

# Kings International College for Business & the Arts

## Behaviour Management

### Rationale

At Kings International College we believe that good behaviour is a prerequisite of all learning and that promotion of good behaviour in students is at the heart of their essential learning about the rights and responsibilities of life.

It is the clarity, consistency and inevitability of consequences, rather than their severity which promotes the acquisition of positive behaviour patterns. (B. Rogers)

We expect students to be a credit to themselves, their parents and the College at all times in matters of behaviour. Good behaviour within the College is based upon systems and structures that promote the development of self-discipline within students. The behaviour of all members of the College community is founded on the principles of respect for others, respect for property and respect for authority, but most importantly the respect for everyone's right to learn and the rights and responsibilities of staff, students and parents which can be found in the **Appendix G**.

This College strongly believes in social inclusion and seeks to achieve this through positive behaviour management.

### Purpose:

1. Good behaviour and discipline will be promoted so that:
  - an orderly atmosphere exists in which effective teaching and learning can take place
  - all students have a sound moral framework from which to develop their own standards and values
  - the College is a flourishing community through co-operation, courtesy and respect as modelled by students and all adults
2. To ensure that all governors, staff, students and parents are aware of the high expectations of the College in terms of Behaviour for Learning.
3. To promote Section 61 of the Schools Standards and Framework Act 1998 which requires a Governing Body to ensure that its school pursues policies to promote positive behaviour.
4. Our behaviour policy underpins the College Code of Conduct:
  - We show **respect**
  - We are **organised**
  - We try our **hardest**
  - We look our **best**
  - We think about **safety**

### Aims & Objectives:

This policy will set the boundaries for the detailed operating procedures for a system that;

- rewards and reinforces the right behaviours;
- delivers consistent consequences for the wrong behaviour;
- outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning;

- seek to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning.

### **Links with Other Policies**

This policy should be read in conjunction with other College policies and documents, particularly the Anti-Bullying Policy, the Behaviour Policy Appendices, the Teaching and Learning Policy, the Disability Discrimination Policy, Race Equality Policy, the Exclusions Policy and the College Code of Conduct.

Any form of behaviour that makes another individual feel uncomfortable is classed as bullying. Bullying is unacceptable behaviour within our College and there are clear guidelines within the anti-bullying policy.

### **Communicating Intent**

**Parents** are fully informed of the behaviour policy via the College website or when requested in paper format from the College office.

**Students** are fully informed of the behaviour policy through their student planners and the College code of conduct displayed throughout the College. Upon enrolment at the College, new students are given an induction programme which covers all aspects of expected positive behaviours and possible consequences. (See appendix A, B and C)

**Staff** are fully informed of the behaviour policy and procedures both in writing and through training updates. (See additional staff appendices Q)

**Complaints** in the first instance should be directed towards the member of staff concerned. If this does not resolve the issue then the Vice Principal, Pastoral may become involved.

### **Monitoring Guidelines**

- Records will be kept electronically to monitor the effectiveness of systems to support Behaviour Management, such as rewards, detentions, removals from class, the stepped disciplinary procedure, internal and fixed-term exclusions.
- Students' behaviour will be monitored at all times through the electronic behaviour management system to which all staff will have input.
- The Behaviour and Referral manager will have overview of the electronic behaviour management system.

We will promote positive behaviour management by the focus of students' attention on the importance of good behaviour and discipline by:

- publishing and regularly reviewing our Code of Conduct
- liaising with parents/carers on their child's behaviour
- commending good behaviour
- applying sanctions for unacceptable behaviour and escalating responses appropriately – **(See Appendix B and C)**

### **Success Criteria**

- There will be a positive tone within the College, conducive to learning
- All members of the College community will be clear about the positive behaviour expected
- All members of the College community will feel confident that positive behaviour is promoted and negative behaviour discouraged

- Visitors to the College and those whom students encounter when on College visits will comment favourably about students' behaviour
- Systems to support behaviour management will be applied consistently by all members of staff
- The use of praise and reward will outweigh the use of admonition and punishment.
- A declining number of students will be excluded from lessons, internally, fixed-term or permanently

### **Serious behaviours**

The College takes the following issues very seriously and guidelines can be found in **Appendix D** concerning:

- Knives in Schools
- Using 'reasonable force'
- Weapons searches
- Drug and Alcohol misuse

### **Early Intervention**

The College acknowledges the importance of early intervention to support the inclusion of all students to enhance Behaviour for Learning.

- The College has measures to encourage students to take responsibility for their own behaviours and recognise consequences. (See **Appendix G**)
- The College undertakes reviews of educational needs of students, as appropriate. (See SEN Policy)
- The College seeks to involve outside agencies, as appropriate for student education and guidance. (This may include Social Services, Youth Service, Education Welfare Service, CAMHS, Educational Psychologists, Youth Offending Team, Short Stay Schools, School Medical Service etc.)
- The College provides training, updates and support for staff to promote positive and consistent behaviour standards across the school
- It is the College's aim to contact parents / carers contacted promptly i.e. within 2 working days to inform them of any serious incidents of misbehaviour
- The College ensures that there is clarity of the staged escalation process. See **Appendices C, D, E (sixth form) and also G.**

### **Investigating Incidents**

- The College will investigate, as appropriate, reported incidents of student misbehaviour and record all relevant information on the College electronic behaviour management system
- The College will ensure that staff are aware of the College process for investigations / recording of evidence / witness statements. There are standard forms available for this.
- The College will notify the police / other relevant bodies of incidents as appropriate.
- The College will investigate incidents within a reasonable timescale and not normally exceeding 5 days.
- The College will ensure that feedback from investigations is provided to all relevant persons with recommendations for action.
- Copy of investigations will be held on file until the student leaves College
- Where there is no case to be heard, reports will be kept by the College but not within the student's file.

## DEVELOPING CAPACITY

### Training & professional development for all staff

- The College has a comprehensive behaviour management training programme linked into the College Development Plan and is reviewed regularly to ensure it meets the needs of College and staff.
- The College reviews regularly the health & safety and welfare of all staff and provides personal and professional support as appropriate.
- Relevant information and training is provided to all staff, including lunchtime supervisors, office staff, care takers, supply staff.
- The College ensures that supply teachers are informed of the behaviour policy through induction training.
- The College provides opportunities for staff to develop their knowledge and skills relating to: implementing the behaviour policy, logging and recording incidents electronically, College leadership, teaching strategies, lunchtime supervision, educational visits, curriculum access for preferred learning styles. Staff are given guidance on student support techniques, equal opportunities and anti-discrimination, strategies for promoting positive behaviours and the importance of modelling good behaviours.
- Implications of legislation affecting behaviour management (e.g. detention, exclusion, child protection, student restraint, student searches) are in line with current DFE guidance.

### Clear roles and responsibilities

- The College has clear roles and responsibilities for the managing of student behaviour for identified staff groups. Clarity of this is made clear in **Appendix Q, section 6.**
- The Governing body is advised of the implications of the behaviour policy for their own practice through their meetings and reporting systems

### Referral to support behaviours

- The College will identify suitable educational plans, strategies and alternatives to support the behaviour needs of students- this may include Individual Education Plans, Pastoral Support Plans, referral to in-house interventions i.e. Pioneer Inclusion Programme, Nurture groups, support groups, anger management groups, referral to short stay schools and County Behaviour Support.
- The College also offers parents access to parenting training, parents forums and parent support groups.
- The College undertakes regular monitoring and review of internal and external arrangements for student referral and support.
- The College maintains records of referrals.
- Appropriate staff are consulted / informed of referrals. There is clarity within staff as to who is responsible for the referrals.

### Resources

Reviews of the following ensure the successful implementation of the behaviour policy – **Staffing Issues** - Staffing levels, staff training and development, workload, health & safety

- **Data management and record keeping** – The College is currently switching to a new electronic behaviour management system.

- **Curriculum review and alternative provision** – alternative education for students including off-site provisions (where available), review of curriculum appropriateness, flexibility of curriculum including disapplication (where appropriate) , on site facilities (time out strategies, referral unit, access to learning support, mentoring)
- The College will use the Common Assessment Framework (CAF) and involve outside agencies where appropriate.
- The College has a peer behaviour role model support programme and peer mentoring / counselling / peer mediation is also available to students.

## **MEETING NEEDS**

### **Needs assessments / reviews**

The assessment and review of students who show disruptive behaviours is the responsibility of the Behaviour and Referral Manager and the SENCO.

### **Curriculum flexibility**

- The College ensures that the curriculum is appropriate to students needs.
- The College curriculum provides planned opportunities for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict. This is on a referred or self-referral basis.

### **Student involvement**

- The College encourages students to take responsibility for their own behaviours.
- The College encourages students to take responsibility to develop a positive behaviour culture within their learning environment.
- The College provides opportunities for students' positive involvement in the life of the College & the community through the use of Student Voice.
- The College engages students in the review of the policy through tutor groups, student voice etc.

### **Parental / carer involvement**

- The College ensures parents/ carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs through involvement in Pastoral Support Plan meetings and Student Review Days, and the use of Family Links Workers.

### **Community involvement**

- The College liaises with a range of bodies as appropriate to support and promote positive behaviours, including providing training to local schools in sharing good practice in relation to behaviour management

## **MONITORING AND EVALUATION**

- Student behaviour targets are differentiated into small steps and measurable to show impact, progress and inform future target setting.
- The College monitors behaviour incidents in order to identify issues, impact and trends
- Staff receive individual & collective feedback (as appropriate) on behaviour management issues, impact, trends and outcome of referrals to ensure clarity and consistency
- The College monitors incidents or disruptive behaviour in terms of:
  1. Type of incident (including prejudice-related incidents)
  2. Critical times/days in the week

3. Students involved (ethnicity, gender, disability, age, SEN)
4. Timeliness of response
5. Outcomes
  - The College reports details of racist incidents in accordance with its statutory duties.
  - The College ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of SEN, disability, ethnic origin, gender and children in public care. –
  - The College ensures that there is appropriate confidentiality within its monitoring & reporting
  - The College evaluates its policy and effectiveness of the implementation strategies against key objectives which include:

Individual measures:

1. Improvement of individual behaviour
2. Academic progress

Class/department/whole College measures:

1. General behaviour patterns,
  2. The balance in the use of rewards/sanctions
  3. Staff support and training needs
  4. Curriculum access and academic progress
  5. Equal opportunities,
  6. Behaviour management trends over time
  7. Impact of additional provision (Inclusion room)
  8. Alternative off site educational provision, Time out room etc)
  9. Effectiveness of the policy in encouraging positive behaviours.
- The College provides details of the issues and trends to staff and the governing body as a basis of effective decision making

## **SHARING GOOD PRACTICE**

The College shares information on good practice gleaned from reviews of:

- Individual practice
- Whole College practice
- Practice in other Colleges / within the confederation
- Cross phase practice
- Cross departmental practice

Relevant information is shared with all members of staff and the governing body to better inform decision making, and to assist in meeting the educational needs of all students at the College.

The College has agreed formats for recording the following:

- Incident Report form
- Exclusions: fixed term, lunchtimes and permanent
- Providing full-time education from day 6
- Procedures following permanent exclusion
- Behaviour outside College – College trips, when outside College in uniform at alternative provision
- Risk Assessments are undertaken in line with County policy.
- Physical restraint
- Racist incidents

## **Exclusions**

- Consistency and parity for exclusions will be informed by the College electronic behavior management system
- Refer to example of student exclusion policy
- Day 6 provision (see Appendix C)
- Alternatives eg managed moves, internal referrals etc

## **Partnerships**

Kings International College is a member of the Surrey Heath Area Partnership for Education (*SHAPE*).

The College awaits statutory guidance for involvement in the Behaviour and Attendance partnerships from Sep 2010.

The College awaits guidance due Sept 2010 for the right to search extended to drugs, alcohol and stolen property.

## Appendix A COMMUNICATING INTENT TO STUDENTS

### OUR EXPECTATIONS

The single most important rule at Kings International is that all students are required to respect the feelings and property of others. We rely on each individual to take responsibility for his or her actions and to create an atmosphere of trust if we are to create a caring, calm and happy community. Students have a lot of freedom and are trusted to behave like young adults.

If students behave in a way that makes it difficult for teachers to teach and other students to learn, then steps have to be taken to prevent such selfish actions, and parents will be informed.

Students are, therefore, expected to observe the following guidance inside and outside the classroom:

Everyone will act with courtesy and consideration to others at all times.

As a student this means that:

- **You will take responsibility** for your **own** behaviours.
- **You always try to understand other people's point of view.**
- **In class you make it as easy as possible for everyone to learn and for the teacher to teach.** (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping out when appropriate and being quiet and sensible at all times)
- **You behave in a respectful way towards all members of staff, other students and visitors.**
- **You always speak politely to everyone** (Even if you feel bad tempered!) and use a low voice. (Shouting is **always** discourteous.)
- **You are silent** whenever you are required to be.
- **You wear the correct uniform** (as detailed in your planners) and maintain a high standard of personal appearance;
- **You move gently and quietly about College.** (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.) In crowded areas **keep to the left please.**
- **You keep the College clean and tidy** so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays and other people's work. Avoid damage to College property.)
- **Out of College**, walking locally or within a College group, you always remember that the College's reputation depends on the way you behave.

### WHOLE COLLEGE EXPECTATIONS

Students are expected to:

- keep to the LEFT in corridors;
- walk inside the College;
- Keep quiet in the Foyer reception area. The soft seats in the area are for the use of visitors only;

- eat food and drink only in the Cyber Café, and, when permitted, outside the building
- Obey the no-smoking rule.

## **CLASSROOM EXPECTATIONS**

Teachers should be able to concentrate on the development of teaching and learning. Students should be reminded that they share teachers' time with other students. Should any student misbehave during a class, they may distract the teacher and valuable teaching time could be wasted. All staff are responsible for implementing the College policies and procedures and a consistent approach is essential. Students need to know that all teachers have the same high expectations for their behaviour.

**Guidance for students** – to be displayed in classrooms/planners

Classrooms (including labs, workshops and sports halls) are your places of work. Just as in any factory or office, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

### **1. Before Lessons**

- Arrive on time for every class and be ready to work.
- Line up quietly and in an orderly fashion outside the classroom until the lesson starts unless directed otherwise by the teacher.
- Sit according to the seating plan.

### **2. Start of Lessons**

- Enter rooms sensibly and go straight to your workplace.
- Take off and put away any outdoor wear (not on desks).
- Take out books, pens, equipment and planner.
- Put bags away under your chair (not on desks).
- Remain silent during the register (except when your name is called).

### **3. During Lessons**

- When your teacher talks to the whole class, remain silent and concentrate.
- Do the required work to the best of their ability.
- If the class is asked a question, put up your hand to answer: Avoid calling out (unless you are asked for quick ideas).
- You must have pen, pencil, ruler, planner and any other books and equipment needed.
- You are expected to work sensibly with your classmates, avoid distracting or annoying them.
- If you arrive late without justifiable cause you must expect to be detained for the amount of time you missed in order to make up the work.
- Homework must be recorded in your planner.
- Eating, drinking and chewing gum are not allowed: When caught you will have to empty your mouth and hand in any other food and drink.
- I-pods, mobile phones or other distractions are not allowed out in lessons: They will be confiscated.
- You must not leave a lesson without a note from the teacher.

### **4. End of Lessons**

- The time on the clock is not a signal for you: It is for the information of the teacher.

- You should avoid beginning to pack away or put on outdoor wear until your teacher tells you to do so.
- When told, stand and push in or put up your chairs; any litter should be picked up.
- Only when your teacher finally tells you to go may you leave the room.

### **Finally, but most importantly:**

Teachers are in a position of parents/guardians while you are in College. This means in particular that:

- There is no excuse for rudeness, disrespect or insolence towards.
- Any reasonable request from a teacher should be carried out at once and without argument.

Breaking either of these rules will be treated as a VERY serious matter.

### **Uniform**

In cases of inappropriate uniform being worn, e.g. incorrect shoes, shirt etc, the student is reminded by all members of staff of the correct uniform and referred to Student Reception where contact will be made with the student's home. They may be given until the following day to rectify the situation. If a student comes to College without a tie, then he/she can 'hire' a tie from Reception for the day. If a student persists in wearing incorrect uniform and there is no genuine reason for this, then parents should be contacted. If Year Managers feel that there is a real case of hardship please inform the Vice Principal, Pastoral.

Students who are not able to have the correct uniform brought to them, or who refuse items from College to borrow, in most cases will be placed into the Internal Referral Room.

### **Care of students' personal property**

Students' personal property is their own responsibility and they are strongly advised to mark it with their name and tutor group. During practical sessions, such as PE, valuable items should be handed in to the class teacher and not left unattended in the changing rooms. Staff are expected to take reasonable care of students' property e.g. valuables should be locked away during PE lessons. Personal items are not covered by the College insurance and should be insured by the parents or students.

Bringing to College large amounts of money or expensive electronic games is discouraged. Personal stereos are not permitted in College. If you have any concerns about an item a student has brought into College e.g. on health and safety grounds, you must report these to a Year Manager immediately. If you have reason to confiscate any property belonging to a student you must make sure that it is kept safely. If you do not wish to return the property directly to the student or feel it would be unsafe to do so, then students can be asked to collect it from College at the end of the day.

### **Students must not bring to College:**

Firearms or shells (Even empty ones)  
Knives  
Aerosols of any type, including deodorant  
Bottles of correction fluid  
Chewing gum

Personal music players  
Discs of computer games  
Fireworks  
Smoking materials and/or any other illegal or addictive substances.  
Energy drinks  
Alcohol

### **Mobile telephones/i-pods/photography**

We recognise that parents may wish students to have access to mobile telephones whilst in transit to and from Kings. However, they must be turned off at all times while at College. We do not allow the use of mobile telephones for the playing of music or video/still photography of any kind. Mobile phones and i-pods may be confiscated if used during lessons. Students will be able to collect them at the end of the day from Student Reception. If the College believes that a mobile phone is being used for cyber-bullying then the College reserves the right to check the contents of the phone involved. This also includes incidents where the College believes indecent images to have been bought into College on such devices.

It is particularly important to note that photography of any staff member or any student is forbidden.

### **Charging for damage**

Where there is evidence of damage to College property, which occurs through carelessness or misuse, students will in most circumstances be asked to contribute to its repair or replacement. If a teacher needs to do this, you should inform the relevant Year Manager, giving full details of the damage, how it was caused and what it will cost to repair or replace.



## **Appendix B**

### **RESPONDING TO ACCEPTABLE/UNACCEPTABLE BEHAVIOURS**

Praise and reward for appropriate behaviour should exceed admonition and punishment for unacceptable behaviour.

**Appropriate behaviour** will be acknowledged in a variety of ways including:

- private praise
- public praise
- praise written on students' work
- displaying work in class
- issuing achievement stickers
- issuing achievement postcards
- issuing achievement certificates
- referring the student to Personal Tutor, Subject Co-ordinator, Year Manager or Assistant Principal
- telephoning, emailing or writing to parents
- giving privileges, prestigious tasks or token prizes
- nominating the student for a subject or Year Group prize
- nominating the student for a position of responsibility
- referring the student to Year Council & Student Voice for praise

Responses to **inappropriate behaviour** will include:

- tactical ignoring (to avoid rewarding attention-seeking)
- reminding of the expected Code of Conduct
- clear instruction in the behaviour that is required
- warnings of action if inappropriate behaviour continues
- reprimanding
- repetition of work
- extra work at lunchtime only (a warning to the student to eat at brunch-time must be issued)
- classroom isolation
- detention
- sent to work in another classroom
- extra work in student's own time
- entry made in behaviour log
- referral to Subject Co-ordinator
- removal from lesson (temporarily)
- removal from remainder of lesson
- referral via the On Call system
- on lesson report
- on Personal Tutor report
- phone call home
- letter home
- email home
- individual detention with Personal Tutor, Subject Teacher, Year Manager or Principal
- community service under the direct supervision of the Site Manager
- stepped disciplinary procedure
- parental interview
- contract of behaviour
- internal referral

- fixed-term exclusion
- permanent exclusion

## **OTHER ISSUES WHICH MAY AFFECT OR BE RELATED TO BEHAVIOUR**

### **Requests to leave the classroom**

Students should normally remain in the classroom/laboratory/workshop unless given permission to leave the teaching room. The Student Planner should always be used. It is normally not sensible to allow more than one student out of class at a time. If possible note when they leave and when they return. If a student leaves class without permission notify Reception as quickly as possible by sending another student, asking another teacher to do so or using the email system.

### **Attendance, punctuality and absence**

Unexplained absence, lateness, irregular attendance either to College or to lessons may often be the first signs of a problem, whether academic or personal. If picked up quickly, issues can usually be dealt with. Registers should be taken promptly and accurately – they are legal documents which Colleges have a statutory duty to maintain. Keeping track of attendance is an important part of student management and thus a register should also be taken in every lesson.

- Students must attend College every day when the College is in session.
- Students must attend all timetabled periods during the day including registration, assemblies, tutor periods and enrichment.
- If students are going to be absent from College for any reason known in advance then leave of absence must be obtained from the Principal. Absence requests should be made in writing to the Principal.
- If a student is absent from College then parents or guardians should inform the College as soon as possible of a reason for the absence.
- On return to College after absence, students should bring a note from their parents or guardians addressed to their personal tutor, indicating the dates and reason for absence, or a note should be made by parents in the student's planner on the special page set aside for this.
- First day of absence contact is made by the *Student Services Office* using the *Truancy Call* system. If, after two days of absence, no satisfactory explanation is forthcoming, the Student Services Officer should be informed so that further action can be taken
- If students arrive at College after 8.40 am they should report to Student Services in L21 to be registered.
- A student who has to leave College during the day must sign out at Student Reception.

## **Truancy**

### **- From College**

If students truant they may be placed on an Attendance Report which will be sent home for parents/guardians to sign. Students also serve a Year Manager's detention, or are given a day in referral. Tutors and Year Managers are asked to note any patterns of absence in their Tutor Group and if they are suspicious they should inform the Student Services Officer. Parents must always be informed of any known truancy.

### **- From lesson(s)**

If a student is absent for part of a lesson, e.g. the student is late, or leaves the lesson without permission, it is the responsibility of the subject teacher to follow this up. If a student is

absent from a whole lesson, the subject teacher should inform their Year Manager using the SIMS.net Behaviour Management system. A daily log is generated for action.

The Attendance Officer and Behaviour and Referral Manager will follow this up by:

- seeing the student to ask for an explanation
- setting a Year Manager's detention (45-60 minutes) or an Internal Referral for lengthy or repeated truancy
- informing parents
- informing the Personal Tutor

If the problem persists then in consultation with the tutor and if appropriate, the Year Manager, the student may be put on an attendance report and the parents may be invited for an interview and the Education and Welfare Officer involved.

### **Problems with Completing Class/homework**

Students are expected to complete work set in class, and all homework that is set in accordance with the College's published timetable. If this is not happening initially, staff should talk to the student concerned, establishing whether there are any particular problems or reasons why work is not being completed. If there is no genuine reason, then staff should issue a lunchtime detention. If the problem escalates, a Year Manager detention will be scheduled for after College, then 24 hours' notice must be given and parents/guardians informed by letter. If students fail to turn up to a Year Manager's detention, then they can be referred to a Principal's Detention which takes place for one and a half hours on Friday evening.

When responding to unacceptable behaviour, adults in the College must act in such a way as to minimise shouting, sarcasm, humiliation, physical contact and escalation of situations.

Behaviour management is an important aspect of classroom management. The aim should be to anticipate and avoid misbehaviour. There is no substitute for a good working relationship between teachers and students. The following guidelines will promote this:

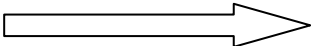
- expect the best – set the highest standards
- insist on and supervise an orderly entrance to the classroom – no lining up unless essential to the safe passage of College users
- ensure coats are removed and students are appropriately in uniform
- make a prompt and effective start to the lesson – use the 3-part lesson developed as part of the National Strategy
- take a register early in the lesson
- seat potentially difficult students separately
- know and use the students' names
- establish and regularly emphasise the classroom Code of Conduct
- insist on silence when you or anyone else is addressing the class
- have clear aims for each lesson: inform the students of them early in the lesson and return to them at the end of the lesson– use the 3-part lesson developed as part of the National Strategy
- ensure the lesson has pace and a variety of tasks suitable to students' abilities
- give clear instructions: written on the board/SmartBoard/screen where necessary
- respond positively to good work and behaviour
- respond immediately to unacceptable work or behaviour

- give homework during the lesson as early on as is feasible – do not leave the setting of homework to the end of the lesson: write it on the board and check that students are recording it accurately in their planners
- draw the lesson to an appropriate conclusion, allowing time for packing and clearing up
- dismiss the class punctually and supervise an orderly egress

### **Monitoring**

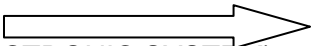
- Regular checks will be made of the records referred to under Guidelines above
- Behaviour management will be observed in classrooms and around the College by senior staff
- Student behaviour and attendance will be a regular agenda item at meetings of various staff groups, principally Year Team meetings.

## Appendix C INAPPROPRIATE BEHAVIOUR ESCALATION TABLES

<b>LOW LEVEL BEHAVIOURS</b>		<b>CONSEQUENCES:</b>
1 <sup>ST</sup> WARNING		VERBAL REPRIMAND
2 <sup>ND</sup> WARNING		MOVE PLACES
3 <sup>RD</sup> WARNING		BUDDY TO ANOTHER CLASS SUBJECT DETENTION RECORD ON ELECTRONIC SYSTEM

### EXAMPLE BEHAVIOURS

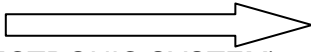
- TALKING IN CLASS WHILE THE TEACHER IS TALKING
- MOVING AROUND CLASS WITHOUT PERMISSION
- CLASSWORK NOT FINISHED
- LATE TO CLASS (FIRST INSTANCE OF) CONSISTENT LATENESS WILL BE CLASSED AS MEDIUM LEVEL
- ANSWERING BACK/MINOR BAD LANGUAGE/SILLY NOISES
- USE OF MOBILE PHONE/I-POD
- INVOLVEMENT IN MESSING AROUND/BEING DISRUPTIVE/UNIFORM ISSUES
- CHEWING/ EATING IN CLASS
- LACK OF EQUIPMENT/PLANNER
- CONTRAVENTION OF COLLEGE E-MAIL POLICY

<b>MEDIUM LEVEL BEHAVIOURS</b>		<b>CONSEQUENCES:</b>
(ALL TO BE LOGGED ONTO ELECTRONIC SYSTEM)		
1 <sup>ST</sup> WARNING		MOVE SEAT
2 <sup>ND</sup> WARNING		BUDDY TO ANOTHER CLASS
3 <sup>RD</sup> WARNING		REFERRAL TO SCH + PHONE CALL HOME + BEHAVIOUR REPORT (1WK)

### EXAMPLE BEHAVIOURS

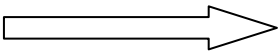
- FAILURE TO ADDRESS UNIFORM ISSUES
- REFUSING TO COMPLETE WORK
- CONSTANTLY IGNORING INSTRUCTIONS
- MINOR DAMAGE TO EQUIPMENT AND PROPERTY
- NAME CALLING/ MINOR BULLYING
- USE OF OFFENSIVE LANGUAGE TO ANOTHER STUDENT
- FAILURE TO COMPLETE HOMEWORK
- FAILURE TO REMOVE HEADPHONES/ REPEATED USE OF MOBILE PHONE – (ITEM CAN BE CONFISCATED AT TEACHERS DISCRETION)

- TAKING ANOTHER STUDENTS EQUIPMENT/BELONGINGS
- ON-GOING FAILURE TO PERFORM

<b>HIGH LEVEL BEHAVIOURS</b> (ALL TO BE LOGGED ONTO ELECTRONIC SYSTEM)		<b>CONSEQUENCES:</b>
1 <sup>st</sup> WARNING		CALL AP (REMOVE TO REFERRAL)
2 <sup>ND</sup> WARNING		PRINCIPALS DETENTION
3 <sup>RD</sup> WARNING		REFERRAL TO SCH PHONE CALL HOME SCHEDULED DAY IN REFERRAL BEHAVIOUR REPORT (1 WK)

**EXAMPLE BEHAVIOURS**

- MAJOR DISRUPTION OF CLASS ACTIVITY
- REPEATED FAILURE TO USE COLLEGE OR ICT EQUIPMENT CORRECTLY
- FAILURE TO ATTEND A DEPARTMENTAL DETENTION
- FIRST INSTANCE OF SMOKING/ASSOCIATING WITH SMOKERS
- TRUANTING PART OF A LESSON
- BEING OUT OF BOUNDS
- MINOR AGGRESSIVE BEHAVIOUR TO ANOTHER STUDENT
- BULLYING AS PART OF A GANG
- SERIOUS DISOBEDIENCE
- WILFUL DAMAGE TO COLLEGE PROPERTY

<b>SEVERE LEVEL BEHAVIOURS</b> (ALL TO BE LOGGED ONTO ELECTRONIC SYSTEM)		<b>CONSEQUENCES:</b>
ANY OFFENCE		REMOVAL TO REFERRAL PHONE CALL HOME 2+ REFERRAL DAYS OR FIXED TERM EXCLUSION REINTEGRATION MEETING BEHAVIOUR REPORT (2 WK) POSSIBLE PSP

**EXAMPLE BEHAVIOURS**

- PHYSICAL VIOLENCE TOWARDS ANOTHER STUDENT
- PHYSICAL VIOLENCE TOWARDS A MEMBER OF STAFF
- SWEARING AT A MEMBER OF STAFF
- THREATENING BEHAVIOUR TOWARDS A MEMBER OF STAFF
- REPEATED TRUANTING
- EXTREME BULLYING INCLUDING CYBER-BULLYING
- DANGEROUS BEHAVIOUR
- VIOLATION OF THE DRUGS AND ALCOHOL POLICY
- BRINGING THE COLLEGE NAME INTO DISREPUTE
- THEFT FROM STAFF/COLLEGE

## **SECTION 1 AFTER-COLLEGE DETENTION**

Detention is a sanction which teachers may use for students in Years 7-11 when it is appropriate and which parents are expected to support provided it is fair and adequate notice is given. The College guidelines on detention after College should be followed by all teachers.

### **Teachers Should Avoid**

- placing a whole class/group in detention
- Rely on students informing parents by word of mouth that they are in detention.
- Give a detention in excess of 60 minutes.
- Give detentions too readily.

Detentions are recorded in the Student Planner but Detention Slips are also available in the Staff Room in case students have mislaid their planner.

### **Teachers Should**

- Provide at least 24 hours written notice of a detention to parents using a detention slip which should be signed by the parent and returned to the teacher. This form should be passed on to the subject co-coordinator when the detention has been completed.
- Indicate clearly the length of the detention and the reason for giving the detention.
- Take into account that some students have to travel home by themselves and during the winter months this is often in the dark.
- Set appropriate work in detention. 'Lines' are not appropriate.
- Inform the Year Manager if a student fails to turn up for detention.

### **Failure to attend a detention**

If a student fails to attend a teacher's detention following this up is the responsibility of the *subject* giving the detention.

- telephone or write home to inform the parent of problem and re-arrange the detention, a standard letter is available in Reception

If the student fails to attend the subject detention (i.e. for a second time):

- Refer this to Year Manager for a Year Manager Detention.

### **Year Manager's Detention**

These are held following a failure to attend two prior detentions, generally on Tuesdays and lasting one hour.

### **Principal's Detention**

These are given for serious offences e.g. persistent failure to attend other detentions, truancy from lessons, misbehaving in the Referral Room. The College will notify parents and the student of the date and time of the detention. They are held on Fridays in the Conference Room and are supervised by an Assistant Principal or the Principal. Failure to attend a PD will, in most cases result in an Internal Referral.

### **Internal Referral unit**

Students can be placed in internal referral for more persistent serious offences where exclusion is seen as too harsh, or in instances of extreme disruption, aggressive behaviour, without physical contact, and truanting lessons. More serious offences such as swearing at staff, physical violence etc is dealt with by the exclusion process.

### **Exclusion**

There are two types of exclusion: fixed period and permanent. The former is limited to a total of 45 days in any one academic year for an individual pupil and is split, procedurally, into:

- fixed period exclusions of 5 days and under; (Governors' Disciplinary Committee may meet, at its own discretion; parent/carer may make a statement)
- fixed period exclusions of between 6 and 15 days; (no requirement for Governors' Disciplinary Committee unless parent/carer requests a meeting)
- fixed period exclusions of 16 days and over. (Governors' Disciplinary Committee to meet, between 6 and 15 College days from the date of the exclusion; LA must be invited).

From September 2007, The Education and Inspections Act 2006 empowered Colleges to:

- make parents take responsibility for their children in the first five days of exclusion through a new offence of failing to ensure their child is not found in a public place without reasonable justification;
- Ensure that education provision is made for all excluded students from day six of their exclusion, rather than from day 16 as at present (May 2007).

Where exclusion is made permanent, it is an acknowledgement by the College that it has exhausted all available strategies and should normally be used as a last resort.

### **DAY SIX PROVISION**

In line with DCSF guidance and based upon the principles of partnership working, Day 6 provision is provided in each of its partner's secondary schools, of which there are four; namely; Collingwood College, Kings International College for Business and the Arts, Tomlinscote School and Sixth Form College and Gordons School.

Students who are to be excluded for more than five consecutive days will be placed from day 6 in the provision that best fits the student's needs at the time of the exclusion.

## Appendix D                   SERIOUS BEHAVIOUR ISSUES

### Section 1       DRUG AND ALCOHOL MISUSE

Alcohol is forbidden to all students on College property and during College visits. Staff must not consume alcohol during designated duty periods on offsite activities.

#### **Dealing with students misusing, or suspected of misusing, alcohol and solvents**

When dealing with a student who is exhibiting signs and symptoms of alcohol or solvent misuse, members of staff should remove the student from the group, taking them to the AP office. If the student is incapable of moving, a message should be sent to the nearest office requesting adult assistance, placing the student in the recovery position **if** appropriate. In cases of the casualty's unconsciousness or seriously reduced awareness, other students who may be able to provide further information should be detained until the arrival of medical support.

The AP staff should confiscate alcohol found in the student's possession, and should only be poured away once the mixture has been ascertained by the medical staff as not being needed any more. The empty container should be placed in a property bag with a note of the student's name, the date and the signatures of the staff dealing with the incident. It should then be sealed with a plastic tag. These should be kept safe until parents/guardians/carers come into College to discuss the incident.

#### **Sanctions**

Fixed term exclusion is normally automatic

#### **Dealing with students using, or suspected of using, controlled substances or being in possession of drug related equipment**

If a member of staff suspects a students of using controlled substances the student should be removed from the group. The member of staff should seek to identify bystanders from whom information may be needed later. **The student arousing suspicion should be asked to accompany a teacher to the AP's office, remaining in sight of the teacher at all times. No accusation should be made at this stage.**

**Once in the presence of an AP AND another staff member** the student should be asked: "Do you have any item(s) in your possession that are not permitted under College rules? If so I am asking you to hand them in now."

**No further questions should be asked in case Police action is taken at a later stage. However, anything that the student volunteers should be recorded verbatim by the staff present and passed on to the Police if they are called.**

#### **If the student complies**

For reasons of personal safety, one member of staff should present the property bag and ask the student to place the items in it. A note of the students name, the date and the signatures of the staff dealing with the incident should be placed in the bag before it is sealed with the plastic tag. Any substances confiscated must be locked in the Finance Office and arrangements made for collection by the Police.

### **If the student refuses to comply**

The Behaviour Manager or AP should detain the student, ensuring staff supervision **at all times**. The member of staff who dealt with the incident initially will be recalled if the Police attend, and asked, in the sight and hearing of the student, to give a synopsis of the incident which aroused his/her suspicions.

The student should be informed that their parents or guardians will now be contacted. Strenuous efforts will be made to make such contacts and a record kept of these efforts.

In the event of no contact being made, or of the students refusing to comply even in the presence of a parent or guardian, the Police will be asked to attend.

**NB** If the Police attend and illegal substances are found, an arrest is likely to be made. A member of staff must accompany the student to the Police station and remain there until a parent or guardian arrives.

The incident must be recorded for the individual student's file. The member of staff should log all signs and symptoms that led to the initial concern, together with the date, names of other staff present and subsequent action taken.

The College must log all incidents relating to controlled substances. Staff that deal with the incident must pass on the date, the age and sex of the student and the nature of the incident. The name of the student is not required for this log. The Chair of Governors and Area Office should be informed.

### **Sanctions**

- a) The College will always refer the matter to the Police. If a student is in possession of, or supplying, controlled, they may be excluded from College permanently and required to attend the Governors Discipline Committee. A referral will be made for the student to join the next available Drug Intervention Programme Supporting Youth (DIPSY) run by Surrey Youth Service.

Following full consultation with all stakeholders, the College in partnership with other local Surrey Heath Schools, has introduced the use of saliva tests for any student who we suspect is under the influence of a controlled substance. This procedure will be carried out by trained senior staff. These saliva tests can detect the six most commonly used substances within 5 minutes and will detect any use over a period of several hours prior to the test. Parents will be contacted prior to such testing. We anticipate that such an event will only occur rarely. This development has proved very successful in a number of schools and the Local Authority's Legal Dept has confirmed that its introduction is in line with drugs guidance for schools issued by the DfE.

### **In the event of substances being found on College premises**

The member of staff should bag and tag the items, being aware of issues of personal safety. Ideally, a second adult should witness the seizure but as this is not always practicable, a witness should be found en route to the Finance Office, in order to countersign and date the label when the substance is placed in the property bag. The Police should be called to remove this evidence.

### **According to the Misuse of Drugs Act 1971 Section 5(4) defence to unlawful possession;**

'A person may take control of a suspected or known controlled drug for the purpose of preventing another from committing or continuing to commit an offence provided that reasonable steps were taken to deliver it into custody of the Police. Acting in accordance with these procedures fulfills these requirements.

## **Section 2 THE POWER TO SEARCH FOR WEAPONS**

The Violent Crime Reductions Act 2006 gives the College the power to search suspected students and their possessions for knives or other weapons **without consent**. This should take place in the AP office.

Two members of staff should be present, and anything found should be bagged and labelled with name of student, date and signature of staff witnessing the search.

The items should then be locked in the Finance Office. The Police should then be called and the parents notified. The student should be detained, until the Police arrive to remove student and weapon.

If no parent/guardian can be contacted, a member of staff must accompany the student to the Police station until a parent/guardian arrives there.

## **Section 3 THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN STUDENTS**

### **Principles**

The Education and Inspection Act 2006 provides greater clarification on the issue of physical restraint of students. These guidelines are intended to give guidance to staff on the practical implications of this amendment.

- The guidelines apply to all staff employed by the College and to visiting tutors engaged in a course of initial teacher training.
- All such staff will be informed that they are included in these guidelines. Guidance and training will be provided externally as required.
- The guidelines also apply to field trips and any other authorized 'off site' activities.
- The guidelines do not in any way authorize the use of corporal punishment.
- Parents must be informed when their child has been involved in an incident involving the use of force.

As a general rule ANY physical contact with a student should be avoided where possible. Circular 10/95 does make it clear that, in some situations where a child is in need of comfort or reassurance, physical contact may be appropriate, PROVIDED that there are other staff present and it cannot be misunderstood or misinterpreted.

### **Legal Framework**

Staff may use such force as is reasonable in order to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing serious damage to property (Including their own)
- Engaging with behaviour prejudicial to maintaining good order and discipline.

Any use of force is subject to the reporting requirements detailed below;

### **Reasonable Force**

There is no legal definition of this term. The use of force is only 'reasonable' if all the particular circumstances warrant it and the degree of force must be in proportion to those circumstances as well as the seriousness of the behaviour. As a result of the lack of legal definitiveness for 'reasonable force', staff should remember that as a general rule the force used in ANY situation should be the **MINIMUM** necessary to achieve the desired objective.

### **Avoidance Strategies**

Where there is an immediate risk of injury or very serious damage to property staff may have to intervene straight away. However, when there is not such urgency strenuous attempts to de-escalate the situation prior to the use of physical intervention must be made. These include:

- Advise the student to stop and advise of the consequences of failing to comply.
- Assess whether, and if so when, physical intervention is appropriate.
- Use force only when other methods have failed.
- Ensure the student is aware that the physical contact or restraint will stop when they comply with the instruction given.

Where it is feasible to do so, staff should summon adult assistance before having recourse to the use of reasonable force. There may also be situations in which intervention should not take place without assistance being available. In such situations other students potentially at risk should be removed if possible and help from colleagues should be summoned. In some situations it may be appropriate to summon the Police. Attempts should be made orally to diffuse the situation, or stop it from escalating, whilst waiting for assistance to arrive. As a general rule the force used in ANY situation should be **MINIMUM** to achieve the desired objective.

A student who persistently refuses to leave the classroom should **NOT** be touched. A senior member of staff should be called to deal with the situation. A student who is seriously disrupting the lesson should **NOT** be touched. Senior staff should be called. A student who leaves the College without permission should be warned of the consequences but **NOT** touched. Parents should be informed immediately if a student leaves the College/premises without permission.

### **Occasions when Physical Contact May be Necessary**

- Two or more students are fighting.
- A student is causing, or is about to cause, very serious deliberate damage to property.
- A student is attacking a member of staff or another student.
- A student is causing, or at risk of causing very serious accidental damage or injury to themselves or others.
- A student is running in a corridor or stairway in a dangerous manner.

Staff must always stay calm, take a measured approach to any situation and never give the impression they have lost their temper and are acting out of anger, frustration or a desire to punish.

As a general rule the force used in ANY situation should be the **MINIMUM** necessary to achieve the desired objective.

## Types of physical contact

Under normal circumstances the following terms are most likely to be used:

- Stepping between two students
- Touching, holding, or leading a student by the arm or the middle of the back.

Staff should always avoid touching or holding a student in a manner which may be considered indecent or which entails physical contact with vulnerable parts of the body such as the neck, head, hair or ears.

Staff should always weigh carefully the possible consequences of intervening physically, balancing the risk of escalating the situation against the potential threat to the safety of other students/staff and the risk of allegations of assault being made against staff.

## Reporting Incidents involving the use of Reasonable Force

Staff that have had cause to restrain a student are required to report the incident as soon as practical to the Principal, staff will be asked to complete a Student Restraint Form, and to forward a copy of the form to the Principal. CLT will arrange to notify the parents of the student who has been restrained as soon as is practical after the incident.

## Students with BESD (Behaviour, Emotional and Social Difficulties)

The following gives a summary of relevant information from circular 9/94 which deals with this aspect of physical contact.

Circular 9/94 gives guidance on good practice on the education of pupils with BESD the relevant part of which has been included in this summary (although it is not referred to in the DFEE'S drafts circular on section 550A).

Children with BESD may display behaviour which shows signs of stress beyond that which is the norm for those of the same age-but not so severe as to be indicative of serious mental illness. It may manifest itself **at the personal level** (e.g. low self image, anxiety, resentment, vindictiveness, defiance); **at the verbal level** (e.g. silence, threats, swearing or arguing); **at the non verbal level** (e.g. clinginess, truancy, disruptiveness, destructiveness, aggression or violence); or **at the work/skills level** (e.g. unable or unwilling to work, concentrate or complete a task). These symptoms are persistent, but not necessarily permanent.

Children with BESD come from the whole ability range but they are considered to have Special Educational Needs because they are facing significantly greater difficulties in learning than most of their peers. The majority will be educated in mainstream schools where these needs should be made known to those who teach them.

Although teaching children with BESD can be frustrating, the DCSF advises an approach which is constructive, positive and attempts to enhance the child's self-esteem. Nevertheless, it also acknowledges that these children frequently present a challenge to the teachers' classroom control.

Where a child with BESD displays behaviour which is aggressive, disruptive, violent or destructive, the guidance given on section 550A still applies in that the teacher must consider *whether, when and how* the use of 'reasonable force' is an appropriate response. However such interventions should only be made when they are likely to succeed and, if

possible, more than one adult should be present. As a general rule the force used in ANY situation should be the **MINIMUM** necessary to achieve the desired objective. Children who require complex or repeated physical management should have a prescribed, written handling policy, and staff dealing with them (Generally in a special or residential school) should be trained in appropriate safe methods of restraint.

## Appendix E SIXTH FORM SUPPORT SYSTEM

### Rationale

The Sixth Form Disciplinary Procedure is designed to support student progress and treat them as young adults by adopting practices reflective of those in the workplace. It works in conjunction with the College's Behaviour Policy and other policies where appropriate.

### Level One

REASONS	ACTION
<ul style="list-style-type: none"> <li>Failed to respond to repeated verbal requests.</li> <li>Refusal to follow staff instruction.</li> <li>Poor attendance – below 90% or a clear pattern emerging.</li> <li>Failure to complete assignments on time.</li> <li>Inappropriate behaviour.</li> <li>A student may be placed directly onto Level One for a single, more serious misdemeanour.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with Student and <b>HOY</b> and <b>Tutor</b> to explain why on Level One.</li> <li>Action plan to address problem and set date to review progress will be fixed at the meeting.</li> <li>A letter to be sent to parents/ guardians by <b>HOY</b> to inform them of this action and inviting them to contact the Students Tutor/HOY.</li> </ul>

### Level Two

REASONS	ACTION
<ul style="list-style-type: none"> <li>Failure to address the issue that led to them being placed on Level One.</li> <li>A student may be placed directly on Level Two for a very serious misdemeanour.</li> </ul>	<ul style="list-style-type: none"> <li>Student meets with <b>HOY/ HOSF</b> to offer advice and support to help the issue/s.</li> <li>Parents/ Guardians will be contacted and invited to discuss the issue/s with <b>Tutor/ HOY/ HOSF</b>.</li> <li>Action plan to address problem set and date to review progress will be fixed at meeting.</li> </ul>

### Level Three

REASONS	ACTION
<ul style="list-style-type: none"> <li>A student who fails to address the issue/s that led to them being placed in Level Two.</li> <li>For a number of very serious misdemeanours.</li> </ul>	<ul style="list-style-type: none"> <li>Students Parents/Guardians informed and invited to attend meeting with <b>HOY or HOSF or Head Teacher</b>.</li> <li>Reasons for being placed on Level Three explained and student withdrawn temporarily from 6th Form.</li> <li>Support will be provided for reintegration or a move to another educational institution or employment.</li> </ul>

## Appendix F PRAISE AND REWARDS

We believe that it is very important to recognise effort, hard work and success. It is very important that the positive aspects of praise and reward should have great emphasis. Good discipline is, as we all know, based on mutual knowledge and respect of the setting of known standards. **It must have high priority.**

Students appear to respond better to systems that recognise their difficulties and strengths. Anything which recognises that students have achieved what has been asked of them is desirable. **It is important that all incidents of improved/good/excellent work is recorded on the College Electronic Behaviour Management System.**

### Guidance on the use of rewards

Praise and rewards should have emphasis to encourage students to participate, perform and progress. Staff members are encouraged to use the following methods of providing students with satisfaction and pride in their achievements:

- Smile ☺
- Thumbs up!
- Verbal Praise (Remember a 4:1 ratio of praise to reprimand in a classroom).
- Comments in planners for good work.
- Appropriate comments on reports.
- Displays of Students work around the school.
- Praise in assemblies.
- Year manager, Tutors, Learning Coordinators, CLT or Governors invited to classrooms to deliver praise.
- Positive letters/ e-mails/ phone calls to parents.
- Badges for roles of responsibility.
- Subject staff to nominate students for Merit Assemblies.
- Annual presentation evening to celebrate effort and achievement.
- Positive phone calls home/letters home.
- Ask Tutors, Year Managers, CLT along to class to praise a group of students or view work where appropriate.

**Commendations** can and should be entered in exercise books and planners

**Recognition** can be given to success of differing kinds in assemblies or tutor time.

**Pupil's work** should be displayed as much as possible. Pin-boarding can be provided in rooms which are deficient in space for this.

**Head/AP staff/Heads of Department/Heads of Year** are very willing, and indeed welcome the opportunity, to praise individuals for pieces of good work if these are brought to their notice.

### All Year Groups

Each term, teaching staff nominate students for awards in each subject which are collated and awarded to students at an end of term assembly).

### Years 7 – 9

When a student has done a particularly good piece of work or has shown great improvement in his/her work then a Reward Point is awarded and recorded in the Student's Planner.

Similarly, a student might have made a progress in an Enrichment activity or have given service to the College and be awarded a Reward Point. Associate staff and Post-16 activity leaders, as well as teaching staff, can give reward points. These Reward Points are recorded in the student planner and when a certain number of points have been achieved, a certificate is given:

50	Bronze
100	Silver
150	Gold
200	Platinum
250	Diamond

Certificates are formally presented to students during an end of term assembly.

All staff should give Reward Points – for example an agreed target of five per lesson; inform students to increase their motivation.

#### **Years 10 – 11**

Reward points are issued and Year Managers use the Year Manager Award postcard system to recognise achievement.

#### **Post – 16**

Merits – students who are working well are congratulated at regular meetings of the IB/Vocational Team.

Staff complete Congratulation Letters which are awarded to students by staff and these are placed on student's files.

#### **Year Manager Award**

This award is a way of recognising students' achievements across the curriculum and provides a common format for students regardless of their choice of subjects or level of courses. The postcard is sent home to students who have shown significant achievement in subjects, skills and other personal attributes.

**Above all, praise and encouragement in lessons should be used as much as possible.**

## **Appendix G**

### **EARLY INTERVENTION STRATEGIES**

#### **Behaviour Role Models**

In November 2009, Kings International College introduced Behaviour Role Models to help manage low level disruption in the classroom. These young students have been trained to give constructive feedback to their peers on issues such as:

- Encouragement on wearing correct uniform.
- Low level disruptive behaviours, such as talking, writing notes, defiance, chewing gum, calling others names and general friendship issues.
- Looking after the College environment – litter picking etc.
- Provision of positive role modelling within lessons.

The Behaviour Role Models are easily distinguished by their badges. Use them to help you to buddy up with students in your lessons when you feel that a positive influence might be what is needed.

#### **Difficulties/emergencies:**

Consider whether staff have tried to resolve matters? Has the buddy system been tried? Has anything been serious enough to warrant using the On Call System?

#### **Coaching Groups**

In January 2007, Kings International College instituted a small, in-house group (4 or 5) of professionals to consider Classroom Management skills. The group is supported by an external coach who:

- undertakes a series of observations with an agreed focus
- Gives constructive, and helpful feedback
- Observes again and gives feedback to staff

*The focus of this coaching is strictly for individual, personal, professional development.*

#### **Mentoring and Shadowing Opportunities**

Staff who would like support in developing strategies to enable them to acquire behaviour management skills with which to enhance their effectiveness with more diverse students are offered mentoring and shadowing opportunities.

This support is available to ALL staff who wish to add to their 'tool box' of behaviour management techniques.

#### **Pastoral Support and early intervention**

All students who are at risk of developing negative behaviour patterns have access to a variety of in-house strategies. These include the following:

1:1 mentoring

Anger management groups

Pioneer Inclusion Programme – for those at high risk of exclusion

Nurture groups

Support groups

Any member of staff who feels that a student may benefit from being involved in one of these programmes should refer the student to the Behaviour and Referral Manager in the first instance.

#### **Subject Teachers**

Teachers are encouraged to use positive behaviour strategies in their teaching and use praise to reprimand in a ratio of 4:1. The Warning system will be established within the school and the vast majority of students respond to a W1 and W2 without further levels needed to be used. Students who exhibit challenging behaviour within a subject will face a

number of strategies including, withdrawal from lessons, subject report, Faculty Afterschool detention and if necessary, the change to another teaching group.

### **Teaching Assistants**

The teaching assistants work with pupils who are referred to them by the SENCO. They will discuss any concerns they have with the SENCO who will then feed back to the Behaviour and Referral Manager if behavioural input is sought.

### **Attendance**

Attendance panels with the Behaviour and Referral Manager, Education Welfare Officer lead to early intervention on attendance issues in order to bring about improvements.

### **Referral Room**

The referral room is for those students who have been removed in an emergency following a severe behaviour or who have been scheduled in to receive a number of days as a sanction. Students should not be sent up to the referral room without the prior permission of the Behaviour and Referral Manager as the maximum number of students allowed at any one time is 6.

Entries are planned though there may be some crisis events. Students will have a distinct programme to follow but staff are encouraged to send work if appropriate. These students will often be at risk of permanent exclusion and this will be a significant provision in the steps to avoid this situation. Students returning from exclusion may be asked to spend the next returning day in the Referral Room in order to improve the re-integration process. Students referred to the Referral Room following exclusion will have an IEP and in most cases behaviour reports issued. After two instances of exclusion a PSP may be put in place to prevent further deterioration of behaviour. Parental support and acceptance on to any of the Programmes is essential.

## Appendix H

## RIGHTS AND RESPONSIBILITIES

The College's aims are to improve the outcomes for all students and to eliminate all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole College community. These principles are further encapsulated in the following set of expectations:

COLLEGE RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• To enforce our College behaviour policy and procedures, including rules and disciplinary measures.</li> <li>• To expect students' and parents/carers' cooperation in maintaining an orderly climate of learning.</li> <li>• To expect students to respect the rights of other students and adults in the College.</li> <li>• Not to tolerate abusive or violent behaviour by students or parents/carers.</li> <li>• To be clear about the limits of staff members' disciplinary authority and to engage outside partners, such as children's services and Police, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole College community is consulted about the principles of the College behaviour policy.</li> <li>• To establish and clearly communicate the measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other Colleges in the local College partnership for behaviour and persistent truancy.</li> <li>• To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and, as appropriate reward students' good behaviour.</li> <li>• To apply sanctions fairly, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offer support as appropriate.</li> <li>• To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents/carers at the end of a fixed period exclusion</li> <li>• To ensure pupil safety and well-being, including preventing bullying and dealing with reports and complaints about bullying.</li> <li>• To ensure that staff model good behaviour and never denigrate students or colleagues.</li> <li>• To promote positive behaviour through active development of students' social emotional and behavioural skills.</li> <li>• To use appropriate methods of engaging parents/carers and to support them in meeting their parental responsibilities.</li> </ul>

<b>STUDENTS RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• To contribute to discussions on the College behaviour policy.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from College staff to tackle any incidents of bullying, violence, discrimination or harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by College staff, obey College rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the College when off site.</li> <li>• Not to bring inappropriate or unlawful items into College.</li> <li>• To show respect to College staff, fellow students, College property and the College environment.</li> <li>• Never to denigrate, harm or bully other students or staff.</li> <li>• To cooperate with and abide by any arrangements put in place to support your behaviour such as Pastoral Support Plans or Parenting Contracts.</li> </ul>

<b>PARENTS RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the College behaviour policy.</li> <li>• To expect their children to be safe, secure and respected in College.</li> <li>• To appeal to the Head Teacher/Governors and beyond that to the Secretary of State, if they believe that the College has exercised its disciplinary authority unreasonably.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To be listened to when complaining about the way the College has handled an issue and to receive a fair and prompt response.</li> <li>• To appeal against a decision to exclude their child, first to the governing body of the College and then – in cases of permanent exclusion- to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the Colleges Behaviour policy and the disciplinary authority of College staff.</li> <li>• To help ensure that their child follows reasonable instructions by College staff and adhere to College rules.</li> <li>• To send their child to College punctually every day, suitably clothed, fed and rested.</li> <li>• To ensure College staff are aware of any SEN related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the College to support their child's positive behaviour.</li> <li>• To attend meetings with the head teacher or other College staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any Parenting Contract, or Order relating to their child's behaviour.</li> <li>• If their child is excluded from the College, to ensure the child is not found unsupervised in a public place during College hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the College at the end of a fixed term exclusion</li> </ul>

## **Appendix Q COMMUNICATING INTENT TO STAFF**

### **Section 1 TEACHING AND CLASSROOM MANAGEMENT**

#### **TEACHING**

Good teaching is the best way to promote good behaviour as well as good learning. Students do well in lessons they enjoy and see as purposeful. They need to know what is expected of them, what they are doing and why. Well-planned, lively lessons and positive reinforcement of good work and behaviour are more effective than sanctions.

Staff may find the following checklist helpful:

#### **Identify what is most successful?**

Which groups, lessons and topics give most satisfaction? Why were these most rewarding?

#### **Use the routines you have established?**

Are students sitting where you tell them? Are you using the routines for giving out and collecting in books and equipment and starting and finishing lessons?

#### **Prominently display the College behaviour code**

Have you made your expectations clear and are you being consistent? **Are you making enough use of praise and rewards?**

#### **Set homework**

Is the homework going to extend/consolidate students' learning? Are the deadlines clear? Have students written it down?

#### **Ensure that marking is up to date**

Are you picking up points from marking and modifying your planning/targeting individual needs?

#### **Take a register in every lesson**

#### **Collect in homework**

#### **Follow up any outstanding matters**

E.g. homework, detentions, behaviour, attendance, involving tutors or Year Managers where necessary

### **Section 2 INSIDE INFORMATION - THE WAY TO GOOD ORDER**

**This outline of good practice and the ways to good order is for you, please use it.**

- **Acceptable standards** of behaviour, work and respect depend on the example of us all.
- **All** have positive contributions to make.
- **Good Order** has to be worked for; it does not simply happen.
- **Set high standards.**
- **Apply** rules firmly and fairly.

#### **Most important of all:**

- **Expect** to give and to receive respect.
- **Everyone** is here for a purpose.
- **Respect** every person.
- **Treat everyone as an individual.**

**Relationships are vital:**

- **Take the initiative**
- **Greet** and be greeted
- **Speak** and be spoken to
- **Smile** and relate
- **Communicate.**

**Problems are normal where children are learning and testing the boundaries of acceptable behaviour.**

- **Our Success** is tested not by the absence of problems, **but the way we deal with them.**
- **Be proactive** to prevent a situation rather than reactive
- **Address** the problem.
- **Avoid** confrontation
- **Listen**
- **Establish** the *facts*
- **Judge** *only when certain*
- **Use** punishments sparingly.

**Do all you can to avoid:**

- Humiliating.....It breeds resentment
- Shouting.....It diminishes you
- Over – reacting.....The problems will grow
- Blanket punishments.....The innocent will resent them
- Over-punishment.....Never punish what you can't prove
- Sarcasm.....It damages you

**Do all you can to:**

- Use humour.....It builds bridges
- Keep calm.....It reduces tension
- Listen.....It earns respect
- Be positive and build relationships
- Know your students as individuals
- Carry out any threats you have to make
- Separate the problem from the person
- Be consistent.

**SECTION 3**

**SANCTIONS AND STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR**

**Principles**

- No teacher should feel isolated or unsupported when faced with inappropriate behaviour from students.

- Issues of student behaviour are a shared responsibility - problems are not passed 'up the line' but are shared with a wider but clearly identifiable group.
- The system emphasises the central role of the tutor in any sanctions.
- Sanctions need to be understood by staff, students and parents.
- Parental involvement and support is sought and encouraged.
- Sanctions where possible are positive, and encourage reflection on the nature of inappropriate behaviour and self-assessment.
- Sanctions are graduated to match the severity of the problem.

### **Types of Sanction**

The sanctions fall into three categories:

- Reflective: Encouraging students to reflect on inappropriate behaviour
- Constructive: Community service - requiring students to provide a service to the wider College community
- Deterrent: Withdrawal of freedom of privileges to deter inappropriate behaviour.

### **Sanctions and Strategies – please see Appendix C for a full list along with escalation models**

Description of sanctions which are graduated to reflect their seriousness.

**Low Level: Dealing with minor issues as part of the day-to-day class management – staff should be able to deal with these issues themselves where possible.**

### **Examples of Low Level problems (Information for Personal Tutor) (Low level behaviours that occur more than 3 times become medium behaviours)**

- Chewing gum
- Coursework or class work incomplete
- Contravention of College email policy
- Missing equipment for lessons
- Late arrival to lesson or enrichment
- Use of mobile telephone
- Out of bounds
- Planner not brought to College
- Contravention of College uniform policy
- Not giving full attention in class.
- Minor disruption of other students (talking when inappropriate).
- drinking, eating or chewing in class
- Isolated or occasional occurrence of one or more of the following:
  - Showing lack of consideration or rudeness to other students.
  - Failing to share resources and to co-operate effectively in lessons.
  - Failing to obey reasonable requests made by teacher or other staff.
  - Unsafe working practice - lack of thought/unintentionally.
  - Lack of drive/unacceptable work rate
  - Lack of care to College property e.g. rough treatment of ICT equipment through thoughtlessness or over-enthusiasm.
  - Failure to hand in homework.
  - Calling out persistently.
  - Lateness to lessons.
  - Not bringing equipment to lessons.
  - Not conforming to uniform guidelines
  - Not returning books to LRC

## Low Level Appropriate action

### Staff must take independent action as an immediate response to inappropriate behaviour

- Non-verbal e.g. sharp look
- Quiet word in the ear of the offender
- Verbal reprimand given individually or to whole class if appropriate
- Moving to another seat in class
- Small punishment such as helping to tidy up or writing an apology
- Short detention by the class teacher in which the activity could involve a small punishment as mentioned above- **(To occur on the same day where possible)**

Students **should not** be asked to stand outside the classroom. If the student needs a 'cooling off' period then the buddy system should be used. If the matter is serious enough to warrant a student leaving the lesson then the teacher should seek assistance. Staff using sanctions frequently with a particular student should normally generate an email to the tutor. The sharing of information between class teacher, Personal Tutor at this and every other stage is essential. With access to information about seemingly isolated incidents a tutor may identify a pattern of behaviour, which enables them to take further action and prevent minor misbehaviour from escalating.

### Medium Level: Involvement of /support from the personal tutor or the subject co-ordinator.

#### Examples of Medium Level Problems (Serious Concern)

- Homework not submitted/insufficient quality **on a regular basis**
- Persistent name-calling.
- Taking equipment or another student's property but not intending to keep.
- Isolated but important breach of safety regulations.
- Frequent lack of co-operation with other students in group situations.
- Damage to College or other students' property through lack of care or thought.
- Persistent lack of drive or failure to meet acceptable levels of performance in relation to their potential.
- Repeated failure to hand in homework.
- Failing to use ICT software within guidelines given by staff.
- Persistent uniform irregularities.
- Persisting with minor problems having received a level one warning.
- Stopping others' learning
- Swearing – generally (Does not include AT a member of staff)
- Smoking
- Repeated failure to return books to LRC
- Truancy

#### Medium Level appropriate action

##### Action to be taken where:

- problems appear not to be resolved by Low Level sanctions
- problems persist or become more serious
- There are problems in a number of lessons.

The class teacher and tutor or subject co-ordinator should consult and agree action. Sanctions will include:

- Setting the student a target or goal which will be monitored by the tutor.

- Community Service
- Withdrawal of privilege - e.g. access to computers at lunch time.
- Participation in a restorative detention or appropriate behaviour training i.e. non smoking course/ anti-bullying course.
- Fine system for persistent smokers on College site.
- Tutor and class teacher refer student to Year Manager/Behaviour Manager for interview and intervention
- Contact with parents by letter or phone.
- Tutor and class teacher refer student to Assistant Principal for interview

**Medium Level who to inform**

Personal Tutor  
Year Manager  
Behaviour Manager

**Medium Level documentation**

College electronic behaviour monitoring system.

**High Level: Persistent issues unresolved by less formal approach or a more serious incident where On Call Staff or an Assistant Principal become directly involved (Serious Concern)**

**Examples of High Level Problems**

- Frequent failure to meet reasonable requests from teachers
- Continuing to be involved in name-calling after a warning.
- Verbal abuse (foul language).
- Wilful and intentional damage to College property.
- Rudeness or showing lack of consideration to staff (e.g. answering back to staff)
- Theft
- Hacking' into the College ICT network after warning.
- Failure to respond to targets set at level two or repetition of problems.
- Serious disobedience, not following instructions thus destroying teaching situations for others in a class. Truancing for part of a day – missing occasional lessons

**High Level: Appropriate Action**

- Work or behaviour contract agreed.
- After College detention - home must be notified 24 hours in advance.
- Formal involvement of Year Manager - possible temporary removal from part or all timetabled lessons and barred access to whole College facilities and privileges.
- Parents invited in for interview with the appropriate Year Manager/Behaviour Manager and Personal Tutor.
- Students may be referred to the Nurture Group process within College.

Consideration given to the involvement of external agencies to prevent exclusion.

**High Level who to inform**

Personal Tutor  
Subject co-ordinator  
Year Manager  
Behaviour Manager  
Assistant Principal

**High Level Documentation**

College electronic behaviour monitoring system.

T/College Management/College Policies/Behaviour Management  
Version no.: 8  
Spring Term 2010

## **Severe Level: Issues still unresolved, involvement of Assistant Principal and/or Principal (High Risk of Exclusion)**

### **Examples of Severe Level Problems**

- Persisting with problems, action having been taken by Year Manager.
- Physical violence towards a member of staff
- Swearing or being abusive towards a member of staff.
- Major truanting problems - in line with guidance on attendance.
- Drug or solvent abuse- either being under the influence of or in possession of. – **See below for new procedures for dealing with these instances**
- Theft of items from College or assisting in attempts at theft.

### **Severe Level Appropriate Action**

- Referral to Behaviour Manager and Assistant Principal.
- Work or behaviour contract agreed.
- Parents invited in for interview with Principal.
- Fixed Term Exclusion from College. Only The Principal may exclude a student.
- Involvement of external agencies to prevent exclusion.
- Involvement of drug testing or Police intervention for Drugs related issues – see separate section 4.5.11 Drugs and Alcohol Misuse

### **Severe Level who to inform**

Personal Tutor  
Subject co-ordinator  
Year Manager  
Behaviour Manager  
Assistant Principal/Principal

### **Severe Level documentation**

College electronic behaviour monitoring system due to be in place from February 2010.

## **SECTION 4 DISCIPLINE PROCEDURES**

***Please refer to the previous sections.***

In all cases of misbehaviour it is important that each student is dealt with quickly, fairly and on an individual basis. While a particular punishment might be wholly appropriate for one student, for another it might prove to be counter-productive. 'Community Service' punishments, e.g. clearing up the debris after meal times, litter collection, washing walls are seen as the most constructive and useful punishments, as students are seen to be giving something back to the College.

Staff should make it clear to the student that the behaviour is not acceptable as soon as it occurs. If the misbehaviour is serious they should take disciplinary action **immediately**. This should be entered on Sims along with the relevant sanction. If it is less serious, they should explain to the student why it is not allowed/acceptable. Having explained, they should warn the student clearly that action will follow any further misbehaviour. Should it happen again, the appropriate sanctions must be used.

If staff feel that the behaviour and attitude of a particular student needs monitoring, then that student is put on a Daily Report sheet which monitors the progress, attitude and work rate of

the individual. Students are required to report to Year Managers daily so that their progress can be scrutinised. Parents are invited to make a comment on the bottom of the student's sheet. A failure to meet the daily targets may result in a 30-minute detention on that day, subject to the prior notification of parents.

Serious breaches of discipline, e.g. bullying, stealing, fighting etc, should be referred to the student's Personal Tutor and the appropriate Year Manager who will pass such issues onto the Behaviour and Referral manager. A variety of sanctions are available depending on the nature of the misdemeanour, ranging from prolonged community service to exclusion or an extended period on Daily Report. Parents must be informed immediately and the member of staff reporting the incident should write up the incident in *College electronic behaviour monitoring system* for the student's file. Tutors and/or Year Managers should also counsel students after the incident. Fixed term exclusion may also be used and the ultimate sanction is permanent exclusion from the College.

## **SECTION 5 CONDUCT IN THE COLLEGE BUILDINGS AND AROUND THE GROUNDS**

It is the responsibility of all staff to promote good behaviour around the College, by example and by ensuring that the expectations for student behaviour are met. Minor issues need to be dealt with immediately; if ignored they make life more difficult for all of us. All staff should therefore be prepared to remind students of our expectations and challenge inappropriate behaviour. They should always be prepared to assist other staff as necessary, for example by supporting the catering and supervisory staff in maintaining good order in the Cyber Café and on duty around the site.

A Duty Rota with specific duties required during the 2-week timetable cycle is published which shows duties that are required within the College grounds, at the front and rear of the College and in the Cyber Café. However, it is more beneficial in cases of low levels of misbehaviour for the subject teacher to deal with the situation with the issuing of a detention or buddying to another class or moving the student to another seat. The ability to solve minor behaviours within the classroom will help with develop respectful relationships within the class and set solid boundaries and parameters for the future.

Students are expected to:

- keep to the LEFT in corridors;
- walk inside the College;
- Keep quiet in the Foyer reception area. The soft seats in the area are for the use of visitors only;
- eat food and drink only in the Cyber Café, and, when permitted, outside the building
- Obey the no-smoking rule.

### **ON Call System**

In cases of medium level behaviour and above, staff may request the attendance of an AP, either by sending a trusted student to reception with a note requesting assistance or by email or telephone. An AP will respond as soon as practicable, giving priority to emergency calls; each lesson of the day is covered.

### **GUIDANCE FOR SUPPORT & ADMINISTRATION STAFF**

Alongside our teaching staff, the Associate Staff are a valuable adult presence in the College and come into regular contact with students. In the event of this leading to a problem, Associate Staff will also follow the guidelines above.

## SECTION 6

## STAFF RESPONSIBILITIES WITH REGARD TO BEHAVIOUR

### **The Class Tutor will:**

- Liaise with parents regarding student attainment & behaviour.
- Follow behavioural procedures to achieve consistency across the College.
- Implement appropriate awards & sanction.
- Work with the Behaviour and Referral Manager, SENCO, Heads of Year/ Department and CLT to enforce code of behaviour fairly, consistently and effectively.
- Take responsibility for inputting relevant behaviour data onto the College electronic behaviour monitoring system.

### **The Subject Teacher will:**

- Take responsibility for positive behaviour in their class room.
- Liaise with parents regarding student attainment & behaviour
- Follow behavioural procedures to achieve consistency across the College
- Implement appropriate awards & sanctions.
- Work with the Behaviour and Referral Manager, SENCO, Heads of Year/ Department and CLT to enforce code of behaviour fairly, consistently and effectively.
- Take responsibility for inputting relevant behaviour data onto the College electronic behaviour monitoring system.

### **Heads of Faculty/Dept will:**

- Ensure that the College rules are enforced consistently and fairly within their area.
- Follow the procedures in order to achieve good order and effective learning within their area.
- Implement rewards and sanctions as appropriate.
- Support staff as necessary when they are implementing the College rules
- Take responsibility for the behaviour of students in their area.
- Take responsibility for inputting relevant behaviour data onto the College electronic behaviour monitoring system.

### **The Year Head will:**

- Monitor the overview of the Year group's behaviour to ensure that positive behaviour is taught.
- Distribute rewards and apply sanctions as necessary.
- Hold regular pastoral reviews.
- Meet parents with the student.
- Refer to the Behaviour and Referral Manager if a very serious incident occurs or if a student is failing to modify behaviour when all the strategies have been implemented.
- Work with all staff to modify student behaviour as necessary.
- Keep records of behaviour for certain individuals.
- To set and maintain high standards of behaviour within the College.
- Take responsibility for inputting relevant behaviour data onto the College electronic behaviour monitoring system.

### **The Behaviour and Referral Manager will:**

- Monitor behaviour of all members of the College.
- Manage the operations of the Referral Room/Behaviour Unit.
- Support the students verbally and by use of in house strategies and behaviour reports.
- Encourage and praise students for good behaviour.

- Give guidance on how to behave.
- Liaise with parents as necessary.
- Work with teachers, Year Heads, Heads of Department, SENCO and CLT to enforce the College code of behaviour fairly, consistently and effectively.
- Monitor trends and patterns of behaviour.
- Be involved in pastoral support plan reviews. Oversee the provision of support for students whose behaviour reflects significant learning or personal problems
- Liaise with outside agencies to provide Learning and behaviour for students
- Take responsibility for inputting relevant behaviour data onto the College electronic behaviour monitoring system.

**Vice Principal (Pastoral) will:**

- Keep an overview of whole College behaviour.
- Implement sanctions at the Fixed Term Exclusion level.
- Oversee the re-integration process.
- Work with the Heads of Year to support students in the modification of their behaviour.
- Ensure that the systems for rewards and sanctions are consistently and fairly implemented.
- Take responsibility for inputting relevant behaviour data onto the College electronic behaviour monitoring system.
- Liaise with parents.