



Behaviour for Learning Policy for Students, Parents and Staff

Preamble:

This Behaviour for Learning Policy has been written for students, parents, staff and is designed to promote and reward positive behaviour both on campus and when representing Helston Community College in the wider community.

Aims:

Every person who enters the College should feel safe and valued. We expect good manners and for everyone to be respectful of others. As a community we have a shared responsibility to ensure everyone has the right to learn and teach in an environment, which is free from disruption and from behaviour which prevents others from learning.

Our behaviour procedures are based on the Cooperative Values of Self-Help, Self-Responsibility, Equity, Equality, Democracy and Solidarity; as well as the Ethical Values of Social Responsibility, Honesty, Openness and Caring for others.

We expect our students to behave as good citizens, both in College and in the local community. When students are in College uniform they are representing Helston Community College, hence their behaviour should reflect a positive image at all times, and this includes their arrival and departure from the campus.

Safeguarding Ethos:

We believe improving outcomes for all children and young people in a safe and supportive environment underpins all of the development and work within this College.

Safeguarding is considered everyone's responsibility, and as such our College aims to create the safest environment within which every student has the opportunity to achieve. The College recognises the contribution it can make in ensuring that all registered students or those who use our College feel that they will be listened to and appropriate action taken.

We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

(For further information on safeguarding, see our Safeguarding and Child Protection Policy on our website)

Governors promoting positive behaviour

The Governing Body establishes, in consultation with the Head Teacher, staff and parents, the procedures for the promotion of good behaviour and keeps it under review. The Governing Body will receive a Behaviour Report each term.

The Governing Body will uphold the Cooperative Values, which underpin the Behaviour for Learning procedures, and ensure they are communicated to students and parents, is non-discriminatory and expectations are clear. Governors support the Head Teacher in maintaining high standards of behaviour.

Student Code of Conduct:

Students are asked to sign the Student Pledge and adhere to the Code of Conduct and General College Procedures as outlined in their Learning Journal. (See Appendices 1 and 2) .

In Partnership:

Education is a partnership between College, student and parents/carers, and we expect parents/carers to encourage their children to show respect and support the College's authority in disciplining its students. By deciding to send your child to Helston Community College you are agreeing to support the behaviour and uniform policies. Parents have a responsibility to ensure their child is well behaved in College. We ask all parents to sign the Home School Agreement. (See Appendix 3)

1.1 Behaviour within the Classroom

Our PROMISE at Helston Community College:

We believe that all our students have a right to learn without disruption, and our teachers have the right to teach lessons without being interrupted. In order to protect valuable learning time, and ensure students stay focused in the classroom, we will have a strong approach to managing behaviour.

Positive behaviour within the classroom is managed through our Ready to Learn (RTL) system. Ready to Learn is based on our Attitude to Learning grades (See Appendix 6).

Our Ready to Learn system is designed to:

- Reward students who demonstrate a positive attitude to learning
- Ensure that students understand what behaviour is acceptable
- Encourage students to take responsibility for their actions
- Ensure staff are able to deliver purposeful and effective lessons
- Promote our Co-operative Values

The Ready to Learn system is based on FOUR key rules:

Students will be expected to follow the rules in every classroom.

- Follow instructions promptly
- Remain on task
- Listen when others are speaking
- Speak appropriately, with polite and respectful language

Management of the Ready to Learn Policy:

All students are given an ATL grade of 3 upon entering the classroom, which represents a satisfactory attitude to learning. If a student performs well in the lesson, the teacher will award a score of 4 or 5, which represents good or excellent performance, and this generates points within our reward system.

If a student breaks one of the RTL rules:

- A verbal warning will be given by the teacher.
- If disruptive behaviour continues, another warning will be given, and the teacher will mark the register to show a second warning has been given.
- If a student continues to be disruptive, the student will be sent from the classroom to the Ready to Learn (RTL) room. The student will remain there for the rest of the period and also the next lesson (this will include break or lunch time). An after-College detention will be set for the following day from 3.15-4.15pm. If the student is sent to the RTL room during period 4, then the student will return to the RTL room for period 1 the next day and stay in the RTL room for break.
- Students who refuse to go to the RTL room will receive a one-day Fixed Term Exclusion (FTE).
- The student, together with parents/carers, will then need to attend a reintegration meeting before starting back to College.
- The student will need to complete his/her time in the RTL room upon returning to College.

In the case of a very severe incident (for example, violent behaviour), this process is bypassed and dealt with by the Senior Leadership Team.

1.2 Rewards

The College uses a reward system to honour students for their effort and commitment. The use of rewards within the classroom is a form of extrinsic motivation for students, encouraging them to participate cooperatively in academic and social learning experiences

The College also recognises outstanding achievement, progress and effort by nominating students for Student of the Month, special presentation evenings, subject postcards, news items on the College's website and Facebook page, and articles in the local press.

1.3 Behavioural Sanctions

The College uses several types of sanctions, which include break detention (15 minutes), lunchtime detentions (20 minutes) after College detentions (normally 1 hour), community service, internal exclusion, fixed and permanent exclusions.

After College detentions will be given for serious offences (for example smoking or persistent poor behaviour). Under the government regulations the College does not need to give parents/carers 24hrs notice if their child is to be detained after College, but we will notify parents of such a decision. Parents are expected to support the College's decision in deciding to give their child an after College detention.

At times a student's behaviour may be serious enough to remove him/her from lessons. As a result, the student may be given an internal exclusion. The management of an internal exclusion will depend on the decision of the SLT member associated with a particular year group. Parents/carers will be informed of this decision either by telephone or letter.

1.4 Exclusions:

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers on using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance Sept 2017)

Please see the Trust's Exclusion Policy for more details. The College's Exclusion Checklist is included in Appendix 4.

2.0 Offering Support

As an inclusive College, we use a range of support measures to help to prevent students displaying unacceptable behaviours. These may include:

- Providing a mentor
- Counselling
- Issuing a support card
- Referral to the SENCO (Special Education Needs Coordinator)
- Referral to Pastoral Support Assistant
- Creating a personal support plan
- Referral to outside agencies (EWS, Locality Team, Careers4U, CAMHS etc.)

3.0 Education off Site:

We recognise that there are occasions when it would be appropriate to manage a transfer of a student from one maintained school/academy to another and that this can be in the best interests of the student and of the schools. The term '**managed move**' means to place a student in a new school in an attempt to achieve one or more of the following:

- Placing the student in a school which suits the individual needs of that student.
- Providing a second chance to a student in who is having difficulty with behaviour issues and a move to a new school is likely to have a positive response.
- Finding a new school for a student who is vulnerable or at risk in the original school.

- To avoid the need to permanent exclude.

The managed move would involve HCC approaching another secondary school requesting if they would be willing to accept a student. There is a six-week trial and if the managed move is successful after that trial period, the student will then be fully enrolled in to the new school.

It may be decided by the College to educate a student in an Alternative Provision Academy (APA). The decision to place a student in APA may occur as a result of; a managed move was unsuccessful; to avoid a permanent exclusion: that all other support and intervention programmes were unsuccessful in modifying the student's behaviour.

The student will be placed at APA for a fixed period with a review to return the student to College. If at the review, the student is not ready to return to College, the fixed period may be extended. If the student fails his/her placement at APA, then the College may decide on permanent exclusion.

When a student is reintegrated back to College from APA a meeting will be held with the parents and student and a Return to College Plan and Behaviour Contract will be written. The plan will include actions for the student to complete and what support the College will offer. The plan will be reviewed after six-week period. If a student fails to honour the plan or contract, the student will be permanently excluded.

4.0 Anti-Bullying

We, the staff and students of Helston Community College, stand united in our quest to deplore all types of bullying and discrimination and any behaviour that encourages it. We aim to provide support and guidance, for both perpetrators and victims of bullying, as well as sanctioning where necessary, but ultimately to eliminate bullying in its earliest stages.

4.1 Defining Bullying:

Bullying is defined as intentionally aggressive behaviour that can take many forms (verbal, physical, social/relational/emotional, or cyber bullying— or any combination of these); it involves an imbalance of power, and is often repeated over a period of time. The bullying can consist of one child bullying another, a group of children ganging up against one lone child, or one group of kids targeting another group.

Common behaviours attributed to bullying include put-downs, name calling, rumours, gossip, verbal threats, menacing, harassment, intimidation, social isolation or exclusion, and physical assaults.

4.2 Procedure for dealing with Bullying:

When the College is informed of an incident of bullying, we will start an investigation.

We will first discuss with the victim the nature of the bullying and collect as much evidence as possible. The evidence collected may include:

- written accounts from the victim, witnesses and the aggressor
- information from social media sites
- any audible evidence like voice recording
- or any other evidence which may be presented during the investigation

It is important confidentiality is maintained, therefore, College will not share names of victim, witnesses or aggressors with other individuals unless it involves the police.

Some cases of bullying may be a matter of safeguarding and will be referred to the College's Designated Safeguarding Lead. The referral will supersede the Anti-Bullying Policy and Safeguarding Policy will come into effect.

Upon establishing the nature and the severity of the bullying the following may happen:

- the aggressor will receive a verbal warning to stop the bullying immediately
- contact parents of the aggressor
- for the aggressor to sign an Anti-Bullying Contract (see appendix 5)
- restorative justice (RJ) with all parties agreeing to take part
- contact police
- fixed term exclusion from College
- permanent exclusion from College

4.3 Supporting the Victim and Aggressor:

It is imperative the victim and parents feel supported through this ordeal and must be kept informed of how the investigation and outcomes have been dealt with.

It may be necessary to support the victim by offering them counselling to deal with the effects of the bullying. The College will offer such support by referring the victim to a suitable member of the College's pastoral support team or to an outside agency.

The College will also offer support to the aggressor, in order to help him/her in modifying their anti-social behaviour. If the bullying should continue, the victim must report it, so the College can deal with the issue and put appropriate support and actions in place.

4.4 Staff Awareness:

Staff are encouraged to be watchful and discuss potential problems. All staff will be aware of the indicators of bullying in students and have responsibility for taking action or passing on information.

Indicators of bullying include, a sudden change in behaviour, such as becoming withdrawn or displaying erratic behaviour, being isolated from peer group, inadequately explained injuries, a regular pattern of injuries, drop in attendance, declining performance, "lost" possessions and extreme anxiety or school refusal.

Group Tutors foster a climate in their registration groups, where it is right to 'speak out' on issues such as bullying. Students are encouraged to disclose when they (or others) are being bullied - sharing responsibility for the wellbeing of others in our community.

Bullying as an issue is identified within the PSCE programme, in which students are encouraged to recognise and report bullying, and the self-esteem of potential bullies and victims is raised. Cyber bullying and internet safety are also addressed in assemblies and through the curriculum.

5.0 Behaviour Outside of the College

The College is given statutory power to discipline students for misbehaving outside of the College premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The College will respond to any poor behaviour and bullying which occurs off the College premises whilst a student is in uniform and sanctions will be imposed on students as appropriate.

The College may discipline a student for any misbehaviour when the student is:

- taking part in any College-organised or College-related activity
- travelling to or from College
- wearing the College uniform
- in some other way identifiable as a student at the College
- misbehaviour at any time, whether or not the conditions above apply that:
 - could have repercussions for the orderly running of the College
 - poses a threat to another student, staff or member of the public or

- could adversely affect the reputation of the College

6.0 Procedures relating to drugs, alcohol, cigarettes and substance abuse in College

Staff are to follow safeguarding procedures if they suspect a student is involved in the misuse of drugs or substance abuse. The College may utilise the support of Devon and Cornwall Police in matters relating to drug offences, which includes the use of a specially trained drugs dog.

6.1 The use of illegal drugs and “New Psychoactive Substances” in College including TRAVEL TO AND FROM THE site (In line with DFE guidance).

- Any student found in possession of, or using an illegal drug or new psychoactive substance (NPS) in College, will receive a minimum 5 day fixed term exclusion (with the exception of a Class A Drug which will lead to a permanent exclusion). Parents will be asked to come into College for a meeting and the police will be informed.
- Any student whose actions relating to drugs use impacts negatively upon others in College, may be permanently excluded.
- After the 5 day fixed term exclusion the student and parent will be asked to sign a contract in which they agree to not be involved in any activity relating to the misuse of drugs. In extraordinary circumstances the College may decide in the best interest of the student and the College to manage move the student to another school.
- Any student in possession of any drug paraphernalia will have a minimum 5 days in the Internal External Room. If it is discovered the drug paraphernalia was actually involved in drug use, then the student will receive a minimum of 5 day fixed term exclusion.
- The student will be referred to a drug awareness support agency to assist with addressing risky behaviour in relation to drugs and overcoming any drug addiction or habits.
- Breaking the contract will result in permanent exclusion.
- Any student in possession of illegal drugs, NPS, or prescription medicine, with obvious intent to supply to others, or found to be supplying such drugs to others, or in possession of a Class A drug will be permanently excluded from College with immediate effect. The police will be informed.

6.2 Alcohol

Students must be aware that under no circumstances must alcohol be brought onto the College premises. Should this occur parents will be informed and appropriate sanctions applied. This may include after College detentions, fixed time period in the internal exclusions room (IER), or fixed term exclusion, depending on the circumstances. In exceptional circumstances, this may lead to permanent exclusion.

6.3 Cigarette and E-Cigarettes Smoking

- Any student discovered smoking will be reported to the Head of Progress or Pastoral Support Assistant and will be given an after College detention. Parents will be informed and a note placed on the student’s SIMS behaviour log.
- In the event of a second occurrence the student will be isolated at break or lunchtime for a length of time. Parents will be informed and a note placed on the student’s SIMS behaviour log.
- A third episode will result in the student being placed in the internal exclusion room (IER) for a day. If the student is caught again the number of days in IER may increase or a fixed term exclusion be imposed.
- Students will be signposted to the College nurse or appropriate agencies to be offered support in breaking the habit of smoking.
- The use of E-cigarettes is unacceptable and will be considered as an offence, and the same punishment will occur, as if the student was using a normal cigarette.
- Students are not allowed to smoke arriving, or leaving College.

6.4 Solvent and other substance misuse

While not illegal substances, students are alerted to the dangers of the misuse of solvents and other substances through the PSCE curriculum. As in the case of alcohol abuse, the matter will be treated with the utmost seriousness and appropriate sanctions applied and students will be signposted for support in dealing with this habit.

Student will be referred to a member of the College's pastoral support team or an appropriate support agency to assist with overcoming any addiction or habits.

ANY STUDENT ENTERING COLLEGE PREMISES UNDER THE INFLUENCE OF ANY SUCH SUBSTANCES WILL BE IMMEDIATELY ISOLATED AND PARENTS CONTACTED. IF ILLEGAL SUBSTANCES ARE INVOLVED THE POLICE WILL BE CONTACTED.

7.0 Searching and Confiscation

The Head Teacher and staff authorised by him/her have a statutory power to search students or their possessions without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal or NPS drugs
- prescription drugs if suspected of intent to supply
- stolen items
- tobacco and cigarette papers
- fireworks or any other explosive items
- pornographic images
- as well as, any items that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- any items likely to cause personal injury to, or damage to the property of, any person (including the student).

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to College discipline.

When searching a student's possessions two members of staff will be present with one member of staff being the same sex as the student. The search will involve the student turning out their pockets and search of their bags.

If a student refuses to allow their possessions to be searched and it is suspected the student is in possession of a banned item that may cause harm to the student or to others, the College will contact the police to conduct the search.

The College has a right to search a student's possessions without the parent/carer being present but the College will contact the parents/carers to inform them that their child's possessions were searched.

College staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to College discipline.

The College has an additional right to confiscate any items that may disrupt the learning of a student or those around him/her. This includes the confiscation of mobile phones, iPods and mp3 players for example. Confiscated items will be stored in a secure place until the end of the College day. In some circumstances, the parents may be asked to collect them rather than the student.

8.0 The Use of Reasonable Force:

All staff have a right to use reasonable force to restrain a student as outlined in "The use of reasonable force - Advice for Head teachers, Staff and Governing Bodies July 2013".

The College can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a College event or a College trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or the safety of others, or lead to behaviour that disrupts the learning of others
- prevent a student from attacking a member of staff or another student, or to stop a fight.
- restrain a student at risk of harming themselves through physical outbursts
- **(NB: The Use of Reasonable Force should only be used as a last resort and only undertaken when all other means of gaining order have failed. The use force as a punishment is always unlawful.)**

9.0 Abuse and Allegations against Staff

All staff have the right to feel safe, valued and respected and should never have to feel threatened by students or parents. If a student is known to be physically or verbally abusive towards a member of staff, this can result in either a fixed term or permanent exclusion. If it becomes known that a student is cyber-bullying a member of staff this can result in either a fixed term or permanent exclusion, and the staff member has the right to refer the matter to the police for harassment.

Any serious instance of deliberate false allegation against staff will be considered within the remit of the exclusions or managed move procedures.

The College will offer support to the member of staff to assist in any distress they may have experienced as a result of such an occurrence.

All persons associated with the College have a right to feel safe both in and out of College. If a student shows threatening or intimidating behaviour towards a member of staff, either in College or out in the community, the College will investigate the matter. If the allegation against the student is proven, then the College has the right to permanently exclude the student.

Parents/carers are expected to be supportive and respectful towards members of staff. If a parent is verbally or physically abusive, the member of staff should remove him/herself immediately from the situation and report the incident to the SLT Team. The matter will be referred to the Head Teacher and potentially to the police.

Student Pledge

As a student at Helston Community College I will...

Respect the Teachers and learning

Respect myself and others

Respect the College environment

RESPECT LEARNING

At the start of the lessons:

- Be there on time.
- Wait outside the classroom until your teacher invites you in.
- Enter the room when you are asked to do so and sit where your teacher asks you to.
- Strive to reach your full potential and meet or exceed your target grades.
- Respect other people's right to learn.

RESPECT FOR YOUR TEACHER

- Follow your teacher's instructions.
- Accept responsibility for your own behaviour.
- Do not get into a confrontation or argument with your teacher.
- If you have any concerns, talk to your teacher at the end of the lesson.

RESPECT FOR EACH OTHER

- Treat people with respect and politeness.
- Look after each other and report any problems to a teacher.
- Be welcoming and friendly.
- Stay on the site and move about calmly.

RESPECT FOR OUR ENVIRONMENT

- Respect and look after books, equipment, rooms and the College in general.
- Use the litter bins and pick up any litter you come across.

Student Signature: _____

Date: _____

General College Procedures/Rules

<u>Personal Rule</u>	<u>Reason for Rules</u>
Students are expected to arrive ready to start College by 8.35 am in College uniform	Develops a positive work ethic.
College starting times are to be strictly kept	Promotes good discipline & personal organisation.
Guidelines for uniform must be followed; ties and blazers to be worn.	Standards set by the Governors, which are appreciated by employers. Dressing smartly for work creates a professional atmosphere.
Visible jewellery will be limited to one pair of small ear studs/sleeper, and one ring (unless they are dangerous, in which case none). Items of body piercing are not permitted in College.	Health and Safety.
Make-up needs to be natural and not conspicuous.	Unsuitable for College.
Students must walk on the right hand side of the corridor and move on stairs in single file. Running in the building is unacceptable.	Allows movement around the College to flow better.
Bicycles are brought at students' own risk and must not be ridden across car parks or College grounds. Please Lock them up when you arrive. Cycle helmets must be worn.	Safeguarding your personal property.
Tutors will inform students of the fire regulations, which must be obeyed. Fire regulations are posted in every classroom. If the alarm sounds, leave the building in silence and line up on the muster points in the designated areas.	Health and Safety.
Students must talk quietly in College and not use offensive language.	Respect for others.
Students must behave sensibly on the journey to and from College.	You are representing the College.
Students must not smoke at College or on the journey to and from College. Do not bring cigarettes or dangerous objects to College.	It is against the law to smoke on Cornwall County property, plus you are underage.
No food or drinks to be taken out of the Dining Hall, and no food/sweets/drinks in the building unless supervised by staff.	Health and Safety.
Students must not eat in corridors or in classrooms – there are designated areas for you to eat.	Keeps the campus looking tidy, Health and Safety risk.
Litter to be placed in bins provided in and around the site.	Keeping the College tidy makes for a healthier environment.
If students need to visit the medical room they must report to a teacher first.	Health and Safety.
If students miss the bus home, they should report to the College reception immediately. They must not leave College without permission.	Health and Safety.
The use of mobile phones, iPods and MP3 players are not permitted in lessons and the College will not take responsibility for loss or damage should they be brought in.	They disrupt learning.
Please ensure all items are clearly named so that lost items can be identified and returned.	Safeguard your property.
If you are unsure what to do ask a teacher or contact reception.	To answer your queries & being safe and well informed.
Students must have basic equipment needed for each lesson.	Unable to work effectively without them.

Rough games are not allowed.	Hurts other people or puts other people at risk of InJury.
Follow the College's Behaviour Policy at all times.	Creates a successful College.
Learning Journals must be brought each day and kept up to date. They must be signed by tutors and parents weekly.	To support personal planning and organisation.

Home/College Agreement Policy 2018/19

Mission Statement:

At Helston Community College we are ambitious for all our students. We want them to achieve all that they can in a safe, caring and well-disciplined environment. For this to happen, we need to set high standards and work in close partnership with parents and carers.

The aim of our Home-College Agreement is to make clear to parents/carers, students and staff that they have an equally important part to play in helping each individual student make the best of the opportunities provided at Helston Community College.

Success for your child will be built upon an open and supportive partnership between all those concerned. This sound and co-operative Home-College Agreement will enable Helston Community College to promote our motto **Aspiration, Ambition and Achievement**, thus provide a quality education for your child.

STUDENT - I will have:

RESPECT FOR LEARNING

- Strive to reach my full potential and to meet or exceed my target grades.
- Follow the College Code of Conduct and General Procedures.
- Be respectful to staff.

RESPECT FOR EACH OTHER

- Treat people with respect and politeness.
- Be welcoming and friendly.

RESPECT FOR OUR ENVIRONMENT

- Respect the College environment and ensure it is kept tidy and clean.

RESPECT FOR YOUR STAFF

- Follow staff instructions.
- Accept responsibility for my own behaviour.

PARENTS/CARERS - I/We will:

- Ensure that my child goes to College daily, on time and properly equipped.
- Make the College aware of any concerns or problems that might affect my child's behaviour.
- Support the College's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home-learning.
- Attend parents' evenings and discussions about my child's progress.
- Get to know about my child's life at the College.

COLLEGE - The College will:

- Set targets which are aspirational and encourage students to aim high and track their performance against progress towards these targets.
- Regularly provide feedback to students and their parents/carers.
- Provide teaching which is systematically planned, delivered in an inspirational and appropriate manner, with challenging assignments marked diagnostically, and results fed back constructively.
- Provide a broad and balanced curriculum which is challenging and prepares students for future professions.
- Provide independent, up-to-date, reliable information advice and guidance on career pathways, which has the interests of the student as its core purpose.

EXCLUSION CHECKLIST

This checklist must be completed when asking the Head Teacher for consideration of possible Fixed Term Exclusion for an escalation of poor behaviour.

Name of staff member completing the form: _____

Date Form was completed: _____

Name(s) of alleged perpetrator(s): _____

Names of any other students involved:
(Please state their involvement) _____

Have statements been taken from members of staff?	<u>Yes</u>	<u>No</u>	<u>If no, why?</u>
Have witness statements been taken from all parties involved in the incident?	<u>Yes</u>	<u>No</u>	<u>If no, why?</u>
Have all viewpoints been considered?	<u>Yes</u>	<u>No</u>	<u>If no, why?</u>
Have alleged perpetrators given statements?	<u>Yes</u>	<u>No</u>	<u>If no, why?</u>
Are statements attached to this form?	<u>Yes</u>	<u>No</u>	<u>If no, why?</u>
<p>If alleged perpetrators have been sent home for safety reasons, when will their statements be taken? (If necessary, make arrangements for parents to bring them into a separate meeting the next day and leave the decision on sanction in abeyance until this has been done.)</p> <p>Date when interview will be held: _____</p>			
<p>Have any anomalies in statements/perspectives been explored with the various parties?</p> <p>What is the outcome of those explorations?</p>	<u>Please explain</u>		
Background information on students must be taken in to account - the student's needs and any other circumstances (ie: SEND, Disadvantaged)	<u>Alleged perpetrator(s)</u>		<u>Victim</u>

If student is SEND, then has SENCO been informed.	<u>Yes</u>	<u>No</u>
Is the student being supported by any outside agencies? If so, have they been consulted?	<u>Yes</u>	<u>No</u> <u>If no, why?</u>
Has Equality and Diversity been considered?	<u>Yes</u> <u>(state what the considerations are)</u>	<u>No</u>
What is the previous behaviour record like – positives and negatives? (Print off and present with statements)	<u>Is the behaviour log attached?</u>	
Number of days for FTE		
Have the parents/carers been informed?	<u>Yes</u> <u>(state how parents/carers informed)</u>	<u>No</u>
Has work been given to the student to complete over the FTE?	<u>Yes</u>	<u>No</u>
Has admin been informed to send letter to parents and County?	<u>Yes</u>	<u>No</u>
If the incident could potentially lead to a permanent exclusion, the fixed term letter must state: <i>“in the first instance pending further enquiries.”</i>	<u>Yes - Statement is included in letter</u>	<u>Not required</u>
Who is best person to lead the reintegration meeting?	<u>Name of person</u>	
Date for reintegration		
Will there be any conditions for re-entry back into College?	<u>Yes</u> Behaviour Contract Attend the Flexible Learning Zone	<u>Any other support needed?</u>

Anti-Bullying Contract

We the students of Helston Community College agree to work together to stop bullying at our school.

Bullying is defined as intentionally aggressive behaviour that can take many forms (verbal, physical, social/relational/emotional, or cyber bullying— or any combination of these); it involves an imbalance of power, and is often repeated over a period of time. The bullying can consist of one child bullying another, a group of children ganging up against one lone child, or one group of kids targeting another group.

Common behaviours attributed to bullying include put-downs, name calling, rumours, gossip, verbal threats, menacing, harassment, intimidation, social isolation or exclusion, and physical assaults.

We believe that no student deserves to be bullied and that every student regardless of race, colour, religion, nationality, size, gender, popularity, athletic, academic, or social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat other students with kindness and respect.
- Not engage in verbal, relational, or physical bullying, or cyber bullying.
- Be aware of the College's anti-bullying policies and procedures.
- Abide by the College's anti-bullying policies and procedures.
- Support students who have been victimised by bullies.
- Speak out against verbal, relational and physical bullying and cyber bullying.
- Notify a parent, teacher, or College administrator when bullying does occur.
- Be a good role model for other students.

Student's signature _____ Date _____

By signing this agreement, you are stating that you agree to the points above and that your behaviour or actions, will not cause upset, or distress, to other students.

Attitude to Learning Grades

ATL grades are used to describe your son/daughter's approach to their learning. The bulleted list for each grade is an indication of the types of attitude they display. It is a **best-fit** model and your son/daughter may not display **all** of the characteristics in the category.

5

- Arrives promptly, and settles down to work quickly, with the appropriate book/folder and equipment
- Completes classwork within the set timescale, and seeks extension work, if appropriate
- Produces classwork, which is above expectations or of excellent quality, in terms of content and presentation
- Asks effective questions, which help to develop and extend their understanding of a topic
- Takes a lead during discussion work and answers questions accurately and confidently
- Engages positively with DIT tasks, and demonstrates clear improvements as a result
- Strives to work independently, with a determined and resilient approach to problem solving
- Completes homework diligently, to a very good standard, and meets deadlines
- Demonstrates motivation, effort, and a clear enthusiasm for learning throughout the lesson
- Is well-mannered, responsible, respectful, and supportive of others in the class

4

- Arrives promptly, and settles down quickly, with the appropriate book/folder and equipment
- Completes classwork within the set timescale
- Produces classwork, which is in line with expectations, and is presented effectively
- Asks sensible questions, which are closely related to the learning
- Makes positive contributions to discussion work and attempts to answer all questions
- Engages positively with DIT tasks
- Strives to work independently, when required to do so
- Completes homework to a good standard, and meets deadlines
- Demonstrates a good effort and positive attitude throughout the lesson
- Is well-mannered and respectful to others in the class

3

- Participates in all parts of the lesson
- Shows some interest in improving his/her learning
- Sometimes seeks assistance from the teacher or other learners
- Generally stays within his/her comfort zone
- Homework is completed to an acceptable standard
- Follows instructions promptly
- Remains on task
- Listens when others are speaking
- Speaks appropriately, with polite and respectful language

2

- Sometimes lacks the motivation to learn
- Can be reluctant to participate in all activities
- Is sometimes put off by failure
- Learning is interrupted by frequent absences
- Is sometimes without appropriate equipment/kit/books
- Homework is sometimes completed to a poor standard or deadlines are missed
- Is slow to follow instructions
- Can easily go off task but does respond to teacher intervention
- Occasionally interrupts when others are speaking
- Sometimes uses inappropriate language, or is impolite

1

- Shows little interest in improving his/her understanding of the subject
- Is quickly put off by failure
- Often displays disruptive behaviour which impacts on learning
- Learning is severely affected by persistent absences
- Is often without appropriate equipment/kit/books
- Homework is of poor quality or is rarely completed on time
- Fails to follow instructions promptly
- Fails to remain on task
- Fails to listen when others are speaking
- Fails to speak appropriately or politely to others