



Behaviour Policy

Approved/Ratified by Governors on	September 2022
Review cycle	Annually
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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 covers Behaviour, Exclusion, and our Home-College agreement

- Responsibility - for yourself and your actions
- Respect - for ourselves, each other and our environment
- Resilience - for ourselves to work hard to improve

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1.1 Principles

It is the responsibility of staff, at all levels, to help and encourage students' understanding of socially acceptable and appropriate behaviour. This is achieved through a focus on being responsible, respectful and resilient.

This policy sets out how the school will promote pro-social behaviour, self-discipline and respect. In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act. It will also take into account the needs of students with special educational needs. Our Policy is the plan for the majority of our students but we understand that some students may require an individual Risk Reduction Plan to formalise strategies that differentiate from policy. The school will also have regard to its safeguarding policy where appropriate. Bassingbourn Village College (BVC), has a mission to provide an excellent education to every student and sees great behaviour as a prerequisite for this. We are proud of the excellent relationships that exist between students and between staff and students and use this policy (both positive reinforcement of great behaviour and educational consequences where things go wrong) to develop a warm and positive school atmosphere, where there is constant consideration for one another. At BVC we will teach the importance of good behaviour, how to behave well and be considerate of others and also why it is important to do so. We want every

BVC student to develop an intrinsic motivation to do well by themselves.

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Cambridgeshire Steps in the academic year 2021- 2022. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Steps.

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo

1.1 Language and definitions used in this policy

Parents	All adults who have parental responsibility for students who attend BVC
Staff	All adults who work at BVC
Behaviour	Anything that a person says or does, everything that we see or hear
Pro-social behaviour	Behaviour which is positive, helpful and promotes social acceptance, benefits other people or society and is characterised by a concern for the rights, feelings and welfare of other people
Un-social behaviour	Not seeking to associate with others or behave sociably in the company of others or not doing as instructed or dictated but not to the detriment of others
Anti-social behaviour	Behaviour that causes harm to an individual, the community or the environment, and/or causes injury, harassment, alarm or distress and/or violates the rights of others.
Protective consequence	Removal of a freedom to manage harm or potential harm to self or others
Educational consequence	The learning, rehearsing or teaching so the freedom can be returned

1.2 Policy Implementation

All staff will implement the Bassingbourn Village College policy consistently and fairly throughout the school by setting the standards required to promote pro-social behaviour.

All leaders will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for being respectful to others by managing their behaviour and conduct well.

We need Parents to encourage good behaviour, reinforce the basic behaviour expectations and support the school in implementing this policy.

A copy of the Home-College agreement, (Appendix 5) is sent to all parents and students when they start at the school and should be signed by the student and their parent.

1.3 Supporting all Learners

To support all learners with achieving pro-social behaviour the following roles and responsibilities should be followed

1.3.1 The College Community is responsible for:

- being a positive role model
- ensuring that they are fully aware of college's approach to managing behaviour
- creating a calm and well-ordered environment for teaching and learning and taking pride in this environment
- creating an atmosphere whereby students and adults are treated as individuals whose rights, values, and cultures are respected
- ensuring they strive to develop positive working relationships with all members of the school community that demonstrate mutual respect and tolerance
- recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner
- promoting pro-social behaviour

1.3.2 The Governors are responsible for:

- monitoring and evaluating the impact of the policy

1.3.3 All Leaders are responsible for:

- establishing a positive school ethos and environment that is happy, safe, secure and well maintained
- ensuring that no student will be discriminated against by race, religion, culture, gender or other individual need or characteristic.
- ensuring the safety of all
- the effective monitoring and reviewing of behaviour throughout the school
- regular training, on a whole school basis and for individuals both as part of the school's induction process and as part of individual training needs.

1.3.4 All staff are responsible for:

- using positive therapeutic behaviour techniques to encourage socially responsible behaviour
- recognising and valuing the needs of individual students to enable them to achieve their full potential
- enabling students to take an increased responsibility for their own learning and conduct
- implementing behaviour guidelines using the school system for rewards and consequences, taking consistent and firm action to prevent one student from taking

- away another student's right to learn or feel safe
- liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping parents informed and attending meetings when requested
- using school management system (Progresso) to record rewards and consequences regularly, in line with the policy

1.3.5 Parents are responsible for:

- accepting, contributing to and supporting the school's codes of behaviour
- agreeing to and signing a home school agreement when their child joins the school (see Appendix 5)
- liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested

1.3.6 Students are responsible for:

- following school rules and guidelines
- becoming increasingly responsible for the school environment and for their own learning and behaviour
- taking responsibility for their own actions knowing the consequences they will have
- showing respect for each other, for each other's property and resources as well as the school's property
- taking a pride in their learning, actions and appearance
- valuing each other's opinions

1.4 Promoting Pro-Social Behaviour

Pro-social behaviour relates to behaviour which is positive, helpful, and values social acceptance. At BVC we acknowledge the importance of teaching young people pro-social behaviours which is characterised by a concern for the rights, feelings and welfare of others and is behaviour which benefits other people. We understand that pro-social experiences and feelings are more likely to achieve pro-social behaviours.

All BVC staff teach and encourage pro-social behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward, feedback and recognition
- Comfort and forgiveness

At BVC we promote the following values in student behaviour:

- Responsibility - for yourself and your actions
- Respect - for ourselves, each other and our environment
- Resilience - for ourselves to work hard to improve

We utilise and educate our students on consequences, ensuring that all consequences are a logical explainable response to behaviour. At BVC Consequences are designed to help children learn and develop pro-social behaviour.

At BVC, we promote and value pro-social behaviour by rewarding students with:

- 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
- Certificates
- Praise and recognition
- Merits when students go Above and Beyond

1.4.1. Merits

Merits should be awarded to reward pro-social behaviour that is Above and Beyond according to the criteria for celebrating achievement (see appendix 8). They are recorded on the Progresso monitoring system as positive monitoring

1.4.2 Termly Subject Awards

Heads of Department nominate students for bronze, silver, gold and platinum certificates in each year group to receive an 'End of Term Award'. These will be presented in celebration assemblies at the end of each term or through mentor groups.

1.4.3 Mentor group challenges

Each half term challenge activities are set for mentor groups. Certificates are awarded for winning mentor 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 goes towards the Inter House Cup.

1.4.4. Inter House competitions

To foster house ethos and competition, the house achieving the most points from the mentor group challenges, college competitions and individual merits will win a termly Inter House Cup.

1.4.5. Achievement Recognition

Following progress checks, students receive letters of congratulations for excellent performance in terms of progress and or achievement.

1.5 Unsocial Behaviour and Anti-Social Behaviour

1.5.1. Unsocial behaviour

Unsocial behaviour is referred to as a difficult behaviour and defined by BVC as not enjoying or needing to make an effort to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings. Generally, unsocial behaviour is quiet non-compliance that does not negatively impact on other students' learning. Unsocial behaviour could be a sign of needing help or attention or impatience. Unsocial behaviour should not regularly require Repair support unless it becomes persistent and disruptive and therefore anti-social.

Examples of unsocial behaviour:

- Staring out of the window/ not paying attention
- Playing/fiddling with equipment
- Swinging on the chair
- Turning around
- Not working

1.5.2. Anti-social behaviour

Anti-social behaviour is difficult, and sometimes dangerous, and causes harm to an individual, a group, to the community or to the environment.

Examples of difficult anti-social behaviour:

- Shouting or calling out in lessons
- Refusal to carry out an adults' request
- Distracting the learning of others
- Stealing

Examples of dangerous anti-social behaviour:

- Vandalism
- Physical or verbal aggression
- Throwing furniture
- Leaving the school site during the school day

1.5.3 Addressing anti-social behaviour

All staff have a collective responsibility to address unsocial and anti-social behaviour and support each other. For suggested strategies to promote pro-social behaviour and de-escalate difficult behaviour see Appendix 7. Staff need to be able to accurately describe the behaviour in a factual, non-judgemental and unemotional way in accordance with the Steps Flowchart and record this on Progresso (see Appendix 1). Staff need to consider:

- How frequent the behaviour is
- How severe the behaviour is

Where staff determine that behaviour is:

Dangerous (predictably resulting in imminent injury or harm including harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist, homophobic or misogynistic abuse.)

Staff will be expected to implement an immediate 'Protective Consequence', to ensure that there is no further harm. This consequence should remain in place until an effective educational consequence has been put in place to progress the student to a point where we can reduce any limits on freedom used in the protective consequence.

In addition to the protective response an educational consequence would need to be implemented to support the student in addressing and changing their behavioural response. Staff should consider the following:

1. What does the student need to learn?
2. How are we going to teach them?

1.5.4 The consequence process

Where behaviour is defined as difficult, staff will follow the school's consequences, as stated below

Reminder (this is not recorded on Progresso)

Provide a reminder referring back to our ethos and values. Staff will state the expectation that the student will correct their behaviour from now on explaining why this is important and the wider impact. The overarching principle is that the interaction should be about non-escalation.

Caution – Record as a Caution on Progresso

Students who continue to show the behaviour highlighted by the Pre-Level Reminder will move to a Caution. The teacher will reinforce the expectation and discuss the impact of the behaviour on those affected at the first opportunity after the lesson. This could be following the lesson, at break or at lunch or at the end of the day. The overarching principle is about non-escalation and education.

Last Chance - Record as Last Chance on Progresso

If the undesired behaviour continues despite a Reminder and a Caution, the teacher can choose to change the dynamic of the learning environment by moving the student to a different seat in the classroom, moving the seating of others in the classroom or asking the student to wait outside, so that the behaviour can be directly addressed by the teacher with the student as soon as the lesson allows (this should be within 5 minutes). The teacher will use the mini-script to structure this conversation (see appendix 2). In addition, the teacher will discuss and

reinforce the expectation and discuss the impact of the behaviour on those affected at the first opportunity following the lesson. This could be following the lesson, at break or at lunch or at the end of the day. The overarching principle is about non-escalation and education.

Repair - Record as **Repair on Progresso**

If, despite action at Last Chance there is no improvement, the teacher calls for On Call (using email office@bassingbournvc.org or radio) and can choose to ask the student to wait outside the room. The On-Call teacher uses the micro script to structure a conversation (see appendix 3), to reinforce the expectation and discuss the impact of the behaviour on those affected. The class teacher can ask the On Call teacher to supervise the class, while they have a Repair conversation with the student following the micro-script. The overarching principle is about non-escalation and reintegration.

In addition, the class teacher organises a further conversation between themselves and the student at the earliest opportunity to reinforce the expectation and discuss the impact of their behaviour on those affected. This meeting should also be attended by a third party, usually the Head of Department although where appropriate the Achievement Leader for the year group or Line Manager of the teacher, may be asked to attend instead.

Time Out - Record as **Time Out on Progresso**

Where students who continue to show inappropriate behaviour despite action at Repair, the class teacher will call On Call and ask the student to wait outside the classroom. The students at this point will be removed from the lesson and supervised by another member of staff, where possible within the department area. The On Call adult, will use the Time Out script (see Appendix 4) to support the student with this transition.

The class teacher organises a conversation between themselves and the student at the earliest opportunity to reinforce the expectation and discuss the impact of their behaviour on those affected. The student should not return to this teacher's lesson until this meeting has taken place. This meeting should also be attended by a third party, usually the Head of Department although where appropriate the Achievement Leader for the year group or Line Manager of the teacher, may be asked to attend instead.

The overarching principle is to support pro-social behaviour choices to minimise the possibility of future repetition.

The third party will contact parents to share an accurate description of the behaviour and the consequential meeting. The overarching principle of this phone call is to inform parents and also to find out any background information that may be relevant. This relevant information should be passed to the class teacher, mentor and Achievement Leader for wider communication to relevant staff.

Reset - Record as **Reset on Progresso**

If, despite action at Time Out, behaviour continues to be a concern or if a dangerous one-off breach in the behaviour policy occurs, then they will be referred to On Call. The student will be removed and not return to that lesson on that day. As a protective consequence while an investigation takes place, the student will be supervised elsewhere in the college. This could be in The Hive, The Isolation Room or with a member of the SLT or an AL. The investigation will be carried out by On Call or by the Hive staff. Both student and adult involved will complete a written record of the incident. The overarching principle of any further educational or protective consequence is to reduce the likelihood of repetition of the incident. Where possible, this will be organised to have the least impact on learning time.

If the student does not complete the full Consequence, as described above, and has no acceptable reason for non-attendance, e.g. absent, unwell, provides evidence of attending a different Consequence, they will be logged as the next step on Progresso and the new consequence organised. This will be communicated to parents via the entry on Progresso and to the student via their mentor for Last Chance and Repair consequence. For Time Out and Reset the Head of Department will communicate the new level and consequence with parents directly.

If the student knows they are unable to attend the Consequence, because of a prior commitment, it is their responsibility to organise an alternative date to carry out the Consequence. This could be via email, in person or by messaging on Google Classroom.

1.5.5. Repetition of Unsocial and Anti-Social Behaviours across curriculum areas and/or outside lessons

Students who show behaviour that reaches Last Chance across more than one curriculum area should be supported by their Achievement Leader, in addition to consequences implemented by the classroom teacher or Head of Department, according to the staged behaviour intervention, using the Early Prognosis step in the Cambridgeshire Steps Flowchart (see Appendix 1).

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

In the first instance, act to ensure that the learning of others is not disrupted; analyse the reasons for the continued poor behaviour (using Risk Calculator, Conscious and Subconscious Behaviours Checklist, Anxiety Mapping), calling upon experts as required, engaging the student's family; deliver a focused support plan (Predict and Prevent) 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 1)

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.

1.5.6 Addressing poor behaviour (based on DFE guidelines)

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.

To be lawful, the consequence (including meeting students out of lesson time) must satisfy the following three conditions:

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

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

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.

A consequence must be reasonable. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the consequence 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.

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

Corporal punishment is illegal in all circumstances.

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.

1.5.7 Meeting with students outside of lesson time

What the law allows:

Teachers have the legal power to put students in detention.

Colleges must make it clear to students and parents that they use a meeting out of lesson time (including outside of college hours) as a consequence.

The times outside normal college hours where consequences 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.

When meetings outside of lessons are organised at lunchtime or break, staff should allow reasonable time for the student to eat, drink and use the toilet.

Meeting with students outside college hours

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

- Whether the meeting is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the meeting is unreasonable.
- Whether the parents ought to be informed of the meeting. 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 meeting 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

Parental consent is not required for meeting with a student outside of lesson time

1.6 Specific unacceptable behaviours

1.6.1 Aggression, intimidation and violence

1.6.1(a) 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. In the first instance all perpetrators of this type of behaviour will be given a protective consequence to remove them from the situation and to stop the immediate continuation or escalation of this behaviour. This will follow the Reset consequence

1.6.1(b) Following the incident, the perpetrator, victim and witnesses will be asked to complete a written record of the incident. During this, some or all of those involved may be removed from lessons.

1.6.1(c) After investigation by staff in the Hive, the Achievement Leader or a member of SLT a consequence will be applied in accordance with Appendix 4.

1.6.1(d) Where there is violence, or where there is an attack on another student exclusion can be used. The length of exclusion will vary according to the severity of the incident, second or subsequent incidents will attract longer periods of suspension. Persistent offenders will face permanent exclusion. Suspension and permanent exclusion can only be sanctioned by the Principal.

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

1.6.1(f) Physical violence towards staff could result in permanent exclusion.

1.6.2 Damage to college fabric and furniture

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

1.6.2(b) Deliberate or malicious damage will result in full cost of replacement or repair and depending on the incident, further sanctions including suspension may result. Serious offences may result in permanent exclusion.

1.6.3 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 may be suspended, for a fixed period depending on the nature of the offence. Very serious offences may result in permanent exclusion.

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

1.6.4 Theft

Theft may lead to suspension, 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.

1.6.5 Swearing

Swearing is classed as verbal abuse and is not acceptable. This antisocial behaviour will require a Reset to be put in place.

1.6.6 Defiance

Defiance to staff will not be tolerated. Defiance that leads to difficult and dangerous anti-social behaviour is treated as a Reset behaviour. Defiance that is difficult behaviour will require a Repair consequence.

1.6.7 Drugs

1.6.7(a) The possession or consumption of illegal drugs or drugs paraphernalia, will result in suspension, as a protective consequence, as a minimum whilst an investigation takes place. The length of suspension or further sanctions may occur depending on the nature of the incident and if it is a first offence or not.

1.6.7(b) Supplying illegal drugs may result in permanent exclusion.

1.6.7(c) The police will be informed in all cases where drugs have been found.

1.6.8 Racist, Homophobic or Incidents relating to disabilities

We do not accept any form of derogatory comments about race, gender, sexuality, disability or child on child abuse. 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 making discriminatory comments will receive a Reset consequence. Repeated offences may result in suspension or permanent exclusion from the college. All such incidents must be recorded on My Concern in addition to any recording on Progresso.

1.6.9 Searching and confiscation of property

1.6.9(a) If a member of staff has reasonable grounds to suspect that a student is in possession of a prohibited item a student, their bags and lockers can be searched without consent; parental permission or pre-notification. Staff may examine data files held on personal devices during a search.

Prohibited items include:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and other related smoking items including vapes and e-cigarettes

Fireworks

Pornographic images

Age restricted items

Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to college property.

1.6.9(b) Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089690/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

1.6.9(c) Staff 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 to the Principal for disposal.

1.6.9(d) To safeguard staff and students any search should always take place with more than one member of staff present and logged on the Physical Intervention Log on the Google Drive

1.6.10 Behaviour outside of college

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

1.6.10(a) Students on college trips and visits, and on the way to and from college, are governed by the college's behaviour policy. It is expected that students show prosocial behaviour on trips and visits and at all times when representing the college. Ultimately, a student could be asked to go home from a trip or visit as a protective consequence as stated in the Trips and Visit Policy. Anti-social behaviour on the way to and from college is not acceptable and may result in consequences

1.6.10(b) Students who show anti-social behaviour on the college buses may be reported to the county transport service and their allocated bus place will be at risk.

1.6.10 (c) The College will investigate any anti-social behaviour 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 consequences imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day.

1.6.10(d) If anti-social behaviour 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

1.7 Suspensions and Permanent Exclusion

1.7.1 - Summary

1.7.1(a) Only the Principal has the power to exclude or suspend a student from the college.

- A suspension is for a fixed period
- A permanent exclusion is permanent

Each of these is subject to a particular set of procedures and are last resorts, when all other consequences have been explored and the safety of the college community would be at risk if the student remained.

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

Our aim is always to avoid suspension wherever possible. Appropriate alternative consequences may include changing the time of the school day for the student as a protective consequence. Repeated offences of a similar nature could then lead to permanent exclusion.

At times, to reduce the likelihood of repeated anti-social behaviour, it may be appropriate to organise a protective consequence that involves the students being hosted by another Anglian Learning Trust school in order for appropriate educational consequences to be organised. This provides an opportunity for respite for the student.

1.7.1(b) Exclusions will be carefully considered and evidence will be gathered and assessed before the decision is made.

1.7.1(c) 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.

1.7.1(d) 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.

1.7.2 Suspensions

1.7.2(a) This is used where the Principal requires a student to remain out of college for a period, but with a date fixed for the student to return to college. A student may be suspended for one or more fixed periods, provided they do not exceed a total of 45 days in any one academic year.

1.7.2(b) When a student receives a single suspension for a period of up to five days, then regardless of any previous suspensions, 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 suspension letter sent by the college.

1.7.2(c) If a single suspension 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 suspension.

1.7.3 Permanent Exclusion

1.7.3(a) This is used where the Principal decides a student must be permanently excluded and not allowed to return to the college

1.7.3(b) 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.

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

1.7.4 Suspension/Exclusion Meetings

1.7.4(a) Stage 1 suspension readmission meeting

- Parents asked into college to meet with the Achievement Leader and appropriate third party. This could be a member of the leadership team, the SENDCo or the Mentor.
- The student will attend.
- Mini-plan will be created, by using Conscious and Subconscious Behaviours checklist and Anxiety Mapping, and monitored by the Mentor and AL.

1.7.4(b) Stage 2 suspension readmission meeting

Where student suspension of 2 days is a first suspension:

- Parents asked into college to meet with the Achievement Leader and a member of the leadership team or the SENDCo.
- The student will attend.
- Mini-plan will be created, by using Conscious and Subconscious Behaviours checklist and Anxiety Mapping, and monitored and reviewed by the AL and the SENDCo or the member of the leadership team

Where Stage 2 suspension is for a repeated offence:

- Parents asked into college to meet with the Achievement Leader and a member of the leadership team or the SENDCo.
- The student will attend.
- Roots and Fruits process is completed by Deputy Principal and Achievement Leader to produce a Risk Reduction Plan

1.7.4(c) Stage 3 fixed term readmission meeting

Where student suspension of 3 days or more is a first suspension:

- Parents asked into college to meet with the Head of School/Principal, member of the leadership team or SENDCo and AL.
- The student will attend.
- Roots and Fruits process is completed by Deputy Principal and Achievement Leader to produce a Risk Reduction Plan

Where Stage 3 readmission meeting is for a third suspension:

- Parents asked into college to meet with the Head of School/Principal, member of the leadership team or SENDCot and AL.
- The student will attend.
- Student Support Plan is created by Achievement Leader and member of the leadership or SENDCo.
- This PSP will be reviewed regularly and the frequency of the review meeting will depend on the student and their needs.
- A managed move may be considered if the PSP has no impact on changing the anti-social behaviour to prosocial behaviour.

1.7.4(d) Stage 4 Permanent Exclusion

- Parents are invited into the college for the permanent exclusion meeting with the Principal, representatives from the Leadership Team, 3 Governors and a Local Authority representative.
- Permanent Exclusion paperwork fully documenting issues and actions taken will be completed

1.7.5 Use of Reasonable force

Reasonable force is not a method of behaviour management that is generally used at BVC.

In extreme circumstances, students can be controlled by the use of passive physical contact, for example: standing between students to create physical distance between two students. Reasonable force can be used to separate children who are fighting and who refuse to separate following verbal instruction to do so.

At all times, reasonable force means using no more force than is needed.

The use of restraint should not be used unless it is written into a specific plan for a specific student as a possible protective consequence. When this is the case, the use of reasonable force will be carried out by a trained member of staff.

If any circumstances lead to reasonable force being used, whether passive, active or restraint, this must be logged on the Physical Intervention Log on the shared Google Drive and the Principal must be informed.

1.8 Recording, Reporting and Communication

1.8.1 Recording merits and anti-social and unsocial behaviours

Recording behaviour must be completed regularly on the school's information management system (Progresso). Any anti or un-social behaviour that receives a consequence must be recorded by the end of the day that the behaviour occurs. Merits for Above and Beyond behaviour should be recorded in a timely fashion.

1.8.2 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. Completion of the Communications Log, will also be kept by the Support Team to record all spoken contact with home.

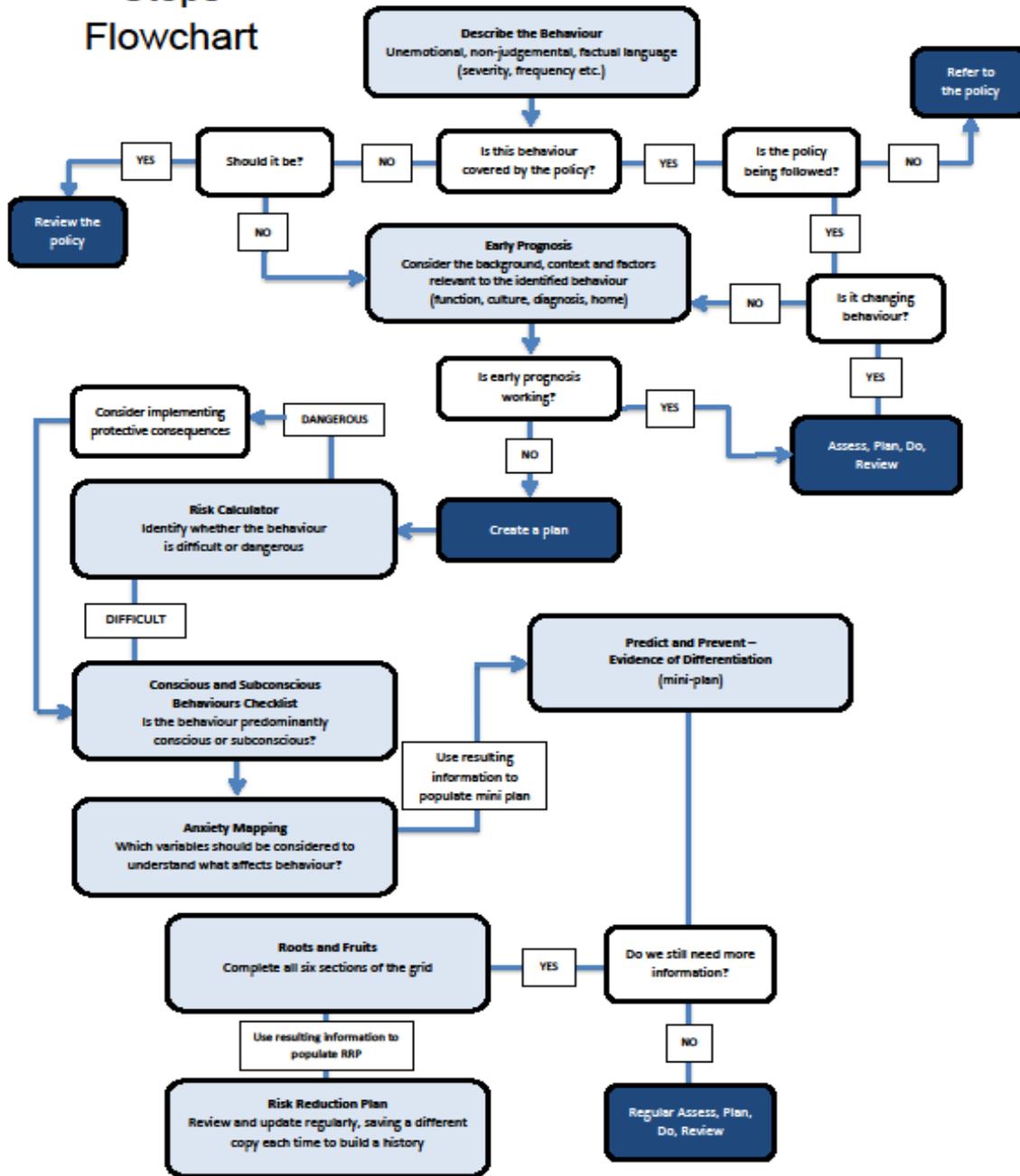
1.8.3 Monitoring, tracking and intervention

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

Analysis is used to identify trends and identify the need for educational consequences for groups of students at the school.

Appendix 1 - Steps Flow Chart

**Cambridgeshire
Steps
Flowchart**



Appendix 2 Mini-Script (Supervising Adult) - Last Chance

- Your behaviour choices have not been responsible/ respectful/ resilient/ safe because....
- What needs to happen so that you make better choices when you return to the classroom?
- Are you now ready to return to our lesson? (There is no need to discuss an further consequences at this moment)

Appendix 3 Micro-Script (On Call) – Repair

1. What happened? (The student needs to be able to articulate their actions and not focus on the actions of others)
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next to repair things by doing things differently in the future?
7. Are you ready to return to learning in your lesson?

Appendix 4 Micro-Script (On Call) – Time Out

It could be appropriate to walk and talk or take the student to a quiet space for this conversation

1. What happened? (The student needs to be able to articulate their actions and not focus on the actions of others)
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think need to happen the next time to put things right or do things differently in the future?
7. Are you ready to return to learning in a different place?

Appendix 5 – Micro Script (On Call) Reset

This conversation should be in a different location to where the behaviour was

1. I can see that something has happened. I want to listen to you. Tell me what happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what ways have they been affected?
6. What other choices did you have?
7. What do you think needs to happen for you to Reset, so that this doesn't happen again?
8. You are going to be supervised out of your lesson. This is to give you time to reset your behaviour so that everyone's learning can continue without further interruption. Are you now ready to come with me to the Hive?

Appendix 6 - Behaviour and Consequences Chart

The following table should be taken as guidance rather than prescription. The list is not exhaustive; the nearest relevant category should be chosen. Behaviours 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)	Reset - protective consequence and educational consequence	STEPs flowchart intervention and moving through	Outside agencies may need to be involved
Alcohol: Possession	Reset - protective and educational consequence		
Bullying: physical (See Anti-Bullying Policy)	Reset consequence and educational consequence Behaviour targets agreed placed on IBP, Record on My Concern	Suspension. In extreme cases exclusion.	Work may be needed to support victim as well as punish transgressors (see anti-bullying policy)
Bullying: non-physical including cyberbullying (See ABP)	Caution, Record on My Concern	Reset if prior consequences are ignored and bullying is systematic. Suspension for extreme cases or bullying continues despite all other sanctions.	Work may be needed to support victim as well as punish transgressor (see Anti-bullying policy)
Chewing Gum	Reminder initially and then follow policy	Follow policy	
Disruption of a lesson	Reminder initially and then follow policy	Follow policy	
Disruption means that learning cannot continue	Final Warning	Follow step flow chart	
Drugs or solvents: possession and/or consumption	Suspension pending final decision as a protective consequence while investigation takes place - educational consequence required. STEP's flowchart followed	Exclusion	First offences judged on individual merit. Risk assessment based on child protection guidelines. The key points are whether the student a) accepts help b) is a danger to others: see police guidelines. Outside agencies involved.
Drugs: supplying	Exclusion		

Fighting	<p>Reset as a protective consequence, could include social times. Educational consequence required. Contact home. Investigation and witness statements</p> <p>Suspension (in serious cases dependent on the level of aggression and violence)</p>	Reset and STEPs flowchart followed. Could be a suspension. Removal from circulation at break times for a fixed period. Possible involvement of outside agencies	<p>Possible IBP referral conflict resolution strategies.</p> <p>Each case will be judged dependent on the level of violence and aggression witnessed</p>
Foul or abusive language: directed at an adult Directed at a student in a hostile/offensive way	Reset - educational consequence required Record on My Concern	Suspension If persistent longer fixed term exclusions	
Foul or abusive language: undirected	Reminder initially then follow policy if repetition	Repair. Protective consequence of removal of social time and educational consequence	
Knives and blades (possession)	Suspension	Suspension	STEPS Early Prognosis completed if not already. If already done, then Mini Plan created and then Anxiety Mapping and Roots and Fruits on return (essential to investigate reasoning)
Knives and blades (planned possession and use)	Suspension or possible permanent exclusion Police involvement		Again dependent on circumstances
Horseplay incl. Running in the corridor	Reminder initially and then follow policy if repetition	Caution, if behaviour is becoming dangerous then Reset is put into action	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	Caution to educate	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 e.g. the distribution of pornography.
Lateness to lessons and registration (Including Year 11's at the end of lunch.)	Reminder. Yr 11 can have lunchtime privileges removed for a period,	If continual AL/HoD depending on whether registration or lesson lateness, contact home.	
Forgetting lesson materials or having incorrect equipment	Students sent to the Hive to borrow equipment for the day	Caution so parents informed	Find out why there is lack of equipment - Contact parents
Lunchtime/Break: serious misbehaviour	Reset - Immediately call for SLT duty lead.	Protective consequence involving removal from circulation at break/lunchtimes for a fixed period until educational consequence is understood by the student. Contact parents.	Completion of Early Prognosis if not already complete to find out background and if other arrangements for lunch will be more suitable and safe
Inappropriate Mobile phone, iPod or electrical communication device use	Confiscated and placed in the office for collection by parents	Students will be asked to hand in phone daily to reception to be collect before going home	
P.E. Kit: non-compliance	Borrow kit. Sign it out in loans book.	Caution, Contact home by P.E staff or tutor. If multiple repetition then complete Early prognosis to understand context.	Check whether there are reasons behind continual forgetfulness. Financial/personal/ child protection issues.
Racism	Reset, more extreme suspension as Protective consequence followed by educational consequence Record on My Concern	Longer suspension or further investigation using Steps flowchart. Consider a Prevent referral. In extreme cases permanent exclusion	Work with victim required
Refusal to follow instructions of a member of staff	Follow policy	Steps flowchart	
Sexual Harassment: of a member staff or student	Reset	Suspension and in extreme cases permanent exclusion. Steps flow chart to understand	Work may be needed to support victim as well as punish transgressors.

Smoking or possession of cigarettes, e-cigarettes or smoking materials within the jurisdiction of the college (this includes students who are caught in the company of others smoking)	Confiscation. Protective consequence and education consequence	Suspension. Protective consequence and educational consequence	
Theft	Contact home and recompense. Reset or suspension dependent on the circumstances. Early prognosis to learn about context of student	Suspension. Possible police involvement.	Refer to external support if persistent offences
Trips and visits: serious misbehaviour	Follow policy as close as is possible in context. Parent(s) may be contacted to collect early if health and safety of other is compromised, particularly on residential visits.	Reset to include educational consequence and tools from STEP flowchart including Risk Register and Anxiety Mapping to understand behaviour	Hard to generalise: response will depend on nature of the offence.
Truancy or leaving site without permission	Contact home. Reset to include an educational consequence.	Use STEPs flowchart tools to understand behaviour and create mini-plan	Hard to generalise: work needed to identify reasons and then put in appropriate support
Uniform: correctable non-compliance	Reminder, immediate compliance. Nail varnish remover in the office. Confiscation of inappropriate items for collection from the office. Students sent to the Hive to borrow item where possible	Early prognosis if not already complete to understand issue and offer support if required with parents	
Uniform: uncorrectable non-compliance	Reminder. Contact home. Confiscation of inappropriate item Student should have a dated parental note for a fixed period Student given warning, set date to rectify.	Protective and educational consequences. Early prognosis if not already complete to understand issue and offer support if required with parents	

Vandalism including Graffiti	Community service to rectify damage where possible Letter home to seek reimbursement of costs Reset	Possible suspension or exclusion depending on seriousness. STEP flowchart tools to be used to understand behaviour and reduce likelihood	Hard to generalise. Exclusion may be implemented for a serious one- off incident.
Violence: GBH	Immediate Reset while investigating. Suspension, possible police involvement, possible exclusion STEPs flowchart tools used to understand behaviour and to reduce likelihood of repetition	Police involvement, possible permanent exclusion.	Refer to external support The level of sanction will be depend on the level of aggression and violence witnessed

Dangerous behaviour, which may lead to Reset consequences or suspension, must be referred to SLT. If a student is in Reset then parents should be contacted as a matter of course and log of parental contact put in file. A student may receive a Protective Consequence that removes them from a particular situation or location whilst an incident is being investigated, parents would not be contacted in these circumstances if no further action is taken.

If a student is suspended a readmission agreement should be completed (students may be asked to help us monitor their behaviour on return)

If behaviour continues to be anti-social then STEP's flowchart tools will be used to understand context including: risk calculator, anxiety mapping, roots and fruits and create Risk Reduction Plan

Appendix 7 - Strategies for use with difficult behaviours

Here is a list of suggested responses to difficult behaviour. As with all the best suggestions, they won't work with all the students 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 students doing the right thing and verbally recognise this. You may also choose to use 'secret' or predetermined signals for target students.
- Recognition: name the student and their acceptable behaviour, ensuring the target student hears and sees the appropriate behaviour.
- Proximity: simply being closer to the target student 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 students to ensure full understanding and to reinforce your expectations.
- Responsibility: give students 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 students 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 light hearted manner, they can be very damaging to your relationship with students.
- No personal comments
- Avoid peer pressure: comparing and judging behaviour between students 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
- Setting time limits

- Move Seats: seating plans are required for every classroom, and they 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. Seating plans should be regularly reviewed and changed.

Non-verbal responses to difficult 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

Appendix 8 – Recognition and rewards

Merits are given for behaviour that is Above and Beyond

- Amazing effort
- Engaged in learning
- Meeting challenging progress targets
- Showing respect for the environment
- Acting as positive role models
- Completing excellent pieces of work
- Making a valuable contribution to learning and/or the school community
- Promoting the college in the community
- Inspiring others
- Leading learning
- Representing the college
- Significant improvement
- Helping others
- Having innovative and creative ideas

Appendix 9 - Staged behaviour Intervention at a whole school level

	Early Prognosis	Predict and Prevent – Evidence of Differentiation (Mini-Plan)	Risk Reduction Plan
Reason	Persistent low level behaviour	Behaviour not changing following Early Prognosis	Behaviour not changing following Mini-Plan
Monitoring frequency	3-4 weeks and then review	3-4 weeks and then review	4-6 weeks and then review
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 2 Resets logged on MIS system Suspension on 2 occasions	Referral from external agency Serious breach of behaviour policy Suspension on 3 or more occasions Breach of agreed behaviour contract In danger of permanent exclusion
Strategies	Copy of expectations for learning policy given to parents Blue monitoring report Parental meetings CAF/TAC Behaviour support strategy Student support referral Lesson Observations Consider background, context and relevant factors to behaviour	IBP Green target card Behaviour contract Parental meeting CAF/TAC College nurse referral Mentor Centre 33 referral Student support referral Educational Psychologist Risk Calculator Conscious and subconscious behaviour checklist Anxiety mapping	PSP Student support referral Red target card CAMHS ESCIP referral Personalised timetable Alternative education plan Work experience mentor Parental meetings fortnightly Roots and Fruits Governors discipline committee Possible ESCIP referral for Exclusion
Overseen by	Achievement Leader	AL, Principal and student support	Principal and student support

Appendix 10**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/Homophobic		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	Caution	Y/N
Other students	Y/N	Last Chance	Y/N
Information only	Y/N	Repair	Y/N
Further action	Y/N	Reset	Y/N
		Parents contacted	Y/N

Signed _____**Date** _____

Appendix 11

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(s) and staff)?		
What happened?		
What do you think may have caused the incident?		

Signed (Witness): _____

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

Appendix 12 – STRATEGIES USED

Name of student: _____

Strategy	Date	Evaluation of success (please tick)			Comments
		Unsuccessful	Partially successful	Fully successful	
Parental Meetings					
Early Prognosis					
Risk Calculator					
Conscious or Subconscious Behaviours Checklist					
Anxiety Mapping					
Predict and Prevent – Evidence of Differentiation (mini-plan)					
Roots and Fruits					
Risk Reduction Plan					
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					

Appendix 13 - 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