



BASSINGBOURN
VILLAGE COLLEGE

Behaviour for learning policy

Approved/Ratified by Governors on	July 2022
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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.

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. 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. Basingstoke 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.

Language and definitions used in this policy

Parents/Carers	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

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 6) is sent to all parents and students when they start at the school and should be signed by the student and their parent and returned to their mentor.

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3. Supporting all Learners

We support all our learners to develop and display positive behaviours for learning and encourage pro-social behaviours at all times.

To help all learners we:

- Do not judge
- Learn and appreciate children's Adverse Childhood Experiences and how they may impact children's behaviour
- Form strong relationships with all students so that they feel valued, listened to and appreciated
- Nurture students' self-esteem and self-belief
- Set suitable learning challenges for all
- Expect class teachers to put in place reasonable adjustments to their normal classroom practice to help support students where needed
- Will work with students to understand any barriers to their learning and develop a plan for support strategies with them that considers their needs
- Agree further differentiation to help support learners with their behaviour
- Will develop a set of support strategies in line with the plan – do – review cycle set out in the SEND code of Practice (2014) for Students that have additional (SEND) needs

These strategies will be communicated to parents, and reviewed by the College and SEND teams to ensure that strategies are effective.

Reasonable Adjustment Cards

Reasonable adjustment cards (RAC) are used where there is an identified, diagnosed need for a student which is agreed by the school and therefore allows them to go to the toilet or to the College office with permission from the class teacher, accompanied by a signed handbook.

The issue of the RAC can only be agreed through consultation between the College office and the student's parents and will be reviewed at least half termly or sooner if the Achievement Leader/SLT deem it appropriate. Improper use may result in the RAC being revoked.

RAC cards can be issued:

- For a diagnosed medical condition which requires immediate action when presenting itself.
- To a student experiencing a time of extreme trauma which can affect mental and emotional wellbeing at short notice.
- A reasonable adjustment as identified in a student's APDR, IEAP or EHCP and agreed with SENDCo.

Students with SEND

We have a graduated approach to supporting learners with Special Educational Needs or Disabilities (SEND). For more information see our SEND policy at <https://bassingbournvc.net/wp-content/uploads/2022/10/Inclusion-policy-April-2020-reviewed-Sept-2022.pdf>. As an Academy we will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Preventative measures include (but are not limited to):

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a student with sensory issues or who has severe eczema.

- training for staff in understanding conditions such as autism.

Any preventative measure will consider the specific circumstances and requirements of the student concerned.

Mental Health

We understand our role in promoting positive mental health, by being a safe and affirming place for young people where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. Students that have been identified as having a Mental Health difficulty will be supported through our Special Educational Provision.

We understand that students who are experiencing difficult events (parental separation, divorce, loss of friendship, moving house, being taken into care, moving schools, domestic violence, bullying, injury or natural disaster) are more likely to develop mental health problems. Students may be identified as being likely to have mental health problems by teachers, parents and carers. Within the school we have tools that allow us to make an assessment, for example the Strengths and Difficulties Questionnaire however it is only medical professionals who can make a diagnosis.

Referral and Communication

The Academy will always work with parents and external partners to support students experiencing mental health difficulties. This may be anything from external referral to CAMHs, working with the Director of Children's Services or simply recommending GP consultation. For more information on mental health in schools see the Department for Education (DFE) guidance [Mental health and behaviour in schools](#) Revised November 2018

In very special cases it may be deemed appropriate for students to attend online provision, to maintain their learning and progress. 'ALVIN' offers live taught lessons accessed by invitation only to students at home or hosted in a school. Teachers will deliver learning through Zoom, with work set, returned, assessed with feedback through google classroom. ALIVIN offers one lesson of Maths, English and Science per day, supported by PSHE lessons and weekly meetings in school to offer wellbeing and pastoral support.

Roles and Responsibilities

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

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.

The Governors are responsible for:

- monitoring and evaluating the impact of the policy.

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.

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.

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.
- 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.

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.

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

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 for 3Rs and prosocial behaviour

Merits

Merits are given for behaviour that is above and beyond and where 5 merits are issued staff will add a comment to Bromcom so that the student and their parent/carer can celebrate the achievement:

- 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

Rewards used to recognise Pro-social behaviour

Award	Criteria	Reward	Frequency
Subject Award	A student who consistently demonstrates the school values of Resilience, Responsibility and Respect within the subject area	Development: Resources Bag Experience: Skip the Queue Card Material: Postcard Home (Certificate is default)	Half termly
The Award for Consistency	A student who has gained more than 15 merits from multiple sources/subjects		
The College Champion Award	Awarded to the student with the most merits in the College.		
The Achievement Leaders Award	Awarded to the student with the most merits, best attendance and overall contribution to the College		
Extra-Curricular Recognition Award	Awarded to the student with above and beyond participation in extra-curricular activities.		
The Assistant Principal Award	Discretionary reward given to the student whose behaviour benefits others (friends, classmates etc)		
Principal Award	Discretionary reward given to the student whose behaviour benefits the whole school community		
The Bronze Merit	Awarded to Students who reach 25 merits		
The Silver Merit	Awarded to Students who reach 50 merits		
The Gold Merit	Awarded to Students who reach 75 merits.		
The Platinum Merit award	Awarded to Students who reach 100 merits.		
The Best Performing Form Award	Awarded to the form group with the most merits in the College.	A personal 'thank you' delivered by SLT to the form	
The 100% Attendance Award	Awarded in form time to all students who have achieved 100% attendance for the term.	Certificate	
Outstanding Attainment Award	Students with the highest grade in the subject are filtered. If multiple candidates are available, HoD decides on which students to award.	Certificate	Termly in-line with Progress Review data
Outstanding Progress Award	Students with highest positive difference between their Target grade(MTG) and current performance (ECP)		
Outstanding Citizen Award	Discretionary reward given to the student whose Behaviour benefits the whole of Peterborough, Cambridgeshire or even Nationally.	Certificate	Termly. Only when appropriate

Below is a non-exhaustive list of Pro-social behaviours and how staff at BVC will respond to them

Prosocial	
Behaviour	Adult Response
100% Attendance for a half term	Celebrate and display on mentor recognition board
100% Punctuality	
Bringing all equipment (including a reading book)	Be specific in thanking students for the behaviour you want to see Thank student for being ready
Adhering to the dress code	
Going directly from lesson to lesson	
Completing activities to extend learning	Staff log on Bromcom. mentor to recognise on mentor display board Certificate given out in tutor time
Concentrating in class	Names on recognition board Be specific in thanking students for the behaviour you want to see Achievement Points 1, 3, 5 dependent on quality and repetition 5 Achievement Points logged on Bromcom and postcard home Raffle tickets at break and lunch time Share good work through the student bulletin and in mentor time Year 11 spotlight postcards
Listening actively	
Reading aloud in class	
Positive verbal contributions in class	
Not calling out (putting hand up)	
Smiling - being positive	
Using manners - saying please/thank you	
Being empathetic to others	

Tidying up / collecting litter	<p>Name on recognition board</p> <p>Be specific in thanking students for the behaviour you want to see</p> <p>Achievement Points 1, 3, 5 dependent on quality and repetition</p> <p>5 Achievement Points logged on Bromcom and postcard home</p> <p>Raffle tickets at break and lunch time</p> <p>Share good work through the student bulletin and in mentor time</p> <p>Year 11 spotlight postcards</p>
Sharing good work	
Supporting others in learning / practical sessions	
Encouraging others	
Handing out books	
Lending equipment to peers	
Working proactively in group and team settings	
Leading activities / group work	
Self-regulating the learning/social environment	
Completing additional work around a topic	<p>Name on recognition board</p> <p>5 Achievement Points logged on Bromcom with a full comment to describe what it was for</p> <p>It's encouraged, but not expected that staff email/phone home to further communicate this reward</p> <p>Work that is over and above should be displayed in the classroom</p>
Moving around the building in a calm and purposeful manner	<p>Staff will say thank you! to students moving around the academy in a safe way and displaying the required behaviour</p>
Representing the academy in sports	<p>Celebrate and display on mentor recognition board</p> <p>Staff leading will send photo and notes to Sarah Boyland for inclusion in newsletter/sway</p> <p>House colours (representing the College at sports) badge given out in assembly</p>
Taking part in litter picks	<p>Be specific in thanking students for the behaviour</p> <p>5 Achievement Points logged on Bromcom with a full comment to describe what it was for</p> <p>It's encouraged, but not expected that staff email/phone home to further communicate this reward</p> <p>Mentor to help student write a letter/postcard of thanks to peer mentor</p>
Participation in charity events	
Peer mentoring	

Helping with transition evening, primary events, open evenings etc	College team log 5 Achievement Points on Bromcom
Being a positive role model/academy Influencer (a student who makes others aspire)	<p>Acknowledgement by Achievement Leader in celebration assembly and/or</p> <p>Nomination for Principal's award - Half termly</p> <p>Nominated by staff, awarded by Mrs Poulter and/or</p> <p>Acknowledgement in Student Bulletin/Sway article written by organising member of staff</p>
Leadership roles; Cadets, Sports Leaders, Senior Student Leaders, Head Students, running clubs	
Participation in whole academy productions; drama, music etc	
Extracurricular activities - representing local clubs, County, Nationals etc.	
Student voice / council work that has an impact on others	
Organising charitable events	
Organising community events	<p>Outstanding Citizen Award -Nominated by staff. Awarded by Principal</p> <p>Acknowledgement by Achievement Leader in celebration assembly and/or</p> <p>Nomination for Principal's award - Half termly</p> <p>Nominated by staff, awarded by Mrs Poulter and/or</p> <p>Acknowledgement in Student Bulletin/Sway article written by organising member of staff</p>

5. Consequences

We educate our young people so that they are aware that all consequences are a **logical explainable response to behaviour**. At BVC Consequences are designed to help children learn and develop pro-social behaviour. All our consequences fall into the two categories below:

- **Protective consequences**- Removal of a freedom to manage harm
- **Educational consequences**- The learning, rehearsing or teaching so the freedom can be returned

Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term, it is essential that there is always an educational consequence as this provides the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Reminder, Warning, Consequence

When students are not showing the values of responsibility, respect and resilience or exhibit unsocial or antisocial behaviours staff will use a clear de-escalation pathway. The first time they challenge a student due to poor behaviour the student is given a **reminder** (this is not recorded on Bromcom). 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. The second time is a **warning**, recorded on Bromcom. The teacher will reinforce the expectation again, and 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 directly addressing the student outside of the room as soon as the lesson allows (this should be within 5 minutes). The third time that learning is disrupted a **consequence** will be given, recorded on Bromcom with enough detail for parents/carers to understand the situation. Non- verbal communication can be used and staff may escalate to a warning or consequence when appropriate.

Removal from lesson

When a student's behaviour is such that learning cannot continue and to maintain the safety of all students or to restore stability following an unreasonably high level of disruption staff may ask for a removal through the on-call system. On-call staff will work with teachers to either address the behaviour at the classroom to allow learning to continue in the classroom or remove a disruptive student through the shadow timetable with work to complete. Students that cannot be accommodated through the shadow timetable will be removed to the college base with the work that they are to complete to enable education to be continued in a managed environment. College teams will monitor the removal rate of students and use that data to support with necessary interventions as appropriate, however **the consequence for a removal from lesson is a detention at lunchtime or after school**. A removal is for the remainder of the lesson and under normal circumstances students should go to their next lesson. **The consequence for removal from two lessons over the course of the school day will result in a student being placed in reflect.**

Detentions

What the law allows- Teachers have the legal power to put students in detention. Schools must make it clear to students and parents that they use a meeting out of lesson time (including outside of school hours) as a consequence.

We facilitate reflection by students on the behaviour that led to a consequence and/or removal from the classroom and what they can do to improve and avoid such behaviour in the future. Detentions can be given at break, lunchtime or after school until 4pm, they are completed in silence. Students will complete the work they missed, they may then work or read, however the resources required must be obtained by the student before the detention. The school will give parents notice of detentions that are after school (DfE, 2016. PP.10)

Failure to complete a break and lunch detentions may result in an after-school detention. The consequence for failure to complete an after-school detention is time in reflect. 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.

Staff are expected to attend all detentions to complete a restorative follow up conversation.

Reflect

Reflect is a removal from the learning community to a space where students are expected to **continue to learn** with necessary resources and support from a member of staff. If a student has been issued with a reflect they will:

- Arrive at reception at the time agreed with their Achievement Leader
- Be supervised for the day by a member of staff within the reflect room
- Be expected to work in silence, completing all work set by their teachers
- Go early to break and lunch to avoid interacting with the rest of the school community
- Be provided with a chance to go for a walk and get some fresh air during the day but not at break or lunchtime
- Complete some educational work related to the reason they are in reflect
- Receive some mentoring either from staff in reflect, their student support and welfare assistant (SSW), their Achievement Leader or Subject Leader

A student is successful if they:

- Complete all work to an acceptable standard as judged by the member of staff in reflect and are Responsible, Respectful and Resilient.

A student is unsuccessful if they:

- Are not Responsible, Respectful and Resilient
- Disrupt the learning environment in any way, for example by making noises
- Do not complete work to an acceptable standard as judged by the member of staff in reflect
- Leave the room without permission

If a student fails reflect because they are behaving un-socially (non-compliant, not completing work to an acceptable standard) but are not behaving anti-socially (making noises, walking out etc) they will complete an Internal Suspension the next day. If they are behaving anti-socially they will be suspended for the remainder of the day and complete an Internal Suspension upon their return.

Internal Suspension (IS)

Internal Suspension is a removal from the learning community and may be used where behaviour observed warrants a suspension but we believe it to be in the best interest of the student to remain suspended in school. The pattern of the day and the expectations are the same as reflect. A re-admittance meeting will be organised with the student, their parent/carer and either an Achievement Leaders or Assistant Principal at the earliest opportunity. All Students returning to lessons from a suspension will be placed on achievement report with supportive strategies, that include targets and appropriate personalised rewards identified. Repeated suspensions mean that a student is moving beyond the expectations of our community and other appropriate provision may need to be sought.

Suspension (External)

Suspension is used to provide a clear signal of what is unacceptable behaviour as part of the schools behaviour policy and to show students that their current behaviour is putting them at risk of exclusion. A student may be suspended for one or more fixed periods (up to a maximum of 45 academy days in a single academic year). The decision to suspend a student is taken by the Principal following a serious offence or persistent disruptive behaviour. A Suspension means

that a student is legally removed from the academy for a fixed period. Work will be provided and students are expected to bring it to the re-integration meeting. Students must remain at home or in the direct care of a parent/carer during the school day and must not be seen out in a public place. A safe and well check will be done each day to ensure the legal requirements of the suspension are met. A student suspended externally will be re-admitted back into the academy and into internal suspension (IS), a re-admittance back to lessons meeting will be organised with the student, their parent/carer and either an Achievement Leader and/or Assistant Principal. All Students returning from a suspension will be placed on achievement report with supportive strategies identified.

Repeated suspensions mean that a student is moving beyond the expectations of our community and appropriate provision (AP) may need to be sought. We will consult with the local authority's inclusion team when a student has several suspensions so that we can access other suitable methods of support for each student on an individual basis.

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

Study Focus

When a range of strategies have been used with no effect, a student may be placed into reflect for an extended period, usually between one and two weeks. It is expected that during this time the student will work towards being able to follow the school rules and expected standards of behaviour consistently, by following simple instructions in the reflect room and producing work of the required standard. The student will be supplied with work set by their class teachers that is in line with their peers. The College team will work with the student and other agencies where necessary to address the issues that lead to the study focus. It is likely that a student placed into study focus will also be placed on a behaviour plan or pastoral support plan.

Exclusion

Our aim is always to avoid 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. Appropriate alternative consequences may include changing the time of the school day for the student as a protective consequence. To reduce the likelihood of repeated anti-social behaviour, it may be appropriate to organise a protective consequence that involves the student 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.

Exclusion is used where the Principal decides a student must be permanently excluded and not allowed to return to the college. When a student is excluded, 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. In situations where further investigation is required, the student could be issued with a '5 days suspension pending exclusion'. During this time further information about the incident can be gathered and the decision about exclusion can be made.

Reports

The school uses a number of reports and plans for dealing with various elements of poor behaviour, punctuality or attendance. Parents and carers will be informed when a student is placed on report and meetings scheduled to discuss progress against the targets that have been set. Typically, a pupil being readmitted after a serious incident will be placed on a report.

Subject Report

Pupils who are causing persistent disruption to learning in a subject area will be placed on a subject report. A subject report should last for approximately two weeks (or 4-8 lessons, depending on the subject area). These reports will be electronic and monitored by the Head of Department on a weekly basis.

Late Report

Any pupil who is persistently late to registration or lessons may be placed on a late report. Mentor, Achievement Leaders or the student support and welfare staff may place a pupil on this report. The pupil would be expected to carry the report to all their lessons (including tutor time) and the teacher will record the number of minutes late that the pupil was on their arrival. If on late report students will make up the minutes late to registration and lessons in an after-school detention. If the late report is lost an after-school detention will be issued. These reports will be monitored daily by the person setting the report daily.

Mentor Report

A mentor report can be put in place to monitor attendance, punctuality or behaviour. It will be set up by the Achievement Leader and monitored by the relevant mentor. These reports will be monitored daily and reviewed on a weekly basis by the mentor.

Achievement Leader (AL) Report

Pupils who fail a mentor report may be placed on an AL report. This should involve:

- A meeting between the pupil, AL and the Mentor
- Targets reviewed/set and AL report set-up
- Intervention/targets logged electronically
- AL informs the pupil's subject teachers and parents
- Report monitored over either a two- or four-week period with a formal outcome at the end
- Parental meeting at the end of the report cycle
- During this period the Mentor will support the pupil on a daily basis and attend any additional meetings. These reports will be monitored on a daily basis and reviewed on a weekly basis by the AL or a member of the pastoral support team.

Behaviour for Learning plan (BSP)/safety plan

Students who repeatedly fail to meet expectations may be given a behaviour for learning or safety plan. This plan will be partly written in conjunction with the student and parent/carers but is intended as a document that is used by staff to provide insight into the expected /predicted behaviours and strategies to prevent or de-escalate these behaviours.

Pastoral Support Plan (PSP)

A pupil is placed on a PSP if s/he is at serious risk of exclusion or has failed to improve behaviour despite support systems being put in place. A PSP meeting routinely involves the parent/carers, AL, SLT and a member of the Local Authority inclusion team, along with the Mentor if available. The PSP usually runs for between 2 and 4 weeks in duration with clear, unambiguous expectations. These reports will be monitored on a daily basis and reviewed on a weekly basis by the AL or lead member of the pastoral support team. If a pupil fails their PSP we may look for a managed move or the student may be excluded.

6. 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. It should not need SLT support unless it is persistent and disruptive, therefore becoming antisocial behaviour. Responses to unsocial behaviour are outlined below, using scripted language and positive phrasing we will limit choice or disempower the behaviour to facilitate a change in the behaviour.

Below is non-exhaustive list of un-social behaviours and how we would like staff to respond

Behaviour	Adult Response
Incorrect or no equipment (complete set of School equipment in a named pencil case. standard equipment of handbook, reading book 2 x pens, pencil, sharpener, ruler and eraser, scientific calculator, protractor, pair of compasses, highlighters, green pen)	Tutor: Uniform and equipment check to be done in first 5 minutes of mentor time Tutor log on Bromcom Teacher: log on Bromcom Give student equipment if available. Consequence for persistently being unprepared for learning is a lunch detention
Passive/non-engagement in learning	Encourage engagement, create chances for contribution to the lesson. Challenge lack of work, focus, participation Not completing any work leads to a warning then reminder logged on Bromcom Consequence for not completing enough work is a lunch detention where work will be completed
Not completing work	Encourage participation, challenge lack of work & focus Remind student of the importance of learning, and that they can do it. Not completing any work leads to a reminder, warning and consequence logged on Bromcom Consequence for not completing enough work is a lunch detention where work will be completed. Repeatedly failing to complete work will lead to an after-school detention
Refusing to take part in group work	Give them a chance to participate properly, consider grouping arrangements so choice is given, refusing to work leads to a warning, reminder and consequence logged on Bromcom

Doodling / on hand or book	<p>Re-focus back onto the work (if book cover is defaced student needs to replace it or cover it)</p> <p>Student to wash hands at earliest opportunity</p> <p>Recognise that doodling might be written into a student's plan</p>
Lack of effort	<p>Challenge lack of work and effort. Remind Students of the importance of learning, and that they can do it.</p> <p>Not completing any work leads to a reminder, warning and consequence</p> <p>Consequence for not completing enough work is a lunch detention where work will be completed</p>
Incorrect uniform (trainers, jewellery, hoodies etc)	<p>Tutor to log on Bromcom, parent emailed and dated uniform slip to be given</p> <p>Lesson/Corridor/Playground: Check for uniform slip. If they don't have a uniform slip send them to college base at break/lunch, SSW to log on Bromcom</p>
Using a mobile phone/Wearing earbuds / headphones	<p>Teacher: Staff confiscate and take to reception Teacher to log on Bromcom</p> <p>Duty staff: Confiscate and place in reception, reception to log on Bromcom.</p> <p>First time: goes to office, student collects at end of day Repeated: goes to office, parents to collect (arrangement with bus company will be made to allow student access to the bus without their phone)</p>
Selective mutism (no SEN issue)	<p>Use positive phrasing to encourage participation. Provide alternative methods of communication if appropriate. Follow up later</p>
Poor punctuality to lesson / late	<p>Less than 5 mins late. Student should apologise as they enter the room. Staff mark as late on register and enter mins late. Direct student to the task, address the lateness at a convenient time in the lesson.</p> <p>If more than 5 minutes late this is classed as truancy and a lunch detention will be issued</p> <p>If a student is late to lesson 3 or more times then an after school detention will be issued by the HoD/AL</p> <p>Persistent lateness may result in a student being placed on report</p>

Coats on in the building	<p>Give them some take up time when entering the building.</p> <p>Ask students to remove. Remind them that is important we can see their uniform (safeguarding)(If repeated behaviour staff can confiscate and leave at office for student to collect at the end of the day)</p>
Hoodies	<p>Politely ask them to remove the hoody and put it into their bag, explain that it is not school uniform and thank them for removing it (If repeated behaviour staff can confiscate and leave at office for student to collect at the end of the day)</p>
Dropping litter	<p>Ask them to immediately pick it up and if we see litter that is left then we pick it up to show a good example.</p>
Chewing gum in lesson	<p>Ask them to put it into the dustbin, re-iterate that gum is not to be brought into the College (littering, cleaning it up is a hazard)</p>
Not doing homework	<p>First time: offer an extension</p> <p>Second time: Teacher contacts home, offer opportunity to catch up in school log on Bromcom</p> <p>Repeated: HoD/House intervention. Contact home. Meeting with family/HoD/student</p>
Being with someone while they vape	<p>AL/college base team to log on Bromcom.</p> <p>Explain danger of secondary smoking.</p> <p>Contact home- after school detention given (education on health issues related to smoking vaping)</p>
Watching anti-social behaviour	<p>Explain that watching it is encouraging it - you are accepting and therefore condoning.</p> <p>This behaviour may lead to an after-school detention, reflect, IS or a suspension</p>
Lateness to School	<p>Up to 10 minutes late logged by form tutor on Bromcom and a lunch detention given</p> <p>Over 20 mins late to School is an after-school detention to complete the work missed.</p> <p>Late after the register has closed is a U code after school detention to complete the work missed</p>

7. 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

Dangerous behaviour- predictably resulting in imminent injury or 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.

Below is non-exhaustive list of antisocial behaviours and how we would like staff to respond

Behaviour	Adult Response
Interrupting, disrupting a teacher's delivery, calling out, making silly noises	Clear instruction, using language related to 3Rs and reminder, warning, consequence, give take up time in between Staff log reminder or consequence on Bromcom, this will be communicated home If a consequence is given staff may request "On Call" for support and/or removal
Being out of seat in a lesson which causes disruption	
Rude and argumentative behaviour	Any of these behaviours is a detention at lunchtime with Subject Teacher/HoD for subject/AL for wider issues where a restorative conversation can be had Indicate clearly if the student was removed from the lesson, a removal from lesson is a detention at lunchtime or after school. Repeated behaviour of this kind may lead to an after- school detention, time in reflect or study focus
Throwing objects - eg paper	
Refusing to work with others	
	If a student refuses to work with others it will always be investigated and appropriate action taken. It's expected that the student or parent/carer have let us know if there are issues that mean they cannot work with others in the classroom. The achievement leader will let the appropriate staff

	<p>know and will work with students to repair relationships or find other appropriate solutions.</p>
<p>Defiance to a member of staff / Direct refusal to carry out instructions in lesson</p>	<p>Clear instruction, using language related to 3Rs and reminder, warning, consequence, give take up time in between Staff log reminder or consequence on Bromcom, this will be communicated home If a consequence is given staff may request "On Call" for support and/or removal</p> <p>Any of these behaviours is a detention at lunchtime with Subject Teacher/HoD for subject/AL for wider issues where a restorative conversation can be had</p> <p>Indicate clearly if the student was removed from the lesson, a removal from lesson is a detention at lunchtime or after school. Repeated behaviour of this kind may lead to time in reflect or study focus or suspension</p>
<p>Truancy</p>	<p>Student missing from lesson after 5 minutes (5+ minutes of lost learning)- SSW and on-call staff to locate student, parents informed straight away if student has left site. Student can remain/return to lesson if on-call is used to find them Class teacher to log on Bromcom</p> <p>Truancy is a detention at lunchtime, with repeated refusal to attend lessons leading to after school detention, reflect, suspension or study focus</p>
<p>Swearing (in general) in lesson</p>	<p>Clear instruction, using language related to being respectful. Staff log consequence on Bromcom,</p> <p>This behaviour is a lunchtime detention with Subject Teacher/HoD for subject/AL for wider issues where a restorative conversation can be had</p> <p>Indicate clearly if the student was removed from the lesson, a removal from lesson is a detention at lunchtime or after school. Repeated behaviour of this kind may lead to time in reflect, suspension or study focus</p>
<p>Shouting/swearing in playground</p>	<p>Staff log consequence on Bromcom,</p> <p>This behaviour is a lunchtime detention student should be sent the College base Repeated behaviour of this kind may lead to time in reflect, suspension or study focus</p>
<p>Littering</p>	<p>Ask them to put it into the dustbin, re-iterate that littering ruins our environment and is not respectful.</p> <p>This behaviour could lead to lunchtime detention student should be sent the College base Repeated behaviour of this kind may lead to time in reflect, suspension or study focus</p>
<p>Defiance to a member of staff on duty</p>	<p>Is the behaviour dangerous? If not, reminder to be given about the 3Rs and the expected behaviour, if after a reminder the behaviour continues then log as a warning on Bromcom.</p>

	<p>Give take up time. Use positive phrasing.</p> <p>Student loses break and lunch time if a consequence needs to be given for poor behaviour during social time</p>
<p>Defiance to a member of staff on call (when used to support another member of staff and/or when a student is refusing to go to college base)</p>	<p>Reflect 1 day minimum</p>
<p>Failure to attend/complete detention</p>	<p>1st Time- opportunity to repeat with HoD/AL (Teacher contacts home) 2nd Time- AL/HoD to escalate to after school (AL/HoD contacts home) (admin team) to track</p> <p>Repeated failure to attend a detention may lead to time in reflect</p>
<p>Failure to complete Reflect</p>	<p>If behaviour is antisocial: Student is suspended, on return move to reflect for minimum of 1 day Organise re-integration for after reflect is completed</p> <p>If behaviour is unsocial: Arrange for repeat of reflect College team to record on Bromcom</p>
<p>Complete refusal to comply with reasonable requests that includes running around the building, banging on doors, interrupting the learning of others</p>	<p>Student to be placed in college base (or Hive) whilst investigation happens This may lead to time in reflect or suspension Phone call home from AL/College</p>
<p>Imbalance of power Deliberate, repeated attempt to cause harm - Verbal - Physical - Cyber bullying - Bullying related to protected characteristics</p>	<p>Alleged bullying is logged on Bromcom AND reported to the AL/College team SSW/AL takes statements from all involved (follow the training given) AL confirms incident is bullying (or not) and logs appropriate sanction on myconcern for alleged bullying/bullying/racism/homophobia, student is placed on a behaviour contract and onto the bullying pathway</p> <p>1st time: Education undertaken in reflect min 1 day 2nd time: Education undertaken in reflect min 2 days 3rd time: Suspension 4th time: PSP</p> <p>Bullying may lead to Appropriate Provision, Managed Move (see bullying policy for further details)</p> <p>Parents are informed when bullying is first reported and when the incident is resolved by AL team.</p>
<p>Using homophobic language towards another Student</p>	<p>If in lesson removal through on call to College Base Staff log consequence on Bromcom and myconcern</p> <p>Consequence is time in reflect with education related to tolerance</p>

Persistent name calling (unkindness)	Clear instruction, using language related to 3Rs, reminder, warning and take up time given.
Sexual harassment eg. making remarks about sexual intent, inappropriate touching (child on child abuse)	Staff log initial incident as an after-school detention this behaviour may lead to reflect, suspension and escalation through the bullying pathway after discussion with AL or HoD
Racism	Staff must log on myconcern for sexual harassment, racism, homophobic language. College team are then to escalate following the bullying policy Restorative conversation where appropriate and education as to why the behaviour was homophobic, racist etc and why that causes harm to others.
Intimidation of another student/ Threatening to fight another student	Clear instruction, using language related to 3Rs, reminder, warning and take up time given. Staff log initial incident as an after- school detention and inform the HoD/AL, this behaviour may lead to an escalation to reflect or suspension or escalation through the bullying pathway after discussion with AL or HoD Restorative conversation involving education as to why the behaviour causes harm to others.
Swearing at staff/Verbal abuse or threatening behaviour towards a member of staff/racism or comments about protected characteristics	If in lesson removal through on call Staff log on Bromcom as a removal 1 day minimum in reflect Carry out RJ with HoD/AL/SLT involved
Inappropriate use of ICT eg. online search	If in lesson removal through on call Staff log on myconcern, consequence is lunch detention logged on Bromcom HoD escalates and logs for repeated behaviour Restorative conversation to involve education Could lead to being banned from using College IT systems
Graffiti (including sexualised graffiti) on books or school property	Staff log consequence on Bromcom, lunchtime detention and requirement to clean/fix/replace the item. This will be communicated home AL/HoD/College team escalates for repeated behaviour Restorative conversation to involve education around sexual misconduct and how it affects others
Vandalism that causes damage that must be repaired or replaced (eg graffiti on walls, desks, breaking academy property)	If in a lesson consequence logged on Bromcom and removal through on call to shadow timetable Staff to record on Bromcom and notify HoD. HoD set Reflect for 1 day minimum and contact parents Student/Family to contribute to repair costs where appropriate
Stealing (whilst in school uniform or identifiable as a Bassingbourn Student)	AL/College team investigate Staff log on Bromcom and myconcern Log reflect for 1 day, make phone call home

	Repeated behaviour will be sanctioned accordingly
Pushing and shoving in the corridor/Running inside/Dangerous behaviour	<p>All staff should be in the corridor at change over and on duty points</p> <p>Staff will challenge unsafe behaviour. Clear instruction, using language related to 3Rs, reminder, warning and take up time given.</p> <p>Staff log initial incident as a lunch detention, however any of these behaviours may lead to an escalation to after school detention, reflect or suspension after discussion with AL or HoD</p> <p>Staff log consequence on Bromcom, this will be communicated home</p>
Actions which endanger the whole Academy	<p>AL/College investigate, statements collected AL set reflect/IS or suspension, phone call home. (This includes setting off the fire alarms)</p>
Violent behaviour – pushing, slapping, hitting, pulling hair	<p>If in lesson removal through on call Staff log on Bromcom, this will be communicated home Separate students and send to different areas, statements taken and where necessary CCTV can be used.</p> <p>AL/HoD set consequence which could be reflect, internal suspension (IS) or suspension. College team to make phone call home. Carry out RJ</p> <p>If found to be “playfighting” then AL/HoD/College set after school detention, make phone call home. Carry out RJ</p>
Throwing an object at another student	
Physical assault of a student	
Fighting: In school uniform, may have caused actual harm, may be pre-arranged	
Deliberate pre-meditated attack on a student with intent to cause harm, may or may not involve a weapon	<p>As above. Possible suspension 3 - 5 days, Pastoral Support Plan (PSP), Managed Move, Exclusion</p>
Carrying a weapon	<p>Ask for on-call support, then isolate/ remove from general school population. Immediate search and confiscate.</p> <p>Phone the police if there is imminent danger to others</p> <p>AL/College investigate. Possible suspension 3 - 5 days, Pastoral Support Plan (PSP), Managed Move, Exclusion</p>
Punching/hitting/kicking a member of staff	<p>Use on call system or send a student to College base/nearest classroom to ask for support. College team investigate the consequence is possible suspension 3 - 5 days, Pastoral Support Plan</p>

	<p>(PSP), Managed Move Potential Exclusion</p> <p>College team to make phone call home</p>
Bringing cigarettes/a vape into school (Smoking / vaping on site)	<p>Removal to College base for students involved</p> <p>Confiscate banned items</p> <p>College team investigate and log on myconcern, log reflect 1 day, make phone call home</p> <p>Could lead to Suspension/Exclusion</p>
Being with someone while they smoked/vaped	<p>AL/College team to log on Bromcom.</p> <p>Contact home- after school detention given (education on health issues related to smoking/vaping)</p> <p>Explain danger of secondary smoking.</p>
Smoking / vaping off site but in school uniform (identifiable as a Bassingbourn student/bringing the school into disrepute)	<p>AL/College team to log on Bromcom.</p> <p>Contact home- after school detention given (education on health issues related to smoking/vaping)</p> <p>Explain danger of secondary smoking.</p>
Providing others with drug related substances and/or bringing drugs into academy	<p>Removal to College base for students involved</p> <p>Confiscate banned items</p> <p>College team investigate and log on myconcern and Bromcom</p> <p>log internal or external suspension, make phone call home</p> <p>Could lead to managed move/Exclusion</p>
Threatening behaviour online	<p>College team investigate, advice given to parents</p> <p>Follow bullying policy</p> <p>Where appropriate seek support from external agencies</p>
Uploading inappropriate images to google classroom	<p>HoD investigate, log on Bromcom and my concern.</p> <p>Advice given to parents</p> <p>Consequence is time in reflect with appropriate education</p>
Filming or recording a lesson	<p>College team investigate, recordings to be deleted, advice given to parents, phone to be handed in at reception at 8:50am for agreed period</p> <p>Minimum 1 day reflect</p> <p>Appropriate education about rights and privacy whilst in reflect</p>
Recording a fight (and sharing/uploading)	<p>College team investigate, recordings to be deleted, phone to be confiscated for collection by parent/carer</p> <p>phone to be handed in at reception at 8:50am for agreed period</p> <p>Minimum 1 day reflect</p> <p>Appropriate education about rights and privacy whilst in reflect</p>

8. Specific unacceptable behaviours

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. 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. Following the incident, the perpetrator, victim and witnesses will be asked to complete a written record of the incident.

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

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

9. Searching and confiscation of property

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.

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

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 banned objects should be passed to the Principal for disposal.

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.

10. Behaviour outside of college

The law allows a teacher to 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
- 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

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.

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.

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

11. 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 using 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 will be logged on the Physical Intervention Log and the Principal informed.

12.Uniform and equipment

It is expected that mentors will build regular uniform and equipment checks into their weekly routine to support students that need help with organisation. This will not be a formal process and can be as quick as doing a visual once-over of pupils' uniform as they enter the classroom or getting pupils to place their equipment on the desk to see if they have everything necessary to be 'ready to learn'.

Uniform expectations for pupils

- Trousers should be all black, in a plain traditional style and fabric. Traditional style means the trousers will have a zip at the front, a waistband and pockets. No jeans, canvas trousers (Chinos), leggings, jeggings or 'pull on trousers' are allowed in school.
- Skirts should be all black, plain conventional style, straight or pleated (not elasticated or skin tight) and be of a suitable length for the workplace – knee length or below, tights should be black or natural coloured with no patterns.
- Shoes should be all black and polishable.
- In Year 11, as a privilege, pupils wear the Year 11 tie and may wear a black business suit
- No other clothing is allowed to be worn in the classroom
- Coats must not be worn inside any buildings and any other non-uniform tops are not acceptable (this is for safeguarding as allows us to see the uniform clearly and identify our students, staff wear lanyards for this reason)
- Make-up should be subtle and not 'over-done'
- Hair colour should be natural colours only
- Jewellery should be discreet, students are allowed to wear one pair of stud earrings, the wearing of nose-studs, tongue studs or any other face piercing is strictly forbidden
- No nail varnish or false/shellac/acrylic nails

School reserves the right to make a judgement as to whether the uniform worn by a student is appropriate. Where there are significant or persistent issues with a pupil's uniform, we will phone home to attempt to rectify the issue; students that are not in the correct school uniform will lose their social time.

Equipment needed for learning

Mentors will check that pupils have the following:

- Pencil Case (at KS4 the pencil case needs to be transparent)
- 2 x black pens
- Pencil, sharpener & eraser
- Scientific Calculator (must have sin, cos, tan on it)
- Ruler
- Compass'
- Protractor
- Highlighters
- Glue stick (at your discretion)

Mentors will also take note of whether pupils are bringing a suitable school bag. Pupils who are not reliable at organising themselves may need to be monitored more closely for exercise/textbooks and subject-specialist equipment such as their PE kit. It may also be necessary to contact home if a pupil is not making the improvements in their organisation or attitude to learning.

Mobile phones and electronic devices in school

Pupils should not have their mobile phone or any other electronic device, including headphones, visible

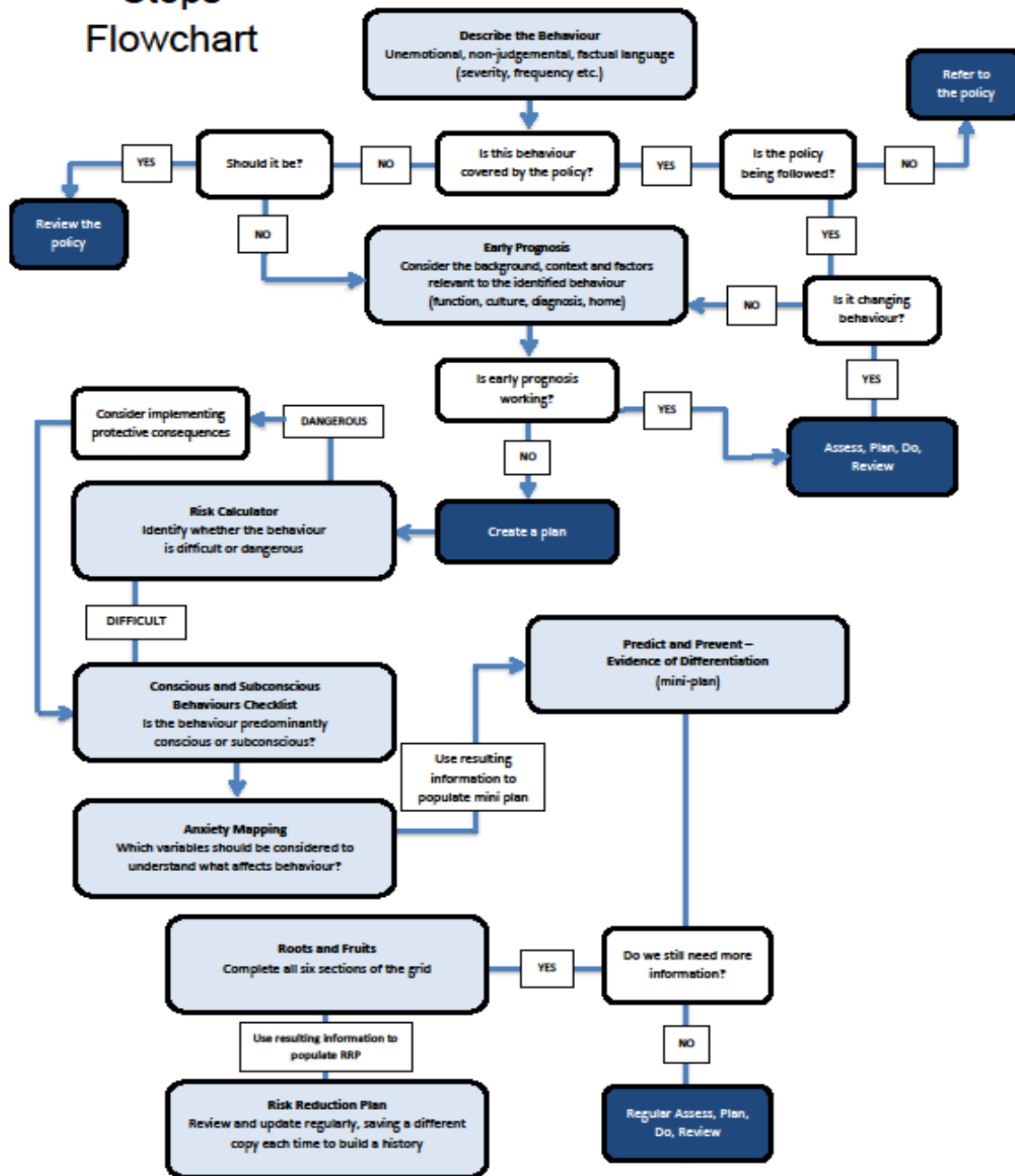
between 8.55am and 3.20pm. This includes break and lunchtime. Mobile phones, earphones, headphones and other similar electronic devices with internet connectivity, must not be used, seen or heard during school hours.

We believe that this step in limiting the use of mobile phones will foster greater positive social interaction amongst pupils, in particular at break and lunchtimes. It should have a positive impact on the wellbeing of pupils, as well as benefiting them academically. If pupils are seen to have any of the devices or equipment listed above, the teacher will confiscate the item(s) for the remainder of the day and the pupil will be able to collect the confiscated items at the end of the school day. In the unlikely event that the items are confiscated a second time, we will require a parent or carer to collect the confiscated devices.

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Appendix 1 - Steps Flow Chart

Cambridgeshire Steps Flowchart



Appendix 2 Micro-Script (On Call) – Repair (teacher would like the student to return to lesson)

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. Who has been affected by what you did?
4. In what way have they been affected?
5. What do you think needs to happen next to repair things by doing things differently in the future? What needs to happen so that you make better choices when you return to the classroom?
6. Are you ready to return to learning in your lesson?

Appendix 3 Micro-Script (On Call) – Removal to shadow timetable (disruption to learning means student cannot return to the classroom)

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 4 – Micro Script (on-call) disruption to learning means the student will work in the college base, with reflect booked at an appropriate time

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 College base?



Home-School partnership Agreement

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.

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.

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, Classroom Expectations and Expectations for Learning Policy.
 - I will follow the ICT Acceptable Use agreement whenever I use technology in college.
 - 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, piercings and nails.

Appendix 6- 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 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