

Bassingbourn Village College



Expectations for Learning Policy

Approved/Ratified by Governors on	7 th November 2018
Review cycle	3 years
Date of next review	November 2021

College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

This policy is a combination of several key policies that are central for ensuring successful learning can take place at the college. This policy covers Behaviour, Attendance, Exclusion, Bullying, Uniform and our Home-College agreement

We would like to thank staff, students and the parents' forum for their input in the production of this policy

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1. Expectations for successful learning

1.1 Principles

We believe that all staff and students have a right to be treated with respect and courtesy. They also have a right to work and study in an effective well-ordered learning environment where standards of behaviour and discipline are high.

A well-disciplined environment creates effective conditions for learning and promotes high standards for all.

1.2 Purposes

- To promote an ethos of high expectations.
- To provide students and staff with a secure well-ordered environment.
- To ensure that clear boundaries support learning and progression.
- To ensure clear dialogue with students about potential barriers to learning.
- To encourage the involvement of parents/carers in students' learning and personal development.
- To promote the development of a range of personal qualities and interpersonal skills such as courtesy, respect and sensitivity to the needs of others.
- To promote the development of good personal relationships.
- To promote equal opportunities and value individuals regardless of gender, race or disability.

1.3 Promoting positive ethos

The ASPIRE code is used to support staff and students in their behaviour and attitude and to help maintain a positive college culture of success. The key principles of this code are:

Ambitious

Always set yourself high goals and work hard to achieve them

Supportive

Always be considerate and help and support each other.

Prepared

Always bring the correct equipment to college so that you are ready to learn.

Always take pride in your appearance and wear your uniform correctly.

Always be on time for registration and lessons.

Independent

Always take responsibility for your own learning and complete homework on time.

Always be truthful and be responsible for your own actions.

Respectful

Always be respectful to others and the environment around you.

Always respect the property and possessions of others.

Always be polite and courteous.

Excelling

Always try to do your best and be determined in whatever you do.

Always be proud to share the work you produce in class and at home.

1.4 Home-College agreement

A copy of the Home-College agreement is sent to all parents when your child starts BVC and should be signed by the student, their parent and their tutor.

1.4.1 The College

- We will set high standards and provide a high quality education for your child.
- We will encourage your child to achieve their full potential in all aspects of college life by providing a fully enriched curriculum.
- We will care for your child as a valued member of the college community and inform parents about any concerns or problems that affect your daughter's/son's behaviour and /or progress.
- We will provide a broad and balanced curriculum matched to the needs of all which promotes independent learning.
- We will keep you informed about progress and future learning targets on a regular basis through progress checks and reports
- We will be open and welcoming towards parents and provide opportunities for you to become involved in the life of the college.

1.4.2 Home

- We/I will ensure that my child goes to college regularly and on time. We/I will provide a note of explanation of any absence.
- We/I will ensure that my child goes to college dressed according to the uniform policy.
- We/I will support high standards of work and behaviour and contact the College to inform them of any issues that may affect these.
- We/I will attend Parents' Consultation Evenings to discuss my child's progress.
- We/I will support my child in homework and any other opportunities for home learning.
- We/I will provide my child with all the necessary equipment.
- We/I will make the college aware of any concerns that might affect my child's learning
- We/I will support the college's guidelines and policies.

1.4.3 Student

- I will listen to and respect the work and opinion of others.
- I will be honest, considerate and polite.
- I will take pride in my college and myself.
- I will be organised and take responsibility for my own learning opportunities.
- I will present a positive attitude to my work.

- I will ensure that all necessary equipment is brought to college.
- I will attend college on time every day and be on time for all of my lessons.
- I will follow the Code of Conduct, college and classroom rules and behaviour policy.
- I will do all classwork, homework and coursework on time and to the best of my ability.
- I will wear my college uniform in a correct and business like way, following all of the college's rules relating to jewellery, hair colours/styles and nails.

1.5 Attendance

1.5.1

We acknowledge the proven correlation between high level attendance and student outcomes. Absence during term-time interrupts continuity of teaching and learning, disrupts the educational progress of individual children and fragments learning. Therefore we take the issue of attendance very seriously and do all we can to obtain very high attendance from all our pupils. Attendance is a national priority. Research shows that pupil attendance of less than 95% can impact on pupil attainment by as much as a grade or level.

90% attendance for a student in secondary school in effect means a child has missed 12 weeks of school by the end of Year 9 and half a year of education by the time they take their GCSEs.

Bassingbourn Village College is committed to improving levels of school attendance and punctuality through strategies that involve partnership with parents, students and locality/ local authority workers. The school believes that attendance at school is central to the well-being and needs of every student. We therefore have an expectation that all students attend school 100% of the time, unless there are exceptional or unavoidable reasons for absence

1.5.2 Punctuality

A student that arrives after the start of a school session **MUST** sign into the school office and the reason for lateness recorded. Failure to sign in late or unacceptable reasons for lateness will result in the student being placed in the weekly punctuality detention. Students who are persistently late (3 or more in any half-term) may be placed on punctuality report, parents contacted and an after-school detention set.

1.5.3 Absences

It is the responsibility of the parents to inform the school of the reason for the child's absence as soon as possible **ON THE FIRST DAY OF ABSENCE**.

Parent/carers are expected to contact school each and every day of a student's absence, unless a parent has informed the office that said student would be absent for a set period.

1.5.5 Unauthorised absence

Absence will only be authorised for a good reason that meets the Department for Education (DfE) guidelines such as illness, unavoidable medical appointments, emergencies and other unavoidable reasons. DfE guidelines state that the following activities would be classified as **unauthorised**:

- Family holiday
- Weddings abroad – regardless of whether it is for immediate family members
- Family Anniversaries
- Death of a pet
- Travel problems
- School refusal

Exceptional circumstances which mean the school is likely to grant a leave of absence include:	Absence will <u>not</u> be authorised for reasons such as the following:
<ul style="list-style-type: none"> • When a family needs to spend time together because of an immediate* family bereavement, crisis or serious illness • Funeral of a family member • Religious observance • Transport was not provided by the Local Authority when it should have been • Children of service personnel about to go on deployment (permission would be considered as long as the request is accompanied by a letter from the Commanding Officer) • One day of absence could be authorised for a wedding of an immediate* family member in this country and the invitation has been provided as evidence • One-off sporting events/performing arts competitions, if the child is participating, is at county standard or above and a letter has been provided from the performing arts/sports regional governing body as evidence • One day of absence could be authorised for an immediate* family members graduation ceremony/passing out parade • Medical appointments (please arrange non-urgent medical appointments outside of school hours when possible. If the medical appointment is during the school day, evidence must be provided. Schools should not authorise a whole days absence for a medical appointment that occurs in the morning – the child would be expected to return to school in the afternoon, and vice versa. 	<ul style="list-style-type: none"> • Keeping children off school unnecessarily • Truancy • Day trips • Shopping • Unexplained absence • No school uniform/shoes • Bullying or friendship problems • Learning difficulties • To care for other family members • Birthdays • To interpret for other family members • School uniform/shoes issues • Head lice • Family holiday • Weddings abroad – regardless of whether it is for immediate* family members • Family Anniversaries • Death of a pet • Travel problems • School refusal

*Bassingbourn Village College defines an immediate family member as:
A great-grandparent, grandparent, parent, sibling

Should any explanation for an absence not be received or should the reason be deemed unsatisfactory then the absence will be recorded as unauthorised. Students, and families of students, suspected of taking unauthorised absence may be contacted as soon as the school is aware of the absence. Ultimately the school is responsible for deciding if the absence is authorised or not. You will be asked to provide medical evidence if your child has a poor attendance record.

If a student is absent for two weeks without any notification of absence and school has been unable to contact parent/carer, the school by law has to inform the Education Welfare Service who in turn will attempt to contact/visit the family home. If unable to do so they will contact the police.

1.5.6 Persistent Absence/ Truancy

Students whose attendance falls below 90% at any point in the school year will be seen as a 'persistent absentee' and interventions at Level 4 will be deployed in accordance with our stated attendance procedures.

Students who are deemed to be truanting – ie they attend registration but not in a lesson -in the school day will have their parents notified immediately and the parent will be deemed to be responsible for their child.

Post registration truancy will result in a child being classified as absent for that school session.

1.5.7 Leave of absence

There is no legal entitlement or right to take a child out of school for the purposes of a term time holiday. Amendments to the Education (Pupil Registration) Regulations 2006 make clear that a Head of School/Principal may not authorise holidays in term time unless there are exceptional or an unavoidable reason for absence circumstances. Penalty notices may be issued by the local Authority to each parent for single event absences of at least three consecutive school days or more where the absences are unauthorised because they are neither exceptional nor unavoidable.

1.5.8 Promoting attendance

The college has a clear system to maximise attendance following the Local Authority three letter system.

Attendance is reviewed fortnightly depending on a student's cumulative attendance over a six week rolling period.

Students who attendance falls between 97-100%: tutors monitor and encourage 100% attendance, promoting healthy competition within the tutor group and against other tutor groups to see who can have the highest attendance

Students whose attendance falls between 97-95%: tutors to contact home and discuss the importance of attending every day

Students whose attendance falls below 95% will receive Letter 1 raising a concern regarding their child's attendance. The Achievement leader should contact home to discuss the student's attendance at this stage.

If their attendance falls below 93% they will receive letter 2 requesting a meeting with the school to discuss their child's attendance and medical evidence for any further authorised absence to be provided. An attendance action plan will be put in place at this stage by a member of the attendance team.

If a student's attendance falls below 90% and it is for medical reasons. This has to be supported by medical evidence saying that a student is unfit for school. For these cases the Local Authority Medical Needs Protocol will be implemented.

If their attendance continues to fall then a referral to the education welfare officer will be made for a student who has attendance of 85% or below, mostly unauthorised over a 6 week period.

In addition to these strategies, the high profile of attendance within the college is maintained through assemblies, prizes for the best tutor group, and certificates and prizes for all pupils with 100% attendance every term.

1.5.9 Any absence is followed up rigorously. A first day calling procedure is in place. Additionally, every fortnight a complete list of unauthorised absences is published for tutors to follow up, and any that remain unaccounted for are followed up by CALs, ACALs and the Attendance Leader.

1.6 Uniform and equipment

1.6.1 Uniform should be worn in a 'smart and business like' manner at all times when inside the building. Skirts without a logo must be of the same style to that which can be purchased from Total Clothing. This means shirts tucked in and ties done up properly.

1.6.2 No outer wear of any kind (including but not limited to coats, hoodies, scarves, hats or gloves) should be worn inside the building.

1.6.3 The correct books and equipment should be brought to college for every lesson. The minimum expected equipment is blue/black Pen, HB pencil, ruler, rubber, highlighter in a pencil case, scientific calculator.

1.6.4 Valuables should not be brought into college. If large sums of money have to be brought into college they should be taken to the college office for safe keeping.

1.6.5 Cigarettes, tobacco, e-cigarettes, matches or lighters should not be brought into college. There should be no smoking or vaping on the college premises or in the vicinity of the college.

1.6.6 No dangerous items should be brought into college i.e. alcohol, drugs, knives, guns, laser pens etc.

1.6.7 Students are not permitted to bring aerosols into school on health and safety grounds

1.6.8 The required uniform for Bassingbourn Village College is:

School uniform items including the school blazer, skirt, school tie, jumper and all PE items with the school logo, identified with * will be available online from

<https://www.totalclothingshop.co.uk/bas>

<u>Uniform</u>	<u>PE and Games Kit *</u>
<ul style="list-style-type: none"> • Blazer Plain black with school logo* • Trousers Plain black, business style, no boot cut, skinny or flared trousers. No cords, jeans, cropped trousers. Only dark buttons or belts allowed. • Skirt Black school-style skirt (straight or pleated, non stretch) * • Shirt White, long enough to tuck into trousers/skirt and a correct collar to wear a tie properly. • Tie School tie* • Jumper May be worn during winter months. Black V-neck jumper with school logo. This should not be worn instead of a blazer * • Socks Ankle or knee-length, dark grey, white or black. • Shoes Black. Leather/leather type uppers no canvas shoes. In the interest of safety, heels no more than 3 cm high. No training shoes. 	<p>Compulsory</p> <ul style="list-style-type: none"> • Polo Shirt Gold and black with school logo • Rugby Shirt for rugby Gold and black with school logo • Shorts or Skort Black with school logo • Fleece Black with school logo • Socks Black sports socks • Gum shields/shin pads • Hair tie • Trainers • Football boots <p>Optional *</p> <ul style="list-style-type: none"> • Jogging bottoms Plain black • Waterproof jacket Gold and black with school logo

Discreet make-up or nail varnish only is permitted. No fake nails or jewellery is allowed except for a wristwatch and for pierced ears when one pair of plain studs only may be worn. Any form of facial or body piercing is not permitted. Mobile telephones, iPods, iPads etc are permitted in college; they are to be used in line with the college's ICT Acceptable Use policy and are brought in to school at the owner's risk. Hairstyles should be of natural colour. We do not allow extremes of styles, or colour. No patterns or shaved heads allowed. For PE and DT students are expected to have long hair tied back for Health and safety and hygiene reasons. Students may be asked to remove earrings at any time. If a student is unable to take part in PE then they will still be expected to change into PE kit and support the lesson by coaching or officiating.

In year 11 students are permitted to wear jackets and skirts/trousers that do not have the school logo. These should constitute business dress and be appropriate for a business environment in preparation for the world of work.

The school will have final say in relation to the suitability of uniform items

The college will remove any student from lessons who does not conform to our guidelines.

1.6.8 Uniform infringements

It is a professional responsibility of staff to be aware of students who are not wearing the correct uniform or who have brought in items which are not permitted, and to take appropriate action. Students must bring a note dated and signed by a parent if they are not able to wear an item of uniform for an acceptable reason, e.g. wearing trainers for a medical reason. Non-college jumpers and jewellery should be removed on teacher request. If a student refuses to follow an instruction to remove an item then it is a Level 4 offence (see levels on page 13) and should be dealt with accordingly.

If a student arrives at college without correct uniform, without the authorisations of a signed parental or medical note, then they should be sent to the Hive to borrow items if possible. Parents will be contacted to alert them of this.

If on the following day there is still no compliance. Parents will be telephoned and asked to bring in the correct uniform for the student to change into on the day. The student will be placed in detention at break or lunch time.

If there is further non-compliance, i.e. in excess of two days except where a reasonable arrangement has been made with parents, the infringement will be considered an act of defiance and further sanctions considered, including isolation.

1.6.9 Extremes of hairstyle are also not permitted e.g. with bright unusual hair colours, with more than one colour, or shaved into patterns, less than a number 2. They should be referred in the first instance to the Achievement Leader to contact home. Students who come to college with extreme hairstyles will not be allowed to attend lessons.

1.6.10 Body piercing is also not permitted. If a student comes into college with a piercing (except for one stud in each ear lobe) they will be asked to remove it in the first instance. If they refuse then they will be removed from lessons. Repeat offences will result in the item being confiscated, parents contacted and may result in isolation.

1.7 Use of mobile phones or other electronic devices

1.7.1 Students who choose to bring mobile phones or other electronic devices into College will be responsible for their safekeeping: the College will not be responsible should they go missing, are broken or stolen.

1.7.2 Students should not have their mobile phones or other electronic devices switched on during the school day

1.7.3 Students using their mobile phones or other electronic devices without the teachers' permission will have their mobile phones or other electronic devices confiscated. Any mobile phones or other electronic devices confiscated will be placed in a labeled envelope and taken to Reception for safekeeping and parents to collect.

1.7.4 The use of mobile phones to record or video without permission is not allowed and taken very seriously and could lead to internal isolation. Taking photos or sharing images without permission is also not allowed and could lead to isolation.

1.7.5 Mobile phones or other electronic devices including headphones should not be seen from arrival at school in the mornings until leaving the school building at the end of the school day unless explicit staff permission has been granted.

2. Rewarding successful Learning

2.1 Rewards and celebrating positive behaviour

2.1.1 The reward scheme supports, recognizes and promotes development of the ASPIRE code within our students. Praise and rewards should have emphasis to encourage students to participate, perform and progress.

2.1.2 Staff should aim for a positive/negative ratio of 3:1 as a minimum. Staff are encouraged to use the following methods of providing students with feedback on their achievements.

- Positive verbal feedback
- Positive written feedback
- Positive phone calls/ letters home
- Emails to tutor or parents
- Badges for roles of responsibility
- Displays of students' work around the college
- Stickers and stamps for good work
- Certificates and postcards home
- Praise in assemblies
- Praise in the Heron or termly college newsletter
- Well done messages on the screens

2.2 Merits

Merits should be awarded according to the criteria for celebrating achievement (see appendix). They are recorded on the Progresso monitoring system as a positive monitoring. *Staff should aim to give at least three merits for each lesson they teach.*

Students who achieve a certain number of merits will then receive an award certificate and entry into the end of year merit draw.

Merit certificates will be awarded to students in the following ways :

2.2.1 Bronze certificate

Certificate will be awarded to students in assembly by their Achievement Leader. Names to be placed in the Heron and on the screen.

2.2.2 Silver certificate

Certificate will be awarded to students in assembly by their leadership team link for their college. A letter from the Head of School will also be posted home. Names to be placed in the Heron and on the screen.

2.2.3 Gold certificate

Certificate will be awarded to students in the end of term celebration assembly by the Head of School. A letter from the Head of School will be posted home. Names to be placed in the Heron and on the screen.

2.3 Termly Subject Awards

Heads of department are asked to nominate students for bronze, silver gold and platinum certificates for each year group who they would like to receive an 'End of Term Award' for attainment or progress. These will be presented in celebration assemblies at the end of each term.

2.4 Heron awards

These are the most prestigious awards in the College calendar. The awards will be given during the annual awards event held during the summer term for years 7 – 10 and the autumn term for leavers.

2.5 Tutor group challenges

Each half term challenges are set for tutor group activities. Certificates will be awarded for winning tutor groups and a set number of points given for each challenge per half term both for taking part and winning. The number of points per challenge will go towards the Intercollege Cup.

2.6 Intercollege competitions

To foster college ethos and competition, the college which gets the most points from the tutor group challenges and college competitions will win a termly Intercollege Cup and end of year reward.

2.7 Attendance awards

At the end of each term students will be awarded with bronze, silver, gold and platinum certificates in assembly for their attendance that term. Their names will be entered into a draw for an end of year attendance prize.

2.8 The BVC Challenge

To celebrate achievement across all aspects of college life students are challenged to complete the Key stage 3 or Key Stage 4 BVC challenge. These students will then receive a certificate upon completion and be eligible for the BVC star awards.

2.9 Star awards

Bronze, Silver, Gold star awards are awarded to students who have achieved the criteria for completing the BVC challenge, attendance, merits and been nominated for a subject award during an academic year.

3. Encouraging successful behaviour

3.1 Dealing with incidents

3.1.1 All staff have a collective responsibility to deal with incidents and support each other in order to ensure not just the safe running of the college but to pro-actively tackle poor behaviour. They should actively encourage and promote excellence in behaviour and attitude to learning at all times regardless if this is in a lesson or not. It is at the heart of our ethos to model and reward exemplary behaviour at all times.

3.1.2 Any student not following a college rule at any time will be challenged by a member of staff. The challenge and correction should be in the form of a rule reminder which refers back to our ethos and values.

3.1.3 Staff will state the expectation that the student will correct their behaviour from now on. Remember that the overarching principle should also be affirmed that the interaction should be about non-escalation.

3.1.4 If the student's(s') name(s) are not known, then they will be asked before any further action is taken.

3.1.5 If an incident occurs outside of a lesson that needs further investigation then this will be reported to the duty team leader in the first instance and the student sent to the prom area to write an incident sheet. The member of staff will also complete an incident sheet and pass this onto the duty team leader to take further action.

3.2 The level procedure

3.2.1 Behaviour is dealt with according to our leveled procedure to encourage positive behaviour for learning (see appendix 2). Staff should also see appendix 3 for suggested behaviour strategies for managing low-level disruption to avoid escalation of negative behaviour in the classroom:

Level 1 – Recorded as Level 1 negative

Students who continue to show the behaviour highlighted through the warning will move to level 1 where the teacher will reinforce the initial warning and issue a 10 minute breaktime detention.

Level 2 - Record as Level 2 negative

If the undesired behaviour continues despite action at the previous two stages then the teacher must make a decision whether to move the student to a different seat in the classroom or give 'time out'. 'Time out' can be used to remove students from a situation where their behaviour is either unsafe, inappropriate or potentially damaging to the college environment. Behaviour at this level will lead to a 20 minute teacher set detention at lunch.

Level 3 - Record as Level 3 negative

If, despite action at level 2 there is no improvement, then the teacher must inform the student that they will be placed in an after college detention for 40 minutes. The on-call teacher should be called for a discussion with the student about their behaviour.

Level 4 - Record as Level 4 negative

Students who continue to show inappropriate behaviour despite being informed of a detention will be removed from the lesson and looked after within the department by another member of staff. The Head of Department must be made aware of any removal from a lesson and contact parents to arrange a detention and meeting.

Level 5 - Record as Level 5 negative

If, despite action at Level 4, behaviour remains a concern or if a serious one-off breach in the expectations for learning policy occurs then they will be referred to the relevant AL/LT member.

3.2.2 Behaviour at levels 1 to 4 should be dealt with at departmental level, recorded on the MIS system and an incident sheet completed and passed onto the relevant CAL, with the action taken clearly recorded.

3.3 Repetition of Inappropriate Behaviour across Curriculum Areas and/or outside lessons

3.3.1 Students who show repeated behaviour which reaches negative Level 2 across more than one curriculum area should be dealt with by their Achievement Leader in addition to sanctions implemented by the classroom teacher or Head of Department according to the staged behaviour intervention (see appendix 4).

3.3.2. If any student does not respond to the consequences and seems not to understand the consequences of continued poor behaviour the college will:

3.3.3 In the first instance, act to ensure that the learning of others is not disrupted; analyse the reasons for the continued poor behaviour, calling upon experts as required, engaging the student's family; deliver a focused support plan that meets the student's individual needs. This may include some of the following: restorative justice, allocating a learning mentor, college action plan, life coaching. (see Appendix – staged behaviour intervention at a whole college level)

3.3.4. In some cases there will be a need to seek more appropriate provision for a student. This may be in the form of an Individual Alternative Education Plan (IAEP) , a fresh start in another environment via an ESCIP referral, or full time off-site provision.

3.4 Punishing poor behaviour (based on DFE guidelines)

3.4.1 Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a college rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

3.4.2 To be lawful, the punishment (including detentions) must satisfy the following three conditions:

3.4.3 The decision to punish a student must be made by a paid member of college staff or a member of staff authorised by the Head of School/Principal;

3.4.4 The decision to punish the student and the punishment itself must be made on the college premises or while the student is under the charge of the member of staff;

3.4.5 It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

3.4.6 A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

3.4.7 The Head of School/Principal may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a college trip.

3.4.8 Corporal punishment is illegal in all circumstances.

3.4.9 Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, college staff should follow the college's safeguarding policy.

3.5 Searching and confiscation of property

3.5.1 Teachers can confiscate students' property. In the case of illegal items these will be passed onto the police. Items such as alcohol, tobacco products and other school banned objects should be passed onto the Head of School to be disposed of.

3.5.2 Prohibited items include alcohol, tobacco and tobacco related products, illegal drugs, stolen items, fireworks, pornographic images, any article that has been or is likely to commit an offence, cause personal injury or damage to property. These will be confiscated and not returned.

3.5.3 The college also bans items that are age related for over 18's e.g caffeine drinks and electronic cigarettes, substances regarded as legal highs. These will be confiscated and not returned

3.5.4 In the event that a student is suspected to be in possession of a prohibited, banned or illegal item then the college reserves the right to search them, their lockers and possessions without permission (in accordance with the DFE guidance on screening, searching and confiscation)

3.5.5 To safeguard staff and students any search should take place with more than one member of staff present and logged on the m-drive on the physical intervention log.

3.5.6 When an item is confiscated then it will be handed into reception for safe keeping. The item will be kept until the parents of the student can collect it from reception between 8.30am -4.15pm. This includes mobile phones and items of non-school uniform. Staff can confiscate any item that disrupts and disturbs the learning process e.g. fidget spinners from a student at their discretion.

3.6 Behaviour outside of college

3.6.1 What the law allows:

A teacher may discipline a student for any misbehaviour when the child is:

- Taking part in any college organised activity
- Travelling to or from college
- Wearing college uniform
- In some way identifiable as a student at the college

Or misbehaving at any time in a way that

- Could have repercussions for the orderly running of the college
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the college

3.6.2 Students on college trips and visits, and on the way to and from college, are governed by the college's expectations for learning policy. It is expected that students behave well on trips and visits and at all times when representing the college. Poor behaviour on the way to and from college is not acceptable and would result in sanctions being put in place.

3.6.3 Students who misbehave on the college buses maybe reported to the county transport service and their allocated bus place will be at risk.

3.6.4. If students' behaviour risks the safety of others then they could be sent home and, dependent on the incident, further sanction could apply

3.6.5 The college will investigate any misbehaviour that is reported to them by a third party or witnessed by a member of staff if the student is in college uniform or bringing the college into disrepute. The sanctions imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day.

3.6.6 If misbehaviour is reported to the college whilst not on a school activity or in school uniform this will be reported to the relevant authorities and/or parents/carers if it is of a safeguarding nature

3.7 Detentions

3.7.1 What the law allows:

Teachers have the legal power to put students in detention.

3.7.2 Colleges must make it clear to students and parents that they use detention (including detention outside of college hours) as a sanction.

3.7.3 The times outside normal college hours where detention can be given include:

- Any college day where the student does not have permission to be absent.
- Weekends – except the weekend preceding or following the half term break.

3.7.4. With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

3.7.5 Detentions outside college hours

College staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside college hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-college detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent, e.g. teaching days or staff training days.

3.7.6. Parental consent is not required for detentions.

3.8 Exclusions

3.8.1 Only the Head of School/Principal has the power to exclude a pupil from the college.

3.8.2 There are two types of exclusion from college:

- one for a fixed period
- the other permanent

Each of these is subject to a particular set of procedures.

3.8.3 Our aim is always to avoid permanent exclusion where ever possible by referring to the East and South Cambridgeshire Inclusion Partnership (ESCIP) and/or local authority for a managed move to another ESCIP school.

3.8.4 Our aim is always to avoid fixed term exclusion where ever possible by isolating the student in the first instance. This may also include the use of an extended day in isolation. Repeated offences of a similar nature would then lead to exclusion.

3.8.5 Exclusions will be carefully considered and evidence will be gathered and assessed before the decision is made.

3.8.6 Decisions may take longer than one day if the Head of School/Principal is off-site. Where there is immediate risk to the safety of others in the college or the student concerned decisions may be expedited pending further investigation.

3.8.8 A child who has committed a serious enough breach of the college's behaviour policy to merit exclusion cannot be simply 'sent home'. This would be an unofficial exclusion which is illegal.

3.8.9 Fixed Term Exclusion

This is used where the Head of School/Principal requires a student to remain out of college for a period, but with a date fixed for the exclusion to end, and the student to return to college. A student may be excluded for one or more fixed periods, provided they do not exceed a total of 45 days in any one academic year.

When a student receives a single fixed term exclusion for a period of up to five days, then regardless of any previous exclusions, the parent/carer has the legal duty to make sure the student is not in a public place during college hours – except when there is an urgent necessity such as a medical appointment. This information with possible penalties should be included in the exclusion letter sent by the college.

If a single fixed term exclusion exceeds five days, it is the responsibility of the college to organise a full time off-site educational provision from and including day six of the exclusion.

3.8.10 Permanent Exclusion

This is used where the Head of School/Principal decides a student must be excluded and not allowed to return to the college.

When a student is permanently excluded, then for the first five days of exclusion it is the legal responsibility of the parent/carer to ensure the student is not in a public place during college hours. Again the exclusion letter should set out a parent's responsibilities in this area.

In situations where further investigation is required, the student could be issued with a '5 days fixed pending permanent' exclusion. During this time further information about the incident can be gathered and the decision about permanent exclusion can be made.

3.8.11 Exclusion Meetings

Fixed term 1 Day (first occasion):

Stage 1 fixed term readmission meeting + 1 week on general blue report to AL:

Parents asked into college to meet with the Achievement Leaders and, if possible the Tutor. The student will attend. Behaviour targets to be set up and monitored by the Tutor and AL.

Stage 2 fixed term readmission meeting - 2 days or more (or second fixed term exclusion):

Parents asked into college to meet with the Achievement Leader and Leadership Team link for the college. The student will attend.

A Pastoral Support Plan (PSP) will be set up and monitored by the AL and student support through a green target card.

Stage 3 fixed term readmission meeting - 3 days or more (or third fixed term exclusion):

Parents asked into college to meet with the Head of School/Principal, Student support and AL. The student will attend. A Pastoral Support Plan will be set up and reviewed and outside agencies identified as necessary. The Frequency of PSP review meetings will be dependent on the student and their needs. A managed move may be considered. Student placed on a yellow target card.

Stage 4 Permanent Exclusion:

Parents are invited into the college for the permanent exclusion meeting with the Head of School /Principal, representatives from Leadership team, 3 Governors and Local Authority representative.

Permanent Exclusion paperwork fully documenting issues and actions taken

3.9 Investigations regarding serious breaches (level 4/5) of The Expectations for Learning Policy

3.9.1 Before any decision on internal or external exclusion is reached, a thorough investigation should take place. Investigations will be conducted by Student Support Team personnel under the guidance of the Head of School. All those involved in the incident should write a statement using the Bassingbourn Village College incident forms. Statements should also be gathered from witnesses where appropriate.

3.9.2 All statements and evidence regarding breaches of The Expectations for Learning Policy must be collated by a member of the Student Support team, with recommended action and background information, by the end of the day (or, if the incident occurs at the end of the College day by lunchtime of the following day), documentation should then be passed to the Head of School/ Principal.

3.9.3 There may be occasions when a student is asked to work in 'behaviour support' whilst an investigation is taking place.

3.9.4 There may be occasions where instead of an exclusion an extended day in isolation is decided upon (this could be between 8.30 and 6pm). This decision would be communicated to parents and travel arrangements would need to be organised by parents to accommodate this. In this circumstance parents should be informed at a minimum the day before.

3.10 Use of Reasonable force (from Dfe Use of Force Guidelines 2012)

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

3.10.2 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.

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

3.10.4 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.

3.10.5 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.

3.10.6 In the event that force is used to intervene with a student then it should be logged on the physical intervention log and reported to the Head of School/Principal.

3.10.7 Reasonable force can be used to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. It can also be used to search for illegal and prohibited items.

3.10.8 We will only use physical force to deal with behaviour in exceptional circumstances. Other strategies will be used where ever possible that will have the least negative impact on students. If physical intervention is to be used then it should be authorized wherever possible by the Head of School/Principal and only be carried out by authorised staff.

3.10.9 Preventing a student from leaving a room

In exceptional circumstances it may be deemed that for the safety of a student and/or other students a student may be prevented from leaving a room. In this circumstance the decision to do this will be taken by the Head of School/Principal assessing the level of risk. To safeguard staff and students in this event there will be two members of staff present.

3.11 Specific unacceptable behaviours

3.11.1 Aggression, intimidation and violence

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated. An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary action will be taken.

Where the incident is minor a student may be isolated.

Where there is violence, or where there is an attack on another student exclusion will be used. The length of exclusion will vary according to the severity of the incident, second or subsequent incidents will attract longer periods of exclusion. Persistent offenders will face permanent exclusion.

Verbal, physical threats or intimidation against staff will be investigated and will result in exclusion. Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

Physical violence towards staff will result in permanent exclusion.

3.11.2 Damage to college fabric and furniture

If the damage is accidental then there will be no charge. If the damage is as a result of silly behaviour then parents/carers will be informed and a contribution to the cost of replacement will be requested.

Deliberate or malicious damage will result in full cost of replacement or repair and dependent on the incident, further sanctions including exclusion may result. Serious offences may result in permanent exclusion.

3.11.3 Weapons and dangerous items

Students are not allowed to bring guns, knives, laser pens, other weapons and dangerous items to college. Students who do so will be excluded for a fixed period dependent on the nature of the offence. Very serious offences will result in permanent exclusion.

The police will be informed in all cases where offensive weapons have been found.

3.11.4 Theft

Theft will attract exclusion dependent on the severity of the offence. The length of the exclusion will depend on the severity of the offence. Persistent offences and very serious offences will face permanent exclusion. In addition, the cost of the items will be recovered from the student involved.

The police will normally be informed in all cases where a theft has occurred.

3.11.5 Swearing

Swearing is classed as verbal abuse and is not acceptable. Swearing directly at members of staff will result in students being isolated for a first offence. Second and/ or subsequent offences will result in exclusion. Persistent offenders will result in permanent exclusion.

3.11.6 Defiance

Defiance to staff will not be tolerated. Defiance is a Level 5 behaviour and could lead to exclusion from college. Continued defiance may result in a longer period of exclusion. In extreme cases, such as defiance to the Head of School/Principal, students could face permanent exclusion.

3.11.7 Drugs

The possession or consumption of illegal drugs will result in fixed term exclusion as a minimum whilst an investigation takes place. The length of exclusion or further sanctions may occur dependent on the nature of the incident and if it is a first offence or not.

Supplying illegal drugs will result in permanent exclusion.

The police will be informed in all cases where drugs have been found.

3.11.8 Racist, Homophobic or Incidents relating to disabilities

At Bassingbourn Village College we do not accept any form of derogatory comments about race, gender, sexuality or disability. If students are heard using derogatory language they will be challenged and told that it is unacceptable. All racist incidents are reported to the local authority and treated seriously. Students who make discriminatory comments will be isolated in the first instance. Repeated offences could then result in exclusion and even permanent exclusion from the college.

3.11.9 Bullying

Bassingbourn Village College aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence. The well-being of all our community is of paramount importance. Bullying in any form is not tolerated.

Definition of bullying

‘A persistent, deliberate attempt to hurt or humiliate someone’.

There may sometimes be misunderstanding about the meaning of the term ‘bullying’. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of ‘bullying’.

Types of bullying

There are various types of bullying, but most have three things in common:

It is deliberately hurtful behaviour.

It is repeated over time.

There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

There are various forms of bullying which include:

Physical – e.g. hitting, kicking, taking belongings.

Verbal – e.g. name calling, insulting, racist, homophobic, sexist remarks, comments about disabilities.

Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into college.

Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

Sanctions for this include:

- Verbal apology and assurance that bullying will not continue. This is to be made in front of student support and welfare staff
- Written apology as above
- Allocated place in classroom by teacher
- Change of teaching group
- Placement on report
- Withdrawal from social areas at break and lunchtimes
- Withdrawal from extra-curricular activities
- AL detention
- Internal isolation
- Fixed term exclusion
- Permanent exclusion

Each case of bullying will be examined and the severity of the bullying taken into account when deciding upon the most appropriate sanction(s). Restorative justice should be used where possible, and an effective apology and reconciliation should take place. These can cure bullying in the most effective way, by making the aggressor confront their own behaviour.

Parents/carers of bullies will be informed of each incident by the student support staff or students Achievement Leader

Procedures for reporting bullying incidents:

There are several ways to report bullying at BVC

- Email address anti-bullying@bassingbournvc.net
- Box in the Hive
- Direct to a member of staff

If an incident occurs it should be reported to the student support and welfare staff, who will investigate it. We will endeavour to make a written record of the incident within 24 hours of the incident. Records will be factual, and all opinions offered will be recorded as such, but factual evidence for that opinion will be sought and recorded. Students will be asked to contribute initially and on an ongoing basis throughout the process. As far as possible students will be kept informed as to what should happen to the information. These logging incidents help to build a picture of behaviour patterns in college, e.g. who, where, when alleged incidents occur. All record will be kept securely in an administration office.

In cases of racist bullying or racist incidents, an additional written record will be given to governors, and regular reporting will be submitted to the Local Authority. (This enables them to monitor incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to colleges).

Deciding on an appropriate response: all alleged incidents will be treated individually in a serious manner, and the behaviour of the bully will be challenged. It will be made clear that such behaviour is unacceptable. All circumstances of the incident will be taken into account.

Punishments and sanctions will be decided as appropriate. The seriousness of the incident will determine whether other agencies will be called in to help modify the behaviour of the bully. Our aim is to initiate an agreed process for mediation, problem solving and reconciliation between all parties.

This process supports the person who is doing the bullying to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. Doing this in an emotionally intelligent way will require focusing on the unacceptable behaviours being displayed, and not reinforcing a sense of the individual being bad. The college believes that all bullying is unacceptable but that many students who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

3.12 Record keeping and contact

Detailed records of all formal contact with students and parents as well as with staff from outside agencies such as Education Welfare, Social Workers, Child Adolescent Mental Health Service (CAMH) team etc. must be kept. These records are vital in terms of providing evidence for further action and support. An incident form should be used for this purpose: the blank form is stored on the shared drive and paper copies are available in the staff room. The completed forms should be stored in the student files. Where contact is made with parents either on the telephone or during an interview a Parental Contact Form should be completed and filed in the student's personal file.

3.13 Monitoring, tracking and intervention

Specific behaviours outlined in this policy are regularly monitored by Student support team. Learner group, year group and faculty analysis takes place every term. This information is presented to governors at the Local governing body meetings.

Appendix 1 - Table of Sanctions

The following table should be taken as guidance rather than prescription. The list is not exhaustive; the nearest relevant category should be chosen. Misbehaviours are listed alphabetically. Individual cases should be judged on individual merit within this general framework.

Misbehaviour	First offence	Repeated or frequent offence	Comment
Alcohol: misuse (incl. Supplying)	Fixed-term exclusion	Longer fixed-term exclusion	Outside agencies may need to be involved
Alcohol: Possession	Internal isolation	Fixed-term exclusion	
Bullying: physical (See Anti-bullying Section)	Internal isolation Behaviour targets agreed placed on IBP	Fixed-term exclusion. In extreme cases permanent exclusion.	Work may be needed to support victim as well as punish transgressors
Bullying: non-physical including cyberbullying (See ABP)	Recorded warning (e.g. for name calling). Attempt to reconcile by teacher or tutor.	Internal isolation if prior warnings are ignored and bullying is systematic. Fixed term exclusion for extreme cases or bullying continues despite all other sanctions.	Work may be needed to support victim as well as punish transgressor
Chewing Gum	Student will be asked to dispose of it	Level 1 consequence	
Detention: not turning up	If 10 minute break then move to 20 minute, lunch then 40 minute after-college	Refer to HoD.	If a problem in more than one subject area refer to AL for after college detention, internal isolation if persistent
Disruption of a lesson (see levels sheet)	10 minute break time in the first instance followed by 20 minute lunch, then 40 minute after-college if repeated offence.	Persistent over several lessons: refer to HoD for Departmental Report Card. Contact parents	If a problem in more than one subject area, refer to AL General Report Card. Meeting with parents. External support may be required.
Disruption means that learning cannot continue	Removal from situation and looked after within the department. Teacher to email reception stating that a student needs removing.	If disruption occurs across more than one subject area then AL will become involved. Possible report, IBP or PSP. If disruption occurs in two different subjects in one day then possible isolation for remainder of college day.	

Misbehaviour	First offence	Repeated or frequent offence	Comment
Drugs or solvents: possession and/or consumption	Fixed-term exclusion pending final decision.	Permanent exclusion.	First offences judged on individual merit. Risk assessment based on child protection guidelines. The key points are whether the pupil a) accepts help b) is a danger to others: see police guidelines. Outside agencies involved.
Drugs: supplying	Permanent exclusion.		
Eating in classroom/ Corridor	If during break or lunch time sent to an eating area.	Detention set	
Fighting	Contact home. Internal isolation Fixed-term exclusion (in serious cases dependent on the level of aggression and violence)	Fixed-term exclusion. Removal from circulation at break times for a fixed period. Possible involvement of outside agencies.	Possible IBP referral conflict resolution strategies. Each case will be judged dependent on the level of violence and aggression witnessed
Foul or abusive language: directed at an adult Directed at a student in a hostile/offensive way	Internal isolation	Fixed-term exclusion If persistent longer fixed term exclusions	
Foul or abusive language: undirected	Min: warning/ reminder inappropriate	Detention. Removal from circulation at break/lunchtimes	
Knives and blades (possession)	Fixed term exclusion	Fixed term exclusion	Depends on the circumstances (essential to investigate reasoning)
Knives and blades (planned possession and use)	Fixed term exclusion or possible permanent exclusion Police involvement		Again dependent on circumstances

Misbehaviour	First offence	Repeated or frequent offence	Comment
Horseplay	Warning reminder of consequences and concept of personal space.	Removal from circulation at break times. Report card (punctuality) if problems occurring between lessons.	Hard to generalise: if students do not immediately comply or continue when they think they are not in view – complete an incident sheet.
ICT: breaking the code of conduct	Depends on the nature of the offence	Contact home: withdrawal of access to the facilities for a fixed period	Hard to generalise: could lead to permanent exclusion in serious one off cases i.e the distribution of pornography.
Lateness to lessons and registration (Including Year 11's at the end of lunch.)	Late lunch detention conducted weekly – 10 minute detention set per late that week. Accumulation of 3 lates in a half-term may result in an after-school detention. Year 11's may have privilege revoked.	If continual AL/HoD depending on whether registration or lesson lateness. Contact home. POS report .	
Forgetting lesson materials or having incorrect equipment	Students sent to the Hive to borrow equipment for the day	Detentions as per level system. If persistent could result in a POS report	Contact parents. Removal from circulation at break/lunchtime
Lunchtime/Break: serious misbehaviour	Immediately remove to Prom and refer to member of the duty team/ SLG. Lunchtime on-report to tutor/AL/SLG	Removal from circulation at bk/lunchtimes for a fixed period. Contact parents.	The SEN team will be consulted to see whether extra support could be provided; in extreme cases regulations allow exclusion at lunchtimes.
Inappropriate Mobile phone, ipod or electrical communication device use	Confiscated and placed in the office for collection by parents.	Students will be banned from bring device into school	
P.E. Kit: non-compliance	Borrow kit. Sign it out in loans book.	Detention. Contact home by P.E staff or tutor. Target Card.	Check whether there are reasons behind continual forgetfulness. Financial/personal/ child protection issues.
Racism (see reporting an incident of racial	Internal isolation, more extreme fixed term exclusion	Longer fixed-term exclusion. In extreme	Work may be needed to support victim as well as

harassment forms)		cases permanent exclusion.	punish transgressors.
Refusal to follow instructions of a member of staff	internal isolation	Fixed term exclusion	
Sexual Harrassment: of a member staff, student	Fixed term exclusion	Longer fixed-term exclusion. In extreme cases permanent exclusion.	Work may be needed to support victim as well as punish transgressors.
Smoking or possession of cigarettes, ecigarettes or smoking materials within the jurisdiction of the college (this includes students who are caught in the company of others smoking)	Confiscation. and internal isolation for the first offence.	Fixed-term exclusion. Removal from circulation at break/ lunch times for a fixed period.	
Smoking and refusal to cooperate within the jurisdiction of the college	Fixed term exclusion. Meeting with college nurse to discuss smoking health related issues.	Longer fixed-term exclusion. Removal from circulation at break times for a fixed period. Follow up LOR. Meeting with college nurse to discuss smoking health related issues.	
Theft	Contact home and recompense. Isolation or fixed-term exclusion dependent on the circumstances	Fixed-term exclusion. Possible police involvement.	Refer to external support if persistent offences
Trips and visits: serious misbehaviour	Contact home: possible fixed-term ban from such trips. Parent(s) may be contacted to collect early if health and safety of other is compromised, especially on residential visits.	Fixed-term ban from educational trips, complete ban on all extra-curricular residential trips.	Hard to generalise: response will depend on nature of the offence.
Truancy or leaving site without permission	Contact home and after college detention to complete work missed.	Isolation, general report card, involve outside agencies. LOR.	Hard to generalise: work needed to identify reasons and then put in

			appropriate support.
Uniform: correctable non-compliance	Warning, immediate compliance. Nail varnish remover in office. Confiscation of inappropriate items for collection from the office. Students sent to the Hive to borrow item where possible	Contact parents Break and lunchtime detentions Isolation for persistent offenders	
Uniform: uncorrectable non-compliance	Pupil should have a dated parental note for a fixed period Pupil given warning, set date to rectify.	Break and lunchtime detentions Isolation for persistent offenders Contact parents	Hard to generalise. The Hive will keep a stock of items for pupil loan.
Vandalism	Letter home to seek reimbursement of costs. internal isolation	Fixed-term exclusion. Possible permanent exclusion.	Hard to generalise. Permanent exclusion may be implemented even for a serious one-off incident.
Violence: GBH	Fixed-term exclusion, possible police involvement, possible permanent exclusion	Police involvement, probable permanent exclusion	Refer to external support The level of sanction will be depend on the level of aggression and violence witnessed

Behaviour which may lead to internal isolation and or exclusion must be referred to SLT.

If a student is on internal isolation then parents should be contacted as a matter of course and a letter sent home and placed on the student file. A student maybe placed in isolation whilst an incident is being investigated, parents would not be contacted in these circumstances if no further action is taken.

If a student is excluded a readmission agreement should be completed (typically students should be placed on report to monitor behaviour on reintegration)

If behaviour continues to be undesirable then students may be placed on an Individual Behaviour Plan followed by a Pastoral support Plan

Key for Abbreviations

Min – Minimum

Typ – typical

LOR – Lunchtime on report

IBP – Individual Behaviour Plan

HOD – Head of department

AL –Achievement Leader

POS - punctuality, organisation report

Appendix 3 Behaviour Management strategies for use with Level 2 behaviours

Here is a list of suggested responses to low-level disruption. As with all the best suggestions, they won't work with all the pupils all of the time, but they will form a comprehensive addition to your 'toolbox' of strategies and may help to prevent an escalation of behaviour, or an escalation of your responses to that behaviour:

- Positive language and use of praise: catch pupils doing the right thing and verbally recognise this. You may also choose to use 'secret' or predetermined signals for target pupils.
- Recognition: name the pupil and their acceptable behaviour, ensuring the target pupil hears and sees the appropriate behaviour.
- Proximity: simply being closer to the target pupil will change his or her behaviour. Avoid remain stationary behind your desk or rooted at the front of the class. Be aware of personal space.
- Use first names: when giving instructions, praise or any verbal comments be prepared to use first names.
- Check for understanding: ask questions of all pupils to ensure full understanding and to reinforce your expectations.
- Responsibility: give pupils who are prone to low-level disruption a post of responsibility within the classroom.
- Rewards: include positive comments, signals (thumbs up, etc.) and 'The Look' as part of your reward systems. It is not always necessary to formalise the rewards as per the college system.
- Pre-warned questions: talk to the target pupils before the lesson/activity and warn them of the questions that are due to come up in discussion. Get them to work out answers prior to the discussion. They are then pre-warned and ready. Make sure you praise correct answers.
- Avoid sarcasm: while some comments may seem appropriate to you at the time and are intended to be taken in a lighthearted manner, they can be very damaging to your relationship with pupils.
- No personal comments
- Avoid peer pressure: comparing and judging behaviour between pupils will invariably lead to bad feelings and at worse confrontation.
- Positions of responsibility: students who behave poorly are often demanding attention from the teacher. A positive way of giving this attention is to give the student a position of responsibility in the classroom, such as handing out the books/equipment, helping less able students, writing on the board, running the plenary of the lesson etc. Students should be given positions of responsibility in every lesson.
- Rule Reminder: a rule reminder is a useful way of refocusing a student or group of students on the classroom rules. Using the words "rule reminder" can become particularly effective if they are commonly used in your lessons to set expectations and to indicate that you feel the situation is becoming serious in your eyes.

Non-verbal responses to poor behaviour

Eye contact

Finger on lips

Shaking of head

Approaching the student and standing next to him/her

Patrolling the work area/ Light house- looking around the class

Setting time limits

Move Seats: seating plans are required for every classroom, and in themselves have a strong influence on class behaviour. Even so, some students may be influenced by those next to them or around them. Moving a student to break up students who are negatively influencing each other often resolves the behaviour issue.

Appendix 4 -Staged behaviour Intervention at a whole school level

	General Blue monitoring report	Green target card	Yellow target card	Red target card
Reason	Persistent low level behaviour	Lack of progress from Blue phase	Lack of progress from green phase	Lack of progress from yellow phase
Monitoring time	3-4 weeks	3-4 weeks	4-6 weeks	4-6 weeks
Triggers	Tutor concerns Parental concerns Subject concerns Repeated low level concerns on logged on the MIS system	Significant disruptive behaviour No improvement on blue report Two logged level 5 Fixed term exclusion on 2 occasions	Referral from external agency Serious incident fixed term exclusion on 3 or more occasions Breach of agreed behaviour contract	One off serious breach of behaviour policy Persistent fixed term exclusions In danger of permanent exclusion
Strategies (if applicable)	Copy of expectations for learning policy given to parents Blue monitoring report Parental meetings CAF/TAC Behaviour support strategy Student support referral Lesson observations	IBP Green target card Behaviour contract Parental meeting CAF/TAC College nurse referral Mentor Centre 33 referral Student support referral Educational psychologist	PSP Student support referral Blue target card CAMHS ESCIP referral Personalised timetable Alternative education plan Work experience Mentor Parental meetings fortnightly	Governors discipline committee Red target card Behaviour contract PSP Parental meetings fortnightly Possible ESCIP referral for permanent exclusion
Overseen by	Achievement Leader	AL, Head of School and student support	Head of School and student support	Head of School and student support
Movement from one phase to another via consultation with Head of School				
 <p>Failure to improve behaviour on a RED target card will lead to possible permanent exclusion All target cards should be kept in students file for review meetings with parents</p>				

INCIDENT SHEET (staff record)

Student's Name _____ Tutor Group ____ Date _____

Subject/Location _____ Time/Lesson _____

Type of incident. Tick as appropriate

Abusive		Lack of equipment		Smoking/Alcohol/Drugs	
Bullying(Non physical)		Mobile phone Personal Stereo		Theft	
Bullying(Physical)		Offensive Language		Truancy from lessons	
Dangerous		Racist/Sexist/Homophobi c		Uniform infringement	
Disruptive		Refusal to co-operate		Inappropriate use of mobile phone/electronic device	
Fighting		Refusal to work		Other (give details)	

Staff report of incident/and action

		<u>Action taken by teacher</u>	
Student statement	Y/N	Break detention	Y/N
Other students	Y/N	Lunch detention	Y/N
Information only	Y/N	After school detention	Y/N
Further action	Y/N	Removal to Behaviour support	Y/N
		Parents contacted	Y/N

Signed _____

Date _____

Bassingbourn Village College

Witness Statement Form

Name:	Tutor/Group:	
Where the incident happened (Room/Area)	Date:	Time:
Name of staff member supervising statement (if a student witness):		
Who was involved in the alleged incident (Student and staff)? :		
What happened?:		
What do you think may have caused the incident?:		

Signed (Witness): _____

Signed (Member of staff, if a student witness): _____

Strategies put in place

Strategy	Date	Evaluation of success (please tick)			Comments
		Unsuccessful	Partially successful	Fully successful	
Parental Meetings					
General report					
Target cards					
Work Placement					
EHA					
Mentor					
Self Management					
Educational Psychologist					
Personalised Timetable					
Alternative education provided					
CAMHS Referral/other counselling services					
Youth Offending					
Social Services					
School Nurse					
Behaviour Contract					
Student Support Worker					
Behaviour Strategy Meeting					
Police					
Governors Disciplinary Meeting					
Managed Move					

Fixed Term Exclusions

Date	Reason for exclusion	Length of exclusion	Outcome

EXTERNAL AGENCIES INVOLVEMENT

Please record which external agencies have been involved with the student and outline of their assessment advice.

DATE	AGENCY INVOLVED	ASSESSMENT AND ADVICE	OUTCOMES

Date	Strategies to be used	Focus of strategy	Outcomes

Rewards and celebration at BVC

	Bronze	Silver	Gold	Platinum	Intercollege Cup
Individual Merits	Certificate awarded at assembly Menu of prizes	Certificate awarded at assembly Menu of prizes	Certificate awarded at assembly Menu of prizes	Certificate awarded at assembly Menu of prizes	Points awarded towards the intercollege cup
Subject awards	Nominations from each subject for attainment and progress termly Certificate awarded at assembly	Nominations from each subject for attainment and progress termly Certificate awarded at assembly	Nominations from each subject for attainment and progress termly Certificate awarded at assembly	Nominations from each subject for attainment and progress termly Certificate awarded at assembly	Points awarded towards the intercollege cup
Attendance	95% attendance award certificate	97% attendance award certificate	99% attendance award certificate	100% attendance award certificate	Points awarded towards the intercollege cup
BVC Challenge	Throughout academic year students have to achieve 2 challenges from the LORIC attributes	Throughout academic year students have to achieve 3 challenges from the LORIC attributes	Throughout academic year students have to achieve 4 challenges from the LORIC attributes	Throughout academic year students have to achieve 5 challenges from the LORIC attributes	Points awarded towards the intercollege cup
Star awards	Star awards for students who have achieved overall bronze level in the BVC challenge, their cumulative attendance for the year, their merits and have been nominated in a subject at this level	Star awards for students who have achieved overall silver level in the BVC challenge, their cumulative attendance for the year, their merits and have been nominated in a subject at this level	Star awards for students who have achieved overall gold level in the BVC challenge, their cumulative attendance for the year, their merits and have been nominated in a subject at this level	Heron award presented at presentation day who have achieved overall platinum points from the BVC challenge, their cumulative attendance for the year, their merits and have subject awards	Points awarded towards the intercollege cup

Hall of Fame – celebration of success both in and out of school nominated by tutors and ALs.

Intercollege competitions and challenges celebrated with certificates in celebration assemblies at the end of term.

Types of behaviour that leads to rewards

Merits are given for

- Getting it right
- Trying hard
- Being helpful
- Engaged in learning
- Meeting targets
- Showing respect for the environment
- Acting as positive role models
- Helping in assembly
- Doing good pieces of work
- Promoting the college in the community
- Inspiring others
- Leading learning
- Representing the college
- Significant improvement
- Helping others
- Having innovative and creative ideas

END