



BEHAVIOUR FOR LEARNING POLICY

Date: Re-written March 2018

Reviewed: March 2018

Review Schedule: 3 years (previously 2 years)

Next Review Date: Spring 2020

Responsibility: Full Board with delegated responsibility to C, L & T

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Contents

Governors' Statement

1. The College's mission and aims of the policy
2. Behaviour for learning
3. Behaviour around the College
4. Behaviour support
5. Behaviour away from the Clyst Vale site
6. Behaviour on transport to and from the College
7. Staff protocols for contacting parents
8. Anti-bullying policy statement
9. Exclusions
10. Monitoring and review cycle

GOVERNORS' STATEMENT

The purpose of this statement is to give guidance to the Principal in drawing up the Behaviour Policy by stating the principles which Governors expect to be followed. It has been updated to include the new statutory behaviour and discipline powers (2006), and recent DFE advice "Behaviour and Discipline in Schools-January 2017" The new Education and Inspections Act tackles a growing culture of 'you can't tell me to do that' amongst children and parents, and gives schools clear guidance on their rights and responsibilities to discipline their students.

The purpose of the policy is to fulfill the Board of Governors' duty of care to students and employees; to promote high standards of achievement and attainment, and to preserve the reputation of the College as a community where students are safe and healthy, can enjoy and achieve, make positive contributions to society and are prepared for the future.

The Principal will use his discretion to ensure that appropriate sanctions and support are in place to demonstrate that poor behaviour is not acceptable and to enable students who misbehave to reflect on their behaviour and to make better choices in the future.

Aspirations

Clyst Vale Community College's prime purpose is to offer the highest possible standards of learning. This requires a calm, purposeful and co-operative atmosphere. We pride ourselves on our friendly, caring and supportive ethos. We aspire to encourage students to learn independently, and to respect the rights of others to do so unimpeded by less than acceptable behaviour. Teachers must be allowed to teach, and students to learn. We also aim to promote a sense of social responsibility and to ensure the welfare and safety of all students and staff in the college. We invite parents to work with us to meet these ends. Self-discipline is promoted through the tutorial programme, assemblies and pastoral support.

Ideally, the management of unacceptable behaviour should allow students to reflect on their actions and consequences. We expect the Principal and colleagues to address any unacceptable behaviour:

- For the sake of the student, whose future will not be well served by the implicit condoning of anti-social behaviour.
- For the interests and welfare of other members of the College community.

1.0 PRINCIPLES

1.1 The College Mission

- 1.1.1 To raise standards of achievement through improvement to teaching and learning.
- 1.1.2 To provide extensive opportunities for all members of the College and wider community to participate and succeed.
- 1.1.3 To prepare members of the College community for life, and for the next stage of their lives.
- 1.1.4 To use current and future technologies to the maximum effect for the whole community.
- 1.1.5 The College's mission is based on an underlying commitment to inclusive education and the safeguarding of all members of the community, regardless of how different or challenging individuals may be.

1.2 Aims of Behaviour for Learning Policy

- 1.2.1 To enable learning to take place without disruption.
- 1.2.2 To encourage a calm, purposeful, safe, happy and positive atmosphere within the College.
- 1.2.3 To encourage a caring environment where achievements at all levels are valued, all are able to learn, and the few don't disrupt the majority.
- 1.2.4 To encourage independence and self-regulation in order to enable each student to take responsibility for their own behaviour.
- 1.2.5 To encourage a consistent approach to Behaviour for Learning amongst all member of staff, students and parents.
- 1.2.6 CVCC can only be a successful College if the community is well ordered and student behaviour is of the highest standard. All teachers and support staff working at Clyst Vale have a responsibility to maintain high standards of behaviour and have an important role in providing the high quality education that motivates students and allows them to achieve this potential.
- 1.2.7 Essential to maintaining high standards is the building of positive relationships with parents. Early and proactive contact by planner, email or phone, or a meeting where there are concerns can, in most instances, prevent problems in the future.
- 1.2.8 Parents are encouraged to sign the 'Home/College Agreement'. Non signing does not exempt students from College sanctions. There is a no longer a statutory obligation for home school agreements to be in place following the Deregulation Act 2015.

2.0 BEHAVIOUR FOR LEARNING

2.1 Introduction

Statutory powers give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. This power is granted to all members of staff, extends to volunteers in College and where practicable, to staff disciplining our students outside College. Individual teachers are responsible for the students in their care. Effective teaching and learning minimizes poor behaviour, and the essential ingredient of good behaviour is the creation of positive relationships within the classroom.

2.2 Rewards

- 2.2.1 Common sense and experience suggest that praise and encouragement are more effective than sanctions in maintaining good behaviour and creating effective learners. The College has a comprehensive rewards system.
- 2.2.2 Verbal/personal praise is very effective on an individual basis and/or in assemblies. Positive comments in books and planners are a useful way to praise students.
- 2.2.3 Formal rewards: Praise points. There is a formal system of reward on SIMS for all students. Points are collated by the AtHoS who facilitates the appropriate reward, appendix 1. Revised SIMS Tariffs 2017
- 2.2.4 Subject commendations. Where appropriate individual subjects may wish to give subject specific rewards. This is recorded on SIMS, collated and actioned by the AtHoS.
- 2.2.5 Each year group from 7-11 has a formal celebration of achievement. Students are rewarded with certificates and trophies for academic and social achievements.
- 2.2.6 Student work and activities/clubs are prominently displayed in classrooms and around the College.
- 2.2.7 Press releases are sent to the local press, who are invited to College where there are exceptional examples of student achievement. Displays can be seen in Reception and in the Principal's office.
- 2.2.8 Whilst a formal activities week does not currently operate, there are year trips/activities that are arranged for the end of the summer term.
- 2.2.9 Staff nominate student of the week (names are published on weekly newsletter).
- 2.2.10 Tutors nominate 'unsung heroes' from their groups for a yearly celebration of those who always try their hardest, but do not always win the prizes.
- 2.2.11 Commendations in parents' newsletter and student bulletin.
- 2.2.12 Principal's commendations
- 2.2.13 Governors' commendations

2.3 Behaviour for Learning in the Classroom

- 2.3.1 Lessons should be varied, differentiated, have clear objectives and have progress at their heart. This will ensure that students are alert, engaged and able. They will know what success looks like and be able to demonstrate good learning habits.
- 2.3.2 Teachers should make clear what their expectations are, treat the students with respect, fairness, and never make personal comments.
- 2.3.3 Student behaviour may be criticised but not the student.
- 2.3.4 Staff should ensure that students are familiar with the College Code of Purposeful, Co-operative and Independent. This will be introduced by year 7 Tutors, and regularly reinforced by all College staff.
- 2.3.5 All teachers are aware of the SEND register and the Pen Portraits of students with SEND, and plan their lessons accordingly.
- 2.3.6 The physical layout of the classroom should be attractive and conducive to learning and should display student work.
- 2.3.7 Praise and rewards should be used more than sanctions.
- 2.3.8 Teachers decide where students sit and implement a seating plan for each class.
- 2.3.9 Books and other teaching materials (including planners) are treated with respect and not defaced. Teachers should be vigilant in monitoring this.
- 2.3.10 Teachers will ensure that students enter classrooms in a sensible manner, remove outer garments, do not chew, and have mobile phones, iPods and other electronic devices switched off and in their bags or pockets.
- 2.3.11 Teachers will ensure that students listen respectfully when the teacher is giving instructions; this is essential for good classroom management.
- 2.3.12 Teachers will not set whole class punishments.
- 2.3.13 Inevitably, there will be instances of poor behaviour. Appropriate sanctions and referral routes through for all staff are set out clearly in the Behaviour for Learning Choice and Consequences document (see Appendix 2). In the first instance, behaviour is the responsibility of the classroom teacher. If the incident is serious and requires immediate support, a member of SLT can be contacted by phoning 223 or sending a 'runner' to reception (see 2.7). Staff use of SIMS to record positive and negative behaviour will enable early intervention by Teachers, Tutors, Heads of Subject or Heads of School in cases of persistent poor behaviour.

- 2.4. Behaviour Management: SIMS Points
We aim to improve behaviour and reduce low level disruption to learning. We believe that early intervention and regular contact with parents based on a robust Behaviour for Learning system will contribute significantly to this. This will be based around 'trigger points' linked to behaviour points totals(Appendix 3). More serious incidents may short-cut this system and lead to a fixed-term or permanent exclusion, even if it is a one-off event.
- 2.5 Detentions (see 6.0 Staff Protocols for Contacting Parents)
- 2.5.1 Detentions will be used as a sanction at a number of different levels; Teacher detention, Subject Leader detention, College detention, or After College detention depending on the seriousness or persistence of the offence (see Behaviour for Learning Choice and Consequence document).
- 2.5.2 The College will usually give 24 hours' notice via Schoolcomms if a student is to be in an 'After College Detention'. This will be by letter, email and/or phone call. However the College reserves the right to set an After College detention without notice if circumstances warrant it. This would always need to be agreed by a Head of School or member of the Senior Leadership Team.
- 2.5.3 Students may be instructed to attend a lunchtime College detention if they refuse to co-operate or fail to adhere to the College expectations; no agreement from parents/carers need be sought. An after College detention would follow if the student fails to behave appropriately in the lunch time detention.
- 2.6 Seclusion/Isolation
- 2.6.1 The College operates an isolation room in which disruptive pupils are placed for reasons outlined below.
- Pupil is removed from a lesson by a member of SLT
 - A serious incident has occurred and the pupil is placed in the isolation room whilst it is being investigated.
 - The pupil has been internally isolated for a fixed period of time (usually 1 day) following a serious incident
 - The student has a College detention (lunch time only)
- 2.7 Report Cards
- 2.7.1 Students who persistently fail to meet expectations in a particular subject area will be placed on subject report by their subject teachers. This report card is monitored by the Subject Leader, Form Tutor and parents. The aim is to help the student re-focus on their behaviour, for a fixed period, with a view to improving it. Staff are

asked to be positive wherever possible to raise self-esteem.

- 2.7.2 In accordance with the Behaviour For Learning Choice and Consequence document, the Head of School and Tutor will respond to requests from a range of subjects for help with a student by putting the student on 'green report'. Monitored by the Tutor, this report enables students to get back on track by gaining positive results in all subjects. Parents will always be informed when their child is on report. Targets will be set and parents asked to counter-sign the report card. The student on report should always present the card to the classroom teacher at the beginning of the lesson.
- 2.7.3 When students are causing concern in a number of subjects and tutor/green report has not been successful, the student will then be placed on orange/Head of School report. The Head of School will collate incidents. A decision will then be taken as to the most appropriate action (eg continue on report, parental interview, referral to Additional Support.)
- 2.7.4 A student is placed on Red Report to Deputy Principal or Vice Principal, if they continue to cause concern, or if they have returned from a fixed term exclusion.
- 2.7.5 Poor behaviour outside the classroom, in breaks, lunchtimes, etc should be referred to the Tutor or Head of School, depending on the severity of the incident, but dealt with initially by the teacher encountering the incident.
- 2.7.6 Redemption of Points - whilst on "green report " for the first time a student may redeem behaviour points up to a maximum of 1/day for the duration of the report, usually 2 weeks maximum. A point will be redeemed for each day that the student obtains "good" for all parts of the day. Redemption on subsequent reports will be at the discretion of the HOS/SLT

2.8 Senior Staff 'On Call'

- 2.8.1 Where there is a serious incident of poor behaviour, particularly where there are issues of health and safety or where the offence is excludable, the College operates an SLT 'on call' system. Reception 223, should be called or a reliable student in the class should be sent, preferably with a note, to reception to ask for a member of SLT on call'. It is imperative that a member of SLT is informed of any serious incident before 3.20 pm on the day of occurrence.

2.9 Use of reasonable force

- 2.9.1 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 pupils. 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.

2.9.2 All members of College staff have a legal power to use 'reasonable force'. This power applies to any member of staff at the College. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a College organized visit.

2.9.3 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder eg

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

2.9.4 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. It is important that any member of staff using restraint fills in an incident slip, held in the Serious Incident Book in Reception. All such serious incidents must be reported as soon as possible after the event. Statements will be taken from students, staff and witnesses. It is recommended that all staff try where possible to get help before intervening in a dangerous situation. If that is impossible, then the rule is to use the minimum amount of force necessary to defuse the situation.

2.10 Searching, Screening and Confiscation

On occasion it may be necessary to screen for, search for, or confiscate items that are prohibited.

2.10.1 School staff can search a pupil for any item if the pupil agrees.

2.10.2 Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 pupil).

2.10.3 The above also applies to banned items, which may vary from time to time. By way of illustration, cans of energy drink are a banned item; individual students may be subject to a phone or smartphone ban. The College follows the DFE guidance “Searching, screening and confiscation Advice for headteachers, school staff and governing bodies” Feb 2014 when any searches are carried out.(Appendix 1). In line with this guidance confiscated items may be returned to an appropriate adult, destroyed or passed to the police. Any student bringing prohibited items to school may face a fixed term or permanent exclusion as a result of their action.

2.11 Attendance

The College recognises the link between attendance and attainment and staff work hard to keep attendance high. We aim to maintain whole college attendance between 94 and 95% , (above national figures). All students are registered twice a day and at the start of all lessons. This enables us to track absence quickly, and monitor individual students’ attendance. The Assistants to the Heads of School support attendance with first day calling and have established close links with the Education Welfare Service. (See Attendance Policy for further details).

3.0 BEHAVIOUR AROUND THE COLLEGE

3.1 We expect that all students and staff are respectful of each other, and the college environment To ensure this and safety at all times it is essential that students movement and behaviour around the College reflects this. We expect all members of the College community to:

- Not run around the site, particularly inside buildings.
- Not shout or behave in an antisocial manner.
- Keep to the left on stairways
- Place bags and other equipment in designated areas so as not to cause obstruction.

- Hold doors open, particularly for visitors, other adults, teachers and students with disabilities
 - Treat the environment with care, not defacing or damaging College property and putting all litter in the bins provided.
 - Realise that certain games on the field or playground could result in injury and should be avoided.
 - Know that car parks are out of bounds.
 - Not play music aloud (head phones are permitted)
 - The College is a non-smoking or vaping site. Any student found smoking or vaping will have their smoking materials confiscated and destroyed. They will be banned from the area for up to ½ a term and receive a College detention
- 3.2 Misbehaviour around the College should be reported via Sims to the Tutor or Head of School, depending on the level of seriousness. A minor misdemeanor should be handled by the teacher encountering it.
- 3.3 Students are encouraged to look after the College environment, behave well and support one another, reporting poor behaviour to teachers.

4.0. BEHAVIOUR SUPPORT

- 4.1 Some students will continue to challenge the structures and procedures set up within the College to manage behaviour. The College's management structure aims to provide clear referral routes when strategies are seemingly having little effect. External agencies can also lend support as appropriate.
- 4.2 The Deputy Principal (Pastoral) has oversight of student welfare, the pastoral system, including the Heads of Schools and Additional Support.
- 4.3 The Additional Support Team (SENCo, Head of Hearing Support and Skills Room Manager) work closely with the Heads of School, in managing behaviour which relates specifically, but not exclusively to learning.
- 4.4 The Additional Support Team focuses on students for whom alternative strategies eg modified curriculum, work experience, etc are deemed appropriate. Referral is through Heads of School and SAIF.
- 4.5 The College Counsellors and School Nurse are available for consultation where there are barriers to students' learning because of a range of issues.
- 4.6 The engagement of external agencies provides a key role in the support systems where learning and behaviour issues are perceived as serious.
- 4.7 Connexions provides counseling and careers advice for all students, especially those who find the curriculum at KS4 too demanding or inappropriate.

- 4.8 The College may use various alternative providers such as CHANCES, 1-2-1 Mentors or Schools Company where all other strategies have been unsuccessful.

5.0 BEHAVIOUR AWAY FROM THE CLYST VALE SITE

- 5.1 For most of the time when a student is not in College, responsibility for his/her behaviour rests with the parent or carer. Therefore, behaviour which would involve the College will tend to be more extreme or serious.
- 5.2 Clyst Vale's expectations, rules and policies extend to cover certain activities away from the College site. The following is an illustrative but not exhaustive list of circumstances where this might apply:
- The student is on a College-organised trip or activity (whether in uniform or not)
 - The student is on the journey to or from the College (see section 6, below)
 - The cause of the behaviour is clearly linked to the College or a member of the College; for example, this may include bullying
 - The student's behaviour brings the College into disrepute
 - The consequences of the student's behaviour is likely to have a serious impact in College, particularly if it jeopardises the safety or welfare of others
- 5.3 Clyst Vale staff may discipline students outside the College grounds subject to 5.2, above. Staff should exercise professional discretion in deciding on an intervention off the College site, always putting their safety and the safety of others first.
- 5.4 The full range of sanctions applies to students' behaviour off-site, including exclusion.

6. BEHAVIOUR ON COLLEGE TRANSPORT, TRAVELLING TO AND FROM CLYST VALE COMMUNITY COLLEGE

- 6.1 Students should be aware that they are representing their parents and the College when they travel to and from Clyst Vale. Therefore, their behaviour should be in line with what is expected within the College.
- 6.2 Any infringements of the College disciplinary code of behaviour whilst travelling will be dealt with in the same way as infringements within College grounds and buildings. This may include detentions, parents invited in, a ban from transport, or the involvement of outside agencies.
- 6.3 If a student's bus pass is withdrawn, parents become responsible for their child's transport to and from College.
- 6.4 All staff may discipline students outside the College grounds whether or not they are in uniform, on their way to and from College or on trips and visits related to the College curriculum. Staff should use professional judgment in deciding the nature of

- an intervention off the College site, always putting their own safety and that of other people first.
- 6.5 Students travelling on bicycles or motorbikes must have written permission from home, confirming that the cycle is in good working order. Under no circumstances should cycles be ridden on the College site. Parking should be in the designated places.
 - 6.6 Students in years 7-11 wishing to catch a bus at a public bus stop, rather than in the College grounds must have permission letter signed and returned to the College before they are allowed to do so. (Letters available from AtHoS.)
 - 6.7 Students requiring a lunch pass need to see the AtHoS in the Student Services Office. This privilege is only granted to students who live in Broadclyst who can walk home and return easily.
 - 6.8 Students should board buses in a sensible manner. No bus should be boarded unless it is safely parked in the bus park.
 - 6.9 Staff will monitor the loading of buses and indicate when they can leave. The Head of School and SLT member in charge of duty will remain behind and supervise students if a bus is late.
 - 6.10 The College works closely with the bus contractors and Devon LA to maintain high standards of behaviour.
 - 6.11 Where appropriate, the senior member of staff responsible for buses should be involved if problems or disputes with bus drivers or companies escalate.

7. STAFF PROTOCOLS FOR CONTACTING PARENTS

- 7.1 To avoid duplication and the potential for misunderstandings, please follow the protocols set out below.
- 7.2 There are many occasions when a phone call or letter/email home from a member of staff is appropriate. The Behaviour for Learning Choice and Consequence, and Pastoral Interventions documents clearly outlines when and who should do this for behavioural issues.
- 7.3 Teachers must show/discuss their letters/emails or potential phone call with their Subject Leaders or HoS before they are made/written. It is the teacher's responsibility to keep notes of any phone calls/emails.
- 7.4 Proactive and early contact with parents is encouraged for positive and negative reasons. Staff should always keep notes and log any contact with home.

.8. ANTI-BULLYING

8.1 Introduction

- 8.1.1 We aim to create an environment where every member of the College community is respected and valued.
- 8.1.2 Bullying is – any sustained action intended to hurt another person either physically, mentally or emotionally.

8.2 Students should

- Show respect to every person in the College and avoid saying or doing anything which will hurt others.
- Report all incidents of bullying.
- Take every opportunity to show that they are against bullying and not follow the crowd or turn a 'blind eye'.
- Support College initiatives against bullying.
- Offer support to anyone they see being bullied.
- Advise the College about ideas which they think will help stop bullying.

8.3 Staff will:

- Show by example that they are committed to stopping bullying in the College.
- Create an atmosphere of trust and respect where students feel their concerns are taken seriously.
- Listen to complaints and concerns about bullying and take appropriate action, ensuring relevant staff are informed (eg HoS), and that the complaint or concern is thoroughly investigated.
- Make sure that those who are being bullied are informed about what action has been taken.
- Make sure that visitors to the College are aware of the Anti-bullying policy and procedures for dealing with bullying.

8.4 Parents should

- Expect the College to take bullying seriously
- Support the College in its policy against bullying, by discussing it with their child.
- Encourage their child to follow the College 'Code of Conduct'.
- Inform the College if their child is being bullied.
- Support the College in its actions against those who bully.
- Feel free to contact the College if they have a concern about bullying.

9. EXCLUSIONS

9.1 Clyst Vale Community College will conform to the latest DfE Guidance on Exclusion.

9.2 "Exclusion" means both fixed-term and permanent exclusion.

9.3 Only the Principal can exclude a student, and this can only be on disciplinary grounds.

9.3.1 The decision to make a fixed term exclusion of five days or fewer is delegated to the Vice Principal who is deemed Acting Principal if the Principal is temporarily absent from College, and only if the Principal cannot be contacted; and to a Deputy Principal if both Principal and Vice Principal are absent and cannot be contacted. For a longer fixed-term or permanent exclusion the

decision remains with the Principal (or Acting Principal).

- 9.4 A decision to exclude a student permanently should only be taken:
- In response to a “one-off” serious breach OR persistent breaches of the College’s Behaviour Policy
 - AND where allowing the student to remain in College would seriously harm the education OR welfare of the student or others in the College, including other students and/or members of staff
- 9.5 Reasons for Exclusion. The College will employ the” National Standard List of Reasons for Exclusion”. In summary, there are twelve categories for exclusion which provide a useful definition of the behaviours deemed to be serious breaches of the Behaviour Policy and likely to form the basis of an exclusion.
- Physical assault against pupil
 - Physical assault against adult
 - Verbal abuse/threatening behaviour against a pupil
 - Verbal abuse/threatening behaviour against an adult
 - Bullying
 - Racist Abuse
 - Sexual Misconduct
 - Drug & Alcohol Related
 - Damage
 - Theft
 - Persistent Disruptive
 - Other (to be used sparingly)

10. MONITORING AND REVIEW CYCLE

This policy will be monitored through HoS and SLT meetings by the Deputy Principal (Pastoral). It will be updated where necessary according to changes to the law, or to College procedures.

The Behaviour Policy should be formally reviewed every 3 years.

Next review date 2020.

APPENDIX 1

Pastoral Intervention @Behaviour Trigger Points

10	20	30	40
<ul style="list-style-type: none"> • Meeting with Tutor • Phone/email home • Simple targets set to modify behaviour • GREEN REPORT 	<ul style="list-style-type: none"> • Meeting with Tutor and HOS • Letter of concern home from HOS • Round Robin • Referral to Additional support if appropriate • AMBER REPORT 	<ul style="list-style-type: none"> • Letter home requesting meeting with parent/carer (HOS +Tutor) • Intervention plan produced • After School detention • Referral to Additional support if appropriate • AMBER REPORT 	<ul style="list-style-type: none"> • Second meeting with parent/carer (SLT involved if appropriate) • Pastoral Support Plan (PSP) initiated and published to all appropriate staff • Teacher Team Around Child (TAC) held • Key Worker assigned • External Agencies involved if appropriate • Student flagged at Behaviour and Attendance panel (SHACKE) • RED REPORT

APPENDIX 2

Teacher Strategy to Modify Behaviour	Student Actions	SIMS	Action taken to resolve incident	Action taken if failure to respond
Quality First Teaching. Range of strategies used to engage learning. (see guidance notes)	Positive response from all no Intervention needed			
Verbal Warning	Student responds positively	1	<ul style="list-style-type: none"> • Student spoken to and makes positive choice. • Recorded by class teacher on SIMS 	
Move in Class	Student moves and engages positively for the rest of the lesson	2	<ul style="list-style-type: none"> • Student spoken to and clear advice given as to expectations for the rest of lesson. • Recorded by class teacher on SIMS. 	
Sent Out of Class (Max 5 mins)	Student responds positively to teacher and is allowed back in to lesson. Student engages with rest of lesson	3	<ul style="list-style-type: none"> • Student spoken to at the end of lesson • Detention set (max 10 mins) on same day where possible • Detention recorded in planner • Teacher phone/email home • Recorded by class teacher on SIMS 	<ul style="list-style-type: none"> • Failure to attend detention results in HOD detention • Phone/email home HOD • HOD records on SIMS (4)

Parked within Dept	Students continued poor choices results in exemption from lesson. Student engages when "parked"	4	<ul style="list-style-type: none"> • HOD+ class teacher speak with student • HOD detention set and recorded in planner (max 30 mins) • HOD phone/email home • Tutor made aware • Subject report if applicable • Recorded by HOD on SIMS 	<ul style="list-style-type: none"> • Failure to attend results in college detention • HOS phone/email home • Recorded on SIMS by HOD (5)
Continued refusal to cooperate SLT called	Student isolated by SLT for remainder of lesson. Student engages with member of SLT	5	<ul style="list-style-type: none"> • SLT speaks with student • College detention set • SLT phone/email home • SLT facilitates restorative meeting with student and appropriate teachers before next lesson. • SLT records on SIMS 	<ul style="list-style-type: none"> • Failure to attend college detention results in after college detention • Parents/carers invited for a meeting • SLT records on SIMS
Serious Incident Immediate removal by SLT	Student isolated Incident investigated by SLT/HOS	5 min FTE max	Incident dependent. Actions as above unless exclusion necessary	

Reference Documents

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

APPENDIX 3. GOVERNORS' DISCIPLINE STATEMENT (FORMERLY A SEPARATE POLICY DOCUMENT).

Governors' Discipline Statement

Aspirations

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Self-discipline is promoted, through the tutorial programme, assemblies and pastoral support.

Ideally, the management of unacceptable behaviour should allow students to reflect on their actions and consequences. We expect the Principal and colleagues to address any unacceptable behaviour:

- For the sake of the student, whose future will not be well served by condoning anti-social behaviour, even implicitly;
- For the education, interests and welfare of other members of the College community.

Praise, Support and Sanctions

We believe that praise, support and sanctions are all relevant in ensuring good discipline within the College.

Praise, through verbal and written comment, commendations, Principal's letters, Praise points and certificates.

Support, from tutors, Heads of School, the Additional Support Department, Skills Room, the Intervention Team, Vice and Deputy Principals, mentors and the report system. For some students, support from a variety of specialist external agencies and/ or alternative or modified curriculum provision.

Sanctions, to ensure the smooth running of the College, and to allow effective teaching and learning. In most cases, unacceptable behaviour will be corrected informally by teachers or tutors, but repeated or extreme misbehaviour will be met by a range of sanctions:

Consequence points - entered on Sims.net. Teachers follow the Class Code of Conduct and enter points for specific infringements. A system operated by School Heads then follows.

Breaktime or lunchtime detention – operated by individual teachers, Heads of Subject or Heads of School, taking into account the student's situation and allowing time for a natural break (and eating, at lunchtime). College detention for more serious breaches of the classroom expectations.

Isolation from lessons – if a student is persistently disruptive, s/he may be removed from a particular subject and provided work for a limited period

After-school detentions. Used occasionally at the discretion of Senior Staff only. Parents will always be given 24 hours' notice of such a detention.

[These sanctions should be regarded as neither sequential nor hierarchical: a student committing a more serious breach of the behaviour policy might well receive a stronger sanction without any of the lesser sanctions being imposed].

Exclusion

Clyst Vale Community College will conform to the latest DfE Guidance on Exclusion.

"Exclusion" means both fixed-term and permanent exclusion.

A decision to exclude a student permanently should only be taken as a last resort:

- In response to a "one-off" serious breach OR persistent breaches of the College's Behaviour Policy
- AND where allowing the student to remain in College would seriously harm the education OR welfare of the student or others in the College, including other students and/or members of staff. Behaviours which disrupt learning and teaching inevitably "harm the education...of...others".

Reasons for Exclusion: Unacceptable and Anti-Social Behaviours

Physical assault against pupil	Physical assault against adult
Verbal abuse/threatening behaviour against a pupil	Verbal abuse/threatening behaviour against an adult
Bullying	Racist Abuse
Sexual Misconduct	Drug & Alcohol Related
Damage	Theft
Persistent Disruptive Behaviour	Other (to be used sparingly)

- Where appropriate, the College may report an individual incident to the Police.