

TREVIGLAS COMMUNITY COLLEGE**BEHAVIOUR POLICY**

This Behaviour Policy complements the Teaching and Learning Policy for the college. In order for the support systems in place to work effectively, it is a prerequisite that all sessions should:

- be planned, structured and appropriately resourced
- be inclusive of all students and therefore with a regard for individual needs and learning styles
- include opportunities to acknowledge achievement, effort and progress, both informally and formally

and during unstructured times (for example, before the start of registration; between sessions; break and lunch times) the college systems and staff should:

- provide students with clear guidance about where they should be (for example during wet weather)
- supervise students according to the agreed duty rota
- respond to incidents concerning students in a consistent manner, ensuring that the Student Services, Heads of Houses (HoH), Leader of Learning (LoL) and other leaders are informed as appropriate
- include opportunities to acknowledge achievement, effort and progress, both formally and informally

The following behaviour expectations have been agreed across the whole college by governors, staff - teaching and non-teaching - and students through student council meetings at tutor, house group and whole college council levels.

This summary of expectations will be discussed at the beginning of each academic year within tutor groups, posted in each classroom and referred to by subject staff as appropriate:

(Key: SLT – Senior Leadership Team; HoH – Head of House; LoL –Leader of Learning; SS – Student Services)

TREVIGLAS COMMUNITY COLLEGE REWARDS**Aims of the rewards system within the Behaviour Policy:**

- To promote student achievement and motivation both academically and personally
- To encourage students to take responsibility for their own learning and progress
- To enhance target setting and action planning
- To develop skills related to time management, organisation, adaptability, dependability and resilience
- To encourage initiative in team building and leadership
- To carry out research and personal investigation into relevant, topical issues
- To encourage student involvement in extra curricular activities, teams, student forums
- To develop in students the ability to adapt to changing circumstances
- To prepare students for their academic and/or employment/training career
- To gain greater awareness of people and their rights and needs in our community

Students' contributions may be recognised by the Rewards System for:

- Academic or college or house-supporting effort
- Academic achievement/progress
- Attendance and punctuality to a high standard
- Effort, achievement or responsibility shown in extra curricular activities
- Service to the college and other students
- Development of personal qualities
- Positive Achievement Portfolios/Progress Files/Records of Participation
- Promoting life skills
- Promoting study skills
- Developing and strengthening community links
- Encouraging and strengthening Business and Enterprise links
- Strengthening environmental awareness
- Encouraging and developing international links
- Representing their House

The following guidelines for rewards have been agreed and staff will use them within levels as outlined below:

Level 1:

- Non-verbal praise – smile/nod
- Verbal congratulation/enthusiasm for student idea/success

Level 2:

- Positive entry on the data system to acknowledge: Treviglas House Points

Level 3:

- Letters of praise/commendation sent home as agreed within faculty/House teams/Learning Hub
- Recognition in tutor group/assembly or council forum
- Recognition as part of the termly report process

TREVIGLAS COMMUNITY COLLEGE SANCTIONS

Aims of the sanctions system within the Behaviour Policy:

- To enable all students to learn, as is their right
- To enable teachers to teach, as is their right
- To encourage students to take responsibility for their own learning and progress
- To encourage staff to promote a fair, consistent and clear approach to sanctioning young people
- To make clear to students the expectations at Treviglas and to find ways of supporting those who, for whatever reason, find these expectations a challenge
- To involve parent(s) as early as possible when incidents occur and re-occur
- To provide monitoring and audit opportunities for Leaders of Learning, Heads of House, and other senior staff in order to track behavioural patterns and seek solutions
- To contribute to target setting and action planning for individual students
- To structure a planned approach for those students who shows signs of becoming disengaged, disaffected (e.g. 'Gateway'; other pastoral support plans; Success Passports; outside agencies' involvement)
- To prepare students for their academic and/or employment career
- To gain greater awareness of people and their rights and needs in our local and wider community

The following guidelines for sanctions have been agreed and staff will use them within levels as outlined below:

Level 1- Chance: (Any of these can be used, as appropriate)

- Non-verbal warning – look
- Voice/tone/volume change

- Verbal warning (individual)
- Verbal warning (public)
- Use of whiteboard to clarify warnings
- Isolate student if possible
- Move student away from friends

Level 2 - Choice:

- Register concern in planner
- Break-time detention (Teacher)
- Lunch-time detention (Teacher/Faculty)

Level 3 – Consequence:

- Exclusion from session to colleague 'buddy' (**positive support system**)
- Faculty detention (as arranged by Faculty – this could be an after college detention)
- Inform Head of House or Tutor
- Exclusion from session by SLT or HoH (**positive support system**)
- Placing on report for closer monitoring
- Faculty and/or /HoH/SLT detention (this could be an after college detention)

Level 4 – Further Consequence:

- Short (fixed-term) exclusion from college
- Gateway intervention
- Permanent exclusion from college

***POSITIVE BEHAVIOUR SUPPORT SYSTEM FOR STAFF AND STUDENTS**

This system should:

- provide a support system for staff and students in classrooms
- ensure students are dealt with immediately and that this is followed up with clearly understood procedures
- enable the monitoring, evaluation and recording of incidents of unacceptable behaviour, which triggers support for staff, the student concerned and other students within the group who might otherwise be affected

The first pre-requisite for this system is the understanding that NO STUDENT should ever be placed outside the door of a classroom.

If a student is unprepared for a session **either** by not having the correct equipment, homework not done, **or** if in the session the student is disruptive or unwilling to settle down, then in the **FIRST INSTANCE** the subject teacher should attempt to deal with the problem, using the professional skills and knowledge at his/her disposal. **See level 1**

However, there are times when this is no longer appropriate and if this is the case, in most incidences, a yellow slip should be issued and the **"Buddy system"*** initiated so that there is a minimum of disruption and a maximum opportunity to help all students (and staff) to continue 'on task'. **See level 2**

If the buddy system is unsuccessful or if a more serious incident occurs which the Leader of Learning is unable to deal with, or if a "cooling off" period is required then the LOL will call for SLT on-call and SLT will decide whether to reintegrate the student into a classroom based session or take the student with them

All exclusions from a session, whether a 'buddy' referral (level 2) or an exclusion from a session will be discussed by the subject teacher with the Leader of Learning or SLT. At each faculty meeting an overall view of these exclusions will be discussed so that strategies can be formulated and shared between colleagues.

There are two slips for referrals of students:-

YELLOW SLIP	: used within the faculty by a member of staff – these should be completed in full by the teacher and/or Leader of Learning and sent to ECM team within 24 hours .
RED SLIP	: used by SLT or HoH after faculty intervention and strategies have been employed*

*except, of course, when the incident has involved physical assault (e.g. a fight) or abusive behaviour towards a member of staff and where the students involved need to be logged through the accident book and/or parents informed immediately by HoH or SLT.

The success of this system depends on the integrity and consistency of subject teachers in their judgement and treatment of students and the positive involvement of LoL, HoH and SLT in their roles as managers.

Internal exclusion

The following procedures will apply for internal exclusions. This is a very serious sanction and **precedes a formal fixed term or permanent exclusion** in most cases.

- Only a member of SLT or HoH may issue an Internal Exclusion
- Internal exclusion will take place in a designated area as decided by SLT for a whole day. Parents will be informed by telephone/letter and the reasons for, and details, of the exclusion will be discussed fully
- Work will be provided by subject teachers for the sessions that day, and independent study should also be set
- The arrangements for the day will ensure that each student takes break and lunchtime at a time separate to the main student body and supervised at all times. SLT or HoH will arrange supervision of the detention at the end of the college day
- It is very likely that a student who has been internally excluded will be placed on a plan with targets for behaviour or that a Gateway referral be made (internal pastoral support programme) or that a Pastoral Support Plan (involving external agencies) will be set up. Staff who teach such a student will be informed and will need to implement recommendations into the teaching strategies for that student

Short (Fixed Term) Exclusion

The following procedures will apply for short fixed term exclusions. This is a very serious sanction.

- Only the Headteacher or, in case of absence, and as delegated, the Deputy Headteachers, can issue a fixed term exclusion
- A fixed term exclusion can only be a maximum of five college days. This term can be increased if the exclusion is so serious as to warrant an immediate managed move to another school, the Short Stay School, while other provision is being determined or a permanent exclusion
- Work will be provided to be completed at home, by the Every Child Matters Manager
- A return from exclusion meeting will be convened and it is likely that a Gateway referral be made (internal pastoral support programme) or that a Pastoral Support Plan (involving external agencies) will be set up

- All students returning from exclusion will spend a period of time, agreed at the return from exclusion meeting, in break and lunch time supervision

Permanent Exclusion

In rare circumstances the decision might be taken to permanently exclude a student. This will need to be done when all other options have been explored. Reasons for permanent exclusion include actions which endanger other students or staff. The college will always follow statutory procedures laid down for such exclusions and will ensure that contact with appropriate agencies is made as early as possible in support of the student.

Police

There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to inform the police of an exclusion (fixed term or permanent). These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The Headteacher will consider whether or not to inform the police where such an offence has taken place. The local Police Youth Intervention Officer will be informed.

The Headteacher will also consider whether or not to inform other agencies, e.g. the Youth Offending Service, social workers etc.

Education Welfare Officer

The Education Welfare Officer for Cornwall Council will be notified of all exclusions (fixed term or permanent) by the Headteacher. The Education Welfare Service works with the college to support attendance in college. The college has access to a reintegration lead to support with information and advice in relation to college exclusion and reintegration.

Chair of Governors

The Chair of Governors will be notified of all exclusions (fixed term or permanent) by the Headteacher.

Parents/carers have the right to make representations about the decision to exclude to the Governing Body. If a parent/carer wishes to make representations then they are asked to contact Mrs A Datlen, Clerk to the Governors. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations that parents/carers make and may place a copy of their findings on the child's school record.

Detentions

Treviglas detention procedures seek to be in line with government advice. The key points to note are:

- Colleges are entitled to give detentions which take place within the college day e.g. break and/or lunchtime, but students must be given an opportunity to eat, drink and visit the toilet. Therefore, at Treviglas a break time detention must release the student with time to visit the toilet before the next session
- A lunchtime detention must take place for 10 minutes only so that students, and staff, may use the dining facilities etc.
- An after college detention must be arranged with a minimum of 24 hours notice given to parents and confirmed in writing. All letters going out to parents will be in the house style (century gothic; no handwritten entries) and produced by the Administrative Support Team

- Staff may organise after college hours detentions, ensuring LoL/HoH or SLT are informed. It is imperative that communication channels are effective so that persistent misbehaviour etc. can be responded to in the ways outlined above. HoH will organise the monitoring system for incidences of detentions after hours, and LOL must support this process

Code of Practice

All staff need to be aware of students who are on the college Record of Need, in particular those who are in receipt of an Educational, Health and Care plan (EHCP), and employ rewards and sanctions accordingly. It is never acceptable at Treviglas to sanction a student in a way which goes against the EHCP, Success Passport or pastoral support plan. It is therefore imperative that all staff ensure familiarity with the Record of Need and the students mentioned therein.

To feedback to staff

- No whole class detentions
- No student should be stood outside a classroom door
- Students should not be buddied out immediately (Level 1 should be used first)
- Students should be congratulated whenever possible