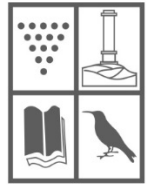


Behaviour Policy



VISION

We are committed to ensuring that every student at Callington Community College is happy, safe and successful and is prepared for life. Our motto being

Work hard. Be nice!

This should underpin all that we seek to do as a College and as individuals within a community of learners. 'Work hard. Be nice!' means always to give of our very best, including the way in which we behave towards and around others.

We believe that education is about 'inspiring and empowering', working together with families and other stakeholders to equip **all** young people with appropriate knowledge, skills and personal qualities. In addition to important educational qualifications, such as GCSEs, we want our young people to be **confident, articulate** and ready to take their place as good citizens of whom we can all be proud.

The College community is committed to:

- Challenging poor behaviour if it occurs.
- Having a firm, fair and consistent approach across the College.
- Holding a shared understanding with staff, students and parents/carers regarding sanctions and their use.

Poor behaviour cannot be tolerated – it is a denial of the right of students to learn and teachers to teach. Consistency of approach and a collective responsibility for managing behaviour is likely to lead to high standards.

AIM OF THE POLICY

The aim of this policy is to provide clear guidance to parents/carers, staff, students and other stakeholders about the expectations of the College with regard to behaviour management and the methods used to maintain and promote an effective learning environment both within lessons and around the College.

- This policy takes heed of current government advice published in: Behaviour and discipline in schools. Advice for headteachers and school staff - January 2016
- Advice from Charlie Taylor (Government's Expert Adviser on behaviour in schools) published in *Getting the simple things right: Charlie Taylor's behaviour checklists*.
- Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies – January 2018

GENERAL PRINCIPLES

We believe that effective behaviour management is at the heart of a successful and thriving College; good behaviour creates a learning environment in which teachers can teach and students can learn - **every child has the right to learn but no child has the right to disrupt the learning of others.**

It also provides an environment where students and staff feel and are safe, respected and valued by other members of the learning community and are free from fear, bullying and harassment.

We are committed to:

- Promoting good behaviour both inside and outside of the classroom.
- Promoting self-esteem, self-discipline, correct regard for authority and positive relationships based upon mutual respect.
- Ensuring **equality and fairness for all.**
- Promoting consistent responses both to positive behaviours (rewards) but also to negative behaviours (sanctions).
- Providing a safe environment for all staff and students that is **free from bullying or any form of harassment.**
- Working with a range of external agencies to promote and encourage good behaviour and to engage in early intervention where we believe this is necessary.
- Encouraging a positive relationship with students, parents/carers to develop a shared approach which involves them in the implementation of the College's policy and associated procedures.
- Promoting an ethos/culture of praise and encouragement in which all students can enjoy and achieve. **Working hard and playing by the rules will always be recognised and celebrated.**
- Ensuring absolute clarity about the expected standard of students' behaviour - ensure that the College Behaviour Policy is clearly understood by all staff, parents/carers and students.

OUR MISSION

Our passion is to develop confident, motivated and resilient learners who:

- Are successful and are proud of their achievements.
- Take responsibility for their own learning.
- Have a thirst for learning that will last throughout their lives.
- Feel safe and secure in an environment where difference is accepted, respected and celebrated.
- Embrace a supportive and inclusive college community and make a positive contribution.
- Have a wide variety of opportunities to realise their potential.
- Are well prepared for life in modern Britain and the wider world.

A calm, orderly environment is essential if children and young people are to feel safe and secure in carrying out their activities. The College's Behaviour Policy is a core element in establishing this environment. This policy aims to provide the framework for this and to allow members of the College community to work together to establish the ethos we aspire to.

HOME-COLLEGE AGREEMENT

The Home-College Agreement sets out a clear and transparent framework for our community and its families to work together to support the young people in our care, so that we can ensure that all students succeed.

Students

I will:

- attend the College and all lessons every day and on time, properly equipped and in the correct uniform
- be kind and speak politely to other students and all adults
- show respect for the College environment by playing my part in keeping it safe, clean and tidy
- listen to and follow instructions from all staff straight away
- do all my classwork and home learning on time and to the very best of my ability
- ask for help if I need it and respond to teachers' feedback
- make others feel valued and offer support to other students in their time of need
- follow the Basic Expectations of the College (READY TO LEARN)
- behave in a way which shows I am proud to be a member of the Callington Community College community, both inside and outside of the College
- tell a member of staff if I am worried or unhappy
- work hard. Be nice!

Families

I/We will:

- ensure that students arrive to school on time, suitably fed and rested every day, properly equipped to learn and in the correct uniform
- actively support the College in promoting the behaviour and values which lie at the heart of the College community
- inform the College on the first day of any absence
- ensure that children are actively supported in undertaking home learning and any work missed through absence
- inform the College of any change in home circumstances which may affect a child's learning
- approach my child's tutor to communicate any concerns, issues, queries, compliments and feedback
- ensure that all holidays are taken during school holiday time
- inform the College promptly of any change of home contact details
- ensure that all communication with the College is undertaken in a respectful manner
- attend consultation and relevant information evenings
- sign the College planner weekly

Staff/Governors

We will:

- treat students and their families with courtesy and respect
- promote an inclusive environment where all students feel safe and understand how to stay safe
- ensure that effective teaching and learning takes place, to best meet the individual needs of all students
- provide a balanced curriculum to support the moral, cultural, spiritual, intellectual and physical development of students

- develop clear lines of communication between home and College
- set clear targets and give appropriate feedback to assist all students in fulfilling their potential
- ensure that all learning time is used effectively and without compromising on high standards
- ensure home learning is relevant and set regularly
- keep families informed of their child's progress and attendance, and respond promptly and professionally to contact from families

MANAGING BEHAVIOUR IN THE CLASSROOM

The Department for Education Teachers' Standards document (Part One: Teaching – Section 7 – manage behaviour effectively to ensure a good and safe learning environment) states:

A teacher must:

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them*
- *maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.*

Classrooms are a place of learning and we have high expectations for student behaviour in lessons. Student Planners are used to convey important messages in this regard and should always be out on desks. Students are expected to carry a Planner at all times. The Planner will need to be replaced where lost or defaced.

Often it is doing the simple things that can make a difference with behaviour. For example, teachers at Callington Community College adhere to a standardised start to all lessons:

Threshold Technique

- Meet and greet at the door
- Establish expectations
- Establish routines
- Promote positive relationships

'Get to Work' task

- Planned and prepared to follow Threshold
- No more than 5 minutes to complete
- Individual task to be completed
- Knowledge recall – current and prior learning

ROLES (BEHAVIOUR POLICY)

Students are expected to:

- contribute, through student feedback, to the development of the College Behaviour Policy.
- report bullying and abuse and severe breaches of discipline.
- follow reasonable instructions by College staff, obey College rules and accept sanctions in an appropriate way.
- act as positive ambassadors for the College at all times (both inside and outside of school).
- not bring inappropriate or unlawful items to the College.
- demonstrate respect to College staff, fellow students, College property and the College environment.
- never denigrate, harm or bully other students or staff in or out of the College.
- cooperate with (and abide by) any arrangements put in place to support their behaviour, such as a Pastoral Support Plan or Behaviour Agreement.

Parents are expected to:

- respect the College's Behaviour Policy and the disciplinary authority of College staff.
- read and commit to the Home-College Agreement.
- help ensure that their child follows reasonable instructions by College staff and adheres to College rules.
- ensure their child understands that bullying and abuse in all its forms, including cyber-bullying, will not be tolerated.
- to ensure College staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm.
- be prepared to work with the College to support their child's positive behaviour.
- attend meetings with senior staff or other College staff, if requested, to discuss their child's behaviour.

All staff are expected to:

- promote and model good behaviour.
- intervene and take appropriate action where necessary when a breach takes place.
- operate in a culture of mutual respect.
- accept guidance and support when given.
- wherever possible de-escalate incidents.
- ensure that the College environment and classrooms are in a fit state for use.
- listen to students' perspectives of reported incidents.
- follow the College Behaviour Policy.

Teaching staff are specifically expected to:

- create a positive learning environment.
- plan and deliver lessons which engage and meet the needs of students.
- ensure that all resources are prepared in advance.
- follow the READY TO LEARN system and ensure consistent application.
- understand their collective responsibility for safe behaviour out of lessons, e.g. at break, lunch and after school.
- arrive on time for duties and make arrangements for cover where necessary.
- make sure resources are taken care of including exercise books.
- seek advice and support with managing behaviour when needed.
- make effective use of Teaching Assistants.
- understand students' special needs and differentiate accordingly.
- know the names and roles of any adults in class.
- insist on the Planner out on desks at the start of every lesson.
- display READY TO LEARN poster in the class - and ensure that it is referred to in the case of any breach.

Curriculum Leaders are expected to:

- ensure rewards and sanctions are applied consistently across the team.
- monitor 'Ready to Learn' data relevant to the department.
- identify members of team who need support and provide training.
- support strategies instigated by Heads of Year
- provide 'front-line- support for team members in managing behaviour.
- take appropriate action to improve standards of behaviour.
- inform parents of behaviour issues which affect teaching and learning in subject.
- make effective use of information from the SEND team and relay concerns back to them.

Heads of Year are expected to:

- review attitudes to learning, personal wellbeing of students and attainment of cohort regularly and strategically.
- work in partnership with teachers, tutors, etc. in promoting good behaviour.
- reinforce key messages in assemblies.
- keep relevant staff informed of concerns which relate to individual students.
- maintain effective relationships with parents.
- keep accurate records of interactions with students.
- deal promptly and effectively with instances of bullying.
- deal effectively with concerns about out of lesson behaviour.
- ensure appropriate opportunities have been provided to listen to students including gathering witness statements.
- using 'Ready to Learn' data, identify patterns across different lessons with individuals and groups of students and liaise with parents and teachers to address them.
- support tutors as required.
- liaise with the Assistant Principal (Performance) about internal and external exclusions.
- attend reintegration meetings.
- monitor attendance, in conjunction with the EWO and report concerns including dealing with truancy.
- initiate CAFs (Common Assessment Framework) and TACs (Team the Child) and early help assessments, where necessary.
- conduct a regular Learning Walk to monitor and evaluate the learning and behaviour of year group.
- conduct a regular Learning Walk to monitor and evaluate Tutor Time.
- inform parents of behaviour issues which affect teaching and learning in general and work closely with the parents of students requiring intervention.
- make effective use of information from the SEND team and relay concerns back to them.

The Leadership Team are expected to:

- communicate values which underpin the Behaviour Policy and model them to the College.
- ensure support is provided for all other staff.
- ensure that protocols for administering sanctions have been correctly observed and adhered to.
- manage internal and external exclusions including reintegration meetings.
- monitor and evaluate 'Ready to Learn' and exclusion data – planning proactively.
- keep informed and gather information about behaviour concerns.
- conduct regular Learning Walks.
- maintain a high visibility and presence about the school.
- review the Behaviour Policy regularly.
- ensure that relevant training opportunities are provided for staff.
- regularly discuss vulnerable and challenging students.

CONSISTENCY

During the Ofsted no formal designation monitoring inspection of the College on 14th and 15th June 2017 it was commented upon that:

Students feel that some teachers do not tackle poor behaviour consistently, leading to frustration and slow improvements to behaviour in a few lessons.

A priority for further improvement in the College cited by Ofsted is:

fully embed existing policies and procedures, particularly the consistency with which staff implement expectations and approaches for improving students' behaviour and attendance

Where there is inconsistency in schools, students are more likely to push the boundaries. If a student thinks there is a chance that the College will forget about the detention he/she has been given, then he/she is unlikely to bother to turn up. If he/she gets away with it, the threat of detention will be no deterrent in the future. When students know that teachers will stick to the Behaviour Policy and class routines, they feel safer and happy, and behaviour improves.

READY TO LEARN

Ready to Learn (RTL) is a whole College behaviour and learning policy which covers all aspects of College life. All sanctions are given through a central school system and are carefully monitored by the RTL team, Heads of Year and the Leadership Team.

The rationale underpinning Ready to Learn?

In March 2017, the DfE published the Tom Bennett's detailed report on behaviour in schools - **Creating a Culture: How school leaders can optimise behaviour**. The report concludes *The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:*

- *students achieve more academically and socially*
- *time is reclaimed for better and more learning*
- *staff satisfaction improves, retention is higher, recruitment is less problematic*

In 2014 Ofsted published the national report '**Below the radar: low-level disruption in the country's classrooms**'. The report stated that the typical features of low-level disruption include students:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not bringing the right equipment
- using mobile devices inappropriately

The findings from that report show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour.

What does the evidence say about behaviour interventions?

The **Education Endowment Foundation (EEF)** shows that behaviour interventions add, on average, **three months of additional progress per year (EEF +3)**.

The findings state: *School-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on students' learning. This is based on a number of meta-analyses based on robust studies of interventions in schools.*

The aims of Ready to Learn are:

1. To maintain a culture of achievement, ambition and learning everywhere in the College, and ensure no learning time is ever wasted.
2. To provide complete clarity for all staff and students about behaviour standards and the consequences of misbehaviour.
3. To encourage all students to take responsibility for their own actions.
4. To support teachers to deliver engaging and creative lessons.

Ready to Learn is a whole-College system which relies on all staff using it in a fair and consistent way. **No other sanctions for behaviour are used.**

Students will show they are 'ready to learn' by adhering to 8 clear rules:

1. Arrive on time and enter/exit rooms in an orderly manner.
2. Be positive, try your best and start work as soon as instructed by the member of staff. Attempt all tasks set.
3. Follow adult instructions always - including seating arrangements (raise any concerns politely with staff) – stay in your seat.
4. Listen respectfully when others are talking - there should be no calling out or interrupting.
5. Keep off-task conversations for social times only.
6. Focus on your own work - do not distract the learning of others.
7. Don't eat or drink (only water is allowed in lessons, if the teacher permits it) and put all litter in the bin.
8. Treat everyone with respect – no swearing or abusive language.

If a student breaks a rule they are given a clear warning by the member of staff and their name is written on the board. If the student breaks another rule that lesson, they will be sent to our Learning Recovery Room for five lessons. During their time in the Learning Recovery Room, they will undertake a behaviour reflection activity and complete their school work under examination conditions – a restorative conversation will also take place with their teacher. All students will also undertake silent reading and have separate breaks/lunches to the main school. When this happens we will contact parents/carers the same day. Students must complete the appropriate work in the Learning Recovery Room – students who refuse could receive a 'Fixed-Term Exclusion' and may complete a day in the Learning Recovery Room upon returning to the College.

Break and lunch times are spent in the Learning Recovery Room, but students will be permitted to eat, drink and visit the toilet.

New Year 7 phase-in (each September)

We recognise that the extremely high expectations of Ready to Learn, can take some time to adjust to. Therefore, we operate a phased-in approach with the new Year 7 students each September. The following will apply:

- **Week 1:** The staff operate a dry-run with the students, pointing out where warnings would be given and what would result in being sent to the Learning Recovery Room. No Red Cards to be issued. Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons
- **Week 2:** Warnings are now given. Any student who receives a second warning would be sent to the Learning Recovery Room for the remainder of that period only, returning to lessons the following period. Red Cards introduced. Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons.
- **Week 3:** Any student sent to the Learning Recovery Room will complete a full five periods. Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons
- **Week 4:** Full RTL is in place.

Staff guidelines for giving warnings in lessons

Our aim is not to issue as many sanctions as quickly as possible. We expect incredibly high standards of behaviour but it is also important that relationships between staff and students remain a strength of the College. We are committed to working WITH our students and staff must use language and strategies that give students opportunities to modify their behaviour quickly and hopefully avoid a sanction in the first place.

A common language

It is essential that warnings are given in a consistent way across the school, by all teachers, including supply and cover teachers. Staff should always try to use language to de-escalate situations.

It is also important that all staff use a common language when giving warnings. For example:

“Adam, I’m, giving you a warning as you are talking and not ‘Ready to Learn’. You need to be ‘Ready to Learn’ for the rest of the lesson.”

“Leah, you are having an off-task conversation. You are not ‘Ready to Learn’; that’s a warning.”

Starting lessons

In most cases, unless there is a health and safety issue, students will arrive and line up outside the classroom waiting for the teacher to invite them in. It is useful to have a well-established routine for entry.

All staff should expect students to:

- unpack promptly
- have appropriate equipment/Planner out on the desk
- stand behind their desks for a short uniform check

Whilst students are unpacking, there may well be some noise (but loud noise/shouting is not acceptable). As the teacher, you must make it crystal clear for students that you are ready to start and want silence. Staff need to indicate this starting point by saying:

"I'm expecting you now to be ready to learn in 5... 4... 3... 2... 1. Thank you". Alternatively, you could choose to use the Kagan 'Hands up' signal.

Establishing silent work

If you want students to work in silence, this should be communicated very clearly to students. For example:

"We'll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning".

Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to "1", a warning must immediately be given to any student still talking.

Forewarning

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should forewarn students that they need to get ready for that.

For example: "(Over student discussion) 30 seconds left... 20 seconds... 10 seconds... 5... 4... 3... 2... 1".

Collective reminders

Sometimes, a member of staff may wish to draw attention to the 'Ready to Learn' rule, without giving a warning to an individual student. In such situations, a collective reminder to the whole class would be more appropriate. For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say:

"I'd like to remind everyone that off task conversations are for social times. I don't wish to have to give anyone a warning about this."

No 'scatter gunning'

Once you have given a warning, you should not give a second warning within 30 seconds of the first. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to Learning Recovery Room. For example:

"It wasn't me, it was him. It's not fair..."

"Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to send you to Learning Recovery Room".

This approach turns it back on the student to make the choice. It would also help if you then turn your attention back to the lesson to give the student time to consider their response. Silence usually means acquiescence.

It is important to allow students time, they will often grumble, ignore and move on.

Calling out

If a student calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a student repeatedly calls out in a way that is unhelpful for learning, you should say to them;

"I know you are only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a warning."

ON CALL

Middle and Senior Leaders will be on-call during the College day.

FIXED-TERM EXCLUSIONS

A Fixed-Term Exclusion is the most serious sanction the College can apply. In most cases, following intervention from the Learning Recovery Manager students will return to the classroom after 5 periods so that learning can re-commence and students can regain success. However in a minority of cases, individual students may continue to demonstrate behaviours which do not meet the expectations of the College and may damage the learning and progress of other students or the well-being of other students or staff. In these cases, and in the case of "one-off" serious incidents of poor behaviour, the College will use the higher level sanction of Fixed -Term Exclusions to students. External Fixed-Term Exclusions are also likely to be given where the student has already been in the Learning Recovery Room previously.

More serious misbehaviours warrant immediate removal from the lesson to the Learning Recovery Room and are likely to result in a Fixed-Term exclusion. These include:

- Swearing at or about a member of staff.
- Violence, aggressive or intimidating behaviour.
- Racist, disablist or sexualised incidents.
- Bullying or prejudicial language directed at another person
- Unsafe or dangerous behaviour.
- A suspected drug or alcohol related incident.
- Hitting furniture, walls, doors etc...
- Deliberate damage to displays or equipment.
- Setting off fire alarms.
- Persistent failure to comply with Ready to Learn
- Exam/Test misconduct.
- Truancy.
- Smoking/vaping - smoking or vaping is not permitted anywhere on the College site. If a student is seen smoking/vaping, in possession of smoking/vaping equipment or is present with others smoking/vaping on the school site or travelling to and from the College in uniform, this will result in being sent to the Learning Recovery Room or in some cases a Fixed Term Exclusion.

- Defiance (refusal to carry out a reasonable request/walking away from a member of staff).

This list is not exhaustive and each incident will be considered to put into place an appropriate course of action.

Fixed-Term Exclusions are the responsibility of the Principal but may be delegated to a member of the Leadership Team.

When an incident occurs for which a Fixed-Term Exclusion might be considered the member of staff reporting the incident should refer it to the Head of Year who will liaise with the Assistant Principal (Performance). If the incident happens at lunchtime it should be referred to the Leadership member on duty. The member of the Leadership Team/Head of Year considering the exclusion must do the following:

- Consider the evidence including speaking to the student, and if necessary, gathering witness statements.
- Allow the student the opportunity to present his/her view of events.
- If the incident was witnessed by member of staff, their version of events must be gathered.
- Pass the details on to the Director of School Services who will arrange for the official exclusion letter and filing.
- Telephone the parents to inform them of the exclusion and the reasons for it.
- Arrange a reintegration meeting with the student, parents and Head of Year/Assistant Principal (Performance).
- The Head of Year/Assistant Principal (Performance) must decide what follow-up support is needed

It is imperative that accurate documentary evidence of the events leading up to Fixed-Term Exclusion is kept. This needs to be filed as evidence in the student's file or via SIMS Linked Documents and all conversations logged on SIMS Initiatives as well as the relevant recording on SIMS Behaviour. No Fixed-Term Exclusion can be made without completion of an **Investigation Form**.

In the case of Fixed-Term Exclusion, parents/carers will be informed as soon as possible following the incident/investigation. The student and parents/carers will attend a reintegration meeting following the exclusion. It is expected that parents/carers attend these meetings as strategies to support the student will be discussed. The student will not be re-admitted to the College until a reintegration meeting has been attended.

PERMANENT EXCLUSION

For persistent poor behaviour or for one-off offences that are serious breaches of discipline, a student might undertake a Managed Move to another school for a 'fresh start' or be permanently excluded. One-off offences include:

- serious physical assaults;
- actual or threatened violence against another student or member of staff;
- sexual abuse or assault;
- bringing potentially dangerous weapons into the College, threatening to use them or using them;. This is against the law, is extremely dangerous, and is likely to result in a Permanent Exclusion.

- theft and bringing illegal substances (e.g., drugs and other substances) onto the College site with intent to use/supply to others/'dealing'. This is against the law, and is likely to result in a Permanent Exclusion.

This list is not exhaustive

Students who receive 15 days or more fixed term exclusions or who are recommended for permanent exclusion need to attend a Governors' Disciplinary Committee. This consists of three governors who will consider the reasons leading to the exclusions and the role of the College. The committee will decide whether or not to uphold the permanent exclusion. Occasionally a student who has received a number of fixed term exclusions may be brought before the Governors' Disciplinary Committee for a warning or a final warning to indicate that they are heading towards a permanent exclusion

MANAGING POOR BEHAVIOUR OUTSIDE OF LESSON

We expect high levels of behaviour from students both inside and outside of the classroom. The latter will include:

- Behaviour in the corridors and communal areas of the College.
- Behaviour at break and lunchtimes.
- Behaviour on the way to and from the College; in the community, on the bus, etc..
- Behaviour outside of school if it impinges on the well-being of other students and/or staff (e.g., via social networks, etc.)

We expect students to:

- Show respect for each other in the way that they talk to each other and behave towards each other.
- Show respect for adults in the school community.
- Look out for each other.
- Show respect for the physical environment. This includes not dropping litter or knowingly damaging College property/the damage of others.
- Behave calmly and safely so that no other student is placed at physical risk.
- Refrain from any activity that could be regarded as bullying or harassment of others.
- Show equality and fairness to all members of the College community and not to act in a way that could be regarded as prejudiced or discriminatory

When moving to and from lessons and at other social times. The key rules are:

- Keep to the left
- Move around responsibly and safely, especially on the stairs.
- Line up quietly outside classrooms when required.
- Be considerate of and helpful towards others, especially younger students.
- Eat/drink only in designated places.
- Respect the environment by taking the responsibility to pick up litter even when it is not your own.

Defiance

If a member of staff asks a student to do something reasonable, they must do it. If they do

not do what has been asked, the member of staff may say "This is a reasonable request. Are you choosing not to follow it?" **If they refuse, or walk away, they will be sent straight to the Learning Recovery Room.**

RED CARDS

Students will receive a 'Red Card' for any of the following:

1. Late to school without a valid reason or extenuating circumstance.
2. Running, shouting, eating or drinking in the corridors.
3. Taking hot food/hot drinks out of designated eating areas
4. Phones and headphones NOT out of sight or switched off throughout the College day (unless given permission by staff to use them for learning purposes).
5. Leaving/dropping litter anywhere other than in the bins.
6. Pushing/shoving in corridors or the canteen queue.
7. Being out of bounds.
8. Incorrect uniform without a note from the Head of Year.
9. Missing equipment or PE kit vital for the current lesson with no note from the tutor.

If a student breaks one of these rules, an adult will tell them that they have a 'Red Card', and that they must serve a 20-minute lunchtime detention the following day. Students will need to check the 'Red Card' list, which is on the C-Corridor and will be posted daily on the College bulletin. Teachers will alert students in receipt of a 'Red Card' via the student name in red on SIMS. If they fail to attend, the following day they will receive a sanction period four and lunch time. The student must present themselves in period 4 collect their work and arrive at the HUB by 12.30. Teachers will be reminded by the red triangle on the register that students should be in the HUB. Students will be provided with the opportunity to have a cold lunch during period four and are expected to complete work until the start of period 5.

Where behaviour outside lessons is deemed to be in serious breach of College expectations, for example physical assault on another student, theft, vandalism, verbal assault on a member of staff, a student may be sent to the Learning Recovery Room or be issued with a Fixed-Term Exclusion.

Students with a poor record of behaviour will not be entitled to participate in trips, visits and exchanges. Students whose behaviour on a school trip is in breach of College rules and expectations will be punished.

MOBILE PHONES

Whilst students are on the College site, mobile phones should be switched off in their bags and not used during the school day. They must hand over to a member of staff any phone that is seen or heard who in turn will arrange for safe-keeping at Main Reception. If confiscated more than once during a term, a parent/carer will be required to collect it from Main Reception. If a student refuses to hand it over, they will be sent to the Learning Recovery Room. If they refuse to hand it over whilst in the Learning Recovery Room, they could be Fixed-Term Excluded. Post-16 students are not to use their phones/headphones around the site – the only exception is in the Sixth Form Centre. If you see a post-16 student using a phone, ask them to put it away immediately.

DETENTIONS & CONFISCATION

Students have to attend detentions and we would expect parent/carers to support school with this important sanction. The Department for Education cites the following in the *Behaviour and discipline in schools. Advice for headteachers and school staff - January 2016* document.

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform violation and the ethos of the school.

At Callington Community College, all staff have the authority to seize, retain or dispose of items such as:

- Chewing gum
- Paper ball
- Foodstuffs

All staff have the right to seize and retain but **not** dispose of the following items:

- Mobile phones
- Music devices and headphones
- Clothing such as hats, scarves and coats/jackets/hoodies
- Jewellery
- Any unauthorised or banned item

Exceptions to the above include material that is inappropriate or illegal for a child to have such as a cigarette lighter, smoking/vaping equipment, racist or pornographic material, youth produced sexual imagery – in this instance, mobile phones may be seized by the College Safeguarding Team and the Police / Children's Services contacted. This material should be referred to the Head of Year or member of the Leadership Team who will decide on the most appropriate action to take.

It should also be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the student's permission is not.

In some circumstances it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether Cyber-bullying has occurred, for instance, but if the student refuses then the member of staff should not enforce the instruction. The member of staff can then refer the issue to a senior member of staff who may, if appropriate, involve the Police.

A student might reasonably be asked to turn out their pockets or to hand over an item and the College might use its legal power to discipline if the student unreasonably refuses to cooperate.

Considerations in confiscating items of clothing or jewellery

Staff should take care when deciding whether to confiscate items of clothing or jewellery. They should have appropriate regard to whether the item in question has religious or cultural significance to the student and should avoid physical contact or interference with students' clothing of a kind that might give rise to abuse allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this is done with another staff member present, if possible. Confiscation of any item that would leave the student inappropriately dressed must be avoided.

SEARCHING

The Education Act 2011 grants authorised College staff the power to search. Authorised college staff can search a student for any item if the student agrees. The ability to give consent may be influenced by the child's age or other factors. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item (this includes members of the College Safeguarding Team and Heads of Year). Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and psycho-active substances
- stolen items
- tobacco and cigarette papers / e-cigarettes/vapes and vape liquids
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the College Behaviour Policy and a sanction will be imposed.

Wherever practically possible, searches will be carried out by a named member of staff of the same sex as the student being searched. There must also be a witness (also a staff member) and, again if possible, they should be the same sex as the student being searched.

On no account, should any other adult attempt to carry out a search of a students' property or clothing without permission for any reason. Suspected students should be referred to those listed above, who then will decide on the most appropriate action to take.

SCREENING

Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018 states:

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.

Also note:

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.
- The College works in partnership with Devon and Cornwall Police, and may request the use of Passive Drugs Dogs on the College site to support our zero tolerance stance on illegal drugs.

MANAGING POOR BEHAVIOUR OUTSIDE OF THE COLLEGE

At Callington Community College we have high expectations of the behaviour of our students when off College premises. This includes behaviour on activities arranged by the College, such as work experience placements, educational visits and sporting events; behaviour on the way to and from College; and behaviour when wearing the College uniform in a public place. As such this policy has the following objectives in regulating behaviour off the College premises:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses;
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public;
- To provide reassurance to members of the public about College care and control over students and thus protect the reputation of the College;
- To provide protection to individual staff from harmful conduct by students of the College when not on the school site.

To that extent, the College will:

- Work with transport providers to agree how behaviour on public transport should be addressed.
- Make explicit statements about how rewards and sanctions (including loss of access to transport) can improve behaviour.
- Make our expectations of out of school behaviour clear through the assembly programme.
- Work with Work Experience providers and Colleges to ensure the College and provider have clear expectations of standards of behaviour and procedures to use in the case of poor conduct.

- Liaise with members of the local community such as, retail staff, local residents and Police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.
- Ensure that all parents/carers and students are clear about behaviour standards on College trips through letters and formal meetings.
- Ensure that a contact strategy should be given to a Senior Leader so that advice for staff is available in a crisis, particularly on residential trips and international trips.
- Callington Community College will not tolerate abuse or intimidation of staff by students when not on the College site, and when not under the lawful control or charge of a member of staff of the College.

Staff are made aware that:

- They have the same rights of protection from threat as any citizen in a public place;
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour;
- Their first concern must be for their own personal safety;
- They should make clear that the student has been recognised, even if in a group of young people;
- They should then use their judgement about how to leave a difficult situation without provoking further confrontation;
- Staff who feel that they have been subject to abuse or intimidation by students outside of College should refer the issue in the first instance to a senior member of staff.
- The College will apply disciplinary sanctions and restorative approaches procedures as appropriate at a suitable time when the student is in school.

SANCTIONS

The range of misdemeanours is as follows and is weighted according to severity:

-1 point	<ul style="list-style-type: none"> Late to school Missing key school equipment Failure to complete home learning Running indoors Eating/drinking in corridors Shouting indoors Taking hot food/hot drinks out of designated eating areas Using mobile phone/headphones without permission Wearing headphones Leaving/dropping litter Pushing/shoving in corridors/canteen queue Being out of bounds Incorrect uniform - skirt infringement Incorrect uniform - appearance (make-up jewellery) Incorrect uniform - no tie Incorrect uniform - shoes Incorrect uniform - no blazer
-2 points	<ul style="list-style-type: none"> Late to lesson/disorderly entrance or exit Not Ready to Learn (uniform, equipment, planner) Not trying their best/negative towards work Not starting work as soon as instructed

	Not following instructions/seating arrangements Calling out/interrupting/not respectful of others talking Engaging in 'off-task' conversations Not focused on own work/distracting others from learning Eating/drinking/chewing gum/littering in lesson Swearing/abusive language Disrespectful language to staff/other students Using mobile phone/headphones without permission Failure to attend Red Card detention
-3 points	Swearing at/about a member of staff Violent/aggressive/intimidating behaviour Racist incident ¹ Homophobic incident ¹ SEN/Disability incident ¹ Sexist incident ¹ Appearance/Health condition incident ¹ Cyberbullying incident ¹ Bullying (other) ¹ Unsafe/dangerous behaviour Deliberate damage to College property Defiance (refusal to cooperate in the Learning Recovery Room) ² Failure to attend Red Card detention Unattended detention Verbal/physical abuse of staff Truancy/wandering (without a note/pass) Possession/use of alcohol or drugs Possession/carrying a weapon/dangerous item on to College site Poor behaviour travelling to/from the College Smoking/vaping ³ Unattended detention
-4 points	Verbal/physical abuse of staff
-5 points	Possession/use of alcohol or drugs Possession/carrying a weapon/dangerous item on to College site

For students who **persistently fail to comply** the range of interventions/strategies is noted as follows:

- Behaviour Mentoring
- Behaviour Review Meetings (target-setting agreed with the student, parents and Head of Year and communicated with all staff).
- Round-Robin (full-subject)
- Pastoral Support Plan / Behaviour Agreements
- Learning Hub Support
- Counselling
- Anger Managements
- Curriculum Adjustments / Population Adjustments / Reduced Timetable
- Repair Meetings
- Alternative Provision
- Placement at a Partner-School
- Managed Move

¹ Includes - physical/verbal abuse of others/offensive text messages or misuse of social networking or other internet sites.

² Defiance includes refusal to hand over mobile phone / refusal to wear replacement uniform or PE kit.

³ Smoking/vaping includes - being seen smoking/vaping, in possession of smoking/vaping equipment or is present with others smoking/vaping on the College site or travelling to and from the College in uniform.

- Permanent Exclusion

It is not our policy to discuss the outcomes the sanctions that might apply to other students with parents/carers.

REWARDS

We are proud of the positive learning and teaching environment that we create and we recognise the importance of rewards as an incentive for students to achieve their best. Staff and students are encouraged to celebrate success at every opportunity and a range of rewards exist for this purpose, including:

- Verbal Praise
- Achievement Points (via SIMS)
- Positive Comments in exercise books, student planners
- Phone Call Home / Postcard Home
- Letter of Congratulations Home (excellent work, attendance, a specific achievement, etc.)
- Certificates
- Celebration Assembly
- Curriculum Leader Award
- Star of the Term
- Nominations - Progress, Effort & Achievement
- Presentation at the College Year Group Celebration Event
- Publication on the School Twitter feed
- Good Egg
- Student of the Week
- Fantasy League Entry

Students may be rewarded in the following categories:

+ 1 point	Praise - Class Discussion +1 Praise - Contribution to Learning +1 Praise - Extra-Curricular +1 Praise - Practical Skills +1 Praise - PRIDE Presentation +1 Praise - Team Work Skills +1 Praise - Thinking Skills +1
+ 3 points	Praise - Booster Session +3 Praise - Classwork +3 Praise - Environment +3 Praise - Home Learning +3 Praise - Improved Effort +3 Praise - Progress +3 Praise - Sustained Effort +3
+ 5 points	Praise - Community Spirit +5 Praise - Good Deed +5 Praise - Student Leadership +5 Praise - Supporting a Fellow Student +5 Praise - Volunteering +5
+ 10 points	Curriculum Leader Award (Weekly) +10 Star of the Term +10 Student of the Week - HOY +10 Student of the Week - Tutor +10

MULTI-AGENCY APPROACH

Any College with an inclusive ethos will experience times when some children and young people need a more personalised approach to address their specific behavioural or emotional needs. In some cases this will mean that sanctions and rewards are not the most appropriate means of dealing with behaviour, and other programmes of intervention and support may be used in conjunction with external agencies. Whatever the systems used, the way they relate to the overall policy should be seen to be fair. The importance of taking a multi-agency approach to behaviour management is central. Taking a student-centred approach, we recognise the lead we may be required to take in consulting and communicating with other agencies. At Callington Community College we aim:

- to have clear plans for students presenting with challenging behaviours and ensure staff are aware of them and;
- to put in place suitable support for students with behavioural difficulties;
- to build positive relationships with the parents of students with behaviour difficulties.

Curriculum Leaders have a responsibility to ensure that setting is designed for positive behaviour and staff are deployed according to their strengths.

SEND

At Callington Community College we are keen to ensure that we do not discriminate - through application of the Behaviour Policy - against students whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background.

Staff should be aware that blanket policies, such as policies that provide a fixed sanction for a particular offence: e.g. an automatic exclusion for a student who swears at a teacher might put the school at risk of discriminating against disabled students. The policy might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled students for whom the swearing may be 'related to their disability'. Therefore, when intervening with apparent inappropriate behaviour all staff must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions.

Therefore, when intervening with apparent inappropriate behaviour all staff must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions.

USE OF REASONABLE FORCE

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

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

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

Reasonable force can be used to prevent student from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

School follows current government guidelines about the use of reasonable force – <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

LINKED DOCUMENTATION

Attendance Policy
Ready to Learn / Red Card / Extra Mile posters
The Role of the Tutor
Anti-Bullying Policy
Reasonable Force Policy
Drugs Policy
Equality Act

MONITORING AND EVALUATION

This policy will be due to be reviewed in 1 year or earlier if legislation or practice should change significantly in the meantime.

Leadership Teacher responsible for policy: Mrs Paula Mathieson
Implementation Date: September 2018
Review Date: June 2019 (ready for September 2019)