



SHUTTLEWORTH COLLEGE

Behaviour Policy

Status :

Statutory

Date of next revision :

May 2018

Reviewed and monitored by:

SSr

Approved by :

Full Governing Body

A handwritten signature in black ink, appearing to read 'Simon', is positioned above the printed name.

**Signed by
Simon Davies**

Chair of Governing Body

1. Aims of the College Policy

At Shuttleworth College our Behaviour Policy will aim to:

- ensure that effective teaching and learning can take place;
- ensure students feel happy, safe and secure;
- reward good behaviour and encourage students to behave responsibly both in and out of college;
- promote a range of positive values and attitudes and an understanding of rights and responsibilities;
- provide systems for dealing effectively with incidents of unacceptable behaviour;
- enhance and sustain the reputation of our college in the community.

2. Implementation of the College Policy

As a staff we have a collective responsibility for implementing our Behaviour Policy and ensuring high standards of student behaviour. Pastoral Leaders, supported by SLT, are responsible for monitoring student behaviour across their year group and will normally deal with any serious breaches of college discipline or where there are concerns about particular students across a number of subjects. Similarly, they will support Form Tutors and subject staff by providing advice and guidance and in monitoring Progress Reports as necessary. They will also liaise with parents/carers and help co-ordinate the college Reward Schemes.

3. Key Principles

- As with other college policies, our Behaviour Policy will only be effective if it is applied consistently by all staff.
- One of the key determinants in establishing good behaviour in any school or college is through the example set by staff. At all times we must act as role models and set high standards in the way we speak to and interact with individual students and classes.
- Our Behaviour Policy is based firmly on positive reinforcement where students are praised and rewarded for getting things right. However there are also procedures and guidelines in place for dealing with any problems that arise.
- Staff are responsible for student behaviour in their own classroom and should not simply refer problems to other colleagues. Clearly though, support is readily available and staff should not be afraid of asking for help when they need it. Asking for support or advice is not seen as a sign of weakness.
- As a college we employ a range of strategies to support students with behavioural difficulties. These strategies are normally co-ordinated by the Pastoral Leader.

- We always seek to work with parents/carers and keep them fully informed if there are concerns about behaviour. Similarly, of course, we are just as keen to contact parents/carers when things have gone well.
- Departments should, where possible, manage student behaviour within their departmental teams. The first point of support for a subject teacher would normally be the Curriculum Leader.
- Where difficulties are referred to a Curriculum Leader, Pastoral Leader or member of SLT, the member of staff concerned should still be involved in resolving the issue and applying any sanctions as appropriate.
- As a staff we are collectively responsible for behaviour on the corridors and around college although any incidents of poor behaviour can be referred to Pastoral Leaders for resolving after the initial problem has been dealt with.
- We will always encourage the highest standards of behaviour on the way to and from college and, indeed, whenever students are representing our college.
- Clearly staff must avoid using any physical contact when dealing with an incident, no matter how frustrating a situation may have become, other than where deemed absolutely necessary as outlined in the section on the use of force.

4. The Objectives of this Policy:

- have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, reflecting Government legislation as represented in the Education Act 2002 (amended 2011); The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The School Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2007; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000)
- ensure that all staff are aware of the powers available to them, to sanction poor behaviour
- ensure that students and parents are introduced on entry to the school's expectations via the transition processes.
- ensure that all students are clear about the school's expectations through their, classroom displays, form time and assembly,
- ensure that students are familiar with the 'Consequence' and 'VIVO' systems for managing student behaviour and issuing rewards; and that staff apply these consistently; and that these are regularly monitored
- ensure that students understand how their behaviour contributes to the overall learning climate of the school
- ensure Equality of Opportunity for all students
- consider the impact of each individual's behaviour on the school community as a whole
- work as part of a multi-agency network to help students achieve more
- promote clear values and a clear moral code
- enforce fair, consistent and appropriate sanctions when necessary
- involve parents and governors wherever it is appropriate or required
- use counselling whenever appropriate
- use Behaviour Support Centre Staff wherever relevant to support behaviour

- utilize parental support and involvement when conducting reintegration meetings following an exclusion

5. Practice

Context

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Attendance Policy
- Teaching & Learning Policy
- SEND Polic
- Whole-School Policy on Child Protection

Classroom management

A comprehensive list of all expectations of a teacher delivering lessons at Shuttleworth College can be found in the Teaching and Learning Policy and an abridged version in the Staff Handbook.

All teaching staff are encouraged to follow common lesson procedures, they are as follows:

At the beginning of the lesson:

- Meet your students at the door and insist they enter quietly, while you check uniform.
- Students stand behind their desks according to your seating plan.
- Equipment should be placed on the desk ready for the lesson to begin.
- Invite the students to sit down.
- Begin your 'Engage' activity.
- Take a register.

As the lesson progresses:

- Share the learning objective and outcomes.
- Check that learning is taking place regularly and that all students are making good progress.
- Encourage and praise positive behaviour.
- Take every opportunity to reinforce students' literacy skills.
- Ensure students only leave the room if it is an absolute emergency and that they have either a medical or out of class pass.

At the end of the lesson:

- Allow time for a plenary and return to the learning objective and outcomes.
- Ensure students stand behind their desks in silence and check uniform.
- Ensure that the room is tidy.
- Dismiss students in an orderly and sensible way.
- Stand at the door and supervise your group as you leave.

Getting the simple things right

While it is naïve to suggest that all inappropriate behaviour is the result of poorly planned or prepared lessons, there is no doubt that students are more likely to behave well when they are actively engaged with the learning process. Clearly, we have a responsibility to prepare interesting lessons, with pace and challenge, that motivate and engage our students and meet the needs of all learners.

Problems are less likely to arise when we:

- are well organised and have all the materials and resources that we need to hand;
- have a friendly and welcoming word with as many students as possible as they enter the class;
- begin the lesson as soon as possible without wasting time on issues which are not relevant;
- pick up on uniform issues as students arrive, or when the class is settled and working, rather than delaying the start for everyone;
- do not over react to students who are late and instead speak to them later when students are working (see information below);
- share learning objectives and outcomes with students;
- use a seating plan;
- use praise and reward success;
- always follow up on rewards and sanctions;
- use the de-escalation toolkit effectively to manage classroom behaviour and prevent the need for “On Call”;
- stay calm; and
- are assertive and feel confident in what we are doing.

Students who are late for a lesson for a legitimate reason should have a note of explanation from the member of staff concerned. Please do not send the student back to get a note if they haven't got one (this may interrupt another lesson as well as delaying the start to your lesson even more); check with the member of staff concerned later.

Clearly staff must always be punctual for lessons and registrations as problems will arise if classes are left waiting on corridors. Staff should also stand at their doors at lesson changeover both to greet their class and to help supervise corridor behaviour. Staff must not leave classes unsupervised.

College Code of Conduct

The working documents regarding behaviour are found in the homework diary and also displayed in classrooms as 'The Code of Conduct', which is as follows:

To allow effective teaching and learning, students should always:

- arrive at lessons on time;
- bring everything they need to the lesson;
- be quiet when asked;
- follow instructions immediately;
- work sensibly with others;
- respect property and equipment

6. Rewards

(a) Rewards in the Classroom

Students do respond positively to praise. Our Behaviour Policy is based firmly on positive reinforcement where students are rewarded for getting things right.

All staff can issue vivos to students which students can use to purchase items online. Staff should be proactive in awarding vivos, when merited; students usually identify staff who do not use the system and this can lead to resentment.

There are many other ways in which students can be rewarded such as:

- a simple non verbal sign of approval such as a smile or thumbs up;
- commenting positively on work or behaviour as often as possible;
- "Well Done" Postcards;
- comments in the student's book;
- Termly subject awards for achievement and endeavour
- phone call home to parents/carers;
- praise and presentations in Assemblies;
- asking students to show their work to other staff such as Form Tutor, Pastoral Leader, Curriculum Leader or SLT;
- display of student work.

(b) College Rewards Programme

Students can qualify for reward activities at Christmas, Easter and at the end of the summer term.

Students are also acknowledged and rewarded for effort, attitude and contribution through our annual Awards Evenings where rewards are linked to aggregated scores from interim and summative reports.

7. Sanctions

The school operates a consequence system, known as 'On Call' when difficulties arise. The following procedures for On Call should be followed:

A student should initially be warned if their behaviour is inappropriate. If the problem persists the student's name should be written on the board. A further problem will lead to the student's name being ticked (C1) and the member of staff uses an intervention strategy, another problem will lead to a second tick (C2) and further strategy, and a third problem will result in a third tick (C3) which will trigger an 'On Call'. A duty team member will collect the student and remove them from the lesson, they will be placed in either another classroom within the department or in the Behavioural Support Centre. When on called a student will receive a lunch detention either that day if it is period 1-3 or the next day if it is period 4 or 5.

A student receiving two or more C2s in a week will receive a 30 minute detention after college.

If a student is on called twice in a day, they will remain in the Behaviour Support Centre while the Progress Leader contacts their parent/carer for permission to detain them for an hour after school – if this is not possible they will miss break and lunch the following day.

If a student receives three on calls from the same subject area within a half term it will result in a 'Departmental Referral'. Parents/Carers are invited into college to meet with the Curriculum Leader and Pastoral Leader to help resolve the disruption to learning. The student will be placed in another class for a two week period and then be reintegrated back into their original class with a subject report card.

If a student behaves in any of the following ways the college will consider excluding the student; racist/homophobic behaviour, verbal aggression, physical aggression, violent behaviour, defiant behaviour or behaviour that puts the wellbeing, health and safety of others at risk. This list is not exhaustive; all incidents of serious misbehaviour will be investigated and considered in the context of the situation, the historic behaviour of the individual and support they receive.

Behaviour outside the school gates

The Head teacher may impose a sanction for any misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

The Head teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public or could adversely affect the reputation of the school

All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school will be investigated and appropriate action taken.

Students raising concern because of their behaviour will be discussed at the Pastoral Line Management Meeting and intervention will be put in place.

Detentions

- Detentions are used as a sanction in response to punctuality, poor quality classwork, lack of or poor quality homework and behaviour concerns.
- Staff may issue 'no notice' detentions but are advised to give parents a minimum of 24 hours written notice or by telephone, if a student is to be detained for a significant period of time, e.g. Longer than 10 minutes after the school day.

Exclusion

- The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State. This was most recently been updated in 2012.
- The Head teacher is legally responsible for the exclusion of particular students and for gathering and preparing all exclusion documentation
- Following exclusion a meeting between the school, the student and the parent is arranged in which the incident that led to the exclusion is discussed. It is likely that 'special conditions' will be agreed before re-admission.
- The Governors' Discipline Panel is involved in all exclusions as laid down by the law on Exclusion.
- A Governors' Discipline Panel, made up of three governors, will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded. A Governors' Discipline Panel will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6 and 15 days but only when the student's parent(s) express a wish to make representation.

8. Roles and responsibilities:

Staff:

- All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership

Team provide further support by patrolling key areas of the school during every break and lunchtime.

- All behavioural concerns must be recorded by staff on SIMS in the 'Behaviour Log', and sent as a message to relevant staff. Parents/carers must be informed of all on calls. When recording issues of a serious nature an email to the Pastoral Leader with their line manager and the deputy head teacher responsible for Behaviour and Attendance, Mrs Sagar, is required in addition to the SIMS record.
- In order to support the Help Children Achieve More DFE Agenda, students causing concern will be raised at 'Pastoral Panel'. Students will be identified as causing concern through the Behaviour and Attendance weekly summaries. Pastoral Line Management Meeting will adopt a 'Multi Agency' approach to assess the levels of need and implement the most appropriate levels of support.
- All staff are required to familiarise themselves with the Staff Handbook provided at the beginning of the academic year. In addition to this, members of the Pastoral Team are required to make themselves familiar with the Pastoral Handbook.

Students

- All students receive the document Expectations: An A to Z of Guidance and Advice.
- All students are expected to prioritize their learning and understand the importance of courtesy and manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning and affects the climate for learning.

Parents

- Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff.
- When a parent's behaviour is giving on-going cause for concern for the Head Teacher has the authority to ban the parent from site.
- Parents are expected to attend a reintegration interview following any period exclusion. If a child receives a Fixed term Exclusion of more than five days from secondary school and the parent fails to attend the local authority will apply for a Parenting Order.

9. Anti-Bullying

- The Deputy Head, in charge of the behaviour and safety of students, leads on the Anti-Bullying Policy. Please refer to separate document.
- The school will not tolerate bullying and recognises that challenging bullying effectively will, improve the safety and happiness of students, show that the school cares and make clear to bullies that their behaviour is unacceptable.

10. Banned Items

The following items are not permitted on the school site: chewing gum, stink-bombs, lighters, cigarettes, tobacco and/or cigarette papers, laser pens, pornography, electronic cigarettes, steel-capped boots and other non-uniform footwear, non-uniform jewellery. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.

The following items are considered dangerous and are also banned: fireworks, illegal drugs, solvents, any article that has been used or is likely to be used to commit an offence, child pornography, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas). College staff have the right to search without consent for these items. Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

11. Power to use Physical Force

Broad Guidelines

1. The college's procedures will take due regard of Section 550A of the Education Act 1996. The Use of Force to Control or Restrain Pupils came into force from September 1st 1998 and classified in DfEE Circular 10/98.
2. The best way to take that regard is by adhering to the guidance provided by the LA. A copy of that Guidance is available from the Child Protection Teacher.
3. Corporal punishment or any other form of inappropriate physical contact with a child administered by a member of staff will be dealt with in accordance with the LCC Procedures for Discipline and Grievance and may result in dismissal.
4. The Act says that 'reasonable force' can be used to prevent a student from:
 - (i) committing a criminal offence;
 - (ii) injuring themselves or others;
 - (iii) causing damage to property;
 - (iv) engaging in behaviour prejudicial to order and discipline at college.

This is for college premises or anywhere where staff have responsibility for students e.g. a field trip.

5. The college authorises all its employees to exercise reasonable force in the circumstances where a reasonable parent would expect their child to be saved from harm or wrong-doing. Supply Teachers will be not be authorised except with proof of training.

6. Reasonable force to control or restrain a student may be deemed appropriate:
 - i) where action is necessary in self-defence or there is imminent risk of injury;
 - ii) where there is a developing risk of injury, or significant damage to property;
 - iii) where a student is behaving in a way that is compromising good order and discipline.
7. Reasonable force has no legal definition. It is:
 - i) reasonable only if the circumstances warrant its use;
 - ii) reasonable in degree only in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent. Minimum force necessary must always be used;
 - iii) reasonable in degree must also depend on age, understanding and gender of the student.
8. Staff should be aware of the following definitions:
 - (a) **Physical Contact:** Situations in which proper physical contact occurs between staff and students, eg in the care of students with learning disabilities; in games/PE; to guide or model actions.
 - (b) **Physical Intervention:** This may be used to divert a student from a destructive or disruptive action, for example guiding or leading a student by the arm or shoulder where a student is compliant and following staff direction.
 - (c) **Physical Control/Restraint:** This will involve the use of reasonable force when there is an immediate risk to students, staff or property. All such incidents are recorded.
9. The CPD Co-ordinator will ensure that opportunity is made for all staff to explore these definitions and the meaning of 'reasonable force' and 'reasonable circumstances' through in-school discussion and external courses.
10. Training will be made available for **all** staff and no member of staff can be expected to use 'reasonable force' unless they have undergone that training.
11. Staff are required to pay due regard to their personal safety and that of colleagues or members of the public. Counselling and support will be made available, if needed as a result of an incident.
12. Any intervention must take a form designed to result in the least harm to themselves or others. Force should always be the last resort and other strategies employed first to defuse or deflect situations as a matter of course.

13. Staff, therefore, should use the agreed disciplinary procedures and codes of conduct as a matter of course beyond the first instance. In this way the use of 'force' or 'restraint' should not be needed.
14. Every effort should be made to use fully trained staff in situations of Physical Control, though it is accepted that this may not be possible if there is an immediate risk of harm to the pupil or others.
15. All incidents must be recorded on the college systems. The Child Protection Teacher will maintain a separate log of incidents involving the use of reasonable force by a member of staff. It is the responsibility of that member of staff to inform the Child Protection Teacher as soon as possible after the incident. The Child Protection Teacher will in turn inform the Chair of Governors.
16. Complaints from parents will be dealt with in accordance with LA and Governors' Procedures. Disciplinary action against staff is a matter for Governors' Staff Discipline Committee and appeals heard by the Staff Discipline Appeals Committee.
17. Physical Contact or 'touching' students in the course of teaching e.g. in P.E. lessons or comforting those in distress or examining as part of First Aid ministrations etc. must pay due regard to matters of decency or cultural and religious customs. Staff are advised, except in an emergency, not to 'touch' members of the opposite gender.

12. Malicious Accusations

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent

Additional Content – Behaviour Protocols

Category	Protocol
Uniform	<p>Form Tutor – Check every morning, blazers, pumps and ties available from BSC. Wipes and nail polish remover available. Persistent issues that you are unable to resolve refer to Pastoral Leader.</p> <p>Pastoral Leaders to check issues with Form Tutors during registration – where students have left blazers at home they should be sent home to collect or family to bring in. Form Tutors & Pastoral Leaders to record issues on SIMS. Subject staff noticing uniform & make up issues during the day should inform Form Tutor & Pastoral Leader, send for walk staff to escort to BSC to borrow uniform if appropriate. Students not in uniform need to be in the BSC until issue are resolved. BSC staff to contact parents/carers regarding persistent borrowers of uniform.</p>
Late before and after 9am	<p>All students entering registration after the second bell are classed as late. They must be marked in with a 'L' – right click enter number of minutes. Students late before 9 am go 5minutes before the late after 9 am.</p> <p>Attendance Clerk – to pass list to Pastoral Leaders for lunch time detention that day.</p>
Break/Lunch/Corridor	<p>All inappropriate behaviour – littering/drinking fizzy pop/insolence etc...</p> <p>Must be challenged – often a verbal reprimand will suffice, more serious poor behaviour (e.g. fighting) must be logged on SIMS and the Pastoral Leader informed. Pastoral Leader may choose to put a student in the BSC for break and lunch times.</p>
Smoking	<p>Students caught smoking must be taken directly to the BSC and the offense logged on SIMS by staff who have witnessed the act and sent to Pastoral Leader. Students will be placed in the BSC for break and lunch for the next full week.</p> <p>Students who refuse to go with staff to the BSC will receive a day of internal exclusion for defiance – must be logged on SIMS and Pastoral Leader and Deputy Head teacher informed.</p>

<p>On Call – persistent disruption to learning</p>	<p>If a student, despite strategies other than writing C1-2 on the board reaches a C3 call 1*3 for them to be collected and taken to the designated classroom within your department for that lesson. If they have to be further removed for disruption it will result in internal exclusion in the BSC.</p> <p>Students on called from P1-3 will be collected the same day at lunch time to complete a detention with Pastoral Leaders in 202.</p> <p>Students on called from P4-5 will be collected the next day at lunch time to complete the detention. Failure to attend or complete the detention results in the Pastoral Leader ringing home that day for the student to stay for 1 hour at the end of the day. If this is not possible break and lunch the following in the BSC.</p> <p>The class teacher who used on call is expected to visit the student during the detention for rapprochement. All on calls have to be logged on SIMS and parents contacted by the class teacher. Students and staff have to complete 'Problem to solution' documentation.</p>
<p>2 on calls in a day</p>	<p>Remainder of that day in the BSC and parents to be contacted for student to complete a 1 hour detention after school that day. If this is not possible detain over breaks and lunches for the next day.</p>
<p>Two or more C2s in a week</p>	<p>Detention for 30 minutes at the end of college on Monday</p>
<p>More than 3 on calls from the same lesson in half a term</p>	<p>Departmental Referral – Home contacted and invited in to meet with Curriculum Leader/teacher & Pastoral Leader if appropriate. Targets set. Student referred out to another class for max of 2 weeks. Parent contacted/meeting before reintegration by Curriculum Leader. BSC Manager & Pastoral Leader to be informed. Some parents may fail to attend – in this situation the formal meeting should take place with the student, Curriculum Leader and Pastoral Leader.</p>
<p>Student on called after reintegration/or removed from departmental referral</p>	<p>Behaviour Support Referral – Student remains in the BSC during the lessons for up to 2 weeks – parents must attend a meeting with Curriculum Leader and Pastoral Leader.</p> <p>For students that are having issues in multiple subject areas Pastoral Leader to refer to SENCO for a timetable</p>

	modification and other strategies as appropriate. Teaching & Learning Team will also be available for advice.
Failure to complete home learning	Parents of persistent offenders should be contacted. Faculty detention. Curriculum Leaders that have taken all reasonable steps to detain students should be supported by Pastoral Leaders.
Late to lessons	All students arriving after 2 nd bell are late to lesson and should be recorded as 'L' – right click enter how many minutes late by. If P2, P4 or P5 – students should be detained by their teacher for the amount of time they are late. 3 x L in a week will trigger the student being picked up for the late to school detention at lunch by the Pastoral Leaders.

Abbreviations used:

BSC Behaviour Support Centre

C1,C2,C3 Consequence

DBS Disclosure and Barring Service

SLT Senior Leadership Team

SENCO Special Educational Needs Coordinator

SEND Special Educational Needs and Disabilities

SIMS Student Information and Management System

May 2017