent exclusion.

Parents/carers have the right to appeal the decision to exclude their son/daughter.

A parent/carer may request that the committee review the process within 50 College days of receiving notice of the exclusion. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 College days.

Following the Principal's decision to permanently exclude, the Governing Body Committee must meet to review the decision within 15 College days of receiving notice of the exclusion. If the Committee upholds the Principal's decision to permanently exclude, parents/carers may appeal to an Independent Review Panel.

An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two other independent members, one with governance experience; the other with Headship experience. This panel will decide whether to uphold the decision to exclude a student.

The Independent Review Panel can either uphold the decision to exclude the student or recommend that the College reconsiders the matter. They cannot, however, direct the reinstatement of the student.

Behaviour outside of the College gates

We may sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:
- taking part in any College organised or related activity;
- travelling to or from College and wearing our uniform;
- in some other way identifiable as a Sir John Hunt Student

Or for behaviour which at any time:
- could have repercussions for the orderly running of the College;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the College.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Use of reasonable force
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- causing disorder/committing an offence
- hurting themselves or others;
- damaging property

Incidents of physical restraint must:
- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;

- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents.

Reasonable force may also be used by the pastoral team when conducting a search for prohibited items e.g. knives, alcohol,

The DfE guidance "Use of reasonable force" (listed in appendix A) must be followed at all times

Searching, screening and confiscation

Members of the Senior Leadership team and Pastoral team can search a pupil for any item, if the student agrees. Only the Principal, and Senior Leadership team are able to utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item.

A search without consent should where possible, be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched. The search should be limited to outer clothing (any clothing not worn next to the skin or immediately over a garment that is being worn as underwear).

A student who refuses to be searched may be refused entry on the College premises and the absence will be treated as unauthorised. If the student is already in College and refuses to be searched the balance of probability will apply and the student could be sent home on an initial suspension pending further investigation.

There is a limited exception to this rule. Any member of the Pastoral team can carry out a search of a student of the opposite sex and without a witness present, only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent are only carried out on the College premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on College trips in England or in training settings. The powers to search for prohibited items in the Education Action 1996 are compatible with Article 8 of the European Convention on Human Rights.

A list of prohibited items can be found in appendix B. The staff conducting the searches must adhere to the guidance DfE guidance "Searching, screening and confiscation" as listed in appendix A.

Confiscation of items

Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance "Searching, screening and confiscation" as listed in appendix A.

Furthermore, staff can seize any prohibited item found as a result of the search if they consider it harmful or detrimental to College discipline.

Appendices

Appendix A: Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation
- The Equality Act 2010 and of our duty not to discriminate against students for any reason.
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusions from maintained schools and academies
- The special educational needs and disability (SEND) code of practice.
- Keeping children safe in education 2022
- Sexual violence and sexual harassment between children in schools and colleges
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement (September 2022)
- Alternative Provision Statutory guidance for local authorities (2013)

The policy is also based on the Colleges:

- SEND and Safeguarding policies
- Teaching and Learning Framework
- Behaviour and Values Curriculum
- Antibullying Policy
- Absence Policy

Please also refer to our College website for specific information on uniform, equipment expectations and for timings of the school date

Appendix B: Definitions

Please refer to the terms below as indicative examples of behaviour we will not accept and will sanction, the more significant the misbehaviour the greater the sanction:

Misbehaviour is generally defined as the action of misbehaving; bad behaviour.

Misbehaviour, would normally result in a Formal Warning, Call-back, Detention or College Detention the types of behaviour that this might include could be:

- not working hard enough in lessons in line with their peers;
- an issue relating to homework;
- late to College;
- incorrect uniform;
- poor behaviour and attitude in the lesson that hasn't warranted a Curriculum Time-out;
- persistently not working hard enough in lessons;
- littering;
- refusal to follow instructions by a member of staff;
- foul language not directed at an individual (loud enough to be heard);
- caught in an area that is out of bounds (on College site);
- low level isolated inappropriate sexualised behaviour.

Serious misbehaviour would normally result in more significant sanctions such as internal exclusion, suspension or permanent exclusion the types of behaviour that this might include, could be:

Serious misbehaviour would include:

- truancy from lessons;
- leaving College site during the College day without staff permission;

- vandalism or misuse of College equipment;
- refusal to follow instructions e.g. not handing over a mobile phone and/or any forbidden;
- items to a member of staff when requested;
- receiving a curriculum time out;
- foul language directed at a member of staff (loud enough to be heard);
- discriminatory language (e.g. of a sexual or racial nature);
- bullying including cyberbullying*;
- threatened violence against another student or member of staff;
- not attending previous sanctions;
- terrorism, extremist behaviour, radicalisation or the brainwashing of others;
- sexual harassment/violence
- arson;
- theft;
- persistent poor behaviour contrary to College expectations.
- serious actual or threatened violence against another student or a member of staff;
- failing to respond to a request to go on a CTO requiring a duty call (additional day same offence)
- bringing in prohibited items. These are:
  - weapons (a weapon is defined as any item made or adapted for causing injury)
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers (including lighters and matches)
  - fireworks
  - pornographic images
  - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
  - energy drinks and drinks with high sugar or caffeine content are not permitted in College
  - mobile phones / devices which are active

These lists are indicative only and not exhaustive.

Bullying: for definitions of bullying please refer to our antibullying policy and the College's Safeguarding policy.

Appendix C: Student Expectations in depth

- Please refer to our Anti Bullying Policy
- Please refer to our Behaviour and Values Curriculum for specific expectations
- Please refer to our unform policy on the College website
- Please refer to our College equipment check list on the College website
- Please refer to our College website for timings of the school day
- Please refer to our absence policy for expectations regarding attendance

 (Please note the hyperlinks to the above documents can be found in appendix A)

A appendix C includes our expectations relating to:

i) Specific aspects of the College Day
ii) The use of mobile phones and digital devices
iii) Remaining a smoke free campus
iv) Using appropriate language
v) Ensuring the College is free from sexual violence and harassment
vi) Exceptions / adjustments to expectations

i) Specific aspects of the College Day

The grid below outlines the high standard of behaviour we expect from everyone. With the proper support and adjustments, we expect all students to be able to meet the following expectations supported by their parents and our staff. If you require further guidance, please refer to the sources of information indicated:

Expectations	Students	Teachers	Parents*	Additional information
Outside of lessons/generic expectations				
Uniform and equipment	▪ Arrive at College in full correct uniform and have all the correct equipment required for the days learning.	▪ Know and understand our Uniform expectations ▪ Check students uniform and equipment ▪ Refer students who require uniform support to the Pastoral Team.	▪ Ensure their child comes to College with all the correct uniform and equipment. ▪ Inform the College if due to unforeseen circumstances there are any issues.	▪ Uniform Policy ▪ Equipment list ▪ Student planners
Mobile Phones/Digital devices	▪ Must have their phones turned off and in their bags from the beginning of roll call until offsite at the end of the College day. ▪ Must never take photos, film or record students on school grounds or when wearing College uniform ▪ Must never share media inappropriately	▪ Know and understand our Mobile Devices policy ▪ Must remind students on entry to roll call to have their phones turned off and in their bags. ▪ If a student's phone is "seen or heard" it should be confiscated and handed into Student reception.	▪ Contact the College, not their children in an emergency. ▪ Collect any confiscated phones from reception at the end of the day. ▪ Read the Online Safety information on our College website. ▪ Discuss and monitor their children's use of devices and social media at home.	▪ Mobile Devices policy ▪ Online Safety
Journey to and from school	▪ Always act as an ambassador to the College. ▪ Respect other students and residents and give way to members of the public. ▪ Only bring approved items into College. ▪ Follow the highway code e.g., use the traffic lights/pedestrian crossings where possible to cross the road safely. ▪ If cycling use the cycle lanes and wear a helmet. ▪ Take any litter home and dispose of it properly.	▪ Monitor the College entrances/exits when timetable to do so. ▪ Refer any concerns to the Pastoral Team for investigation.	▪ Ensure student's leave home in plenty of time. ▪ Set clear times for students to return home. ▪ Discuss travelling to and from College Safely and with Respect for others. ▪ Inform the College of any concerns.	▪ Road Safety
Punctuality	▪ Arrive at 8.25 on time for the start of roll call at 8.30 ▪ Arrive no later than 2 minutes from the start of every lesson	▪ Know and understand the timings of the College Day. ▪ Mark the register clearly at the start of every lesson and use "L" and the time to report students arriving late. ▪ Report all unexplained absences to Student Reception.	▪ Ensure their children have everything packed and ready for College the night before. ▪ Ensure their children are up and ready to leave in plenty of time for the start of the day. ▪ Ask their child if they were on time for every lesson.	▪ The College Day ▪ Absence Policy ▪ Student Planners
Attendance/ Absence	▪ Be in College everyday	▪ Know and understand the College's Absence policy. ▪ Mark the register clearly in Roll Call and at the start of every lesson.	▪ Ensure their children attend every day. ▪ Seek medical advice swiftly as required. ▪ Inform the College of all absences.	▪ Absence Policy ▪ Student Planners ▪ SIMs parent app

		▪ Report all unexplained absences and all concerns to Student Reception. ▪ Report any concerns to the Pastoral Team	▪ Check the SIMs Parent app daily to ensure their children are in College on time.	
Circulation around College	▪ Treat other staff and students with respect ▪ Act in an orderly, quiet, and respectful way ▪ Walk, following the one-way system	▪ Monitor the corridors ▪ Complete all duties ▪ Report any concerns to the Pastoral Team	▪ Discuss this aspect of the school day with their children and let the Pastoral Team know of any concerns	▪ N/A
Toilets	▪ Go to the toilet before school, at break and at lunch time.	▪ Only allow students without a toilet pass to go P2,4 and 6 ▪ Do not allow more than one student out of lessons at any one time. ▪ Insist that students that leave a lesson to go to the toilet make up their lost learning at break/lunch/after school.	▪ Inform the College of any short-term concerns regarding access to the toilets ▪ Provide medical evidence if their child require a toilet pass in the longer term ▪	▪ N/A
Illness/ Medical room	▪ Have 8 hours sleep ▪ Have breakfast everyday ▪ Drink and refill their water bottle at break and lunch time to remain hydrated ▪ Eat their lunch ▪ Show endeavour by coming into school with minor ailments	▪ Only allow students to the medical room who have healthcare plans (e.g. diabetic) or if they require an examination/treatment for a severely sick or injured student.	▪ Send students to school unless they are significantly unwell. ▪ Ensure students have breakfast, have a refillable drinks bottle of water and have access to a meal at lunch. ▪ Inform the College of any specific medical requirements for which we should be aware	▪ Supporting students at school with medical conditions
Break/ Lunch times	▪ Queue sensibly for food ▪ Eat only in designated areas ▪ Respect and take pride in the College e.g., clear away all rubbish into bins ▪ Speak politely to catering staff ▪ Socialise keeping a sensible non-contact space between other students ▪ Remain in their allocated Year group Zones while outside and in wet weather.	▪ Monitor the designated duty areas when timetable to do so. ▪ Praise students who clearly demonstrate our values. ▪ Speak with students and build positive relationships with them. ▪ Refer any instances of concern to the Pastoral Team for investigation.	▪ Ensure students have water to drink in a clear plastic refillable bottle ▪ Check what their children eat and drink during the day. ▪ Ensure Parent Pay is topped up or provide a healthy packed lunch.	▪ N/A
Homework	▪ Complete all homework set to the best of their ability each week. ▪ Attend our homework support sessions if required.	▪ Set and monitor homework	▪ Check the College website and student planners to support completion of relevant homework ▪ Ensure students have a calm space to work with digital access; or ensure their children attend the College study support sessions.	▪ Homework
Out of College activities	▪ Show ambition and endeavour by taking part regularly in at least one enrichment experience per week. ▪ Act as an ambassador while representing the College.	▪ Liaise with the College Enrichment lead to offer a regular enrichment opportunity	▪ Look through the enrichment experiences on the College Website and encourage their children to take part in the wider aspects of College life	▪ Enrichment
Manners	▪ Treat everyone with respect ▪ Hold the door open for staff and visitors ▪ Greet students, staff and visitors with good eye contact and a smile.	▪ Model respectful behaviour at all times. ▪ Be vigilant and challenge all inappropriate language, reinforce it is not "Banter"	▪ Challenge inappropriate comments at home ▪ Make time to discuss the College Day with their children	▪ N/A

	▪ Do not go into another person's "bubble"/personal space ▪ Ensure our College is safe by reporting all incidences of unacceptable behaviour to a member of staff e.g., bullying, harassment, swearing, sexualised language, racism, homophobia, smoking.	▪ Report inappropriate behaviour in Pastoral tea and document on SIMS/CPOMs.	▪ Inform the College when their child has done well and our staff need to be praised. ▪ Inform the College of any concerns during the day for which needs investigation.	
In lessons / Formal times				
Roll Call	▪ On the first bell line up in a straight line, in alphabetical order by tutor group ▪ Have correct uniform on and jackets off ▪ Have all correct equipment out ready for checking ▪ Have phones turned off and in bags ▪ Be silent immediately when the music stops ▪ Listen to notices for opportunities/information and celebrations of success ▪ Put Jackets on and pack equipment away when instructed to do so and leave in a calm and orderly manner.	▪ Add positive messages and opportunities to Roll Call notices ▪ Greet students at 8.30 ▪ Give students individual notices ▪ Take register ▪ Check equipment ▪ Ensure students meet expectations of behaviour ▪ Lead group to tutor group rooms/assembly	▪ Discuss the opportunities promoted in roll call and support their children to be ambitious and engage fully in College life	▪ Teacher Morning Routines document
Tutor Reading	▪ Track the text as teachers read ensuring books are flat on their desks with two hands on the bookmark	▪ Read several pages ahead and annotate on their tutor copy of the text to plan for the reading programme ▪ Explain unfamiliar vocabulary ▪ Ensure reading is 15 minutes or more in duration ▪ Circulate to ensure students are meeting expectations	▪ Discuss the book their child is reading at College ▪ Encourage their children to have some reading time for pleasure before going to bed (books available from the College library)	▪ Teacher Morning Routines document
Assembly	▪ Leave bags in the library ▪ Enter the performance hall in silence and sit in the allocated tutor group rows ▪ Listen in silence and reflect on the key messages from the assembly ▪ On exit leave in silence, collect their bags and go straight to lessons	▪ Sit with their tutor group as per the assembly plan ▪ Ensure students meet the outlined expectations	▪ Talk to their children about their assemblies and what they have learned.	▪ Morning Routines document
Entry to Lessons	▪ Wear correct uniform. ▪ Place on desks all required equipment. ▪ Sit in the correct seat and start retrieval quiz in silence.	▪ Meet students at the door to welcome them and check uniform	▪ Talk to their children about what they have learned ▪ Attempt to widen their children's cultural capital by supporting learning with real life experiences e.g., visits to local museums trips to the Moors.	▪ Teaching and Learning Framework

During Lessons	▪ Demonstrate endeavour in everything that they do;
	▪ be respectful at all times by:
	  o following all the College's rules;
	  o never disrupting other student's learning;
	  o listening when teachers are talking and never talking over them;
		▪ Plan and deliver lessons as outlined in the Teaching and Learning Framework
		▪ Use common agreed strategies/language
		▪ Set homework as relevant ensuring students write this in their planners.
			▪ Talk to their children about what they have learned
			▪ Attempt to widen their children's cultural capital by supporting learning with real life experiences e.g., visits to local museums trips to the Moors.
				▪ Teaching and Learning Framework

	o working in silence when an adult asks them to do so; o raising their hand to ask a question without calling out.			
Exit from lessons	▪ Students pack all equipment away and stand behind chairs ▪ Leave the lesson in a calm and orderly manner when instructed to do so by the teacher	▪ Check uniform and dismiss students a group at a time ▪ Maintain a presence on the corridor until it is clear	▪ Talk to their children about what they have learned. ▪ Attempt to widen their children's cultural capital by supporting learning with real life experiences e.g., visits to local museums trips to the Moors.	▪ Teachers Lesson Structure in the SJH Teaching and Learning Framework
Students that exceed/need additional support to meet expectations				
Students that meet/exceed our expectations	▪ Take pride in their accomplishments. ▪ Celebrate others accomplishments	▪ Reward and recognise students that do well in line with our conduct for learning policy ▪ Praise students publicly e.g., in lessons, Roll Call notices, assemblies and newsletters. ▪ Make contact home to let parents know of their children's successes. ▪ Record Praise on SIMs	▪ Celebrate their children's successes ▪ Discuss how this can be transferred to their aspects of their lives.	▪ Praise section of our Conduct for learning policy
Students that need support to meet our expectations	▪ Reflect and modify their behaviour when issued a formal warning ▪ If requested leave the class and go straight to Student reception ▪ Reflect on what needs to change in order to be successful. ▪ When calm apologise to the member of staff and engage in a restorative conversation to ensure the same thing doesn't happen again. ▪ Talk to a trusted adult and explain what is going wrong and why ▪ Endeavour to use the strategies given to attempt to do better in the future	▪ Know the students and make appropriate adjustments where relevant. ▪ Be clear and consistent with warnings. ▪ Ensure students know why they have not met our expectations. ▪ Refer students for extra support as required ▪ Take time to restore the relationship following a sanction/reprimand by engaging in a restorative conversation. ▪ Make contact home to discuss the issues with parents. ▪ Refer ongoing concerns to the Pastoral Team.	▪ Discuss issues with their children and arrange/attend a meeting with the school to discuss ▪ Support College by sanctioning at home as appropriate ▪ Send any students back to College if they have missed a study support session or a detention	▪ Sanctions section of our Conduct for learning policy

ii) Students use of Mobile phones and digital devices

We acknowledge that many students will want to bring a mobile device to College with them to allow them to communicate with family and friends on the way to and from school.   Although we allow students to bring mobile phones and devices to College they are not required for lessons and as such the College is a mobile phone and device free zone: we therefore take no responsibility for loss or damage of a mobile device that a student chooses to bring on site.

Free from the distractions of mobile phones we want students to spend:

- more time working hard in class
- more time talking to each other in their break and lunch times
- more time building positive relationships

The Mobile Phone and Device Free Zone exists:

- Inside the school gates
- Between start of Roll Call and the end of the College Day

Students' phones and devices must be switched off and packed away in bags. They must not be seen or heard anywhere on College site.

The only exception to this rule applies to the Sixth Form students while in the Sixth Form centre.

What devices are included?

The rule covers all mobile phones, headphones and other devices that can be connected to the internet or mobile networks or play music or games or take photos, such as iPods, game handsets, tablets and smartwatches. Students may continue to use College devices, such as tablets and computers under the supervision of school staff.

What if parents and children need to make contact?

- Parents should call the College 01752 201020
- Staff will assess any requests from students for them to call home. Where it is necessary, students will be given the opportunity to use the College phone system at break or lunchtime.

What if I have my phone or device out?

We operate a "see it, hear it, take it" approach. If any of the devices are seen or heard on the College site, they will be confiscated immediately and stored securely. The device will be returned to parents only, who will be required to come to the College reception to recover the device. Further confiscations will result in students having to hand in the device at the start of each day and may lead to the school withdrawing the right for a student to bring phones or other devices onto the school site. Students may also receive a sanction.

Students must never take photos, film or record students on school grounds or when wearing College uniform.

iii) Ensuring a smoke free campus

No student will smoke on Sir John Hunt CSC grounds or when recognisable as a Sir John Hunt Student.

The consequences are:
- smoking will lead to a one-day Internal exclusion;
- having smoking related paraphernalia even if not caught smoking will lead to a day in internal;
- all tobacco and will be destroyed;
- associating with smokers but not caught smoking will result in a College detention

- refusal to hand over smoking (or vaping) paraphernalia when asked will lead to a suspension.

Any staff witnessing/suspecting smoking should refer to the Pastoral leader(s) for the year group.

iv) Swearing

The College operates a zero-tolerance approach to swearing. If it is loud enough to be heard, it is loud enough to be punished. The consequence of the poor language will be based upon the context, swearing at a member of staff will always constitute a suspension.

The consequences are:

- Swearing / foul language not directed at an individual (loud enough to be heard) – College detention
- Swearing / foul language about a member of staff or another student (loud enough to be heard) – a day in Internal exclusion
- Foul language or abusive language directed at a member of staff (loud enough to be heard) – suspension
- Swearing at the Principal will lead to a permanent exclusion

Any staff hearing a student swear should refer to the Pastoral leader(s) for the year group.

v) Dealing with child-on-child sexual violence and harassment

As with all areas of behaviour the sanctions imposed on a student will depend upon the extent, persistence and nature of the offence. The College will not tolerate any forms of sexual violence and/or harassment and recognises that they exist on a continuum and that the two areas can overlap.

The College recognises that it must address all inappropriate behaviour, and it will not accept the normalisation of sexually abusive language as "banter". Sanctions will be enforced to avoid lower levels of inappropriate behaviour escalating. Staff should try to avoid terms such as "victim and alleged perpetrator" with students as they may not be comfortable with this language.

Staff should also be mindful of the fact that students with SEND or are part of the LGBTQ community are more likely to be targeted by their peers. The College's Safeguarding policy should also be consulted to ensure the "victim" is given the correct pastoral support.

Cases will be considered on a case-by-case basis through consultation with the College's designated safeguarding lead, including appropriate sanctions for proven invented or malicious allegations.

Where our expectations are not met students can expect a sanction and for persistent offences for the sanction to escalate in severity.

vi) Exceptions / adjustments to expectations

Students who have an Educational Health Care Plan or an identified additional need(s) must also follow the Conduct for Learning policy.

However, reasonable adjustments may be made for some individuals. Advice from the College's Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP).

Staff can refer to the student's SEND file, Tickets to Learning (T2L) and Health Care Plans for further information. Some students may need a differentiated approach and interventions in order to break down their individual barriers to learning and understanding. Further guidance is available from the SEND and Pastoral Team.

The Principal may use discretion in applying certain sanctions where a student has displayed significant improvements in their conduct over a significant period of time.

These indicators give students and staff a clear understanding of our expectations for student conduct and feature in student planners:

	Role Models Grade (1)	Good Students Grade (2)	Underachieving Students Grade (3)	Students Causing Most Concern Grade (4)

Ambition	You:
	• Want the best for yourself and show a real motivation to learn and succeed
	• Take your learning seriously and always seek to improve
	• Always take pride in what you produce and the standard of your work is excellent
	• Maximise the learning time offered through outstanding organisation by <u>always:</u>
	
	  • Having excellent appearance (hairstyle and jewellery), and adhere to the uniform dress code expectations correctly
	  • Having <u>all</u> the correct equipment in <u>all</u> lessons
	  • Being on time for all lessons
		You:
		• Are motivated to achieve and normally want to learn and succeed.
		• Care about your learning and normally try to improve
		• Normally take pride in what you produce and the standard of your work is good
		• Make the most of learning time through effective organisation by <u>normally:</u>
		
		  • Having excellent appearance (hairstyle and jewellery), and adhere to the uniform dress code expectations correctly
		  • Having the correct equipment (including Planners) in all lessons
		  • Being on time for all lessons
			You:
			• Lack motivation and as a result make lower than expected progress
			• Do not show commitment to your learning
			• Often do not take pride in what you produce and the standard of your work is sometimes poor
			• Waste valuable learning time due to a lack of organisation such as:
			
			  • Inconsistently adhering to the uniform/dress code expectations and may not wear it correctly.
			  • Inconsistently having the correct equipment (including Planners) in most lessons
			  • Inconsistently being on time for all lessons
				You:
				• Are seriously underachieving because of little motivation which is preventing your own and others learning.
				• Do not value your education or achievements
				• Rarely take pride in what you produce and the standard of your work is consistently poor
				• Deliberately waste valuable learning time due to a lack of organisation such as:
				
				  • Not adhering to the uniform dress code expectations.
				  • Not arriving to lessons without the correct equipment
				  • Often being late for lessons or registration

Endeavour	You: • Show exceptional resilience and never give up, even when things are challenging • Are eager to learn and strive for excellence through effective concentration and hard work • Make effective and valuable contributions within your classes • Work independently and take full responsibility for your learning • Always show initiative	You: • Show resilience and rarely give up, even when things are challenging • Are usually keen to learn and nearly always do your best maintaining focus and normally working hard • Make positive contributions within your classes • Are becoming an independent learner by taking more responsibility for your own learning • Regularly demonstrate initiative	You: • Often lack resilience and tend to give up when faced with a challenge or setback. • Can be reluctant to learn and try to avoid work often losing focus • Make little or no positive contribution within your classes • Often do not demonstrate independence and take little responsibility for your own learning • Rarely show initiative	You: • Do not show resilience to your learning and give up at the first opportunity or setback. • Actively waste learning time through lack of focus • Rarely make a positive contribution within your classes • You lack independence and take little or no responsibility for your own learning • Never show initiative
Respect	You: • Always show respect for yourself, others, and your environment • Demonstrate kindness and consideration to all those around you • Choose your language carefully and always avoid using inappropriate or unkind words • Listen carefully to staff and other students • Always follow all instructions from staff immediately in order to make the most of your valuable learning time	You: • Normally show respect for yourself, others, and your environment • Are normally kind and considerate to others • Are considerate in the language that you use and avoid using inappropriate or unkind words • Usually listen carefully to staff and other students • Follow instructions from staff and make good use of valuable learning time	You: • Show some respect for others but often put yourself first • Sometimes demonstrate a lack kindness and consideration to others • Sometimes lack consideration in the language that you use and use inappropriate or unkind words • Often fail to listen to teachers or other students • Often fail to follow instructions from staff and therefore waste valuable learning time	You: • Only show consideration for yourself and sometimes don't respect yourself • Demonstrate a lack of kindness or consideration to others • Are frequently inconsiderate in your language and you use inappropriate or unkind words • Interrupt lessons and distract other students • Often refuse reasonable requests from staff and waste too much learning time unnecessarily
Homework	You: • Produce quality homework and hand it in on time • Always plan what work needs to be done independently, prioritise it and always complete it to a high standard.	You: • Usually complete homework to the standard required and hand it in on time • Often plan what work needs to be done independently, usually prioritise it and complete it to a reasonable standard.	You: • Often do not complete the homework set to the necessary standard or hand it in on time • Sometimes plan what work needs to be done independently, occasionally prioritise it and complete it to a reasonable standard.	You: • Fail to complete homework and hand it in on time • Do not plan, prioritise, or complete enough work independently.
Absence	You: • Attend College every day with absence < 3%	You: • Have low absence from College of 3-5%	You: • Have significant absence from College 5-10%	You: • Have absence from College that is causing great concern: Greater than 10%

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Appendix D Disciplinary stages and interventions

Disciplinary stages provide a clear structure of interventions which must be offered to a student. They are reviewed annually and are designed to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs. The table below outlines the range of interventions offered at each stage. The further a student progresses through the stages the less tenable their place at the College becomes.

Disciplinary Stage	Suspension No.	Meetings	Report	SEND	Support Plan	Multi Agency / Early Help	Warnings
1	S1	Meeting with PL	Tutor	Liaise with SEND team	CSP	Offer/ arrange	PL Warning letter with copy of CSP
2	S2	Meeting with PL	Tutor	Liaise with SEND team Complete Boxall Profile	CSP	Offer/ arrange	PL Warning letter with copy of CSP
3	S3	Meeting with PL	PL	Liaise with SEND team and consider Education Psychology referral	CSP	Offer/ arrange	PL Warning letter with copy of CSP
4	S4	Meeting with PL	PL	Liaise with SEND team and consider Education Psychology referral	CSP	Offer/ arrange	PL Warning letter with copy of CSP
5	S5	Meeting with PL and SLT Link	SLT Link	Liaise with SEND team and consider Education Psychology referral	CSP PEx	Offer/ arrange	SLT warning letter with copy of CSP
6	S6	Meeting with PL and SLT Link	SLT Link	Liaise with SEND team and consider Education Psychology referral	CSP PEx	Offer/ arrange	SLT warning letter with copy of CSP
7	S7	Meeting with PL and VP	VP	Liaise with SEND team	CSP PEx	Offer/ arrange	VP warning letter
8	S8	Meeting with PL and VP	VP	Liaise with SEND team	CSP PEx	Offer/ arrange	VP Warning letter
Permanent Exclusion							

Key:

S	Suspension	SEND	Special, Education needs and Disability
PL	Pastoral Leader	CSP	Conduct Support Plan
SLT	Senior Leadership Team	CSP PEx	Conduct Support Plan at risk of Permanent exclusion
VP	Vice Principal		

At each of the disciplinary stages a range of interventions are considered. These include seeking support and assessments from our SEND and Pastoral team as well as from external agencies. Opportunities for the student to experience alternative education are also considered. The purpose of each disciplinary stage is to offer incremental support and advice in order to reengage the student in their learning. Examples of the support offered includes:

Conduct Support Plans
At each stage of the disciplinary process, the Pastoral leader with support from senior colleges where relevant will meet with the student and parent at a reintegration meeting to;
- ascertain if anything is happening at home which may explain their poor behaviour;
- ascertain if anything is happening at College which may explain their poor behaviour;
- reestablish College expectations;
- agree targets for the student;
- agree support from the College;
- agree and seek parental support for interventions

Reports
After each lesson, a student will be required to gain feedback from their teacher on their conduct and learning. At the end of the day, the student should take the report to their designated member of staff to allow them to monitor the students' progress in relation to their targets. This allows careful lesson by lesson monitoring and appropriate reinforcement to encourage the student to reengage. It also allows patterns of behaviour to be identified.

SEND support
In some cases, a student's failure to meet our expectations may be the result of an unknown/undiagnosed SEND need. At each stage of the disciplinary stages advice from our SEND team will inform future interventions including the appropriate form of learning support e.g. educational psychology.

Multi agency support
In some cases, a student's failure to meet our expectations may be the result of an unknown incident / environment to which the student has been exposed. At each stage of the disciplinary stages advice from our Pastoral team will inform future interventions including the appropriate form of early help e.g. CAMHs, Social Care, EWO, EHAT, TAM.

Alternative provision
The College has two main forms of alternative provision that can be organised for students as appropriate:

Onsite alternative provision
Our onsite provision offers a flexible approach to learning in which a full assessment of student needs can be carried out. Consideration is given to alternative timetable arrangements (full/part time) to enable the College to support the student in overcoming barriers to learning and to integration back into lessons.

Alternative provision
Students may be directed off-site to attend alternative provision. Offsite provision offers a flexible approach to learning away from the College site when it is appropriate for a student to be educated in an alternative setting. This could take a number of forms depending on the student's age, needs and aspirations but would be a bespoke short-term package with a recognised College approved alternative education provider.