Sir John Hunt Community Sports College

Policy title: Conduct for Learning Policy

Approval body: SJH SLT
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Contents

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 sets out our expectations to ensure that this can happen.

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 good learning without undue interruption or harassment;
- everyone feels safe and respected in College at all times.

A full written statement of our behaviour principles can be found in appendix C.

College values

Our expectations with respect to behaviour are informed by our College values, which are:

Ambition
- We are determined to achieve success
- We expect the best from ourselves and each other
- We believe there are no limits to what we can achieve

Endeavour
- We work hard, always
- We strive for excellence
- We do not give up

Respect
- We respect ourselves and each other
- We are considerate of others
- We are responsible for our actions

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;
- 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.

Student expectations:
- aspire to be role models
- 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;

Appendix D explains student expectations in relation to:

    a) uniform and equipment;
    b) journeying to and from College;
    c) punctuality;
    d) attendance;
    e) circulation around the College;
    f) Roll Call
    g) routines on entry, during lessons and on exit;
    h) use of Mobile phones and digital devices;
    i) smoking;
    j) swearing;
    k) anti-bullying
    l) exceptions/adjustments to expectations

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 consistently apply the Conduct for Learning policy in College every day;
- to model positive behaviour;
- to recognise and reward exceptional effort and achievement

Staff expectations are outlined in more depth in the Sir John Hunt "Teaching and Learning", and "Pastoral" frameworks.

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 and fair consequence, which should:

- only be used when more positive methods of promoting outstanding learning through good behaviour are not working;
- be applied impersonally and without bias (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

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
- Fixed Term Exclusion
- 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, they will also complete a College detention (normally on the same day). 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 hard and engaging with their learning or to be separated from their peers. This is a simple binary process:
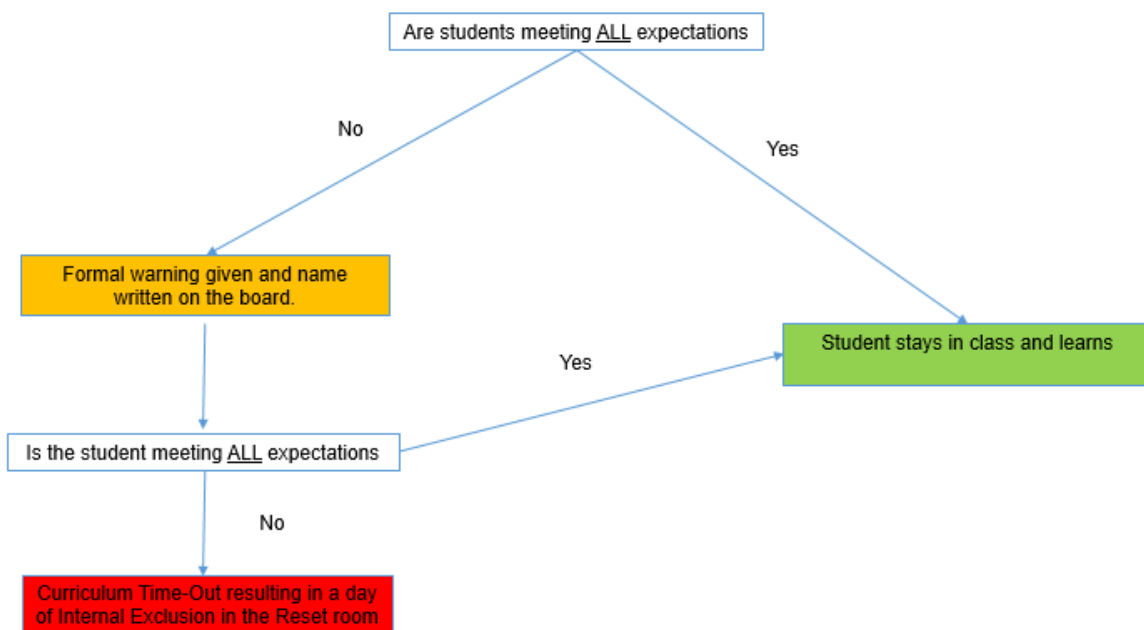
The process to follow when issuing a Curriculum Time-Out can be found in appendix E- Operational procedures relating to sanctions.

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 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. *

*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.

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.

The process to follow when issuing a Detention can be found in Appendix E- Operational procedures relating to sanctions.

College Detention (1 hour)

College detentions are held centrally in the Reset Room 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.

The process to follow when issuing a College Detention can be found in appendix E- Operational procedures relating to sanctions.

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 (seven if the final lesson in the sequence is a double lesson) and must complete a College detention for one hour at the end of the day. Normally the detention will be at the end of the first day that a student is out of circulation. The Pastoral Leader or a member of the Senior Leadership team may recommend that a student has multiple days in Internal Exclusion for which they would also complete a detention at the end of each day.

The process to follow when issuing an Internal Exclusion can be found in appendix E - Operational procedures relating to sanctions.

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 well-being 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 "Exclusion from maintained schools, academies and pupil referral units". 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*;
- 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. Work will be provided on Google classroom.

Fixed-term Exclusion

The decision to exclude 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 fixed-term exclusion 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)
- misuse of illegal drugs or other substance;
- theft;
- serious actual or threatened violence against another student or a member of staff;
- sexual abuse, harassment or assault;
- persistent bullying including cyber-bullying. refusing a bag search where there is no good reason to do so;
- 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 Fixed Term exclusion of 5 or fewer days, work will be provided on Google Classroom.

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 fixed-term exclusion, parents/carers will be invited to attend a reintegration/re-admittance 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.

The process to follow when issuing a Fixed Term exclusion can be found in appendix E - Operational procedures relating to sanctions.

Disciplinary Stages

Each time a student receives a Fixed Term exclusion they are placed on a Disciplinary stage. Each Disciplinary stage provides a framework to ensure our students are given the interventions and support they need to reengage in their learning. An explanation of the Disciplinary stages and interventions can be found in appendix F.

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 cyber-bullying.
- 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 brain-washing 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.

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.

For permanent exclusions the student is given initial Fixed Term exclusion pending a full investigation which will be carried out by member of the Senior Leadership team. The student and their parents will be given an opportunity to meet with the senior leader carrying out the investigation to give their version of events and to hear any evidence against them after which the senior leader will present their findings to the Principal.

The Principal will review the evidence and having consulted with others including an SEND expert if appropriate make a decision:
- If the decision is to re-instate then the student will return immediately;
- If the decision is made to permanently exclude the student, parents/carers will be informed by the Principal and in writing.

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;
- 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.

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 Fixed Term exclusion pending further investigation.

There is a limited exception to this rule. An authorised member of staff 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.

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 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 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 re-enforce 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. Students are also sent a monthly statement to their College emails.

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 College character traits 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 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:

- 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;
- monthly email statement to students.

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.

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 at school
- 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 2021
- Sexual violence and sexual harassment between children in schools and colleges

The policy is also based on the Colleges:

- SEND and Safeguarding policies
- Teaching and Learning Framework

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;
- 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, Fixed Term exclusion 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 cyber-bullying*;
- threatened violence against another student or member of staff;
- not attending previous sanctions;

- terrorism, extremist behaviour, radicalisation or the brain-washing 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

*Bullying: for definitions of bullying please refer to our anti-bullying policy in appendix D and the College's Safeguarding policy.

Appendix C: 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 Conduct for Learning 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 discussing behavioural incidents in order to foster good relationships between the College 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 full governing body annually.

Appendix D: Student Expectations in depth

This section of the appendices describes in detail our expectations of students with regards to:

a) uniform and equipment;
b) journeying to and from College;
c) punctuality;
d) attendance;
e) circulation around the College;
f) in Roll Call
g) routines on entry, during lessons and on exit;
h) use of Mobile phones and digital devices;
i) smoking;
j) swearing;
k) anti-bullying;

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l)   exceptions / adjustments to expectations

a) Uniform and equipment

Our uniform policy as described to our students/parents:

A uniform is important in instilling in students a sense of belonging, as well as a pride in themselves and their College. We maintain an extremely high standard of dress and ask that parents continue to support us in our efforts to ensure a continuance of these standards. We also ask that parents ensure that their children are always smart and tidy in appearance. In the unusual event of a student changing house a new tie must be purchased by the parent/carer. The College will only provide a new tie if that change has been dictated by the College. Please ensure that all uniform is clearly marked with your child's name.

Would parents please note that extremes of fashion or unusual hairstyles are not permitted. Hair should be of a natural colour.

Preferably no make-up however subtle use of make-up is acceptable.

If parents are unsure about any item of uniform, please contact the College before you agree to your child's request or refer to the College website for examples of images illustrating acceptable and unacceptable uniform.

College Uniform:

- Plain black straight leg trousers, or plain black knee length skirt: no jeans, leggings, fashion styles, tight, skinny, fitted or baggy styles.
- Plain white long sleeved shirt or blouse: with a stiff collar and a top button, to be worn tucked in to the trousers or skirt. Polo/casual shirts are not acceptable; (short sleeves may be worn in warmer weather).
- The appropriate House tie: to be worn tight around the collar at all times.
- Sir John Hunt Community Sports College jumper: black with embroidered logo (to be worn at all times in classrooms, unless directed otherwise by teaching staff).
- Plain black shoes – low or no heel only: no striped soles or logos permitted. No extreme styles, open toe or open backs. NO TRAINERS.
- Plain black or white socks no longer than ankle length or plain black/flesh coloured tights may be worn with a skirt.
- Jewellery – from a health and safety perspective we would prefer that students do not wear any jewellery but we will allow some subtle jewellery to be worn. Bracelets, anklets, necklaces and hooped piercings are not allowed. One plain ring is acceptable. One pair of plain stud earrings are acceptable in the ear lobes. No other jewellery is allowed in piercings however we will allow a transparent plastic piercing retainer to be worn if required. If piercings are worn these must be removed for some practical subjects including PE.
- A coat/jacket may be worn over a College jumper whilst outside. No hoodies or non-uniform jumpers.
- Head scarves, hats and bandanas are not part of the College uniform and must not be worn.

If students are not in the correct uniform then they may be taken out of their normal lessons to learn away from other students, or may be sent home until their appearance meets our expectations.

PE Kit:

All Year 7 girls and boys compulsory kit:
- Plain black shorts
- College blue PE shirt with College logo
- Black football socks or white sports socks
- Non–marking soled trainers or gym shoes
- Football boots and shin pads

All Year 8 girls and boys compulsory kit:
- Plain black shorts
- College blue PE shirt with College logo
- Black football socks or white sports socks
- Non–marking soled trainers or gym shoes
- Football boots, shin pads and a gum shield

All Year 9,10 & 11 girls and boys compulsory kit:
- Plain black shorts
- College blue PE shirt with College logo
- Black football socks or white sports socks
- Non–marking soled trainers or gym shoes
- Some students will require football boots and shin pads, this will be communicated at the start of the academic year

Health and Safety:

Personal effects, such as jewellery, including body piercings and ear piercings, religious artefacts, watches and hair slides must be removed by students to establish a safe working environment.

Long hair worn by both staff and students should be tied back with a suitably soft item to prevent entanglement in apparatus and prevent vision being obscured. Fringes must be able to be drawn back with a soft hairband/headband.

Nails for staff and students need to be short to prevent injury to self and others. (You should not be able to see the nails over the top of the finger when looking at your hands from the palm side. For this reason, the policy at Sir John Hunt is that acrylic, shellac, gel and all other types of false nails are not suitable.)

Illness or injury policy:

When not able to take part physically due to illness or injury, students are expected to bring a note from a Parent/Carer and change into PE kit so as they can still be part of the lesson as a coach or assistant. This will also protect their uniform if we are having outdoor PE lessons at that time.

Students are required to adhere to the PE uniform expectations for all lessons. If a student does not bring the appropriate kit the student will receive a "kit mark". The consequence of a student forgetting kit is as follows:

- 1st offence - Mark as K on register, issue call back and lend kit (refusal to borrow = CTO)
- 2nd offence- Mark as K on register, issue detention and lend kit (Phone home and do referral) (refusal to borrow = CTO)
- 3rd offence- Mark as K on register and request issue of college detention and lend kit (Phone home and do referral) (refusal to borrow = CTO)
- 4+ offences - Mark as K on register - CTO - persistent refusal to follow

Equipment as described to our students/parents:

Being fully equipped for the day is essential, please ensure that you have the following as a minimum each day to allow for the best start to your learning:
- School bag and pencil case
- Planner
- 3 blue or black pens
- 1 pencil
- 2 green pens
- Rubber
- Ruler

It is beneficial for students to have additional equipment in their pencil case such as a range of pencils, coloured pencils and pens, highlighter, protractor and glue stick.
It is not appropriate for the students to bring scissors, correction fluid (such as Tipp-Ex) or a pair of compasses to College.

Failure to have all the correct equipment will result in sanctions.

b) Journeying to and from College

Students are expected to demonstrate a high standard of conduct on the journey to and from College acting at all times as a College ambassador. Students are expected to:

- arrive at College and leave College in full uniform;
- use the traffic lights and pedestrian crossings where possible to cross the road safely;
- use the cycle lanes/pedestrian zones safely;
- wear a helmet if coming to College on a bike or scooter;
- take any litter home and dispose of it properly;
- respect other students;
- respect our neighbours and all local residents.

c) Punctuality

Punctuality as explained to our students:

Punctuality is an important part of self-discipline and essential to good time management. Always make an effort to arrive promptly for every lesson.

It is essential that you arrive to roll call on time. You should always be in your roll call base by 8.30 in the morning and ready for period 5 registration by 1.20 in the afternoon. Failure to do so could result in you being marked late.

If you arrive after 8.30 you must report to student reception to sign in and will receive a late mark.

If you arrive after 9.00 (or 1.20 in the afternoon) student reception will mark you present in College but note you arrived after registration finished.

- Bells ring at 8.25 and 1.15 to signal that it is time to move to registration.

- Students must be in their roll call base by 8.30 in the morning and registration by 1.20 in the afternoon.

- Students should always register with their tutor and should only register at student reception if they arrive after 8.30.

Timings of the Day	
Roll call/Registration Tutor Reading/Assembly	8.30 - 9.00
Period 1: 9.00 - 9.50 Period 2: 9.50 - 10.40	
Break: 10.40 - 11.00	
Period 3: 11.00 - 11.50 Period 4: 11.50 - 12.40	
Lunch: 12.40 - 1.20	
Registration & Period 5: 1.20 - 2.10	
Period 6: 2.10 - 3.00 Period 7: 3.00 - 4.00	

Number of late marks	Sanction *Notification of detentions will be by a sticker or note in the planner
1	Call back
2	Detention Referral Contact with Parent/Carer
3+	College Detention - 60 minutes Referral Pastoral Leader to contact parent/carer

For persistent offenders parents will be invited in to discuss lateness

d) Attendance

Students must be in College every day. Any reasons for absence should be communicated by the parent to the College daily. Students must catch up on any lost learning.

e) Circulation around the College

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

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- wear the correct uniform at all times;
- behave in an orderly, quiet and self-controlled way;
- walk in an orderly fashion in corridors following the one-way system;
- enter classrooms calmly and in single file;
- food may only be consumed in specified areas:
- all litter must be put in a rubbish bin;
- sports/games only to be played in the MUGAs or on the field;
- accept sanctions when given;
- use toilet correctly.

f) In Roll Call:

- students arrive on time for roll call which starts at 8.30;
- students should stand in alphabetical order with their tutor group in a straight line;
- students must be wearing full College uniform ;
- students must have all their required equipment for the day out to show tutors;
- students must remain silent when directed to do so by their Pastoral Leader and listen to the daily notices.

g) Routines on entry, during lessons and on exit:

Entry routine:

- students arrive on time (within a maximum of 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 in silence to allow the class register to be taken.

In lessons
- endeavouring to try their best in everything that they do;
- be respectful at all times by:
  - following all the College's rules;
  - never disrupting other student's learning;
  - listening when teachers are talking and never talking over them;
  - working in silence when an adult asks them to do so;
  - raising their hand to ask a question without calling out.

Exit routine
- pack all equipment away and stand behind their chairs;
- leave the classroom in a calm and orderly manner as per teacher's instructions;
- follow the one-way system.

h) 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 <u>Sixth Form students while in the Sixth Form centre.</u>

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 smart-watches. 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.

For the operational procedures on confiscation and return of mobile devices see Appendix E- Operational procedures relating to sanctions.

i) Smoking

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 Fixed Term exclusion.

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

j) 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 Fixed Term exclusion.

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) – Fixed Term exclusion
- 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.

k) Anti- Bullying;

Bullying as explained to our students in our anti-bullying policy:

Bullying is when you deliberately choose to misbehave in a way, which will upset, frighten or harm another person.

Bullying can include:
- Hitting
- Kicking
- Taking or damaging belongings
- Name calling
- Teasing
- Insulting
- Racist or homophobic comments
- Spreading rumours
- Threatening looks
- Isolating individuals from group activities

Cyberbullying: Bullying using interactive technologies e.g. spiteful e-mails or messages, mobile phones, text messaging devices, or websites. Cyberbullying may also be a police issue under the malicious communications act.

What Should You Do?

TELL SOMEONE AS SOON AS POSSIBLE!

If you are bullied:
- Try not to show that you are upset.
- Try to look and sound confident.
- Try to walk away as soon as possible.
- Tell a teacher or another adult in school who you feel you can trust as soon as possible.
- Tell a prefect or peer mediator.
- Tell your family.

What should you do about cyberbullying?
- Keep the evidence.
- Save the e-mail, text or conversation.
- Show your Parent/Carer.
- Block the sender
- Do not forward on

If you see bullying:
- Don't stand by and watch; tell a member of staff, a prefect or peer mediator.

You can help to stop bullying:
- Let others know that you disapprove.
- Refuse to join in.
- Be careful about teasing people.
- Don't make personal remarks which may be hurtful.
- If you think someone might not find your comments funny, then don't say them.
- If you know of bullying tell a teacher.

When you are reporting bullying be clear about:
- What has happened?
- How often it has happened.
- Who was involved?
- Who saw what was happening?
- Where it happened.
- What you have done about it already?

Staff
- Take all reports of bullying seriously.
- Establish the facts.
- Support the victim.
- Interview the bully(ies).
- Decide on the appropriate action.
- inform the students Pastoral Leader who will record on the bullying log.

For serious incidents: ALWAYS obtain written Incident logs from those involved, including witnesses.

Parents
- Are encouraged to work in partnership with the College to achieve better relationships between students.
- Let staff know of your concerns as soon as possible.
- Contact your child's tutor or Pastoral Leader (Telephone 201020).
- Cyberbullying - copy or print spiteful emails or messages.
- Contact the police.

NB It is illegal to send an indecent image of anyone under 18 years old. If your child has received such an image, you should keep it on their phone for the police to view but must not copy or forward the image.

The College will support this policy by:-
- Developing Personal Development support materials and use them in them in assemblies and Drop down days.
- Offering appropriate support and advice to the victims of bullying.
- Working with those who bully to help them change their behaviour.
- Taking action against those who persist in bullying behaviour.
- Involving parents.

I)   Dealing with sexual violence and harassment between peers

As with all areas of behaviour the sanctions imposed on a student will depend upon the extent, persistence and nature of the offence. Sexual violence and harassment exists on a continuum and the two areas can overlap.

The College recognises that it must address all inappropriate behaviour 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.

M) 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 appears in student planners and the staff Pastoral Framework:

	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.

Sept 2021

Appendix E- Operational procedures relating to sanctions.

Operational procedures for booking a student into the Reset room on a CTO;

The teacher must:
- The staff member should ring 100 to inform Student reception that a student is on their way to them on a Curriculum Time-Out and give the reason. If a student refuses to cooperate, a duty call must be made (also ring 100) and the student will be collected by a member of the Pastoral team and issued with an additional day of Internal Exclusion for refusing the teachers instruction.
- The student then must go to student reception to log the incident, which ensures they are calm on entry to the Reset Room.

By the end of the same day, the teacher must also:
- phone the parent to explain what has happened, (this may be done by email / voice message if parent does not answer);
- must complete the Sims behaviour log created by Student Reception by adding:
- the detail regarding the referral after their initials on SIMs to the comments box;
- how they communicated the issue to Parents / Carers in the drop down box.

Once a student arrives at student reception on a Curriculum Time-out Student Reception will:
- create a behavioural incident on SIMs, adding the type, date, location and period. In the comments box add the teachers initial to the comments box and in the 'action by' box allocate to the teacher;
- issue an Internal Exclusion (1,2 or ,3) as the 'Action Taken' and communicate the sanction to parents/carers via text if before P5 and by telephone if after P5;
- add the student to the relevant detention slot and message via SIMS the teacher issuing the CTO, and the relevant PL, CL and behaviour coordinator into the communication;
- phone the Reset room on 141 to say they are sending a student;
- note if the internal exclusion is the student's 3rd in a cycle, please add this to the message to PL and they will create an additional behaviour incident as Fixed Term (3 IEs), add outcome as Fixed term and complete the Fixed Term Paperwork.

The Pastoral Leader must:
- review sanctions for their Year group, looking for trends and recommend appropriate interventions to Curriculum Leaders and the SLT link for behaviour;
- place the student on report to tutor for a 2 week period
- complete the referral and paperwork for a Fixed Term exclusion (see exclusion section) if the sanction is for the third IE coding as Fixed Term (3 IEs);
- ensure resources / interventions are deployed appropriately.

Operational procedures for booking a student onto a Detention:
- the staff member should write on the relevant date in the student's planner informing them of the time and location of the Detention;
- A telephone call home by the staff member (an email or letter can be sent if there is no response) outlining what happened to result in the sanction;
- An outcome of Detention (30mins) will be recorded on SIMS by the subject teacher and referred to the Curriculum Leader (CL) if the incident was curriculum based;
    - i) For Detentions set in a curriculum area the Curriculum Leaders (or those with designated responsibility) will lead the detentions and may also involve subject teachers on a rota if required. These may take place at lunch time or after College;

      ii) For Detentions set by Pastoral Leaders these will be in the Reset room;

- If a detention is carried out over lunch 10 minutes must be given for the student to have food and go to the toilet;
- If a student fails to attend a 30 minute detention without prior agreement then this must be referred to the student's Pastoral Leader for a College Detention;
- College detentions will take priority over detentions

Operational procedures for booking a student into a College Detention:

If the College detention is issued because of a Curriculum Time-out then see process above. 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 the process below must be followed:

- the staff member should write on the relevant date in the student's planner informing them of the time and location of the College Detention;
- a telephone call will be made home by the Pastoral team, a letter/email can be sent if there is no response explaining the reason and highlighting the time and date of the detention;
- The College Detention will be recorded on SIMS by the Pastoral Leader as the outcome of the behavioural incident and referred to Student services (for the text home), the Tutor and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area)
- Students will register for the 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;
- If a students' persistent poor behaviour results in them accumulating a number of College Detentions, then the Pastoral Leader can escalate this to an Internal Exclusion.

Operational procedures for booking a student into an Internal exclusion:

If the Internal exclusion is issued as a result of a Curriculum Time Out, then see process above. If the Internal Exclusion is as a result of a significant behaviour incident/out of lesson incident, then the following process should be followed:

- The Pastoral Leader will, in the first instance, gather the necessary evidence and record this on SIMs and recommend an Internal Exclusion to the Senior Leadership Team (SLT) link. If there is agreement, then the Pastoral Leader will complete the referral on SIMS and then they must record the outcome as an Internal Exclusion. The referral will also be sent to the Tutor, Student Services (for a text home), Behaviour Coordinator and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area);
- A College Detention will be recorded on SIMS by Student reception;
- A telephone call will be made home by the Pastoral team (a letter/email can be sent if there is no response) explaining the reason and highlighting the time and date of the Internal Exclusion;
- Internal Exclusions will last for 6/7 consecutive lessons or a number of days decided the College Senior Leadership Team;
- On entry to the Reset Room students and staff must follow the guidance for the Reset room as outlined in appendix E;
- When a student returns to lessons following an Internal Exclusion the Pastoral Leader will monitor the behaviour of the student for a period of time: e.g. 1-2 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 designated staff member as agreed;
- If a student accumulates three Internal exclusions then a Fixed Term exclusion will be issued in addition to the third Internal exclusion. The Internal exclusion will be completed first and should the student fail this internal exclusion an additional day will be added to their Fixed Term exclusion period.
- Any student who fails Internal Exclusion will receive a Fixed Term Exclusion until the end of the following College day;

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- For details on the reintegration process following a Fixed Term exclusion please see the section below under exclusions.

Reset Room expectations:

- Students should arrive in the Reset Room immediately after being sent from Student Reception.
- On arrival to the Reset Room the student will be booked into the room, the detention will be stuck into their planners for the appropriate date and a log will be made of the incident.
- Students will complete a reflection sheet, which can be used if required by the PL investigating the incident.
- The behaviour co-ordinator will monitor the Reset log and SIMs to ensure that teacher referrals, and parent communication have taken place and keep the SLT link informed daily.
- While in Reset the student will be given work to complete in silence as if under exam conditions (apart from they can ask for help and guidance if required by raising their hand)
- After each double lesson students must demonstrate to the member of supervising staff the work they have achieved. If the work is deemed to be below expectations with regard the quantity and or quality. Then the day at the discretion of the Pastoral leader could be deemed a fail and another Internal exclusion issued.
- The student will remain in the Reset room for 6 consecutive lessons (7 if the final lesson in the sequence is a double) and complete an hour's detention the same day where possible.
- 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 appropriate take up time, they must receive, a Final warning followed by a cooling off period. If the student is still unable to meet the expectations of the Reset Room they will then be sent home on an FTE until the end of the following day.

Break and lunch times in the Reset Room

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

- Students may eat and drink at their desks
- Students may choose not to work

While collecting food at lunch time (which will happen before the rest of the College goes to lunch) students may be able to talk quietly with each other at the discretion of the supervising member of staff.

Exceptions regarding 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:

- A public examination
- A pre-arranged appointment in or out of College
- To go to the toilet
- To attend a cooling off period

Operational procedures for recommending a Fixed Term Exclusion to the Principal:

- the Pastoral Leader will, in the first instance, gather the necessary evidence and recommend a Fixed Term Exclusion to the Senior Leadership Team (SLT) link;
- the Pastoral Leader will complete the Fixed Term Paper work front cover, attaching Incident logs from student and staff along with the students SIMs behavioural log. A copy of the students Conduct Support Plan complete with interventions should also be included;
- the Pastoral Leader will then give the Paperwork to the SLT Link who will seek approval from the Principal;

- if approved the Pastoral Leader will inform parents on the length of the Fixed term, reasons why, and book in meeting date for a reintegration meeting;
- the Pastoral Leader should also message on SIMS the Tutor, and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area) and any other staff involved so they can see that appropriate action has been taken;
- the paperwork will be given to the Pastoral Administrator so that a confirmation letter can be sent to parents/carers and filed and a scanned signed copy emailed to the local authority's Inclusion, Attendance and Welfare Service;
- when a student returns to lessons following a Fixed Term exclusion the student's behaviour will be monitored for a period of time: e.g. two 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 designated staff member as agreed;
- in the parental reintegration, meeting the Pastoral leader (and SLT representatives where appropriate) will work through the stages the disciplinary stages and arrange the appropriate interventions.

Operational procedures for the confiscation and returning of Digital devices:

- if a phone/digital device is seen on heard by a member of staff it should be taken.
- the device should be put into the approved envelope, sealed and marked with the: student's name; date; and member of staff who has confiscated the phone;
- at the first appropriate opportunity the staff member should hand the phone in to Admin reception;
- the admin assistant receiving the phone will create a behavioural incident on SIMs as "mobile phone confiscation" adding the teachers initial to the comments box (and or other staff involved).
- A text should then be sent to parents informing them that the device will be ready for collection between 15.15 and 16.00;
- the phone will be filed;
- Once the parent arrives to collect the admin assistant should check the parents address / telephone number on SIMs to verify their identity, keeping the envelope and completing the "Collected by and date section" on the label.

Appendix F- 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	FTE No.	Meetings	Report	SEND	Support Plan	Multi Agency / Early Help	Warnings	Offer of On-site alternative provision	Alternative Provision
1	FTE 1	Meeting with PL	Tutor	Liaise with SEND team	CSP	Offer/ arrange	PL Warning letter with copy of CSP		
2	FTE 2	Meeting with PL	Tutor	Liaise with SEND team	CSP	Offer/ arrange	PL Warning letter with copy of CSP		
3	FTE 3	Meeting with PL	PL	Liaise with SEND team and consider Education Psychology referral	CSP	Offer/ arrange	SLT Warning letter with copy of CSP	Offer/ arrange	Bespoke package
4	FTE 4	Meeting with PL	PL	Liaise with SEND team and consider Education Psychology referral	CSP	Offer/ arrange	SLT Warning letter with copy of CSP	Offer/ arrange	Re-engagement Placement
5	FTE 5	Meeting with PL and SLT Link	SLT Link	Liaise with SEND team and consider Education Psychology referral	CSP PEx	Offer/ arrange	VP warning letter with copy of CSP	Offer/ arrange	Bespoke package
6	FTE 6	Meeting with PL and SLT Link	SLT Link	Liaise with SEND team and consider Education Psychology referral	CSP PEx	Offer/ arrange	VP warning letter with copy of CSP	Offer/ arrange	Fresh Start Panel
7	FTE 7	Meeting with PL and VP	VP	Liaise with SEND team	CSP PEx	Offer/ arrange	Principal warning letter	Offer/ arrange	Managed Move
8	FTE 8	Meeting with PL and VP	VP	Liaise with SEND team	CSP PEx	Offer/ arrange	Governors Warning letter	Offer/ arrange	Managed Transfer
Permanent Exclusion									

Key:

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

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 re-engage 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;
- re-establish 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

In order to protect a student from rapidly progressing through the disciplinary stages alternative provision may become necessary. This takes two main forms:

Onsite alternative provision

To prevent a student coming to College each day, persistently not meeting College standards and being sent home with a fixed-term exclusion it is necessary to break the cycle of poor behaviour. 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.

<u>Alternative provision</u>

As a student progress through the disciplinary stages, a break from the College site in an alternative setting may become necessary. This could take a number of forms depending on the student's age, needs and aspirations. There are typically 5 main levels of alternative provision we consider:

1. Bespoke short-term packages with recognised College approved alternative education providers.
2. Re-engagement placements at another school for 6 weeks with the intention of re-joining us afterwards.
3. Fresh Start, which allows a student to experience a "fresh start" at an alternative school. The student must complete an initial period at the new school before a permanent place is agreed.
4. Managed move, this is an attempt to avoid a permanent exclusion to another school following persistent disruptive behaviour.
5. Managed transfer, this is a move used in exceptional circumstances into the LA approved provision of ACE where a student is deemed unsuitable for mainstream education.

The Principal and governors can direct a student to attend alternative provision where necessary.