

CHURCHILL COMMUNITY COLLEGE

Background to the policy:

This policy is designed to ensure we can work together effectively to support the care, guidance and support of all our students. It will enable us to promote good behaviour to create the right environment for good learning to take place.

This policy applies to: All staff and students

This policy came into effect on: February 2008

Date of last review: February 2017

Statement of the policy:

Documentation attached.

Links to other policies:

- Anti-bullying
- Child Protection
- Use of Reasonable Force
- Violent and abusive visitors

Monitoring of impact:

Assistant Headteacher - Guidance

Leadership Team

Guidance Team

AEN coordinator

This policy has been agreed by:

David Baldwin, Headteacher

Tracey Booth, Chair of Governors

College Unions

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CHURCHILL COMMUNITY COLLEGE: BEHAVIOUR POLICY

Governors Statement of Principles

Governor's General Principles

The following set of guiding principles from the Governing Body, required by law, sets the framework for behaviour, from which the behaviour policy has been developed by the Headteacher.

The college need to set, communicate and adhere to policies conducive to good behaviour. These are to be upheld by all students, supported by all parents and applied consistently by all staff. The policy needs to:

- Promote good behaviour
- Promote positive relationships and self-discipline based on mutual respect
- Ensure everyone is treated fairly and consistently
- Promote early intervention
- Promote a safe environment - where staff and students can work without safely, disruption and fulfil their potential
- Encourage a positive relationship with parents and carers
- Uphold British Values

The purpose of the Behaviour Policy is to:

- Fulfil the Governors' duty of care to students and employees
- Promote teaching and learning and high standards of attainment and progress
- Preserve the reputation of the College

The policy needs to be in accordance with equality legislation.

Governors expect the Headteacher to monitor the implementation of the behaviour policy and report at least annually on the outcomes of an evaluation.

These principles will be reviewed by the Governing Body at least every two years.

HEADTEACHER'S STATEMENT

This policy is designed to ensure we can work effectively together to support the care, guidance and support of all of our students. The policy we have created enables us to meet the principles set out by the Governing Body and to create the right environment for good learning to take place which will help our young people prepare for the transition beyond this college.

This behaviour policy is intended to:

- Promote good behaviour and respect
- Prevent bullying
- Ensure that students make rapid and sustained progress
- Regulate the conduct of students

Students will be disciplined for unacceptable behaviour, breaking college rules and failing to follow reasonable instructions. This can be:

- in College
- on College trips
- outside of College e.g. while travelling to and from College, wearing College uniform, at local shops, on the Metro, inappropriate comments on social media etc.
- at any time because:
 - the student is posing a threat to another student or member of the public
 - the student is adversely affecting the reputation of the College

This policy will be available to all via the College website.

INTRODUCTION AND PHILOSOPHY

The effective delivery of the curriculum at Churchill Community College can only take place where students are motivated to learn and behave well. The Behaviour Policy establishes the agreed ways in which all members of the College community will contribute towards the learning environment.

Good behaviour is achieved when there is mutual respect and established routines and:

- There is an awareness of high behavioural expectations established in the College by students and staff
- Students and staff feel safe and secure
- There is consistent use of praise and rewards
- There is consistent use of sanctions when it is appropriate

The intention of the Behaviour Policy is to support a positive attitude towards learning for all students. To this end it will set out criteria for expectations.

- To establish what outstanding behaviour is
- To determine rewards for meeting/maintaining such behaviour
- To detail guidelines for sanctions when expectations are not met.

THE KEY PRINCIPLES OF THE BEHAVIOUR POLICY AT CHURCHILL COMMUNITY COLLEGE are:

- Supporting and encouraging positive attitudes towards learning and behaviour through effective teaching and rewards. The policy relates to the College Priorities and underpins the priorities agreed by staff and governors.
- Developing and extending staff strategies to promote behaviour for learning, including individual and team CPD.
- Operating and reviewing policies relating to student inclusion clearly and consistently.
- Supporting equality of opportunity through a planned and differentiated curriculum, working towards personalised learning for each student. We believe that this approach, when supported by high quality assessment, assists students to learn and teachers to teach. By engaging students more effectively, standards of behaviour improve.
- Working with students and parents to develop and support practice which enables effective learning and behaviour.
- Monitoring the performance of individuals and groups at risk of disaffection, fully utilising all multi-agency input within the College and beyond, to implement early strategies to support them.

PRINCIPLES

Churchill Community College will apply the principles of the Behaviour Policy by the following means:

1. **Prevention**
2. **Active Intervention**
3. **Creating an Environment Where Staff and Students Feel Safe**

The College has a statutory power to discipline students for breaches of College rules, failure to follow instructions or other unacceptable conduct. We do this through our Behaviour Management System in terms of classroom behaviour.

All teachers and other staff in charge of students have the power to use this system to discipline students. The Head may choose to limit the power to apply particular sanctions to certain staff/and or extend the power to discipline to adult volunteers.

THESE POWERS APPLY TO STUDENTS AT THE COLLEGE AND ALSO TO THE POOR BEHAVIOUR OF STUDENTS OUTSIDE OF COLLEGE WHERE THIS IS REASONABLE e.g. issues arising on public transport, at local shops, travelling to and from College or making inappropriate comments on social media.

1. PREVENTION

PROMOTING AND REWARDING GOOD BEHAVIOUR

The College recognises that rewards are more effective than punishment in motivating students to demonstrate outstanding behaviour.

Good teaching promotes good behaviour, and part of that good teaching is about how to behave well. Good behaviour will be modelled by all staff in their interaction with students.

Staff use praise often with students as a means of identifying, encouraging and rewarding good behaviour.

The College operates a range of rewards:

- In lessons, staff give out SIMS House points for excellent standards of behaviour, effort and achievement. They also give rewards to the student of the lesson or student of the week e.g. by handing out a subject badge.
- Once a week, tutors award House points for good uniform, attendance, punctuality and equipment. They also award 'Tutor Student of the week' and that student will receive a badge for the week and SIMS house points.
- Additionally, staff who run extracurricular clubs, Learning Coordinators, AEN staff and support staff give House points for special effort/achievement
- Staff fill in positive achievements on SIMS so students gain points and there is an electronic record of these e.g. for attending a sports club regularly. (see House points tariff). Students will be given print outs of the points they have received to take home each term.
- The SIMS House points students gain leads to Bronze, Silver, Gold, Diamond and Platinum awards for individuals and contributes to the points for their House. Each term, students who achieve an award will be entered into a prize draw to win a voucher. Certificate will be awarded for achievement of levels at the end of the year.
- Students with 100% attendance and no behaviour points will be rewarded each term with SIMS house points, a text home and a small treat
- Golden ticket week will run each term, where students have a chance to gain additional SIMS house points and to win a voucher in a prize draw
- Star Awards Evening and Sports College Awards Evening
- Staff will also make calls home where students have done well in lessons and send postcards.

The College operates a range of positive means of contact with parents:

- Praise Postcards which highlight good behaviour/achievement and can be sent by any member of staff.
- Letters home from subject teachers /Form Tutors/ Learning Co-

ordinators re: attendance, behaviour, or achievement.

- Phone calls home from subject teachers/ Form Tutors/Learning Coordinators re: attendance/behaviour/achievement
- Annual Star Awards Evening and Sports Awards to celebrate student achievement
- Students will receive a print out of their House points to take home each half term

MAINTAINING EFFECTIVE TEACHING AND LEARNING

- Staff will make behaviour expectations and systems explicit to students, apply them consistently and re-enforce them at regular intervals. (See College Behaviour Management System)
- Staff will employ a full range of behaviour management strategies in the classroom e.g.
 - Staff will meet students at the door to welcome them into their class, to establish an orderly routine for entering the classroom
 - Establish a seating plan for lessons
 - Use a variety of teaching and learning styles
 - Plan lessons to interest and engage students
 - Differentiate work for students
 - Use Assessment for Learning techniques, such as peer and self-assessment, to increase students' involvement in their learning and promote good behaviour
 - Offer students the opportunity to work independently, in pairs, groups and as a whole class
 - Use questioning to develop student understanding and identify misconceptions
 - Use praise and rewards, in line with college rewards system.
- Staff attend regular training sessions to ensure they constantly improve their practice
- Staff seek support from others to review and amend approaches in the classroom e.g. curriculum leaders, guidance staff or the Teaching and Learning Team.
- Staff will involve parents, to inform of excellent progress and seek support where behaviour is poor e.g. call home if a student has been given and S3 in a lesson
- Staff will monitor internet use to ensure that students are not accessing any material which could be harmful e.g. accessing extremist websites or viewing inappropriate images. Sanctions will be implemented if there is a breach of school policy e.g. removal of access to the Internet, FDR,

meeting with parents, contact with police.

- Staff reinforce appropriate behaviour by commenting on it positively and avoid humiliating students in front of their peers e.g. issue sanctions to an individual student at their level, rather than announcing across a classroom. Staff are asked to praise in public (PIP) and sanction in private (SIP)

2. ACTIVE INTERVENTION

This will entail:

- Basic College Rules being applied consistently by all staff:
 - Do as you are asked by a member of staff, the FIRST TIME you are asked and WITHOUT ANY FUSS - no refusing, no arguing, no grumbling, no complaining. JUST DO IT! T
 - Always treat other people with respect - speak to them politely, listen to them carefully and consider their feelings.
 - Think of the consequences of your actions for yourself and other people BEFORE you **act**.

Staff will regularly remind students of these rules to raise awareness of what is expected by all members of the College.

- All staff using the Behaviour Management System, which is a clear system to deal with behaviour issues. Each stage relies upon professionalism, qualified judgements, respect for students and common-sense from staff involved.

CHALLENGING STUDENTS

- Persistent infringement of the Behaviour Management system by students will be addressed more formally than minor or one-off infringements. Students will be counselled and targets set/monitored to try to make a real difference to their approach/attitude e.g. a behaviour plan or behaviour contract might be put in place with the student and their parents.
- This will be monitored by the data system on SIMS which is in place to record incidents of disruption - S2, S3, FDR, NS5 (Norham) and Exclusion to Home. In most cases, the teacher will call home if they have issued an

S3 to a student. The LC will call home if the student has been excluded to FDR, NS5 or to home.

- This data from SIMS will be sent to CL, T and L team and LT every week.
- The data will also be reviewed at a weekly meeting of Assistant Head (Guidance), the Learning Co-ordinators and the AENCO. They will put strategies in place to address the issues that arise. The strategies will be shared via intervention on SIMS.
- Incidents which occur in lessons are the responsibility of the subject teacher in the first instance, and then followed up when necessary by the relevant CL or tutor. The role of the CL and LC is crucial in supporting the subject teacher.
- Repetition of poor behaviour in lessons will be discussed with the CL, tutor or LC in order to determine the most appropriate route for action e.g. AEN intervention, Trax referral (KS3), Educational Psychologist assessment, support from outside agencies, exclusion, behaviour contract, managed move, alternative provision e.g. Moorbridge PRU or PALS.
- Incidents which occur outside of lessons will be dealt with by all members of staff and the corridors are everyone's responsibility. Serious incidents will be passed on to LC /LT as appropriate e.g. poor behaviour incident, CP issue, accident) and an incident report filled in with as much detail as possible. If force has been used, the 'Use of Reasonable Force' paperwork will be filled in e.g. if a member of staff has had to stop a fight.

USE OF SANCTIONS

All staff have a statutory authority to discipline students whose behaviour is unacceptable, who break College rules or who fail to follow reasonable instruction. Staff have the power to impose detentions outside school hours.

The school has a legal duty under the Equality Act (2010) to safeguard and respect students with special educational needs. When considering a sanction, reasonable adjustments will be made to take into account the special needs of a student. The age and race of a student will also be taken into account, along with any other special circumstances e.g. if they are a young carer.

The College has systems in place to monitor the use of sanctions by staff, through data tracking on SIMS, including which students are sent out of class (S3), to First Day Response (Internal Exclusion) and Fixed Term Exclusions to home.

The College has a wide range of appropriate sanctions and a system to ensure

they are applied fairly and consistently by all staff. All punishment will be proportionate and restorative work will take place as well, to prevent issues happening again.

The College ensures that all staff understand and use consistently, the behaviour management system and strategies agreed by the governing body and College community. We ensure all staff joining the school (including supply teachers) are given clear guidance and use the College's systems and its expectations for behaviour. Short-term supply staff are given a sheet which explains the system, briefed by the member of staff who arranges cover and are then further briefed by the Curriculum Leader if they are working in a particular department.

Sanctions used with students aim to:

- Show the student that what they have done is unacceptable
- Deter the student from repeating the behaviour
- Signal to other students the behaviour is unacceptable and deter them from doing it.

Staff are advised that when they apply sanctions they should:

- Make it clear they are dealing with the unacceptable behavior, not saying the student is unacceptable, and explain what the student did wrong.
- Ensure that once the student has been sanctioned, they give the student a fresh start in the next lesson.
- Avoid escalating the situation quickly to use of most serious sanctions - which should be kept for the most severe or persistent poor behaviour
- Avoid whole group/class sanctions that punish the innocent student as well as the guilty.
- Wherever possible use logical consequences as sanctions (e.g. if a student has been given an S2, Period 2, the students should be kept that break for the detention, not a week later)
- Always use sanctions in a calm, controlled manner e.g. give the sanction to the individual at their level at the side of them
- Keep their word, so students know that once a sanction is mentioned it will be used. Staff should not allow students to 'work off' the sanction during the rest of the lesson.
- Link sanctions to students making choices - connect choices made about behaviour to consequences for students so they begin to take responsibility for their actions and outcomes
- Staff will use the behavior system where necessary. In many cases, low-

level interventions will be more effective e.g. reminders, non-verbal signals

Sanctions used include: (in line with national guidelines)

- One-to-one talking to a student
- Verbal reprimand
- Extra work or repeating unsatisfactory work e.g. if writing is untidy or lots of crossing out
- Writing lines (rarely used)
- Community service to make amends for actions e.g. litter picking, weeding, tidying a class, clearing up tables in the JJM hall, removing graffiti
- Asking a student to move seats in a classroom
- Use of the stages within the College behaviour system
- Detention - break, lunch, after school.
- Withholding a privilege from a student (trip or sports event that is not an essential part of the curriculum, removing ICT privileges through ICT team if student has misused the system)
- Putting a student on Electronic Report or paper report and reporting to a member of staff to have that checked.
- Internal exclusion to: FDR on site , NS5 (Norham), Moorbridge FDR or Oswin Terrace/The Bungalow (PALS).
- Fixed Term Exclusion to home
- Point of permanent exclusion
- Permanent exclusion

If a student deliberately makes a malicious allegation against a member of staff, they will receive a fixed term exclusion and point of permanent exclusion will be considered.

DETENTIONS

Staff have the power to impose detentions outside school hours. Churchill Community College will use detentions as a sanction. Parental consent is not required for detentions. Detentions are given for a variety of reasons e.g. to sanction poor behaviour, poor punctuality, forgetting equipment regularly, uniform issues or failure to complete homework.

The College has a legal power to put students under the age of 18 years in detention on any school day where the student does not have permission to be absent, weekends (excluding weekends at the beginning and end of holidays), training days. It is not our usual practice to hold detentions at weekends or on INSET days. When issuing detentions, staff will consider whether the detention would put the student at risk, whether they have caring responsibilities which

mean the detention is unreasonable and whether the parents ought to be informed e.g. if the parent needs to make different travel arrangements for the student. These different travel arrangements may be inconvenient.

As part of the college behaviour management system, students are given 10 or 15 minute detentions which are usually held at the end the lesson. Students may also be given break, lunchtime or after school detentions e.g. after school if they are late in a morning. If they are asked to attend a lunchtime detention, they will be given time to eat, drink and go to the toilet. Parents will generally not be informed about this in advance. Parents will usually be informed if a student is to be kept for a detention of longer than 15mins at the end of the College day.

Students will usually be usefully engaged in learning activities during detentions e.g. completing late homework, completing coursework or classwork. The College will determine what students are asked to do during a detention.

If a student is uncooperative and walks out of a detention, a member of staff will:

- Warn the students that they are making a bad choice and will make the consequence worse
- Let them go
- Make it clear to remaining students that they have made a bad choice and that a report will be made to the Guidance Team
- Make it clear to remaining students that the student who has left will face a further consequence - which might be a longer detention, an internal exclusion to FDR or a fixed term exclusion to home

The student will not be restrained or any attempt made to keep the student in the room by force. The only circumstances under which this would be justifiable would be if:

- a) allowing the students to leave would put their safety at risk, or the safety of other students or staff
- b) allowing the student to leave would seriously disrupt the order and discipline of the College - for example the student would run into other classrooms where students are working

In these situations the use of restraint would be reasonable and approved staff would use this to secure the safety of students and staff. Please refer to the Use of Reasonable Force policy for more details.

3.CREATING AN ENVIRONMENT WHERE STUDENTS AND STAFF FEEL SAFE

A society is judged by how it cares for the most vulnerable. Similarly, the College is often judged by parents by how we ensure that students are not victimised, bullied or harassed. Children should feel safe, be healthy, and enjoy and achieve in College. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour to thrive.

[See College Anti-Bullying Policy and Child Protection Policy]

The College will:

- regularly make clear to students, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated. This includes: physical, verbal, homophobic, racist, sexist or cyber bullying. This is communicated to students through the tutorial programme, assemblies and PSHCE.
- Make it clear to students and parents that it is an offence to send electronic communication intended to cause distress or anxiety, that is indecent, grossly offensive or is a threat. In serious cases, the police and/or social services may be involved
- Ensure that bullying, harassment and oppressive behaviour is sanctioned
- Involve students in creating systems to support each other e.g. peer mentoring, amendments to college policy and practice
- Educate students about all aspects of ways to deal with Bullying(through the tutorial system, assemblies and PSHCE).
- Educate students about extremism and radicalisation by ensuring that they can discuss sensitive topics, including terrorism and extremist ideas, and learn how to challenge these ideas
- Ensure all staff are regularly trained in: Behaviour management, Safeguarding Children procedures and practices, E safety (including Prevent) and Homophobic bullying. Keeping Children safe in Education (2016) and Safer Working Practices will be used to inform this training.
- Sanction students who harass staff outside of College premises.
- Sanction students who harass members of the public whilst on their way to or from College.
- Monitor internet use

Managing allegations against other students

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the College's Behaviour Policy and Child Protection Policy.

Where students pose a risk to others, for example around a safeguarding issue, an individual risk assessment will be produced and shared with staff, as appropriate. This is to ensure that other students are kept safe and that the student concerned is not open to malicious allegations.

If a student makes an allegation against another student, it will be passed to the Designated Safeguarding Lead (DSL) if it raises a safeguarding concern. If required, the DSL will involve social services and / or the police.

SEARCHING AND CONFISCATION - section changed based on new guidance

Staff are able to confiscate, retain or dispose of a student's property as a

punishment if it is reasonable in the circumstances. The law protects them from liability for damage to or loss of any confiscated items as long as they acted lawfully.

Staff have the power to search without consent for prohibited items: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes, cigarette papers, e-cigarettes, fireworks, pornographic images, nicotine chewing gum, information promoting extremist views, laser pens, jewellery not within school uniform e.g. ear spacers, lip piercings and energy drinks. Weapons, knives, illegal drugs, extremist material, explicit images and pornography will be handed over/shown to the police. Staff will decide if and when to return other confiscated items.

Reasonable force may be used to search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, e-cigarettes, fireworks, pornographic images or items that have been or could be used to commit an offence or cause harm.

If students refuse to cooperate, college disciplinary procedures will apply and the police may be called. We will also search for any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Students taking prescribed medication will be given it at the correct time through the school office. Prescribed drugs or over the counter medication, e.g. pain killers such as paracetamol, may be confiscated due to concerns about harm it may do to the child who has it to or other children in the building.

Mobile devices (Phones, Ipads, I pods etc)

We will confiscate mobile devices if we believe there is inappropriate content, such as pornographic images, on them. Initially students will be asked to show and possibly delete content. If they refuse, the mobile devices will be confiscated, possibly searched, and depending on the issue, parents and the police contacted.

If students use mobile devices in lessons, they will be confiscated and passed to the LC. If they repeat this behavior they will not be allowed to have a mobile phone with them in school e.g. it will need to be left with the LC at the start of the day and picked up at the end. Students may be asked to hand in mobile devices and put in a box at the start of a lesson and be given them back at the end.

It is not necessary to inform parents before a search or to seek consent or to

keep a record of searches, though parents may be informed if necessary in terms of sanctioning students for their behaviour.

Examples of times when it is reasonable for any member of staff to confiscate student property as a sanction.

Issue / item	Who Can Confiscate	Retention and Disposal of Item	If a Student refuses to Co-operate
Laser pen	All staff	Item is passed to Learning Coordinator (LC) who contacts parents	On Call called - dealt with by LC
Energy drink	All staff	Item will be placed in the bin	On Call called - dealt with by LC
Using MP3, IPOD or mobile phone during lesson time	All staff	Item is confiscated and passed to the LC	On Call called - dealt with by LC
E/Cigarettes, nicotine chewing gum and lighters/matches	All staff	Item is passed to LC who contacts parents. Cigarettes, lighters and matches will be placed in the bin once the issue is resolved.	On Call called - dealt with by LC
Information that a student has a knife/ other weapon	Guidance Team/ Leadership Team	Student will be asked prove whether or not they have the item by turning out bag/pockets etc. If found, police will be called	Refusal will result in parents and the police being called.
Information that a student has alcohol/ drugs in College	Guidance Team/ Leadership Team	Student will be asked prove whether or not they have the item by turning out bag/pockets etc. If drugs are found, police will be called	Refusal will result in parents and the police being called.
Information that a student has any other item which might	Guidance Team/ Leadership Team	Student will be asked prove whether or not they have the item by turning out bag/pockets	Refusal will result in parents and the police being called.

cause harm or offence e.g. weapon, pornography, material promoting extremist views		etc. If found, police will be called.	
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Monitoring

The policy will be monitored by the Assistant Head Guidance and Behaviour and two Governors annually. They will look for evidence of the consistent implementation of each aspect and will report back to the Headteacher and Governors.

EACH MEMBER OF THE COLLEGE COMMUNITY HAS RIGHTS AND RESPONSIBILITIES

COLLEGE STAFF	
Rights	Responsibilities

- To make clear the College's statutory power to discipline students and that students and parents will need to respect this.
- To enforce the College behaviour policy - including rules and disciplinary measures.
- To expect students' and parents' cooperation in maintaining an orderly climate for learning.
- To expect students to respect the rights of other students and adults in the College
- Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, we may ban them from the premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.
- To take firm action against students who harass or denigrate teachers or other College staff on or off premises - engaging external-support services, including the police, as appropriate.

- To ensure the whole College community is consulted about the principles of the behaviour policy.
- To establish and communicate clearly measures to ensure good order, respect and discipline.
- To cooperate and agree appropriate protocols with other the College in the LA.
- To ensure the behaviour policy does not discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure teachers' roles in College discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff so that all responsibilities are not focused just on teachers.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and, as appropriate, reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.

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| | <ul style="list-style-type: none">• To provide work for fixed term excluded students and to arrange reintegration interviews for parents at the end of a fixed-period exclusion.• To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.• To ensure staff model good behaviour and never denigrate students or colleagues.• To promote positive behaviour through active development of students' social, emotional and behavioural skills.• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.• To work with other agencies to promote community cohesion and safety.• To report any concerns they have about students' interest or attitudes, that might suggest that they are being radicalised |
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STUDENTS

Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the College behaviour policy. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the College to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Headteacher and governors if they believe the College has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by College staff, obey College rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the College when off College premises. • Not to bring inappropriate or unlawful items to College. • Not to access inappropriate material on the internet. • To show respect to College staff, fellow students, College property, the College environment and members of the local community. • Never to 'put down', physically harm or bully other students or staff e.g.name calling, fighting • To cooperate with, and keep to, any arrangements put in place to support their behaviour, such as Behaviour Plans or Behaviour Contracts. • To keep 'hands off' other students at all times

PARENTS

Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the College behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in College. • To have any complaint they make about their child being bullied taken seriously by the College and investigated/resolved as necessary. • To appeal to the head teacher and governors if they believe the College has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the College and then, in cases of permanent exclusion, to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the College's behaviour policy and the disciplinary authority of College staff. • To respect staff and behave appropriately in College • To help ensure that their child follows reasonable instructions by College staff and adheres to College rules. • To send their child to College each day on time, in uniform, fed, rested, equipped and ready to learn. • To ensure College staff are aware of any special educational need, disability or medical condition which may result in their child displaying behaviours outside the norm. • To be prepared to work with the College to support their child's positive behaviour. • To attend meetings with the head teacher or other College staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Behaviour Plan or Contract relating to their child's behaviour. • If their child is excluded from the College, to ensure the child is not found in a public place during College hours in the first five days of exclusion and, to attend a reintegration interview with the College at the end of a fixed period

	<p>exclusion.</p> <ul style="list-style-type: none">• To inform the College if they are concerned about comments on social media and not respond directly to the student making the comments.
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APPENDIX 1: COLLEGE BEHAVIOUR SYSTEM



CHURCHILL COMMUNITY COLLEGE RULES

**DO AS YOU ARE ASKED
BY A MEMBER OF STAFF
THE FIRST TIME WITHOUT
ANY FUSS**

*** READY**

RESPECT EVERYONE

- * SPEAK POLITELY**
- * LISTEN CAREFULLY**
- * CONSIDER THEIR FEELINGS**

*** RESPECTFUL**

**ALL ACTIONS HAVE
CONSEQUENCES!
THINK BEFORE YOU ACT**

*** SAFE**



BEHAVIOUR SYSTEM

BEHAVIOUR SANCTIONS If you do not display OUTSTANDING BEHAVIOUR

S1

Your name will be written on the board with S1 next to it e.g. If you were talking while the teacher was

S2

If you continue to behave badly S2 will be written next to your name and you will be given a 10 minute detention

S3

If you still continue to behave badly you will be given a S3. This means you will be taken out of the room to work in another classroom and be given a 15 detention (FPOC).

- You go to the room, sit where you are asked to and get on with your work
- Your teacher will decide when you do your detention - YOU DO NOT HAVE A CHOICE

HOW YOU BEHAVE IS YOUR DECISION!

REWARDS

Points needed to achieve each level will change annually based on points students' achieved in the previous year to ensure that the levels are challenging.



HOUSE POINTS AWARDS

**300+ Bronze = *£5.00 Voucher
*Prize Draw**

**500+ Silver = *£10.00 Voucher
*Prize Draw**

**700+ Gold = *£15.00 Voucher
*Prize Draw**

1100+ Diamond = *£20.00 Voucher

**1400+ Platinum = £30.00 Voucher
awarded by the
Headteacher**

Every student receives 99 points at the start of the year

APPENDIX 2

STAFF TRAINING

TUTORS CHECKLIST

	TUTOR CHECK
UNIFORM	<ul style="list-style-type: none">• White top, blue jumper, black trousers, black polishable / leather shoes - no canvas/suede trainers, leggings or blue PE tops.• Students must have a note if not in full uniform• Only simple studs / small hoop earrings allowed• All other piercings must be taken out, not covered.• Make up should be subtle - LC to support with taking student to remove it if necessary
TUTOR TIME/ EQUIPMENT CHECK	<ul style="list-style-type: none">• Students to take off bag and coat and put in the proper place• Students to put ipad / equipment (Pen, pencil, ruler) on the table• Meet students at the door• Students to stand behind their chair in silence at the start and end until you instruct them to sit down• Staff and students to be on time for assembly• Students must buy equipment from the shop if they lose it during the day• Encourage students to bring a bag to school with all equipment in
BEHAVIOUR	<ul style="list-style-type: none">• Remind students of behaviour expectations• Praise students for positive points and make sure they are aware they have received house points.
PUNCTUALITY	<ul style="list-style-type: none">• Picked up as students arrive at school and detention given at the end of that day• Tutors to challenge about lateness as they arrive at tutor time.

TEACHER CHECKLIST

	TEACHERS/ CLASSROOMS
CLASSROOM	<p>Teachers will meet students in the corridor at the start of every lesson to welcome them into their room</p> <p>Teachers will make sure that students:</p> <ul style="list-style-type: none"> • take off bag and coat and put in the proper place • Put their ipad / equipment on the table • Stand behind their chair in silence at the start and end of every lesson until you instruct them to sit down • Do as they are asked, first time no fuss • Listen when the teacher talks • Only discuss the subject in that lesson - no gossip, no drama - 'It is only about 'Maths' in here' - to close down conversations. • If students receive an S3 in a lesson, the teacher will call home to speak to parents <p>Students will be given the message that they will not be allowed out of lessons to the toilet, but in an emergency:</p> <p>If a student needs to take a message or go to the toilet, write their name on a corridor / toilet pass in whiteboard marker , instruct which toilets they should go to and that they need to be back in 5 mins.</p>
EQUIPMENT	Students will be told they need to have equipment and it will be picked up on every morning. Students need to buy any equipment lost during the day e.g. at break or lunch
MOBILE PHONE	Must not be seen in lessons or between lessons e.g. walking from period 3 - 4
PUNCTUALITY	If students are late to a lesson, challenge the student and issue a detention at the end of that lesson where possible (LD)
FDR	If you feel a student needs to go to FDR from S3 or for a serious incident, please call for On Call.
WATER	Allow students to have a water bottle only in lessons - no cans, not juice. Students must bring water with them and should not be allowed out of lessons to get a drink.
BEHAVIOUR AT SOCIAL TIME / ON	Staff to insist on <ul style="list-style-type: none"> • Indoor voices • No running

WAY TO LESSONS	<ul style="list-style-type: none">• Hands off each other• Lunchtime - pick a place to be and stay there e.g. Active lunch, ICT room, Quad, corridor - no wandering. Any groups wandering round to be directed to sit in JJM hall• Year 7 - must be on tennis courts, MS07 or active lunch.
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