

Grobby Community College

Achieving Excellence Together



BEHAVIOUR POLICY 2014-15

Policies and procedures included in this policy are:

Appendix 1: Home School Agreement

Appendix 2: College Code

Appendix 3: Rewarding Student Achievements

Appendix 4: Managing Poor Student Behaviour

Appendix 5: Notice of Confiscation Procedure

Appendix 6: Rewards and Sanctions at GCC (to be deleted)

Appendix 7: Exclusions Policy and Procedure

Appendix 8: The Emergency On-Call System

Reviewed: Viv Evans: May 2014

Agreed: Governing Student Wellbeing Committee: 3 June 2014

Next review: Summer Term 2014

Signed:.....(Chair of Governors)

Date: 3 6.14

Introduction

There is a statutory requirement for all maintained schools to have in place a behaviour policy to promote good behaviour and discipline on the part of its students.

At Groby Community College we believe that high and consistent expectations from staff and students, positive attitudes to learning, and effective and clear behaviour management systems and procedures combine to create the climate in which all students can make progress. The promotion and maintenance of good behaviour are the responsibility of all adult members of the college community and it is the duty of everyone; students, staff and parents to engage with the process of behaviour management.

Aims of our Behaviour Policy

- To provide clear guidelines to ensure consistency in practice and procedures relating to behaviour and discipline in order to create and maintain the most effective conditions for teaching and learning and foster appropriate rather than inappropriate behaviour
- To manage student behaviour as effectively as possible in order to:
 - Encourage students to take responsibility for and to be accountable for their own actions
 - Raise their awareness that actions and choices have consequences
 - Provide them with opportunities to develop and demonstrate positive abilities and attitudes
- To promote mutual respect amongst members of the College community, with action being taken against all forms of bullying, to ensure the happiness, safety and general well being of all

Policy

The College's Behaviour Policy is based on the following principles:

- ✓ Students will succeed in an environment in which they feel welcome and valued
- ✓ The transition process from high school can be stressful and students need to feel secure and supported
- ✓ Rewarding effort and achievements of all kinds is the most effective way to secure good discipline and high standards of achievement in the College
- ✓ There is a strong link between good teaching and learning and good behaviour
- ✓ Early intervention is crucial in dealing with unacceptable behaviour
- ✓ Sanctions should be applied consistently and fairly and are most effective when proportionate to the misdemeanour
- ✓ The promotion and maintenance of good behaviour are the responsibility of all adult members of the college community
- ✓ Strong student / teacher relationships support good behaviour
- ✓ Positive behaviour management training will be available to all staff

Expectations of staff

- Expect the highest possible standards of work and behaviour from students so that a working environment exists within which they can develop their abilities
- Work together as a staff, both in and out of the classroom, to set and maintain these standards
- Challenge students who do not work hard, remain on task or complete homework

- Be consistent and fair in your approach and treat students with the respect you expect from them
- Show students that you care about them and take an interest in their achievements, both in and out of college

Expectations of students

- Students are expected to work hard, remain on task in lessons and complete all homework
- The standard of behaviour expected of students is included in the College's home-school agreement that students and parents are expected to sign on admission (appendix 1)
- These are shared with students by the Principal at the start of each term and with parents by letter/newsletter/ presentations to parents
- A College Code stating what students are and are not allowed to do is displayed in each classroom and reinforced by tutors and teachers (appendix 2)

The roles and responsibilities of key personnel in ensuring good behaviour

Establishing good habits of behaviour around the College is the responsibility of all staff, teaching and non-teaching.

Tutors

Most subject teachers are tutors and, as such, have a key role in the life of the students at the College. The tutor is the person who should know the student best in College. Tutors should aim to:

- ✓ Establish good relationships with students and their parents
- ✓ Recognise and reward success
- ✓ Support and encourage efforts made
- ✓ Uphold College policy on behaviour – explain expectations and teach good behaviour
- ✓ Monitor standards of individual student behaviour using weekly behaviour data provided by Heads of House
- ✓ Check each day that students are prepared for lessons
- ✓ Provide an effective start to the day by reinforcing high expectations about punctuality, equipment, uniform and homework
- ✓ Deliver the college tutor programme

By doing this tutors will be supporting themselves and other staff.

Subject teachers

By using the agreed strategies for rewards, support and sanctions, all teachers will establish an environment where learning is the most important part of the College day. All teachers should aim to:

- ✓ Create and sustain a positive, supportive and safe learning environment
- ✓ Prepare stimulating lessons to generate good behaviour
- ✓ Structure lessons in order to support effective learning and good behaviour
- ✓ Insist on acceptable standards of behaviour, work and respect
- ✓ Insist on students being prepared for lessons by bringing the appropriate equipment
- ✓ Consider current classroom practice and management in response to student misbehaviour

Curriculum Leaders

Curriculum Leaders should aim to:

- ✓ Set and maintain good standards of behaviour within their faculty
- ✓ Monitor behaviour data for their faculty on a regular basis
- ✓ Have systems in place at faculty level to address poor behaviour eg detentions, faculty reports
- ✓ Support members of their faculty to develop positive behaviour strategies to challenge poor behaviour
- ✓ Work closely with the House Teams and parents to address poor behaviour

Special Educational Needs Coordinator (SENCO)

The SENCO ensures that all staff are aware of the specific individual needs of students with special educational needs and provides advice and support for these students and their tutor and teachers, as necessary. Regular contact is maintained with the parents/ carers of these students. For students with behavioural, social or emotional difficulty, or identified disabilities such as autistic spectrum disorders, additional support and structure are in place to help them be included in college, particularly during the lunch break when they can be very vulnerable.

Heads and Assistant Heads of House

The Heads and Assistant Heads of House work closely with students, tutors, teachers, parents and other support staff to ensure the wellbeing of all our students. They ensure that teachers are informed of any short or long term pastoral issues that may impact on student progress or behaviour. They work closely with students, tutors, SENCO and the attendance team, other relevant staff and parents over the formulation and implementation of intervention strategies for individuals or groups of students, as necessary. They keep the behaviour and welfare of students in their house under constant review and provide data for analysis on a regular basis

Leadership and Governors

- The Principal and Senior Leadership Team, with the support of the governors, are responsible for establishing a purposeful and orderly environment where a high standard of student behaviour is the expected norm
- The Assistant Principal with responsibility for student wellbeing will lead on behaviour management strategies within the college
- All senior and middle leaders in the College have a responsibility for maintaining high standards through the implementation of strategies for ensuring high attendance at lessons, high achievement and good behaviour, and are expected to challenge poor attendance, poor punctuality, lack of effort and poor behaviour
- The expectation of governors is that all staff will implement, fully and consistently, all policies and strategies outlined in, and linked to, this behaviour policy
- The Senior Leadership Team will monitor behaviour data and report to governors

Rewarding students to promote good behaviour

We believe in the value of praise and the motivating effect of rewards in encouraging positive student behaviour, both in and out of the classroom.

- The majority of students respond positively to praise and verbal and written praise from a tutor or teacher is the main reward for all students.

- Teachers and tutors should focus on rewarding the positive attitudes and behaviour displayed by the majority of students in the College
- Students who exhibit challenging behaviour should become aware that this will receive little recognition in class, and will be dealt with quickly through the range of sanctions in place

The following is a selection of the rewards used with our students (see appendix 3 for more details)

- ✓ Stamps /stickers / written comments on work
- ✓ Letter or email home to parents / congratulatory subject postcards
- ✓ Certificates for excellent attitudes to learning / achieving target grade or above in all subjects in a set of interim or full reports
- ✓ Certificates for achieving 100% attendance in a term
- ✓ Reward Points for impressive effort, progress or contribution in class / a significant contribution to a college event / a significant degree of care and support
- ✓ Invitations to take part in Feel Good Friday activity / end of term Special Activity
- ✓ Bronze, Silver & Gold certificates for achieving a large number of Reward Points
- ✓ Cups, trophies and shields for significant achievements that are rewarded at an evening event

Managing poor student behaviour

Whilst the College is of the view that praise and reward will lead to high levels of positive behaviour both in and out of the classroom, it also recognises that this will not succeed at all times with some students. In these circumstances there are a range of actions and sanctions available for the purpose of responding to and modifying poor behaviour. It is clear that actions and sanctions will work effectively if they are applied fairly and consistently across the College

When using sanctions staff should consider the following:

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour not the student
- Don't take poor behaviour personally
- A breach of the College Code must lead to the appropriate action/sanction and should be used by all staff – consistency in dealing with students across the College and fairness to all students will be undermined if any misbehaviour is ignored
- Take account of individual student circumstances – be flexible, but not to the extent of undermining other staff
- Avoid confrontations by staying calm at all times
- Catch students being good – praise will significantly reduce disruption

The vast majority of our students behave well and receive very few, if any, sanctions for poor behaviour. As far as possible, low level unacceptable behaviour should be addressed at tutor, teacher and faculty level. Students should understand that if they Choose to behave in an unacceptable way there will be clear Consequences. The 'Choices and Consequences' behaviour management system should be used when a member of staff's own strategies for achieving positive behaviour have been exhausted or not been acceptable with a particular student or group of students. The 'Choices and Consequences' behaviour management system is in place to ensure consistency across the college in addressing and recording incidents of poor behaviour (appendix 4)

The following is a selection of the sanctions used with our students

- Disapproving look
- Verbal reprimand
- Move to another seat / class
- Detention
- Contact with home / meeting with parents/carers
- Monitoring reports
- Withdrawn from lessons and made to work in the inclusion room
- **Internal exclusion – working in isolation 11.30 – 16.30**
- Fixed term exclusion

The Heads and Assistant Heads of House support teachers, through the use of the college behaviour management system and the use of assertive discipline techniques, to maintain a positive working environment in lessons. They respond to on-call requests from a teacher requiring a student to be removed from a lesson and support those students who habitually disrupt lessons by using strategies which encourage them to address their own behaviour. They usually work very closely with parents and outside agencies.

The following is a selection of the strategies used to help students to modify their behaviour

- 1 : 1 discussions to identify and respond to underlying cause(s) of poor behaviour
- 'Rethinking my behaviour' themed packs to be worked through in inclusion
- Allocation of a peer mentor (Big Brother or Sister)
- Monitoring reports
- Referral to school nurse / counsellor / anger management support
- In college support from outside agencies eg **HBEP**
- Modified timetable, including for some students opportunities to be educated off site

Students need to understand that we take a firm stand against

- Aggression towards another student or member of staff
- Verbal abuse to a member of staff
- Refusal to comply

Procedures for dealing with inappropriate behaviour and serious incidents outside of college

In addition to addressing any behaviour issues in college, teachers have a statutory power to discipline students for misbehaving outside of the college premises. A teacher may discipline a student for:

- Any misbehaviour when the child is:
 - Taking part in any college-organised or college-related activity or
 - Travelling to or from college or
 - Wearing college uniform or
 - In some other way identifiable as a student at the college
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the college or
 - Poses a threat to another student or member of the public or
 - Could adversely affect the reputation of the college

Any misbehaviour outside of college should be dealt with using the sanctions in the 'Choices and Consequences' behaviour management system

Screening, searching and confiscation

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and **without** the consent of the student and any member of staff can screen students.

College staff can search students **with their consent** for any item which is banned by the college rules. A student can be asked to turn out his or her pockets or bag and if the student refuses the on-call system should be initiated for a Head of House or the Head of Key Stage to apply the appropriate behaviour sanctions. Staff can only undertake a search **without consent** if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. Only a member of the Senior Leadership Team can undertake a search without consent. Parents/carers will be informed where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Information about the confiscation of personal items that are not relevant to learning is displayed in all classrooms (appendix 5) Any of these items must, in line with the college behaviour management system, be taken to the main office.

When a member of staff conducting a search finds alcohol, they must confiscate it and retain it as evidence for parents, if necessary. Where controlled drugs, an offensive weapon or stolen goods are found, the Principal must be informed and the police contacted.

Use of reasonable force

We believe that the use of force should be a last resort. We seek to minimise the possibility of force being needed by creating a calm, orderly and supportive learning environment that lessens the risk and threat of violence.

All college staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline

Refer to College Child Protection Use of Force policy for more detail.

Dealing with allegations of abuse against teachers and other staff

If an allegation is made against a teacher or other member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any allegation should be reported **straight away** to the Principal who will deal with it quickly, in a fair and consistent way that provides effective protection for the student and at the same time supports the person who is the subject of the allegation. The Principal will follow the framework for managing cases of allegations of abuse against people who work with children as set out in 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' (March 2010)

Appendix 1: Home School Agreement

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Monitoring effectiveness of policy

- Analysis of Rewards and Sanctions data
- Questions on student voice surveys related to behaviour
- Questions on parental questionnaires relating to behaviour
- Governor / LA monitoring visits /**Ofsted**

Related policies

- **Child protection use of force**
- **Anti-bullying**
- **E-Safety**
- **Attendance**

Reviewed by Governor Student Wellbeing Committee 03.06.14

The following documents relate to behaviour management across the college

Our expectations of students as taken from the Home/School Agreement (signed by both parents and students)

HOME SCHOOL AGREEMENT

As a parent/carer I agree to:

- Ensure my son/daughter achieves an excellent attendance record (95% or above)
- Advise the college of justified absence promptly.
- Ensure that my son/daughter is punctual to college on a daily basis. If travelling from outside the catchment area, ensure that they get a bus that will get them to college in plenty of time
- Make every effort to avoid taking family term-time holidays (if a student has below 95% attendance, the college will not authorise 10 days of holiday as this could have a serious impact on attainment)
- Send my son/daughter in full college uniform
- Support my child with study materials and equipment for learning – see separate section for details
- Talk to my son/daughter about the importance of respect for others and for the environment at college and in the community
- Support the college when dealing with unacceptable, anti-social or disruptive behaviour
- Show my son/daughter that I will work constructively with the college and value a diversity of views
- Support my son/daughter's learning at home and at college
- Encourage and help in completing work done at home
- Check and sign the Student Organiser each week
- Celebrate hard work, effort and achievement
- Support College efforts to make learning an enjoyable and productive experience
- Consider sharing with the college details of outside achievements
- Let the college know about any concerns and attend parent consultation sessions
- Work in a mutually respectful partnership with the college to support my son/daughter
- Actively support my child through key transition periods e.g. transfer to post-16 or Higher Education
- Encourage, support and celebrate my son/daughter to make as full use as possible of all the opportunities whilst at college
- Offer constructive feedback to the college about the quality of education provided.

As a college we agree to:

- Develop a strong link between home and college primarily through the tutor
- Monitor attendance and punctuality and inform parents of any issues or concerns
- Monitor that each student is wearing the full college uniform
- Monitor equipment for learning and check that students are recording their homework in their organiser - sign the organiser on a weekly basis
- Teach and encourage students to adhere to college expectations and to treat others with mutual respect and consideration
- Respond sensitively and firmly to bullying and any other form of abusive behaviour
- Operate and apply the college discipline policy in a fair and consistent way

- Use appropriate sanctions and rewards to support student motivation and behaviour
- Set challenging targets and support students to achieve them
- Plan, prepare and teach effective lessons tailored to each individual
- Assess work regularly and provide feedback on how to improve
- Enable and expect students to record work to be done out of lessons in their organiser
- Monitor, track and report progress to parents and students each half term
- Provide appropriate interventions for students not reaching full potential
- Discuss with parents/carers about achievements or concerns
- Provide regular information through reports, newsletters, the website and information briefings for parents
- Respond professionally and promptly to any contact from parents/carers
- Provide and signpost specialist advice and guidance as necessary
- Offer and encourage students to engage in as many opportunities as possible to support personal development
- Listen constructively to the views of parents and students and respond as appropriate

As a student I agree to:

- Come to the college every day
- Arrive at college by 8.40
- Arrive at lessons on time
- Wear the full college uniform and abide by rules regarding outdoor clothing inside the buildings (e.g. no outdoor wear in lessons/no hats in college)
- Attend with the correct equipment for all lessons and exams
- Adhere to the College Code at all times. Show respect to staff and other students by agreeing to:
 - Listen to the member of staff without interrupting
 - Follow instructions without argument
 - Sit where told to in the classroom
 - Bring the correct equipment for learning to all lessons
 - Never speak abusively or unkindly to or about staff or other students
 - Respect other students in the class and college e.g. by listening to what is said
 - Working in groups, never name-calling or ridiculing
 - Have mobile phones or music players out of sight and switched off in lessons and earphones hidden.
- Do not smoke on or near the campus or on the college coaches
- Behave responsibly and respectfully in the village at lunchtime if off college premises
- Never drop litter on campus, in the college or in the village
- Participate actively and productively in lessons
- Know my aspirational target grades
- Share responsibility with my parents and teachers for knowing how I can achieve my targets
- Conscientiously complete all work to the standard I am capable of
- Meet all deadlines set
- Develop my ability to work independently
- Share with teachers and parents responsibility for my own well-being and know that I may additionally share with an adult at college or a Big Brother or Sister any concerns or worries I may have

- Inform an adult or Big Brother or Sister if I feel bullied or threatened in any way, or if someone I know is being bullied
- Share with teachers and parents responsibility for my progress to the next stage of education or training
- Make the best possible use of all the opportunities offered to me at college
- Be an active member of the Tutor Group and the House
- Share constructive feedback to staff about my learning and other experiences at college

College Code

Students must:



- Arrive on time to lessons
- Wear correct college uniform
- Listen to the member of staff without interrupting
- Follow instructions without argument
- Sit where they are told to sit
- Bring the correct equipment to all lessons
(contained in a bag that will hold A4 folders)

Students must not:



- Eat or drink in lessons unless the member of staff allows bottled still water
- Apply makeup in lesson time
- Have mobiles switched on or an earpiece visible in the classroom
- Wear outdoor clothes in the classroom
- Wear a hat inside the building
- Smoke **ANYWHERE** on campus

TO BE UPDATED : Rewarding Student Achievements

Rewarding students effectively is the main way to improve behaviour and relationships

At a subject level

Students of all abilities and aptitudes respond positively to praise and appreciate parents being contacted and informed of achievements. There is general agreement among students that **subject postcards** should continue to be posted home, but on a more regular basis. Teachers should add the name of the student, sign the card and then pass it to clerical staff for posting. Curriculum Leaders should monitor the sending of subject postcards to ensure that they are being sent regularly and by all members of their team.

Some curriculum areas have developed other ways of rewarding student achievements, to complement the subject postcards, and these should continue.

Following completion of interim and full reports

In the report pack that goes home to parents, some students will also receive a certificate. Students who get a 1 for effort and motivation in all subjects will receive a certificate **For excellent attitude to learning in all subjects**. Students whose current predicted grade is at least in line with their target grade for each subject will receive a certificate **For achieving target grade or better in all subjects**. The Assistant Principal in charge of Raising Achievement will be responsible for issuing these.

Attendance certificates

At the end of each term the Attendance Team will send certificates home to students **For achieving 100% attendance**.

The rewards system

Aims:

- To create a reward system that students feel responsible for
- To make every student aware and proud of their achievements
- To acknowledge and reward consistent hard work, effort and commitment as well as learning behaviour which is above the normal and general expectation

The system is based on House Points and these will be recorded on SIMS.

A House Point will be issued to all students who arrive on time, ready for learning with the correct equipment, for all 5 lessons in a day. Students issued with any behaviour sanction (Cs) in a lesson cannot receive a Reward Point. It is expected that most students will receive a minimum of 5 House Points per week

In addition House Points will be issued to a student who makes:

- A : an **impressive** effort in a lesson/sporting event (x 1 House Point)
- B : **impressive** progress relative to their ability (x 2 HPs)
- C : an **impressive** contribution which enhances the learning for the group (x 2 HPs)
- D : a **significant** contribution to a college event (x 3 HPs)
- E : a **significant degree of care and support** for others in college (x 3 HPs)

Staff should:

- ✓ Usually give house points to 1 – 4 students each lesson
- ✓ Avoid blanket awarding of house points
- ✓ Tell a student why they have been given a house point
- ✓ Record the house points given on SIMS

There will also be an arbitrary **Double Points Day** each month and no advance notice will be given, but banners will be mounted around college

A Feel Good Friday theme:

- Tutors to check number of house points achieved by tutees and to congratulate
- The names of high achieving students to be displayed on a House Boards
- Gatherings (eg tea and toast at break) for high achieving students on the last Friday of each month

At the end of each term many students will receive a certificate and a summary of their rewards

A **Bronze** certificate for (105% ie in a 10 week term x 53 House Points)

A **Silver** certificate for (120% ie in a 10 week term x 60 House Points)

A **Gold** certificate for (150% ie in a 10 week term x 75 House Points)

The top 10% of students (50 students max) to be rewarded with a **special activity**. The top 25 students will be invited to take part in a free event organised during the college day, during the last week of term eg trip to German market in Birmingham or the cinema. The next 25 students will be invited to take part, but will be expected to pay*

*Funding will be available to support students from low income families

The Rewards and Sanctions Working Party

October 2011

Managing Poor Student Behaviour

The vast majority of our students behave well and receive very few, if any, sanctions for poor behaviour. It is important that **all** staff challenge any poor behaviour seen and support colleagues experiencing difficulties.

Teachers need to

- Establish and maintain high expectations of student behaviour in their lessons
- Ensure students know they are accountable for their behaviour in lessons
- Be consistent in the way they challenge poor behaviour

Curriculum Leaders need to

- Have clear systems in place at faculty level to address poor behaviour
- Support members of their faculty to develop positive behaviour strategies to challenge poor behaviour
- Be high profile during lessons and proactive in addressing any poor behaviour.

Tutors need to

- Actively monitor the behaviour of their tutees , challenge poor behaviour and support tutees to modify their behaviour
- Liaise with the House Teams and parents, as appropriate

As far as possible, low level unacceptable behaviour should be addressed at teacher and faculty level (**C1 & C2**). **Heads of House** will continue to support staff with behaviour management (**C3**), but have a much wider Student Wellbeing remit this year.

SLT will work closely with **Heads of House** to address serious (**C4**) and very serious incidents (**C5**) of unacceptable behaviour.

The '**Choices and Consequences**' behaviour management system is in place to ensure consistency across the college in addressing and recording incidents of poor behaviour.

High Expectations and Consistency

Staff should have high expectations of student behaviour and should be consistent in the way they challenge unacceptable behaviour

Students should understand that if they **Choose** to behave in an unacceptable way there will be clear **Consequences**

The Choices and Consequences system should be used when a member of staff's own strategies for achieving positive behaviour have been exhausted or not been acceptable with a particular student or group of students

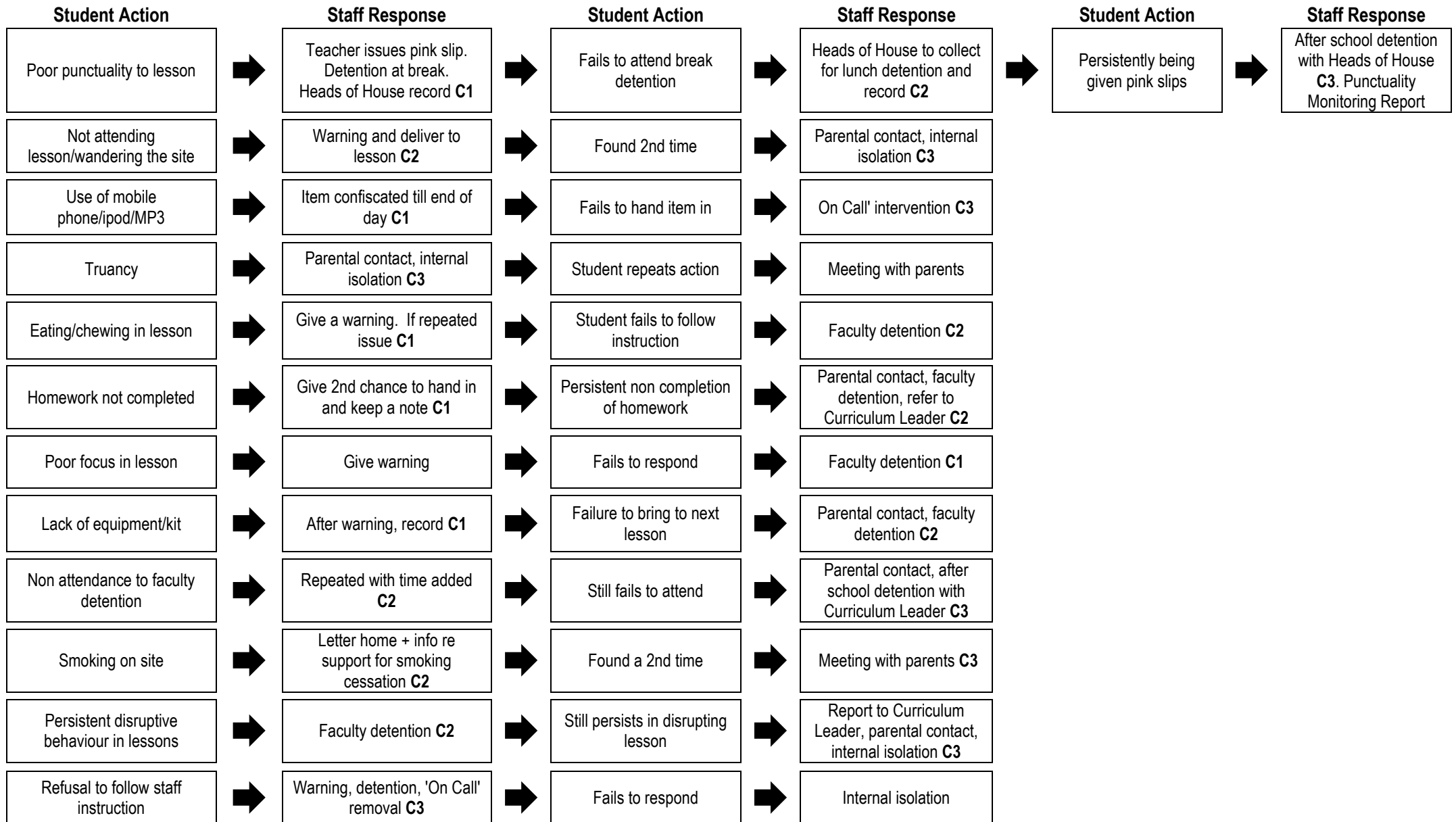
Behaviour (Choice)	Sanction (Consequence)	Recording
C1 – Incident of low level unacceptable behaviour		
No homework Persistently talking over the teacher in a lesson /tutor time Persistently disruptive behaviour in a lesson/tutor time	Verbal reprimand by /class teacher/ tutor/ teacher detention	Class teacher /tutor to record C1 on SIMS
Mobile phone/ MP3 / Ipod out in lesson	Verbal reprimand. Confiscated item to be taken to the main office to be stored in the college safe. On the first occasion, the item will be returned to the student at the end of the day and a letter sent home to parents. For a second offence, parents will be required to collect from the college reception.	Class teacher to record C1 on SIMS. CAs will record confiscation and issue a letter to parents/carers CAs to inform Heads of House who will record a C2 for second offenders
Late arrival to college/lessons	Verbal reprimand. Student to be issued with a pink Lateness slip informing them of a break detention	Tutor to record NIR in comments box on SIMS for any student Not in Registration Heads of House to record C1 on SIMS and highlight the name of the student in red and code D

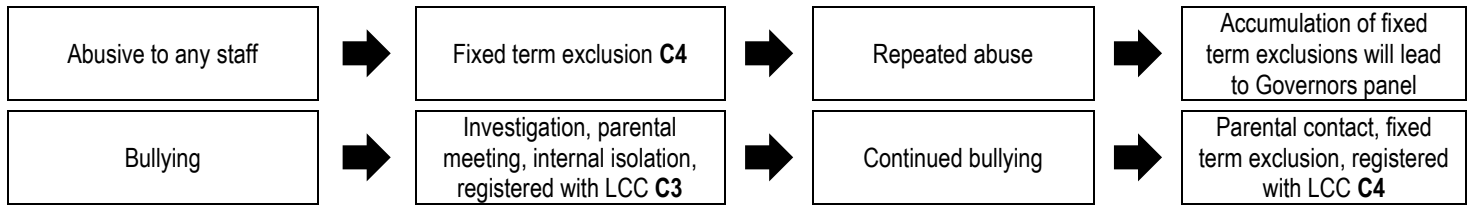
Wearing incorrect college uniform	Verbal reprimand. Student to be issued with a blue Uniform Infringement slip informing them of a break detention. SWT/SLT to ensure that student is given 'spare' items of uniform. Refusal – inclusion until parents can bring correct uniform	Tutor to record C1 on Sims
<p>5+ C1s in a half term</p> <p>Class teachers should inform Curriculum Leaders of any student who they have issued with 5 C1s. Curriculum Leaders can access behaviour data that has been downloaded from SIMS in the P/Drive Tutors are advised to have a behaviour incident summary on the SIMS homepage Tutors receive a weekly print out of behaviour sanctions for their tutees on a weekly basis</p>		
Low level unacceptable behaviour incidents in one subject area	Verbal reprimand. Student to be issued with a subject monitoring report by Curriculum Leader and parents contacted	<p>Class teacher to record C2 on SIMS, make a referral to the Curriculum Leader who will issue a monitoring report. Class teacher to record on SIMS through status – further action to be taken – monitoring report issued</p> <p>Completed faculty reports to be copied and passed onto the Heads of House for filing in student file, with details of any additional faculty interventions</p>
Low level unacceptable behaviour incidents in at least two subject areas, excluding C1s for lateness	Verbal reprimand. Student to be issued with a tutor monitoring report by tutor and parents contacted	Head of House to record C2 and issue of a monitoring report on SIMS. Completed tutor reports to be passed onto the Heads of House for filing in student file
Lateness, without a valid reason	Verbal reprimand. Student to be issued	Head of House to record C2 , issue a

	with a punctuality monitoring report by Head of House and parents contacted	punctuality monitoring report and contact parents. Completed reports to be filed in student file
9+ C1s in a half term		
Low level unacceptable behaviour incidents in at least two subject areas or around the college at break/lunchtime	Verbal reprimand. Student to be issued with a monitoring report by Head of House and parents contacted. A behaviour modification programme may be implemented	Head of House to record C3 and the issue of a monitoring report on SIMS. Completed reports to be filed in student file
C2- additional unacceptable behaviour		
Failure to attend a detention Student off site at break	Student to be deprived of free time at break and lunch and to remain with the Head of House in the reception area	Head of House to record C2 on SIMS and contact parents
Student not attending lesson/wandering the site	Verbal reprimand from Head of House. Student delivered to lesson and required to catch up on work missed	Head of House to record C2 on SIMS and contact parents
Smoking off site	Student to be placed in isolation and given a 'smoke screen' pack to work through. Information about smoking cessation will be provided	Head of House to record C2 on SIMS and contact parents
On-call		
In the event of a student being involved in a serious incident during a lesson, it may be appropriate for the student to be removed from the classroom by an on-call member of staff		
Serious incident eg refusal to follow teacher instructions, threatening another student	A class teacher may request the removal of a student from a lesson through the on-call system. The student will be	The class teacher to record C3 on SIMS and liaise with the Curriculum Leader / Head of House re follow up action. Head of House to

	interviewed by the on-call member of staff and may be put in Post 16 inclusion The student may be issued with a monitoring report. Parents will be contacted and a formal warning letter re: exclusion may be sent	record follow up action
C3 – serious incident		
Bullying, theft, race/hate incidents, refusal to comply with staff during break/lunchtime Truancy from lessons	Verbal reprimand from Head of House. The student may be placed in isolation, issued with a Head of House monitoring report, a Pastoral Support Plan or referred for behaviour modification support eg anger management, Parents will be contacted and a formal warning letter re: exclusion may be sent	The Head of House to record C3 on SIMS and follow up action
C4 – very serious incident		
Violent behavior, abuse to staff, offensive weapon in college	Head of House will inform SLT. This may result in a 11.30 – 16.30 internal exclusion or fixed-term exclusion and Governor involvement. Parents will be contacted and asked to attend a reintegration meeting. The student will be placed on a monitoring report – Head of House or SLT	Head of House to record C4 on SIMS and the follow-up action agreed with SLT

+Staff responses to unacceptable behaviour - A quick reference guide





Notice of Confiscation Procedure

If seen in lessons, the following will be confiscated until the end of the college day:
















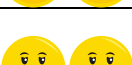


- Mobile phones
- MP3/iPod
- Headsets
- Makeup/Mirror
- Any other items not relevant to the lesson

If confiscated a second time, your parents will be required to collect them



Keep them out of sight

Rewards and Sanctions at Groby Community College

	Cups, trophies and shields for specific achievements, awarded on an annual basis
	End of term Special Activity for students with highest number of House Points
	Bronze, Silver and Gold certificates for achieving a high number of House Points in a term
	Certificates for excellent attitudes to learning / achieving target grade or above in all subjects in a set of interim or full reports
	Certificates for 100% attendance in a term
	Congratulatory postcard from the Principal / subject teacher
	Invitations to take part in 'Feel Good Friday' activity
	House Points for impressive effort, progress or contribution in class / a significant contribution to a college event / a significant degree of care and support
	House Point for Attendance / Punctuality / Equipment
	Stamps / stickers / written comments on work
	Verbal praise
	Verbal warning
	C1 / Detention
	C2 / Monitoring Report / Parents contacted
	C3/ Removal from lesson / Inclusion
	Formal College Warning
	Fixed Term exclusion
	Permanent exclusion

Exclusions policy and procedure

Introduction:

Under section 52 of the Education act 2002 Governing bodies must establish procedures for dealing with exclusions, which follow those set out in law and statutory guidance. (see Improving Behaviour and Attendance: Guidance on exclusion from Schools and Pupil Referral Units)

The Principal will have overall responsibility for ensuring the procedures for exclusions set out in law are adhered to. The Assistant Principal (student wellbeing) will take a leadership role in both the strategy and procedures followed when excluding students.

Aims:

- To ensure there is a fair and open handling of exclusions

To reduce the likelihood of successful challenge to exclusion at a later stage

Principles

1. Exclusion is used sparingly and only in one or both of the following circumstances:-
 - When other means of discipline such as discussion, detentions, being on report and agreed absence have failed. The College believes in having a series of steps available for the management of student behaviour and views exclusion as a last resort
 - In cases of very serious incidents of misbehaviour, abusive and threatening behaviour, violence, criminal damage.
2. Exclusions are decided upon by a process of consultation with key staff, for example Heads of House, Tutors, Special Needs (where relevant) and a member of the Senior Leadership Team.
3. The need to work in partnership with parents/guardians is not forgotten in cases of exclusions. We aim neither to humiliate nor alienate parents.
4. The dignity of the student is respected and the essential worth of every young person remembered. Our aims are to work towards an acknowledgement of justice and a sense of genuine regret.
5. Great care is taken to follow the appropriate procedures with due consideration for the rights of students and parents.
6. Due regard is given to the Disability Discrimination Act in relation to exclusions.

Types of Exclusion

The College follows the procedures outlined in the [Department for Education Revised Regulations and Guidance on Exclusions from Schools \(2012\)](#)

Formal Exclusions

- Fixed period
 - Fixed period exclusions of less than 5 days in any one term.
 - Fixed period exclusions of more than 5 days and up to 15 school days.
 - Fixed period exclusions of more than 15 days.
- Permanent Exclusion
 - Is used in exceptional circumstances where a student's continued presence in the College is a threat to the safety and well-being of other students and/or staff, persistent

and defiant misbehaviour and where all other possibilities have been explored unsuccessfully

Delivery

- Exclusions can only take place with the full knowledge and agreement of the designated Assistant Principal or the Principal.
- Decisions leading to an exclusion will involve a range of staff who know the individual student concerned. Normally this will include the tutor; the Head of House; the pastoral team.
- The views of staff involved in incidents which might lead to exclusion will be taken into account.
- Before a decision is made to exclude a student there will normally be a thorough investigation of the incident(s) taking the perspective of all parties involved into account.
- Records are kept of a student's misbehaviour. In the case of a serious incident statements are taken from staff/students involved or who witnessed the incident.
- Students are often withdrawn from lessons and isolated while investigations take place. Care is taken not to leave students alone for excessive amounts of time, nor to deprive them of food and drink at break and lunchtimes and comfort breaks. Support for the students is provided, e.g. by the tutor, Pastoral Support Team and Head of House.
- Once the decision has been taken to exclude, the student is told at the earliest opportunity, talked through the procedures and helped to face parents.
- Parents/guardians are contacted and asked to collect the student from College. Formal letters of exclusion are dispatched within one working day.
- Parents/guardians are given the opportunity to fully discuss the reasons for the exclusion and are told about the relevant procedures.
- If a parent/guardian cannot be contacted the student remains in College for as long as possible while further attempts are made. A student is not sent home during the College day without such a contact. However, physical restraint will not be used to prevent a student leaving.
- The necessary letters and report form (as outlined in the DCSF's guidance of August 2007) are written at the first opportunity and care is taken to follow the guidelines.
- Every effort is made to provide work for the student to do during exclusion.
- In exclusions requiring a Governors' Sub-Committee hearing, great care is taken to produce a school report which is precise and carefully documented and to follow procedures scrupulously.
- A readmission interview after a fixed period exclusion is arranged to outline the College's expectations of future conduct and this aims to further a partnership with parents in helping the student achieve significant improvements.
- On returning to College students will be placed "on report" for a minimum of one week to monitor their reintroduction into College life.

Monitoring, Review and Evaluation

The impact of the policy will be judged using the following evidence:

- The number of appeals to exclusions received
- The number of exclusions successfully challenged

This policy will be reviewed on a three yearly basis by:

- Assistant Principal – student wellbeing
- Governors: Student Wellbeing committee
- Next date for review: 2012-13 (see teachernet guidance procedure for excluding a pupil: role of the Head)

THE EMERGENCY ON-CALL SYSTEM

The “Emergency On-Call” system is a high-level response for the classroom teacher. To access “Emergency On-Call” staff should contact Reception (Dial 0). Teachers should be aware however, that calling “Emergency On-Call” will not automatically result in the removal of the student from the classroom.

Teachers should be:

- Fair, firm and consistent in their expectations from the outset in line with the behaviour policy and classroom code.
- Staff should only use Emergency On-Call when:
 - (a) Faculty procedures have been used, i.e. Curriculum Leaders informed of difficulties, Faculty colleagues asked to assist;
 - (b) Faculty sanctions have been applied and failed;
 - (c) Disruption is continuous;
 - (d) A serious incident has occurred.

What “Emergency On-Call” Should Do:

At the start of the duty time:

- Pick up the spare radio from the main office so you are contactable easily;
- Help move students in corridors to be on time and challenge lateness;
- Check the reception area and settle post 16;
- When all students are in classrooms check the “hot spots” e.g. known classes with potentially disruptive students; vocational area; student hiding places.

If called to a situation:

- Seek brief information about the incident.
- Try and ensure that there is minimum disruption to whole class learning.
- Ask what actions have been taken by the teacher/faculty.
- Seek compliance by the student with the teacher's request.
- Make a judgement on what action is to be taken – the priority is to assist in the student returning into class, but in some cases if all else fails, this may include removal of the student.
- These students should be placed into an A level class within the same faculty or with the appropriate Curriculum Leader if possible. If the same subject is not available use the nearest AS/A2 lesson.

If Students Need to Be Removed From Class

- Work must be provided by the teacher.
- Teachers should organise an appropriate time to discuss the incident or issues privately with the student concerned.
- Teachers should apply appropriate sanction – (consultation and support from Curriculum Leader)
- Teachers should record details of incident and sanction on SIMS as a level 3 ‘continuous disruption’.

Note:

- 1) **No student should be sent to or left in the inclusion room or isolation area of the behaviour office unless this is negotiated and there is agreed supervision.**
- 2) **If any problem is of a highly serious nature please seek the advice of SLT, Behaviour Team or Curriculum Leader immediately.**