

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 lessons 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

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 their expectations and the consequences that will occur if they are not met or are exceeded.

The following behaviour expectations have been agreed across the whole college by governors and staff - teaching and non-teaching. This summary of expectations will be discussed with staff in the first INSET day and with students in assemblies held by the Headteacher at the beginning of each academic year.

In the classroom students will:

- listen when others are talking
- not disturb their classmates
- respect and treat classmates kindly
- not create unnecessary noise

TREVIGLAS COMMUNITY COLLEGE REWARDS

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

Aim of the sanctions system within the Behaviour Policy: To enable all students to learn, as is their right

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

BEHAVIOUR GUIDANCE

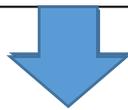
In the classroom students will:

- listen when others are talking
- not disturb their classmates
- respect and treat classmates kindly
- not create unnecessary noise

Students can receive up to three warnings to give them three opportunities to think about the behaviour they are choosing and to make the choice to change it. If they do not do this then the following procedures should be followed:

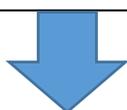
Yellow slip given and sent to buddy room to give the student an opportunity to think about the choices they will make in the future:

- Student returns slip to class teacher at the end of the session
- Teacher must take slip to reception
- Team in reception to log instantly
- Teacher and Leader of Learning to agree and carry out a sanction



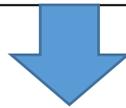
3 Yellow Slips in a half term for a student will result in:

- A letter sent home informing parents/carers
- One day spent by the student in the Independent Study Room to catch up on work missed
- Meeting arranged by Leader of Learning with parents/carers if all three incidents have occurred in one subject area. Meeting arranged by Head of House if not
- Head of House or leader of Learning report to be put in place



Leader of Learning (or Head of House) request for SLT support

- Instant contact with parents/carers made by member of SLT, followed up by Leader of Learning if in a subject area or Head of House if not
- Leader of Learning (or Head of House) report implemented
- Member of SLT and Leader of Learning (or Head of House) to meet to establish appropriate sanction
- Possible fixed term exclusion



If poor attitude to learning continues as evidenced by three or more SLT on calls in a half term period:

Stage 1 Exclusion

- Key Worker assigned from SLT
- Parental Meeting
- SLT Key worker report signed and checked each session
- Regular updates to parents/carers

Stage 2 Exclusion

- Key worker from SLT to examine data to support Stage 2 update
- Parental Meeting
- SLT Key worker report signed and checked each session
- Daily update to parents/carers
- Flexible package
- Involvement of outside agencies
- Fixed term exclusion

Stage 3 Exclusion

- Key worker from SLT to examine data to support Stage 3 update
- Managed Move or
- Time spent with an alternative provider of education or
- Permanent Exclusion

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 and Assistant 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 and, if appropriate, 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 will be notified of all exclusions (fixed term or permanent) by the Headteacher. The Education Welfare Officer works within 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:

- Schools 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

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.