Sir John Hunt

Sir John Hunt Community Sports College

Policy title: Conduct for Learning Policy and Statement of Behaviour Principles

Approval body: SJH SLT
Date adopted: 21 August 2020
Next review: July 2022

Contents

Page	Heading
2	What is Conduct for Learning (CfL)
3	CfL expectations grid
4	Classroom expectations and circulation expectations
5	CfL poster
6	CfL and Praise
7	Praise Points
9	CfL and Consequences
16	The Reset Room
17	The Sanction Cycle
19	SIMS parent App
19	Expectations relating to serious incidents
20	Coronavirus additional measures
21	Guidelines for giving warnings in lessons
24	Questions and Answers
26	Appendix A: Written statement of behaviour principals
26	Appendix B: Expectations in The Reset Room
28	Appendix C: Managing Fixed Term Exclusion meetings

Conduct for Learning (CfL)

What is CfL?

- a clear set of expectations for students and staff, with praise for good conduct and consequences where conduct does not meet expectations
- a process to maintain a safe learning environment
- a consistent approach to classroom management
- a series of prescribed outcomes (positive and negative) that are clearly understood by all within the College community

How does CfL benefit the College?

- improves the motivation and outcomes of students
- improves students' ability to engage in learning
- reduces classroom disruption
- improves attendance and punctuality
- improves homework
- improves standards of appearance and uniform
- develops independent learning skills
- prevents aggression and foul or abusive language
- prevents damage to property and the learning environment
- increases respect between students for themselves, others and their environment
- engenders a happier learning environment with high levels of self belief

CfL gives us:

- a consistent approach to rewarding positive conduct and challenging unacceptable behaviour
- a shared responsibility for managing student behaviour
- improved relationships between students, staff and parents
- a high quality, safe, learning environment for all

These indicators give students and staff clear understanding of our expectations for student conduct.

	Grade (1) Role Models	Grade (2) Good Students	Grade (3) Underachieving Students	Grade (4) Students Causing Most Concern
	Congratulations. You have shown real determination to learn and succeed:	Well done. You are making progress and have shown commitment to learning:	Generally whilst you may be making progress you can do much better. You need help with your own learning of other students. Some of the following will apply to you:	You are seriously underachieving. You often block the learning of other students. Some of the following apply to you:
General	You: • Are on time for all lessons and registration • Are motivated to achieve and believe that you can • Have excellent appearance (hairstyle and jewellery), and adhere to the uniform dress code expectations correctly • Have the correct equipment (including Planners) in all lessons • Make healthy lifestyle choices	You: • Are on time for all lessons and registration • Are motivated to achieve and normally good self belief • Have excellent appearance (hairstyle and jewellery) , and adhere to the uniform/dress code expectations correctly. • Have the correct equipment (including Planners) in all lessons • Make healthy lifestyle choices	You: • Are normally on time for lessons and registration • Lack motivation to achieve and often doubt yourself • Adhere to the uniform/dress code expectations, but may not wear it correctly. • Have the correct equipment (including Planners) in most lessons • Normally make healthy choices but occasionally make decisions at the detriment of your health	You: • Are often late for lessons or registration • Lack motivation to achieve or have low self confidence • Do not adhere to the uniform/dress code expectation. • Come to lessons without the correct equipment • Frequently choose to engage in activities that are bad for your health
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%
Behaviour	You: • Show respect for yourself, others, and your environment • Avoid using inappropriate language (loud enough to be heard, loud enough to be punished) • Listen carefully to teachers and other students • Demonstrate kindness and consideration to those around you	You: • Normally show respect for yourself, others, and your environment • Avoid using inappropriate language (loud enough to be heard, loud enough to be punished) • Usually listen carefully to teachers and other students • Are normally kind and considerate to others	You: • Show some respect for others but normally put yourself first • Sometimes use inappropriate language • Often fail to listen to teachers or other students • Can be easily distracted or sometime distract others • Sometimes demonstrate selfish behaviour and gain enjoyment at the detriment of others	You: • Only show consideration for yourself and sometimes don't respect yourself • Frequently use inappropriate language • Interrupt lessons, distracting other students • Disrupt group work or whole-class discussions • Refuse reasonable requests or challenge teacher authority, taking up too much of their time for negative reasons. • Only appear to care about yourself
Effort	You: • Are always eager to learn • Work independently • Concentrate in class, work hard and make positive contributions to group and whole class discussions • Regularly show initiative • Demonstrate responsibility for your own learning and know your progress targets • Take your targets seriously and take steps to meet or exceed them	You: • Are usually keen to learn • Usually show a positive attitude in class and work hard • Make contributions to group work and whole-class discussions • Sometimes show initiative • Are becoming an independent learner by taking more responsibility for your own learning • Understand that your targets are important and almost always meet them	You: • Often fail to show commitment to learning • Can waste time in class by not concentrating or working as hard as you can • Can make little or no positive contribution to group work and whole-class discussions • Take little responsibility for your own learning • Often arrive unprepared or late • Often fail to meet your targets as you may not have treated them seriously enough	You: • Fail to show commitment to your learning • Waste time and make little or no progress • Arrive unprepared or late • Take little or no responsibility for your own learning • Show disregard for your progress targets • Fail to achieve your targets or meet our expectations
Homework/ Independent Learning	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.
Outcome	You: • Should be very proud of your achievements and your approach to your studies • Set an excellent example for the other students	You: • Should be pleased with your achievements and attitude towards learning • Are doing fine but we think that you could still aim a little higher and achieve more	You: • Are inconsistent with your efforts and so fall short of our expectations • Are often not keen to learn • Are in danger of not achieving the grades you are capable of • Your attitude to learning must change • May discuss your progress with your parents, offering support so that you can fulfil your potential.	You: • Will have already been spoken to about your attitude to learning • Will attend a meeting with your parents at the College • Will be monitored very closely • Should want to succeed and we will do our best to ensure that you are provided with all the help and support you need.

Jan 2020

Conduct for Learning expectations

Aims

- To eliminate disruptive behaviour
- To ensure that staff and students are 100% clear on what is acceptable conduct at Sir John Hunt
- To encourage students to take responsibility for their own actions
- To enable teachers to deliver engaging and creative lessons all of the time

Consistent Expectations

Consistency is hard to achieve in any organisation but here at Sir John Hunt we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain fairly constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next.

Classroom Expectations

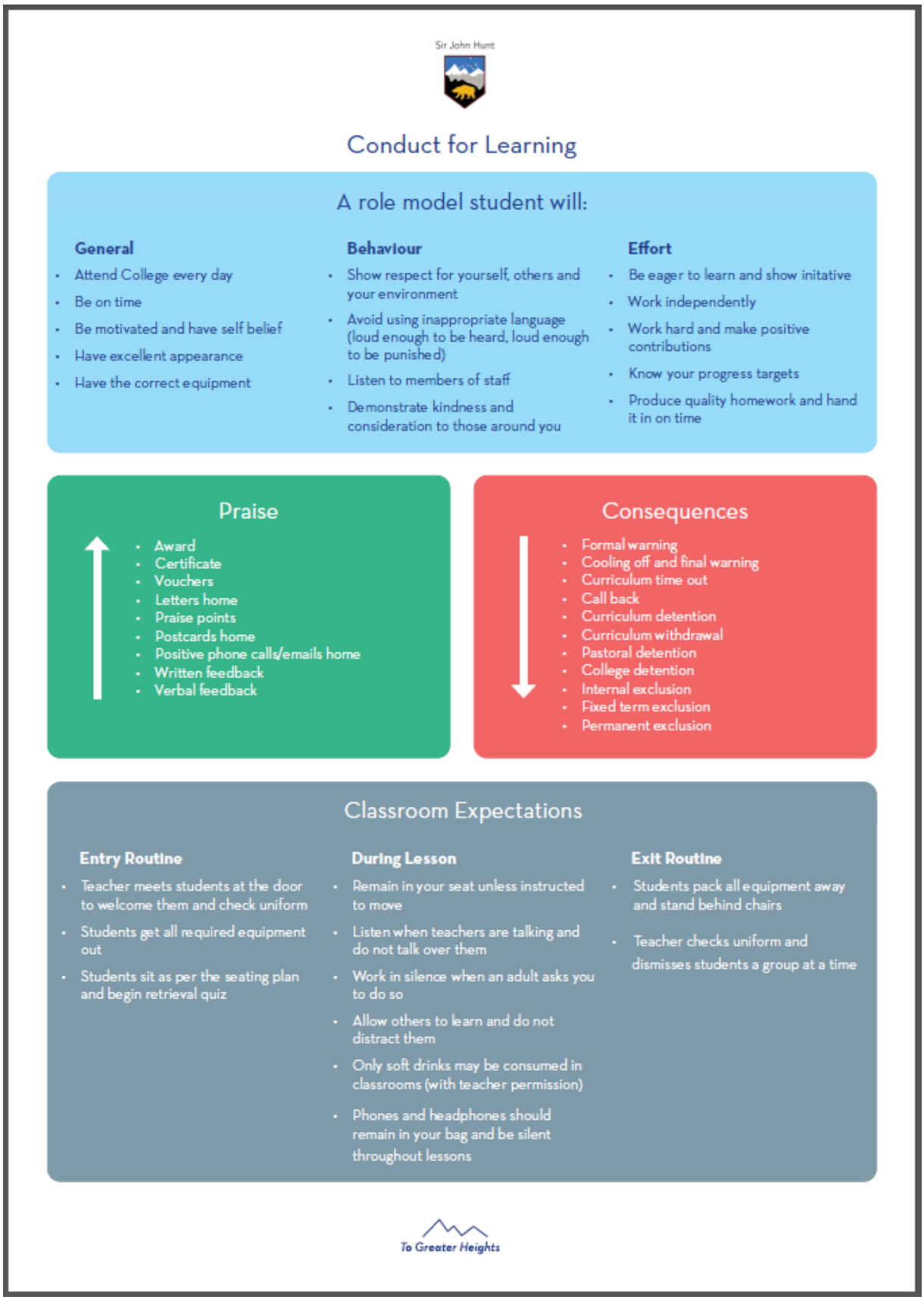
- Entry routine:
    - Students arrive on time (within 2 minutes of the start of the lesson)
    - Are in full College uniform upon arrival to the classroom
    - Get all required equipment out
    - Sit as per the seating plan
    - Begin retrieval quiz
- During lesson:
    - Remain in your seat unless instructed to move
    - Listen when teachers are talking and do not talk over them
    - Work in silence when an adult asks you to do so
    - Allow others to learn and do not distract them
    - Only soft drinks may be consumed in classrooms (with teacher permission)
    - Phones and headphones should remain in your bag and be silent throughout lessons
- Exit routine
    - Pack all equipment away and stand behind your chair
    - Leave the classroom calm and orderly manner as per your teacher's instructions

Circulation expectations

We have high expectations of students when they are circulating in corridors, in the canteen and quad area, in the playground and on the field. We expect everyone to behave and treat each other and property with respect. That means walking around the College calmly and quietly, respecting each other's space and our College environment. The following list gives examples of the behaviours that we expect:

- Walk in an orderly fashion in corridors following the one way system
- Enter classrooms calmly and in single file and in full uniform
- Food may only be consumed outside or in specified areas: Not in classrooms or corridors
- All litter must be put in a rubbish bin
- Personal devices should be silent
- Sports / games only to be played in the MUGAs or on the field

Sir John Hunt Conduct for Learning is summarised on the poster in every classroom



Conduct for Learning and Praise

"***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.

At Sir John Hunt Community Sports College we recognise the importance of positive praise as our primary strategy for promoting student motivation and high standards of student 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 objectives of the rewards system are to:

- be clear and simple for students to understand
- promote desired behaviour by acknowledging the types of behaviours and attitudes that are required
- increase the motivation of students
- allow classroom management to start with positive praise
- enable positive communication with parents/carers
- allow curriculum and pastoral teams to be aware of and recognise their 'best' students
- be easy to operate to enable staff to frequently praise and reward students

Staff - student verbal interactions

We strive to 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 re-enforces our expectations. Staff will regularly praise students both within and outside of the classroom.

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 ration of 4:1

Reward categories

The categories under which staff may award Praise points are reviewed by the Senior Leadership Team, Middle Leaders and through Student Voice. At present, the categories aim to cover a broad aspect of College life, with a strong emphasis on rewarding the explicit display of College Attributes and participation in character building activities.

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 well-being 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:

- Weekly to tutors and pastoral leaders to enable them to discuss with students and display on pastoral notice boards and on PowerPoints in assemblies.
- Every 10 weekly 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.

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.

Conduct for Learning and Consequences

The management of ALL students around the College is the responsibility of ALL staff.

It is important for us as a College to have an unequivocal discipline policy, based on clear boundaries, and when those boundaries are not adhered to then the student will have to suffer a consequence. The emphasis of this policy is on cause and effect, the responsibility for consequences lying with the students. It is important that students understand that certain actions or decisions they make will lead to certain consequences. So, the responsibility for avoiding these consequences lies with the student: model conduct will result in praise but poor conduct will result in a consequence.

To ensure consistency, operating outside this policy is unacceptable.

Staff should remind students of the College rules and systems during lessons, tutorial time and assemblies. Emphasize that the student is in control of events: model conduct will result in praise but poor conduct will result in a consequence.

Start of Lessons

Members of staff are required to “meet and greet” students as they enter classrooms. Students should be reminded of expectations, so that any infractions can be corrected. It is essential that ALL staff operate in this way to ensure a consistent approach.

Consequences are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student’s personality), calmly, fairly, consistently and professionally.

The most obvious consequences to be used within a lesson are warnings. The aim should be to keep all students accessing their learning within the lesson for the duration, however we are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason we use a system where students who fail to respond to a verbal reminder by correcting their behaviour can be sent to the Reset room in order for the learning of the rest of their group to continue.

We also employ the duty call system so that a student can be collected (if deemed a serious incident) and removed from the classroom to The Reset Room.

When issuing a verbal warning to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have ‘chosen’ their behaviour and that escalating to a Curriculum Time Out or duty call is something the teacher would prefer to avoid.

Students complete a form in The Reset Room detailing the incident and the warnings received. Should a student feel they have been sent on an unfair basis they can ask their Pastoral Leader (PL) to investigate. PL will make a decision based on their findings.

Uniform expectations are detailed in the student planner. Staff check uniform regularly. Students who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be dealt with on an individual basis but may be taken out of circulation and placed in The Reset Room until the issue is resolved.

Consequences

The following system of consequences is to be applied by ALL staff within a teaching environment as part of the College approach to discipline and behaviour. This will ensure that staff expectations are clearly understood by all students.

There are varying levels of consequence that may be applied where a student's conduct fails to meet our expectations. The first three in the list will be applied sequentially if a student chooses to disrupt the learning of their peers by not meeting classroom expectations. These three consequences are to prevent classroom disruption and may result in a sanction from the remainder of the list

Formal warning
Cooling Off Period – Final warning
Curriculum Time-out

Call Back
Curriculum Detention*
Curriculum Withdrawal from Lesson*
Pastoral Detention*
College Detention*
Internal Exclusion*
Fixed Term Exclusion*
Permanent Exclusion*

*Any behaviour choices that result in a consequence of Curriculum Time Out or greater (excluding Call Back) will result in a communication with home. This should always entail a note written into the student's planner and a telephone call home by a member of staff (a letter or email can be sent if there is no response).

Call-Back

A Call-Back can be given when a member of staff requires the student to return to them at break-time, lunchtime or after school 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;
- poor behaviour and attitude in the lesson;
- an issue relating to homework.*

Applying Consequences

The operation of this policy requires the employment of good classroom management skills, where the expectations of good conduct are made clear to all students. This should be reinforced by referring to the 'Conduct for Learning' poster in classrooms and Conduct for Learning descriptors in student planners.

Once a Consequence has been issued, it remains in force throughout the lesson and cannot be rescinded.

*Homework: if a student does not produce their homework for a member of staff then a Call-Back should be issued to discuss the reason and to ensure that the homework task is reiterated to the student. If a student persistently fails to complete homework then the member of staff is expected to discuss the issue with the parent/carer. If the issue still persists then the class teacher should refer the student to their Curriculum Leader.

Formal Warning

If a student is failing to meet our classroom expectations, the member of staff may issue 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.

Cooling Off Period (no more than 5 minutes) – Final Warning

If the student continues to misbehave, the member of staff will remove the student from the class for a maximum of 5 minutes as a cooling off period. During this time the member of staff must reaffirm the classroom expectations to the student and it must be made very clear outside the classroom that a FINAL WARNING has been issued. E.g. "Student A, this is your final warning". Again the student's name must be written on the board.

It is expected that the class teacher will be dealing with the majority of incidents that arise in the classroom by issuing a formal warning and occasionally a final warning. By giving clear formal verbal warnings, students are being given the opportunity to stop their inappropriate behaviour before further disciplinary action needs to be taken.

Curriculum Time-Out

If a student fails to respond to a final warning, they will be issued a Curriculum time out, and sent to The Reset Room. The student will be isolated from his or her normal group with a designated member of the staff. Every student who has a consequence of a Curriculum Time Out will also receive a sanction of a College Detention or greater

- The class teacher will contact Student Reception and inform them that they are sending a student to them on Curriculum Time Out

- By the end of the day the class teacher will have recorded the incident on SIMS with an outcome of Curriculum Time Out. They will have also telephoned the student's parent/carer to give account of the child's behaviour. (this may be done by email if they are unable to speak to the parent or leave a voice message)
- Student Reception will telephone The Reset Room to inform them that the student is coming to them
- Staff in The Reset Room will log the student's attendance
- Student Reception will refer the incident on SIMS under type 'Curriculum Time Out – detention set' with a referral made to the Curriculum Leader, the Pastoral Leader and the Pastoral Administrator
- The Pastoral Administrator will use SIMS to ascertain where the student is in the sanction cycle: if this is the student's first, third or fifth Curriculum time out they will close the referral with an outcome of College Detention or if it is their second, fourth or sixth the referral will be closed with an Internal or Fixed Term Exclusion.
- Student Reception will telephone the Reset Room to confirm if the student will be there for the remainder of the lesson or for a day of Internal Exclusion
- The Pastoral Administrator will book the student into an hour detention after school (as a College Detention or an Internal Exclusion Detention)
- Student Reception will contact the student's parent/carer to inform them of the detention date and the reason.

NB – if the Curriculum Time Out occurs before 12.45 (lunch break) then the student will be booked into a detention on the same day. If the Curriculum Time Out is after that time then the student will be booked into a detention on the next College day. Parents who access the SIMS Parent App will receive a notification of 'Curriculum Time Out – detention set' if this is before lunch then they will know that their child has a same day detention.

If a student refuses to go to The Reset Room, duty call must be made and the student will be issued with an Internal Exclusion for refusing. The class teacher will record the incident as above but Student Reception will record an additional incident type as 'Refused Curriculum Time Out' and make an unresolved referral to the Pastoral Administrator who will then book an Internal Exclusion at an appropriate time.

Curriculum Detention (30 minutes)

A Curriculum Detention may be set where a student's conduct has not met the expectations of their teacher or for ongoing disruption within a lesson; refusal to follow simple instructions; being more than 5 minutes late to the lesson without good reason or no PE Kit*.

- A telephone call home by the teacher (an email or letter can be sent if there is no response)
- An outcome of Curriculum Detention will be recorded on SIMS by the subject teacher and referred to the Curriculum Leader
- Curriculum Leaders (or those with designated responsibility) will lead the detentions and may also involve subject teachers on a rota

- If a student fails to attend a Curriculum Detention without prior agreement from their teacher or the Curriculum Leader (CL) then the CL should refer the student to the Pastoral Leader (PL) for a Pastoral Detention
- College Detentions and Internal Exclusion Detentions will take priority over Curriculum Detentions

*PE Kit

Students are required to bring in the College PE kit for all PE lessons. If a student does not bring the appropriate kit the student will receive a "kit mark". The consequence of a student receiving 2 "kit marks" will be a Curriculum Detention.

Curriculum Withdrawal from Lesson

A student who persistently disrupts the learning of others may spend a number of lessons isolated from their normal teaching group with a designated member of the curriculum team.

The student will be withdrawn from a number of lessons as deemed appropriate by the Curriculum Leader. The Curriculum Leader may also employ other intervention strategies such as placing the student on curriculum report:

- Curriculum Withdrawal will be recorded on SIMS by the Curriculum Leader and referred to the Pastoral Leader
- the Curriculum Leader must make contact by telephone with the parent/carer of a student who has a Curriculum Withdrawal

Pastoral Detention (45 minutes)

- This will be agreed between the Pastoral Leader and the Tutor following monitoring of the student's progress. A Pastoral Detention may be issued for: punctuality issues; refusal to follow instructions; incorrect uniform; lack of equipment or for failing to attend a Curriculum Detention.
- A telephone call home by the Tutor or Pastoral Leader (a letter or email can be sent if there is no response) highlighting the time and date of the detention
- Pastoral Leaders and Tutors will lead the detentions on a rota organised by the Pastoral Leader. At the Pastoral Leader's request a student may undertake the Pastoral Detention in The Reset Room along with students on a College or Internal Exclusion Detention
- Pastoral Detention will be recorded on SIMS by the Pastoral Leader or Tutor and referred to the Pastoral Leader and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area)
- If a student fails to attend a Pastoral Detention without prior agreement from their tutor or the Pastoral Leader then the Pastoral Leader should escalate this to a College Detention

College Detention (1 hour)

College detentions are held centrally in The Reset Room

College detentions that are issued before 12.45 (lunch break) will be undertaken on the same day. Detentions issued after that time will take place on the next College day. If the College Detention is issued as a result of a Curriculum Time Out then see process above under that heading. If the College detention is issued as a result of a behavioural incident outside of the classroom, or as an escalation of other sanctions then:

- A note will be made by the student in their student planner on the date page that they have received the detention and a telephone call home by the Pastoral Leader (a letter or email can be sent if there is no response) highlighting the time and date of the detention
- College Detention will be recorded on SIMS by the Pastoral Leader as the outcome of the behavioural incident and referred to the Pastoral Administrator, Tutor and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area)
- Student Reception will send a text message to parents to inform them of the detention date
- Students will register for detention in The Reset Room
- If a student fails to attend a College Detention without prior agreement from their Pastoral Leader then the Pastoral Leader should escalate this to an Internal Exclusion

In some cases, a detention can be issued immediately by a member of SLT and/or the Pastoral Leader e.g.

- truancy from lessons
- refusal to follow instructions by a member of staff
- dangerous behaviour by a student (e.g. physical aggression towards another student)
- vandalism or misuse of College equipment
- refusal to hand over mobile phone and/or any forbidden items to a member of staff

Internal Exclusion

If a student is issued with a day of Internal Exclusion they will not be permitted to attend lessons for 6 consecutive lessons and must also complete an Internal Exclusion Detention for one hour after College. The detention may be at the end of the first day that a student is out of circulation or may be at the end of the next College day depending at what point the internal exclusion begins. The Pastoral Leader or a member of the College Senior Leadership team may recommend that a student has multiple days in Internal Exclusion. Students may be set appropriate work by the curriculum areas or may be given generic work to do within The Reset Room. There is no expectation that teachers will set subject specific work for students in The Reset Room. Students in Internal Exclusion will be exempt from all curricular activities and will also lose some of their ‘free’ time during break and lunch time.

Pastoral Leaders may recommend a student for a period of time in Internal Exclusion following persistent disruptive behaviour. Internal exclusion may also be an appropriate consequence following other serious offences.

An Internal Exclusion will be issued to any student who has already progressed to College Detention and for whom matters are not improving. A student will also be recommended for Internal Exclusion by the Pastoral Leader after concerns have been raised by Curriculum Leaders.

If the Internal Exclusion is a result of a Curriculum Time Out then the process above will be followed. If the Internal Exclusion is as a result of a significant behaviour incident then the following process should be followed:

- The Pastoral Leader will, in the first instance, recommend an Internal Exclusion to the College Senior Leadership Team. If there is agreement then the Pastoral Leader will complete the Exclusion Recommendation Front Sheet and attach it to a print out of the student's behaviour log from SIMS. This will then be passed to the Senior Leadership Team for a decision
- Internal Exclusion will last for 6 consecutive lessons or a number of days decided by the Pastoral Leader in consultation with the College Senior Leadership Team
- A note will be written by the student into their student planner and a telephone call home by the Pastoral Leader (a letter or email can be sent if there is no response)
- College Detention will be recorded on SIMS by the Pastoral Leader as an outcome for the behavioural incident. The referral will also be referred to the Tutor, Pastoral Administrator and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area)
- On entry to the Reset Room students must hand over their mobile phones to the member of Internal Exclusion staff
- When a student has been given an Internal Exclusion, the Pastoral Leader should book a meeting with the student's parent/carer and complete a Pastoral Support Plan
- When a student returns to a normal timetable following an Internal Exclusion the Pastoral Leader will monitor the behaviour of the student for a period of time: e.g. 2-3 weeks. During that period, the student will be on 'report', and must observe set targets. At the end of each day, the student will be expected to show this report to the Pastoral Leader or tutor as agreed

Fixed Term Exclusion

Students who continue failing to meet the College expectations and who have progressed through to Internal Exclusion and still not improved may be recommended to the Principal of the College for a Fixed Term Exclusion.

There are cases of serious misbehaviour that could lead straight to Fixed Term Exclusion.

The Pastoral Leader will, in the first instance, recommend a Fixed Term Exclusion to the College Senior Leadership Team. If there is agreement then the Pastoral Leader will complete the Exclusion Recommendation Front Sheet and attach it to the relevant evidence and an FTE summary. This will then be passed to the College Principal for a decision:

- Fixed Term Exclusion will be recorded on SIMS by the Pastoral Leader and referred to the Tutor, Pastoral Administrator and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area)
- The Pastoral Administrator will generate a formal fixed term exclusion letter for signature by the College Principal
- When a student receives a fixed term exclusion the Pastoral Leader should have a meeting with the student's parent/carer and complete a Pastoral Support Plan. The Pastoral Leader should also have a reintegration meeting with the student where they will be placed on red report to the Pastoral Leader. This reintegration meeting may form part of the meeting with the student's parent/carer.

Permanent Exclusion

The Principal may have to consider permanent exclusion as a last resort. This could be for a very serious incident or if a student's behaviour is consistently poor.

Duty Call Response

There are a number of incidents, which justify an immediate response from the duty teacher. These reasons are:

- A student refuses to leave the classroom and go to Student Reception or The Reset Room following a Curriculum Time Out being issued. This will result in an immediate Internal Exclusion
- A student swears directly AT a member of staff
- Aggressive or threatening behaviour towards a member of staff or student
- Physical assault

A referral on SIMS must be made by the classroom teacher to the Curriculum Leader, Pastoral Leader and Pastoral Administrator when a student has been removed by the Duty Teacher.

Reset Room

In The Reset Room students must work in silence at all times, in 'exam conditions. If a student is unable to be silent then they must immediately receive a Formal Warning. If they show this type of behaviour again, after more than 2 minutes, they must receive a Cooling Off Period. At this point, if appropriate The Reset Room staff will allow the student up to 15 minutes at the Pastoral Office in order to refocus and successfully complete their period in The Reset Room. If the student is, then, still unable to meet the expectations of The Reset Room they will receive their final warning and then be sent home if they disrupt again.

As such The Reset Room will have the same expectations as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue working

Students will have opportunity to stop working during a break time and lunch time but they will spend these periods within The Reset Room.

The Sanction Cycle

The sanction cycle is a process to address poor behaviour that is frequently repeated by some students. We accept that occasionally some students will make a mistake and do something wrong and in most cases our consequence system will help them to learn from that process and not repeat the poor behaviour. Some students frequently disrupt the learning of their peers and do not appear to learn from receiving lower level sanctions.

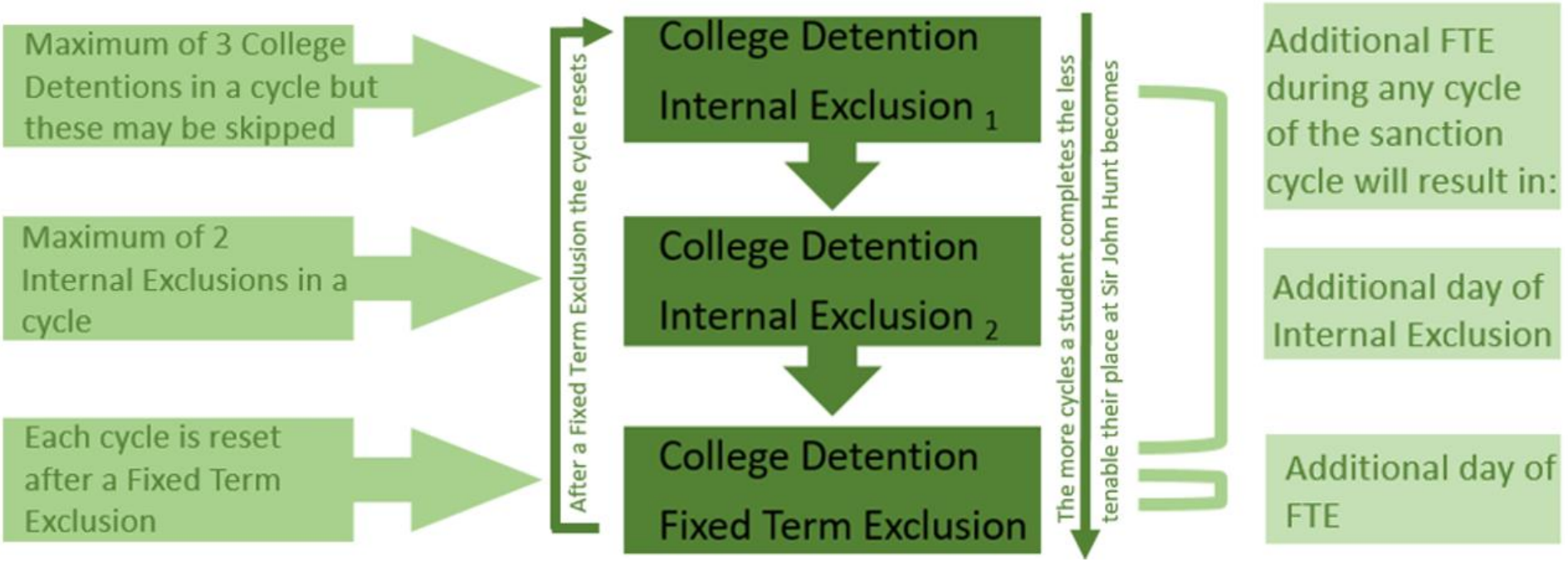
The sanction cycle ensures that students who repeatedly fail to meet our expectations and continue to disrupt the College will find that the severity of their sanction escalates. Most lower level consequences and sanctions will be reset as soon as they have been completed. The sanction cycle starts at the threshold of College Detention: once a student has received a College Detention (or higher) then they are in level one of the cycle. Within any cycle a student can only have one College Detention before this is reset with an Internal Exclusion. Within any cycle a student can only have two Internal Exclusions before this is reset with a Fixed Term Exclusion (FTE). Once the FTE has been completed then the cycle is reset and any further sanctions will start a second cycle. The more cycles a student completes the less tenable their place at Sir John Hunt becomes.

This process will ensure that if a student continually fails to meet our conduct expectations then they can only receive one College Detention before the consequence escalates to an Internal Exclusion. Similarly they can only receive two Internal Exclusions before the consequence escalates to a period of fixed term exclusion.

Students should be mindful that if they choose to ignore the warnings of their subject teachers, continue to disrupt the learning of their peers and are repeatedly sent on a Curriculum Time out then this may quickly escalate to a period of Fixed Term Exclusion.

If during a cycle a student undertakes behaviour that warrants an immediate FTE then the cycle will still be reset but the student will also receive an additional day of either Internal Exclusion or Fixed Term Exclusion depending on where they are within the cycle at that point in time.

The Sanction Cycle



SIMS parent App

SIMS Parent is the SIMS parental engagement tool. Parents can access the system from a smartphone, tablet or PC – anytime, anywhere.

What can be found in the SIMS Parent App:

- Important information such as attendance, behaviour and achievement
- School term dates and contact details available at the click of a button
- Access to student's school report and Pre Public Examination (PPE) reports
- Notifications to remind parents about important information such as key dates in the College diary
- Access to update contact details, so that the College always has the most up-to-date information in case of emergency
- If a parent has more than one child at the College they will have access to information for all children from the same app.
- The information that is received through the app helps parents to stay up-to-date with their child's school life as well as enabling them to support their child's development and progress.

Further information about the SIMS Parent App and assistance in setting the App up can be gained by contacting c.harrison@sjhcsc.co.uk

Expectations relating to serious incidents

These are incidents which warrant a parental meeting, time in the Reset Room, warning of Fixed Term Exclusion, Fixed Term Exclusion, a Principal's warning, or Permanent Exclusion. Students may also face further sanctions depending on the severity and frequency of their actions.

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Students should be asked explicitly, "are you refusing a reasonable request?" There must be no negotiation. If a student does not immediately comply with your request, a member of the duty call team will be called.
2. Verbal or Physical abuse of staff.	This may include: • Pushing past/physical contact with staff • Swearing at staff • Rudeness and name calling
3. Exam misconduct	Students will be sent to The Reset Room for a learning cycle and will serve an hour's detention
4. Truancy or wandering for 10 minutes or more during a lesson	Students may only be out of lessons with a pass from a member of staff. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to The Reset Room for six consecutive lessons and an hour detention after College.
5. Violent or dangerous behaviour	This may include: • Fighting • Threatening behaviour

6. Possession or use of alcohol or drugs	This is against the law, and may result in permanent exclusion, if it is deemed that the safety or wellbeing of students or staff will be affected. Students may also be subject to random bag searches. Students cannot refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
7. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
8. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a serious sanction (and possible financial penalty).
9. Deliberate damage to or theft of property	This may include: • Deliberate vandalism of desks, display boards, doors and windows. • Deliberate vandalism to the school toilets
10. Smoking (including all types of e-cigarette)	Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, this will result in six consecutive lessons in The Reset Room and instant permanent removal of any lunch pass privilege. Students may also be subject to random bag searches.
11. Bullying or prejudicial language directed at another person	This may include: • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. If bullying is persistent and it is deemed that the safety or wellbeing of students or staff is adversely affected, a permanent exclusion may be considered.

Coronavirus additional measures

Due to the risks associated with coronavirus the governing body of Sir John Hunt Community College have agreed some changes to our Conduct for Learning policy to ensure that poor behaviour of students does not increase risk of coronavirus to other people within the College community.

Students who refuse to adhere to the health and safety measures put in place to reduce risks associated with coronavirus will be treated slightly differently to those who cause disruption to learning.

Although we have not changed our expectations around students' behaviour, at this time we have introduced a number of measures to keep everyone safe and these are clearly communicated to students around the College. They include things like: our new one way system; frequent hand washing and sanitising; catch it, kill it, bin it; cleaning and sanitising of desks and classroom equipment.

If a student fails to follow these measures, in the first instance they will be reminded of them by a member of staff. In a classroom this may happen as a warning, or as a final warning outside the classroom. In a corridor a member of staff may simply request that a student follows our coronavirus health and safety measures. We hope that these reminders will be sufficient. If a student refuses to adhere to measures that we

put in place to keep everyone safe, or if they use coronavirus to deliberately try to cause harm or distress to someone else then they will be sent home immediately on a fixed term exclusion. The student's parent or carer will need to attend a meeting at the College to discuss the student's behaviour prior to their return to learning.

In all cases relating to coronavirus we will follow the guidance of public health and ensure that students are not in College if we suspect that they may be symptomatic. This could be because they show symptoms in College, are reported to have symptoms by parents or tell someone that they have the virus. If a student is sent home because we suspect they may have coronavirus then they and their family will need to self-quarantine as advised by public health. Students who are asked to stay at home due to suspected coronavirus will not be permitted to return to College without evidence of a negative test result. To protect community confidence in our coronavirus safety measures this guidance will stand even if a student does not have the virus but has stated that they have to cause harm or distress.

Our positive handling policy allows staff to physically intervene if necessary to prevent incident or injury to pupils. Parents should be aware however that there is no duty on school staff to physically intervene if they do not feel safe to do so. All teachers have a duty to intervene where there may be occasion that a student may be at risk of harm however during the coronavirus pandemic many teachers may choose to do this verbally rather than physically. Furthermore, where in the past College staff may have intervened physically to prevent a student from causing harm or damage, during the pandemic we may have to engage support from other services who have appropriate personal protective equipment to physically restrain.

Guidelines for giving warnings in lessons

1. A common language

It is essential that warnings are given in a consistent way across the school, by all teachers, support staff, and guest/supply teachers. Staff should always try to use language to de-escalate situations: **'Language to engage not to enrage'.**

It is also important that all staff use a common language when giving warnings. For example:

> *"John, I'm giving you a Formal Warning as you are talking over me. You need to meet our classroom expectations for the rest of the lesson"*
>
> *"John, you are out of your seat. You are not meeting our classroom expectations; that's a Formal Warning."*
>
> *"John, you are having another off-task conversation. Please wait outside of the classroom for a moment" then outside of the classroom "John I gave you a Formal Warning earlier – I would like you to meet our classroom expectations and remain in the lesson please. This is your Final Warning."*

"John, you need to go to the Reset Room for Curriculum Time Out. You had a Final Warning and now you are talking over me. Please make your way to Student Services.'

2. Making expectations clear

Starting lessons

It is normal that students may walk in to a lesson and still be finishing a conversation that they started on the way there. It is essential, therefore, that all students know that the adult taking the lesson is ready to start and that the students must therefore be ready to learn.

To make this crystal clear for students, staff may wish to indicate this starting point by saying:

"I'm expecting you to be silent in 5… 4… 3… 2… 1. Thank you."

Establishing silent work

If you want students to work in silence, this should be communicated very clearly to students. For example:

"We'll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a Formal Warning".

Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to '1', Formal Warnings must immediately be given to any student still talking.

Forewarning

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that. For example:

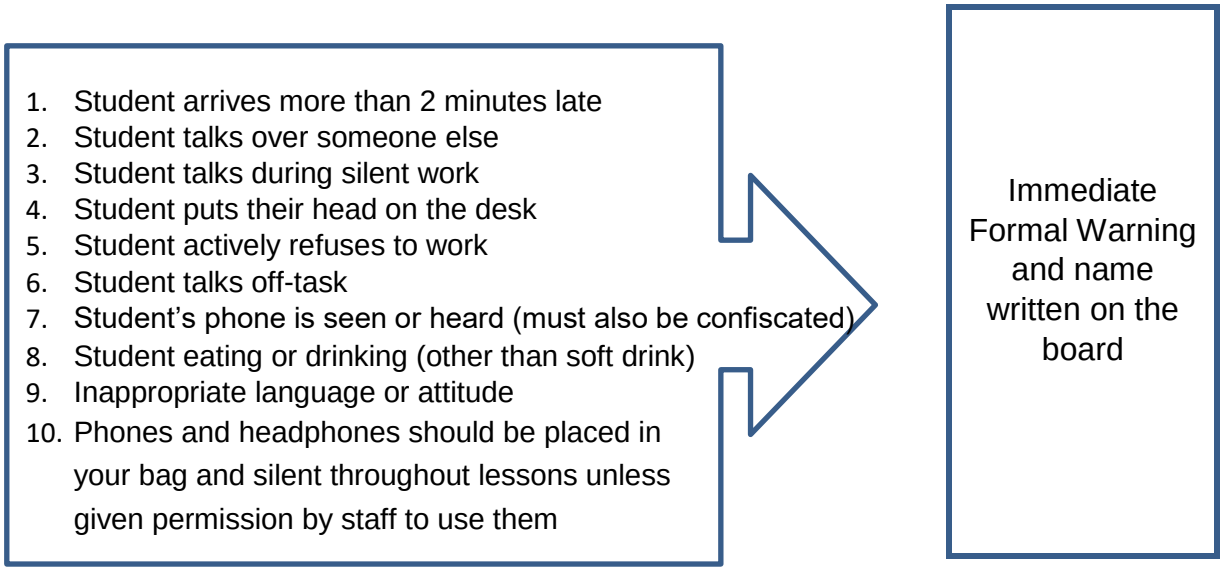
"[Over student discussion] 30 seconds left… 20 seconds… 10 seconds…5…4…3…2…1"

3. Immediate warnings

Once expectations are clear, if students show that they are not meeting classroom expectations, they should be given an immediate reminder. For example, if you are talking, and a student talks over you, they must immediately be given a Formal Warning, with their name written on the board. It will lead to significant inconsistency if some

staff choose to ‘remind’ students that, for example, ‘next time you will get a Formal Warning’.

Examples



If a number of students have got something wrong, because you think you didn’t make your initial expectations clear enough, then you should issue a whole-class reminder.

4. Collective warnings or reminders

Sometimes, an adult may wish to draw attention to the Classroom Expectations, without giving a Formal Warning to a particular student. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class is working in groups and you notice that one group’s conversation appears to be straying away from the set task, you may say,

“I’d like to remind everyone that off-task conversations are for social times. I don’t wish to have to give anyone a Formal Warning about this.”

5. No ‘machine-gunning’

Once you have given a warning, you should not give a second warning **within 2 minutes of the first**. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to escalate the consequence to the next level (specify Final Warning or Curriculum Time Out). For example:

> “It wasn’t me, it was him. It’s not fair…”

"Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to give you a Curriculum Time Out."

This approach turns it back on the student to make the choice. It would also help if you then turn your attention back to the lesson to give the student time to consider their response. Silence usually means agreement.

6. Calling out

If a student calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a student ***repeatedly*** calls out in a way that is unhelpful for learning, you should say to them:

"I know you're only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a warning*."*

7. Immediate removals

More serious misbehaviours warrant immediate removal from the lesson, to The Reset Room. These include:

- Swearing at or about a member of staff
- Violence, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment

8. Q&A

Q: I have sent a student to Student Services for a Curriculum Time Out but the student has refused to leave. What should I do?
A: If the student refuses to leave your room (and go to Student Services of their own accord) then request duty call, they will pick up the student.

Duty call should only be used for students who refuse to leave or indicate they will refuse to go to the Reset room.

Q: I have sent a student on a Curriculum Time Out. Do I have to phone home?
A: Yes. By the end of the day you should record the behaviour type in SIMS reflecting what the student did wrong. In the narrative describe their behaviour clarifying that you issued a Formal Warning and then a Final Warning and then phone home to explain the situation. If no-one answers the phone and you are unable to leave a voicemail then you may choose to send the parent a letter or email to explain the situation.

Q: I have sent a student to the Reset Room. Do I have to meet the student later in the Reset Room?

A: No, this is not a pre-requisite. However the student will complete a reflection form while in The Reset Room. It may be beneficial if you are able to speak to the student prior to the start of the next lesson to allow a fresh start.

Q: A student is eating in my lesson. Should they get a Formal Warning?
A: Yes, they should get a Formal Warning and their food should be taken away from them. If they refuse to hand over the food, give them 30 seconds take up time. If they still refuse, they must be sent to The Reset Room. (Energy drinks and bottles/cans of caffeinated drink are banned in College and should be confiscated and handed to Student Services or the Pastoral Office).

Q: I am a PE teacher. How will I notify the Reset Room staff if I am sending someone to the Reset Room?
A: You will need to contact Student Services. The relevant staff member will then enable the student to get back into the College.

Q: I am a supply teacher and don't have a laptop. How will I notify the Reset Room staff if I am sending someone to The Reset Room?
A: You will need to contact Student Services. They will then facilitate the student going to The Reset Room.

Appendix A: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Whitleigh Primary and Sir John Hunt Federation every 3 years.

Appendix B: Expectations in The Reset Room

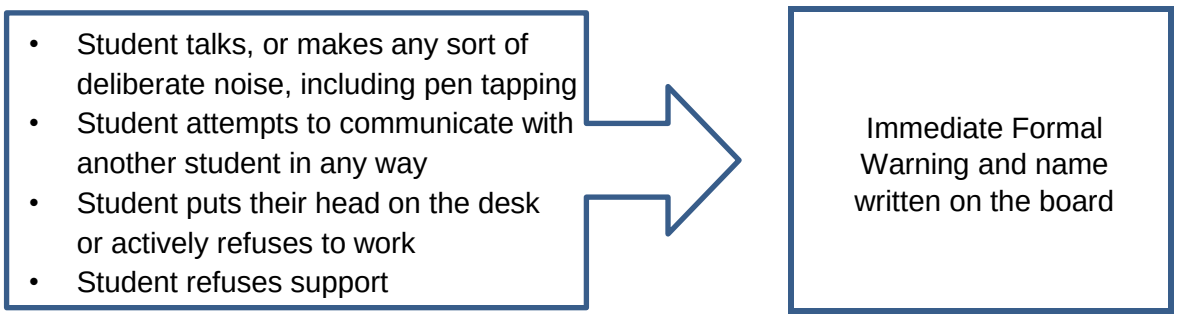
In The Reset Room students must work in silence at all times, in 'exam conditions. If a student is unable to be silent then they must immediately receive a Formal Warning. If they show this type of behaviour again, after more than 2 minutes, they must receive a Cooling Off Period. At this point, if appropriate The Reset Room staff will allow the student up to 15 minutes at the Pastoral Office in order to refocus and successfully complete their period in The Reset Room. If the student is, then, still unable to meet the expectations of The Reset Room they will receive their final warning and then be sent home if they disrupt again.

As such The Reset Room will have the same expectations as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue working

Students will have opportunity to stop working during a break time and lunch time but they will spend these periods within The Reset Room.

Examples



Arriving in the Reset Room

Students must arrive in The Reset Room within 5 minutes of being sent from Student Services. If they do not, they will be excluded and serve the following day, including detention, in the Reset Room. If the refusal is repeated another sanction may be necessary through the Sanction Cycle process.

Break and lunch times in the Reset Room

At these times, all the expectations still apply, except that:

1. Students may drink water at their desks
2. Students may read a book or magazine, or do other silent personal activities.
3. Students may choose not to work, and will not get a warning for putting their head on the desk.

While collecting food at lunch time (which will happen before the rest of the school goes to lunch) students will obviously be able to talk with each other, albeit quietly and sensibly.

Exceptions to staying in the Reset Room

A student must never be allowed out of the Reset Room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the Reset Room if they have:

1. A public examination
2. A literacy, numeracy or behaviour intervention
3. A pre-arranged appointment out of school

Appendix C: Managing Fixed Term Exclusions meetings

All reintegration meetings upon a return from exclusion must take place before a student can return into circulation. If a student returns to College before the reintegration meeting they will sit in the Reset Room until the meeting can take place. The Pastoral Team will make the phone call to arrange this meeting. The Pastoral Team will conduct all meetings resulting from Reset Room incidents.

The Pastoral Leader or a member of the Senior Leadership Team will conduct meetings for incidents, other than Reset Room behaviour.

The student and parent/carer will be expected to attend the meeting and an agreement will be sought as to how the student and parent can prevent future exclusions and how the school can support them in doing so. This will be documented in a Pastoral Support Plan.

In exceptional circumstances, and with the agreement of the Vice Principal /Assistant Principal with responsibility for behaviour, a discussion may take place by phone with the parent or carer.