



**Truro and Penwith  
Academy Trust**

## **Helston Community College**

# **Behaviour Policy**

**This is a Trust wide adopted policy – individual schools will populate the policy with specific details - please visit the individual school website.**

### **Review Summary**

<b>Approved By:</b>	<b>Trust Board</b>
<b>Approval Date:</b>	<b>July 2025</b>
<b>Next Review Date:</b>	<b>Bi-Annual</b>

**School Name:** Helston Community College

**Dissemination:** Website

**Date policy approved by Trustees:**

**Date policy becomes effective:** September 2024

**Review date: (Bi-Annual)**

**Person responsible for Implementation and Monitoring:** Headteacher

## **1. Policy Statement**

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

Our ethos is based on the fundamental idea of creating an appropriate culture throughout our organisation that enables both students and staff to thrive. There are two strands of our culture that we are committed to develop, implement and embed:

1. **A Culture of Community** – an inclusive ethos, focussed on creating the conditions necessary to develop a sense of belonging and wellbeing within students, staff and the wider community.
2. **A Culture of Excellence** – striving to be the best that we can be in our core purpose of teaching and learning, with high expectations and increased consistency across our large College.

**This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:**

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

## **2. Aims**

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.

- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

### **3. Introduction**

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

### **4. Behaviour Standards**

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one-way systems and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.

- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
  - Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination are unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non- violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

## **5. Behaviour Curriculum**

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable. Our Behaviour Curriculum includes:

Regularly explaining and referencing our five key aspects of behaviour (see below).

<b>At HCC we expect students to be:</b>	<b>This includes...</b>
<b>Proud</b>	<ul style="list-style-type: none"> <li>• Wearing the correct College uniform smartly at all times (including to and from the College).</li> <li>• Taking an active part in the wider life of the College and making the most of opportunities</li> <li>• Refraining from behaving in a way that brings the College into disrepute, including when outside the College and online.</li> <li>• Treating the College buildings and surroundings with respect.</li> </ul>
<b>Engaged</b>	<ul style="list-style-type: none"> <li>• Actively participating in learning, asking and answering like a scholar.</li> <li>• Being proactive in all aspects of learning.</li> <li>• Attempting all tasks to the best of their ability.</li> <li>• During lessons (including tutor time and assemblies) giving the speaker their full attention.</li> <li>• Refraining from behaving in a way that disrupts the learning of others.</li> </ul>
<b>Ready</b>	<ul style="list-style-type: none"> <li>• Attending College regularly.</li> <li>• Attending all lessons punctually.</li> <li>• Bringing the required equipment and kit to lessons.</li> <li>• Completing all homework by the deadline set.</li> </ul>
<b>Kind</b>	<ul style="list-style-type: none"> <li>• Showing respect to members of staff, each other and members of the community.</li> <li>• Reporting concerns regarding self or others.</li> <li>• Demonstrating good manners and community spirit.</li> <li>• Being polite at all times.</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• Behaving in an orderly and self-controlled way.</li> <li>• Reporting any concerns for the wellbeing of self or others.</li> <li>• Reporting any potential risks to a member of staff.</li> <li>• Accepting sanctions when given.</li> <li>• Adhering to the rules regarding movement around the College.</li> </ul>

These five key aspects of behaviour make our College a safe and pleasant learning environment, as well as providing students with the foundations to be positive and successful members of society.

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Parent Guide for families. These are also explained at annual Parent Information Evenings. Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Activities offered to pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is available on our website and signposted to parents via email, annually.

Our behaviour standards are regularly highlighted and explained to students through the Tutor Programme, assemblies and PSHE lessons.

## **6. Students with Special Educational Needs**

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate.

Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCO will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

## **7. Recognising and Celebrating Positive Behaviour and Contribution.**

Our school values and celebrates the positive contribution, successes and achievements of all our pupils. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2.

## **8. Managing Behaviour which does not Meet the School's Standards**

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 3.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

## **9. Suspensions and Permanent Exclusions**

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy

where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

## **10. Safeguarding**

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

## **11. Roles and responsibilities**

### **The Local Monitoring Committee (LMC)**

The Local Monitoring Committee is responsible for monitoring this Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher (or member of staff with delegated responsibility)**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

### **Staff**

Staff are responsible for:

- Modelling respect towards of all members of the school community
- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.
- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

### **Pupils**

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers

- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

## **Parents**

Parents are responsible for

- Modelling respect towards all members of the school community
- Supporting the school's values and expectations
- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

## **12. Uniform**

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

## **13. Behaviour outside of school**

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.



## **14. Mobile devices (phones, iPads, smart watches)**

In line with DfE Guidance, we would prefer that pupils do not bring an internet enabled ('smart') mobile phone to school. If pupils do bring a mobile phone to school it **must** remain **switched off at all times** throughout the school day and be kept out of sight. This applies to all pupils of all ages, throughout the school day from the time they arrive in school until they leave, including during after school activities. Where pupils are taking part in a school trip, the teacher leading the trip will confirm what the procedures for mobile phones will be.

Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked **not to call their child or send their child messages during the school day** as this is unnecessary and is disruptive to learning. If a child needs to contact home for any reason during the day, they should ask for permission to go to reception, the pastoral office, or speak to a member of duty staff.

Pupils leaving a lesson to use the toilet are required to hand in their phone to their teacher before leaving the classroom.

Any pupil found using their phone anywhere on the school site during the school day will have the phone confiscated, a behaviour sanction issued and a message sent home to inform parents. On the first occasion in a half term, the phone will be kept securely and will be available for collection at the end of the school day. For any further confiscation during that half term, parents will be able to collect the phone from Reception at the end of the day within a time period determined by the school. Alternatively, the phone will be returned to the pupil at the end of the following school day. Refusal to hand in a phone to a member(s) of staff will result in an escalation of sanctions in line with the Behaviour Policy. Repeat confiscations will result in use of further behaviour sanctions and will lead to a pupil being banned from bringing a phone to school.

Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment and to avoid disruption to learning. This includes the safe and responsible use of social media. Please refer to the Acceptable Use Policy for more information about the use of school issued iPads.

### **Protocols for Mobile Phones and Smart Watches for pupils in Years 12 and 13 (Helston Community College).**

Students in Years 12 and 13 may bring a mobile phone to school for use **only** within the Post 16 Centre. Students are not permitted to use mobile phones in lessons or in other areas of the school site other than within the Post 16 Centre. Teachers will confiscate a mobile phone if it disrupts a lesson and will return the phone to the student at the end of the lesson.

## **15. Bullying**

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

## **16. Zero-tolerance of sexual harassment and sexual violence**

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, no matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

## **17. Search and confiscation**

Our school has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence or cause personal injury or damage to property, and any other item which has been banned by the school rules (see Appendix 1 for Banned Substances). Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so. Care must be taken with regards to any decision to delete an image or file, including whether the information needs to be referred to the police. If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate. For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The most recent DfE Guidance on searching, screening and confiscation will always be adhered to.

## **18. Banned items**

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

## **19. Malicious Allegations**

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

## 20. Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of pupils. LMC members will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

### DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- Education for children with health needs who cannot attend school (DfE January 2013)  
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)  
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-and-restrictive-practices-in-schools)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/mobile-phones-in-schools)

## **Appendices**

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences

### **Appendix 1 Banned Substances**

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

**Possession of an illegal item will result in consideration of a Permanent Exclusion.**

## **Appendix 2**

### **Rewards**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the College's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the College's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Praise Points (ClassCharts).
- Staff signing a student's Consequence Card to recognise positive behaviour.
- Communicating praise to parents via a phone call, email or Praise Postcard.
- Student of the Week Awards.
- Student of the Month Awards.
- Certificates, awards assemblies and the annual College Presentation Evening.
- Positions of responsibility and student leadership.
- Consequence Card prize draws.
- Extra-curricular opportunities.
- Bespoke rewards (such as group activities/trips, in recognition of particular achievement/contribution).

### **Appendix 3 Consequences**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The College may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour.
- Placing the student into the Reset Room, to complete suitable work for an agreed period.
- Setting of written tasks (such as a reflective account of their behaviour).
- Detention at break or lunchtime, or after College.
- Loss or restriction of privileges – for instance, losing the right to access a certain area of the College site.
- College-based community service, such as tidying a classroom or picking up litter.
- Expecting work to be completed at home, or at break or lunchtime.
- Referring the student to a more senior member of staff.
- Contact with parents/carers.
- Agreeing a behaviour contract.
- Putting a student 'on report', or greater monitoring of a student's conduct.
- Suspension.
- An offsite direction or managed move to another local secondary school or provider.
- Permanent exclusions, in the most serious of circumstances.

In lessons, the College operates a 'Warn, Move, Remove' process whereby students are given two clear warnings (and may be asked to move seats) that their behaviour is not meeting the College's expectations. If the unacceptable behaviour continues, the student will be removed from the lesson and placed in the Reset Room for the remainder of that lesson, plus the following two sessions of the school day (these may occur in the following school day – see table below). Where behaviour is of a more serious nature, two warnings may not always be given prior to removal from the lesson and time spent in the Reset Room may be greater than that shown below.

Removed
Additional time in Reset

AM Tutor	AM Tutor	AM Tutor	AM Tutor	AM Tutor	AM Tutor
Period 1	Period 1	Period 1	Period 1	Period 1	Period 1
Break	Break	Break	Break	Break	Break
Period 2	Period 2	Period 2	Period 2	Period 2	Period 2
Period 3	Period 3	Period 3	Period 3	Period 3	Period 3
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
PM Tutor	PM Tutor	PM Tutor	PM Tutor	PM Tutor	PM Tutor
Period 4	Period 4	Period 4	Period 4	Period 4	Period 4
		Stay for first 20 mins of lunch only	Stay for all lunch as only missed pm tutor instead of longer lesson	Miss am tutor instead of a break	Miss am tutor instead of a break

The College also operates a Consequence Card system. This is used to recognise both positive and negative behaviours, which are marked by staff signing the relevant part of the card.

Completion of the card results in either a detention (for negative behaviours) or entry into a rewards prize draw (for positive behaviours).

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.