



SHUTTLEWORTH COLLEGE

**Behaviour Policy and Statement of
Behaviour Principles**

Date of next revision :	September 2023
Reviewed and monitored by:	LPn
Approved by :	Full Governing Body

Written statement of behaviour principles

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

1. Aims of the College Policy

At Shuttleworth College our Behaviour Policy will aim to create high standards of behaviour so that students are protected from disruption and can learn and thrive in a calm, safe, and supportive environment.

We will:

- 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. Heads of Year, 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 Head of Year and/or the SEND department.
- 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.
- Curriculum areas and Heads of Year work together to deal with behaviour issues inside the classroom. Where behaviour issues are limited to specific subject areas faulty behaviour leads work with their teams to appropriate measures in place. These may include: subject reports, parental meetings and reward incentives.
- Where behaviour issues run across subject and/or related to behaviours outside the classroom the Head of Year works with the key stage 3 and 4 Assistant Headteachers to put appropriate support and sanctions in place.
- 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 Heads of Year/ Senior Leadership for resolving after the initial problem has been dealt with.
- We will always expect the highest standards of behaviour from our students both inside and outside of school. A student's behaviour outside of school can be considered for grounds of suspension or permanent exclusion. The school will not hesitate to act where these standards are not met.
- 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); Behaviour in

schools: advice for teachers and school staff 2022; Suspensions and permanent exclusions from maintained schools, academics and pupil referral units and England including pupil movement – guidance 2022; Searching, Screening and confiscation July 2022; Use of reasonable force 2013.

- 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 reward 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 reflection room staff wherever relevant to support behaviour
- Use reflection room resources to promote positive 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 Policy
- 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 **Curriculum Core Principles** section of the **Teaching and Learning Guide** (pages 4&5) and an abridged version in the Staff Handbook.

All teaching staff are expected to follow common lesson procedures known as the Shuttleworth Way, they are as follows:

At the beginning of the lesson:

- Students should sit down in silence, as per the seating plan (all staff must have an accurate seating plan on Mint Class for all of their classes) and complete a Do It Now activity to recap prior learning.
- Teachers should take a register within the first 5 minutes of the lesson.
- All lessons will share the key question/lesson title and explicit learning intentions.
- All lessons will make direct reference to learning journeys for that particular unit of work.

As the lesson progresses:

- All lessons will see staff challenge students by questioning them (Cold Calling, Probing etc...) to elicit what they know and support them to be successful. We follow a No Hands Up Policy in college apart from to ask a question or where it is deemed appropriate by the class teacher/TA.
- All staff should use explaining and modelling techniques to 'set the standard' of learning expectations.
- All lessons will see staff and students engage with knowledge organisers.
- All staff should ensure that where purposeful, there are opportunities in lessons to develop student's literacy and oracy. This will include the explicit teaching of vocabulary.
- All staff should seek to encourage and praise positive behaviour by awarding reward points to deserving students in every lesson or meaningful interaction.
- All staff should be roving the classroom, checking understanding and supporting students.
- All staff are expected to consistently follow the colleges Universal Behaviour Principles and explicitly reinforce learning behaviours using the 4 W's.
- Students should only leave the room in exceptional circumstances e.g. if they have a toilet pass. If students need to leave the room for any other reason they must be accompanied by Walk.

At the end of the lesson:

- All lessons will end with a review of learning preferably against the set learning intentions.
- Ensure students stand behind their desks in silence and check uniform.
- Ensure that the room is tidy.
- Dismiss students one row at a time.

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;
- 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.

Our College Culture – The 4 Ws

- We work hard and are productive
- We are respectful
- We follow directions first time
- We are safe

6. Rewards

Students do respond positively to praise. Our Behaviour Policy is based firmly on positive reinforcement where students are rewarded for getting things right. We link our rewards directly to the Shuttleworth values both inside and outside of the classroom and they are an integral part of the college's spiritual, moral, social, and cultural agenda. We take every opportunity to celebrate student successes and do this...

Daily

Students can earn reward points in a variety of ways. They aren't just earned in the classroom, random acts of kindness, excellent home-learning, and 100% attendance. All staff allocate reward points throughout the week for things such as: Sustained engagement in learning, Excellent classwork, Good citizenship (manners, attitude, respect), Star student at break/lunch, being resilient, showing perseverance and having pride in their work.

Each day, the student with the most reward points from each year group will receive a text message home informing parents/carers that they are Shuttleworth Star of the Day. Each day, any member of staff can request a positive text message to be sent home. This can be issued for many different reasons at the teachers' discretion, but not limited to: excellent work, displaying school values or fantastic participation in lesson.

Weekly

Each week students will be updated on their total number of reward points during form time. They will also be encouraged to reflect up their achievements of the week and set goals for the week after.

Student successes are celebrated by:

- Their Head of Year relaying positive praise or 'shout – outs' they have received from teachers during the week
- Bronze, Silver and Gold certificates are awarded during assembly. These are again, celebrated and shared on our school Social Media (photo consent permitting)
- Each week, the form with the best attendance, will receive a form break time treat
- Our departmental social media pages are also updated weekly.

Half-termly

Each half-term we celebrate student successes further with subject certificates. There will also be a prize for the most reward points achieved that half term.

Termly

Each term students attend rewards assemblies, in which Mrs. England awards certificates and badges for academic achievement, commitment, and embodiment of the school values. Parents will receive details of their child's progress regarding reward points on their child's reports. This helps us to celebrate success both inside and outside of school.

Annually

Each year we celebrate student success with:

- Awards evenings for Years 7, 8, 9 and 10
- Leavers' activities, including a year book, for Year 11

7. Sanctions

C1 – Chance: Students have not met the expectations of the 4Ws and will be given a chance to make the right choice.

C2- Change: Students must change their behaviour to meet the college expectations. 30 minutes after school detention is issued.

C3 – Consequence: Students repeated choices have resulted in them having to face a consequence. Removal from lesson to a park room. 60 minutes after school detention is issued.

Reflection room

The reflection room is used as a first port of call for students that portray any of the following behaviours: racism/homophobic behaviour, derogatory language, sexual violence and harassment, verbal aggression, physical aggression, violent behaviour, defiant behaviour, bringing prohibited items into college, and significant disruption to learning 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 reflection room is an opportunity for

students to reflect on their behaviour and the chance for early intervention to be implemented to prevent reoccurrences of serious breaches of the behaviour policy. This response will always be our preferred action whenever possible.

Fixed Term Suspension

A suspension is where a student is temporarily removed from the school. Where the reflection room has already been used or an incident is more serious in nature we will resort to a fixed term suspension. During a fixed term suspension, students will be provided with work. If a student is suspended for longer than 5 days, then a 6th day provision will be offered. Examples of behaviours that will result in a fixed term suspension include:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Following a fixed term suspension, a meeting between the school, the student and the parent is arranged in which the incident that led to the suspension is discussed. Once a student returns from a suspension they will spend a minimum of two days in the reflection room.

If a student is suspended in the excess of fifteen days in any one term or is at risk of permanent exclusion then a Governors discipline Panel will be convened. A Governors discipline panel is made up of three governors.

Permanent Exclusion

- A permanent exclusion is when a student is no longer allowed to attend the school (unless the student is reinstated). The decision to exclude a student permanently taken:
- in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the students to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Breaches of the behaviour policy include racist/homophobic behaviour, sexual violence and harassment, derogative language, verbal aggression, physical aggression, violent behaviour, defiant behaviour, bringing prohibited items into college, significant disruption to learning or behaviour that puts the wellbeing, health and safety of others at risk. Any of these may result in a permanent exclusion if serious and/or persistent.

Students will be permanently excluded for the use of or threat of use of an offensive weapon* or other prohibited items which include: illegal drugs, Inhalants, fireworks, solvents and alcohol, stolen items pornographic materials.

*Knives, blades, pointed items, sharp items and guns (including replicas).

In addition, a student is highly likely to be permanently excluded for being in possession of any of the above items. The distinction is being drawn around possession to allow for cases where a student may have been coerced, blackmailed or threatened to carry of any above items.

Headteachers and staff they authorise have a statutory power to search students or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item (listed above). Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

If a student continually refuses to co-operate with a search, the member of staff should assess whether it is appropriate to use reasonable force to conduct a search. A member of staff can use such force as is reasonable to search for any prohibited items. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

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
- Attending Alternative Provision

The Head teacher may also discipline, including the use of permanent exclusion 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.

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 Head of Year with their line manager and the Assistant head teacher responsible for Behaviour, Miss L Pennington, is required in addition to the SIMS record.
- Any students causing concern will be raised at 'Panel'. Students will be identified as causing concern through the Behaviour weekly summaries. Head of Year 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 are expected to prioritise 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.
- All students are expected to follow the 4Ws of college culture and 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 suspension. If a child receives a Fixed term suspension 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 Assistant Headteacher, 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 (vapes & vape fluid), 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, alcohol (including being under the influence of illegal drugs, solvents and alcohol) any article that has been used or is likely to be used to commit an offence, child pornography, knives, blades, pointed items, 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. Bringing dangerous items into college will result in permanent exclusion.

11. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include: detention, reflection room, fixed term suspension and permanent exclusion.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Children and Family Wellbeing Service
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

12. Power to use reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

The following list is not exhaustive but provides some examples of situations where reasonable force might be used.

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Staff should be aware of the following definitions:

- (a) Physical Contact:** Situations in which proper physical contact occurs between staff and students, e.g. 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.

- 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.
- 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.
- 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.
- All incidents must be recorded on the college system after the incident. Miss L Pennington will in turn inform the Chair of Governors.
- 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.
- 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.

13. 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

14. Sexual violence and sexual harassment between children

The college adopts a preventative approach be constantly advising and promoting healthy and respectful relationships and behaviours. Any incident will be investigated and considered in context before sanction and support is planned.

Additional Content – Behaviour Protocols

Category	Protocol
Uniform	<p>Form Tutor & Head of Year – Check every morning during registration. Spare uniform is available from the Head of Year along with wipes and nail polish remover. Persistent issues that you are unable to resolve refer to Head of Year.</p> <p>A text message is sent home each time an item of uniform is borrowed. Subject staff noticing uniform & make up issues during the day should inform the Head of Year, send for walk staff to escort to Head of Year to borrow uniform if appropriate. Students not in uniform need to be in a park room until issue are resolved. Heads of Years staff to contact parents/carers regarding persistent borrowers of uniform.</p>
Late before and after 9am	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.
Late to lesson	Subject teacher enters an 'L' in register
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 head of year notified</p>
On Call/Consequence system	A student will be warned if their behaviour is poor by their name and a tick by it, a C1, being written on the board. A further problem will lead to the student's name being ticked again (C2). Another problem will lead to a third tick (C3) which will trigger an 'On Call' class removal. A member of walk will collect the student and remove them from the lesson; they will be placed in a park room.
2 on calls in a day	Remainder of that day or the following day in a park room and parents to be contacted for student to complete a 1-hour detention after school that day, further sanction may arise dependent on the situation.

Abbreviations used:

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