

## **Dawlish College Behaviour Policy**

### **Introduction**

Student behaviour and success in learning are inextricably linked. The Behaviour Policy reflects this by working to focus on the encouragement of student attitudes and behaviours, which lead to the creation, and maintenance of a safe and supportive climate for learning, underpinned by:

- High quality teaching
- A stimulating learning environment
- Effective rewards and sanctions

### **Purpose**

The policy aims to create a positive, purposeful teaching and learning environment through:

- Displaying the college expectations clearly and consistently
- Enabling all staff to feel confident in executing their responsibility for the effective management of student behaviour
- Encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect
- The provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background
- Helping students to take responsibility for their own behaviour choices and understand that there are consequences for their chosen behaviour
- A system of rewards and graduated sanctions for students related to academic progress, success and behaviour
- Promoting good relationships with parents/carers in order to resolve issues as early as possible and to provide a package of support when and where necessary

Good learning and behaviour depends upon quality teaching and effective management of the teaching space. Good behaviour leads to good learning while poor behaviour leads to disrupted and low quality learning and progress.

Parents play a vital role in ensuring that their students are responsible for their own behaviour and learning. This collaborative approach will encourage your child to adhere to the college rules and expectations. As a parent, it is vital that support is given in respect to the expectations and values we hold.

### **Code of Conduct**

#### ***As a teacher I will;***

- 1. Create a positive climate for learning and establish the use of routines, rules, sanctions and rewards*
- 2. Ensure all students are engaged in learning through the use of a range of techniques and strategies.*
- 3. Display the high value in which I hold education through my own professional and positive attitudes to students*
- 4. Model the language of mutual respect and adopt a problem solving attitude to issues in the classroom*
- 5. Communicate regularly and develop mutually supportive relationships with parents/carers.*

***As a student I will:***

- 1. Arrive to lessons on time, with the correct equipment and ready to learn*
- 2. Listen to staff and each other, responding with respect and co-operation*
- 3. Work hard and attempt all the tasks the teacher has set within the time the teacher has given to me, to the best of my ability allowing others to do the same*
- 4. Take pride in my appearance and wear correct school uniform*
- 5. Behave around the college site in a way that ensures the safety of myself and others*

***As a parent and carer I/we will:***

- 1. Ensure my child attends regularly, on time and properly equipped*
- 2. Support my child's learning, including completion of homework*
- 3. Support staff in maintaining the high standards of behaviour and uniform expectations in line with the college Behaviour Policy*
- 4. Inform the college of any concerns or problems that might affect my child's work or behaviour*
- 5. Respond to any reasonable requests to attend consultation evenings and discussions about my child's progress and behaviour*

**Rewards**

Students and staff are encouraged to start each lesson as a fresh start, in which all students and staff demonstrate the college values and rewards, praise and E-praise points are given consistently together with verbal praise.

The best strategy for behaviour management is the consistent and regular use of praise. Praising those students who are doing the right thing reinforces their actions and behaviours and encourages other students to behave similarly. This is also a vital area for developing positive working relationships where staff and students share a mutual respect and a desire to make the right choices.

**Good choices** by students who are consistently following expectations will be regularly and consistently rewarded by:

- E-Praise points being given
- Praise postcards being sent home
- Letters and telephone calls home from teaching staff, tutors, progress Leaders and Leadership Team
- Attendance certificates and E-praise 'top ten' awards
- Celebration events like Awards Evenings
- Being successful in application for Student Leader roles (Years 10 and 11)
- Year 11 Passport to Prom ticket
- Being selected to support with visitors to the college
- Invitation to lunch with the Head of College
- Participation in trips, Enrichment Week adventures and offsite activities - These will be linked to the number of E-praise points students have. Students who have consistently followed the college expectations and have positive behaviour logs on E-praise and SIMs will be invited to attend trips and offsite activities at the end of each term.

All of the above are monitored by your tutor who will tell you when you have done well. **Parents are encouraged to log on to the E-praise system** to monitor homework set and E-praise given. This will ensure that collaborative communication is happening regularly between home and school.

### **Tutor role**

The role of the tutor is vital in ensuring communication between home and school is consistent and positive. This relationship will allow parents/carers to have a direct point of contact with a staff member who has an understanding of the child across the curriculum. Tutors are asked to follow the guidelines below in order to fulfil this parent contact. This relationship requires regular and committed work from tutors to monitor and intervene with negative patterns of behaviour before they reach higher levels of sanction.

#### **Tutors are expected to:**

- Support students' learning and personal and social wellbeing
- Ensure that students understand the expectations and what they mean in practice
- Keep informed of behaviour issues, which arise with students, monitor patterns and refer and intervene as appropriate
- Work with progress leaders to support positive behaviour
- Build positive relationships with tutor group
- Issue and administer sanctions as appropriate, e.g. uniform, equipment, attendance and lateness
- Keep parents informed of behaviour concerns and respond swiftly to parent concerns and communication

If a tutor has made contact with parents/carers with no change in repeat incidents they will then pass to progress leaders who will then monitor and contact parents to arrange a meeting to discuss.

### **Student Welfare Officer Role**

The Student Welfare Officers are a support mechanism for both students and staff. They will allow teachers to teach in the classroom, when issues arise that need to be immediately dealt with. SWOs are responsible for alerting Progress Leaders and Leadership Team to reoccurring incident with particular students. SWOs are also a support in collecting statements following an incident, this ensures that both sides of a 'story' are listened to and an accurate and fair sanction can be put in place. The welfare officers offer 1:1 support sessions and a mentor relationship with students who need regular reflective support.

### **Student report**

Where negative or repeated behaviours are occurring a student may be put on report. This is a booklet, which will monitor the student's attitude and behaviour in lessons each day for a period of 1 – 3 weeks. Students will be expected to give this to teaching staff at the start of each lesson. It is their responsibility to ensure they collect it at the end of each session, keep the report neat and un-damaged and show this to the member of staff each morning for monitoring.

Students can be put on a subject specific report if the issue arises in one particular faculty. A child should be on report for a maximum of 3 weeks; if no improvement is seen, parents will be invited in to college to discuss their child's attitude to learning and behaviour. Whichever member of staff places the student on report should monitor progress and communicate its effect to other staff. If a student is placed on more than one subject report at the same time, this will be replaced by a progress Leader whole college report and monitored by leadership.

### **Home Learning**

Home learning is set by teachers to support and further develop the learning and understanding that takes place during college hours. It is an expectation of the college that students will complete home learning, as set, by the due date and to the best of a student's ability. All home learning is logged on E-praise for both students and parents to access. E-praise access ensures that you are able to support your child in completing home learning. Students will be given sufficient time to complete home learning and a clear deadline will always be given by

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staff. Where necessary, students are encouraged to seek help with home learning before the deadline for completion. Knowledge Organisers for all subjects are located in the Student Secure area of the school website, where additional pieces of home learning are set staff will provide either a hard copy or a link to an electronic version via E-praise. Where a reason for not completing home learning is substantial, parents are asked to communicate this directly to staff, either via a letter, e-mail or contact with the tutor.

Study Support Sessions take place on the following days (dependent on faculty) straight after college between 3.05 – 4.05pm. These sessions are for students to complete home learning either prior to or after failing to meet a deadline. Students are invited to take responsibility for their home learning and progress by actively engaging in the after college support on offer.

**Monday - Science & Technology**

**Tuesday – Maths, Business & IT**

**Wednesday - English & Humanities**

**Thursday – Modern Foreign Languages, PE, Expressive Arts**

### **Uniform**

Effective teaching and learning requires a sense of pride in oneself. This starts with a smart and tidy appearance, which helps to instil discipline and pride in students. It raises aspiration and encourages students to have high expectations of themselves and others. In order to ensure all students have high expectations for themselves and others the college supports a zero tolerance in this. All college staff will consistently adhere to this.

All students in college should wear the correct school uniform. Students who attend college wearing incorrect uniform will be sent home to change, or uniform arranged to be brought into college. Parents will be contacted and ask to collect their son/daughter from college. If contact cannot be made students will work in isolation until appropriate uniform is sourced. Parents are asked to contact the college if there are particular needs or concerns with regard to college uniform, where every support will be given. The head of college decision is final.

### **Sanctions**

Where possible it is most effective for staff to deal with behaviour concerns and follow through sanctions swiftly and expediently. Students respond best to teachers who are seen to be fair, consistent and who make the consequences of actions clear prior to issuing sanctions. Staff actively show reluctance and care when explaining the consequences of disruptive behaviour. It is impossible to match sanctions with misdemeanours but it is important that any punishment is seen as proportionate to the action earning the sanction. Where possible, adults should seek to de-escalate problems that arise. Warnings will always be given to allow students the chance to address the concern before a sanction is imposed.

**Monitoring behaviour in the classroom - 3 levels**

<b>Escalating Behaviour</b>	<b>Description</b>	<b>Staff Action</b>
<b>Green</b>  <b>1<sup>st</sup> warning</b>	Student disrupts learning	Student is discreetly informed that they have reached green level and are spoken to with reluctance and care.  <b><i>Name is clearly written on board</i></b>
<b>Amber</b>  <b>2<sup>nd</sup> warning</b>	Student continues to disrupt learning despite previous warning	Student advised they are now at an amber level – this is an opportunity for student to reflect and change behaviour, prior to isolation. Staff to move students to a different area in room (where possible) <b><i>Name is clearly written on board</i></b>
<b>Red</b>  <b>Isolation</b>	Student continues to neglect the warnings	<b>Student is sent to isolation</b> SIMs entry created for student by isolation staff and email sent home Student in isolation for remainder of the isolation period including one break time.

**Reasons for being kept in isolation across a break time include:**

- Lateness to a lesson (3 times in a week)
- Receiving a '2' score on report from a member of staff
- Failure to follow the college 'social expectations'
- Behaviour that disrupts the learning in class
- Inappropriate equipment
- Non completion of home learning journal
- Smoking in uniform– will result in **a week of social time being removed.**

**Social Time Expectations – failure to follow results in losing 2 break times (immediate)**

- Follow direct instructions given to you by any member of staff.
- Balls are only to be used on the field, Astro turf and basketball court.
- No dangerous behaviour anywhere around the site.
- No running at any time in the Quad area, or any other corridor space.
- Tables around the site are only to be used for sitting at or eating at.
- All outdoor wear to be removed once settled in an indoor space.

**Reasons for being internally isolated for a longer period of time include:**

- Arriving after the bell at 8.45am
- Being removed from a lesson by a member of LT (after all 3 stages and a refusal to leave)
- Incorrect uniform - until resolved
- Direct failure to follow instructions from a member of staff
- Assault - fighting/violence towards another student
- Truancy
- Theft
- Bullying
- Persistent defiance
- Indirect offensive/inappropriate behaviour or language

The college holds an after college detention on a Thursday between 3.05 – 4.05pm for social time related incidents. These can be issued by the leadership and pastoral team.

Where students are sent to isolation frequently from lessons, leadership will then move through the ladder of sanctions below each time a student is disruptive and removed from lessons after warnings.

<b>Isolation frequently (more than 3 times) across a term Leadership monitored</b>	<b>Letter sent home</b>	<b>Full day in isolation</b>	<b>2 days in isolation</b>	<b>Letter sent home</b>	<b>Half day exclusion</b>	<b>1 day exclusion</b>	<b>2 days exclusion</b>
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### **Fixed term Exclusion**

Head teachers have the power to discipline students for misbehaving outside of school premises; this includes any behaviour which could adversely affect the reputation of the college. The behaviour of a student outside of college can be considered grounds for exclusion.

If a decision is made to exclude a student for a fixed term, a telephone call will be made to parent/carers to inform them of the decision. Parents/carers will be asked to come to the college to collect their son/daughter immediately. Students will remain off the college site, supervised by parents for the duration of the fixed term exclusion. Parents will be informed of this via telephone and in writing. This will be logged on the student’s profile and remain there for the remainder of their academic life. This is time for the family to reflect on the behaviour and education of students, with a clear plan of action to ensure that this sanction is not repeated further in the academic year. The college will use fixed term exclusions for serious incidents, some of which are listed below, although not an exhaustive list;

- Repeated incidents of bullying towards another student
- Direct offensive/inappropriate behaviour or language towards a member of staff
- Fighting or threatening violence towards a member of the college community
- Racist or homophobic abuse
- Substance abuse
- Sexual misconduct
- Direct and blatant offensive behaviour, defiance or verbal abuse to a member of staff
- Actions that endanger the health and safety of members of our community
- Actions which persistently stop the teaching and learning in class.
- Persistent defiant behaviour
- Theft

### **Parent meetings - re-integration**

After a period of internal isolation or fixed term exclusion, parents will be asked to attend a re-integration meeting with a SWO and a member of the Leadership Team. Students should also attend this meeting and will not be permitted to attend mainstream lessons until this meeting has taken place. This is an opportunity for parents/carers to talk with senior staff at the college and to look at a support package for the student to ensure everything is in place to help the student make the right choices for their future. This meeting will be written up in a Personal Support Plan (PSP).

Suggestions for further support may include:

- Appointments with the college counsellor
- Appointments with the outreach - one to one support work

- Referral to specialist agencies like Y-Smart, Educational Psychologist, Careers SW and CAMHS
- Alterations to student timetable as part of a support package which can be temporary or permanent
- Students can access independently or be referred by staff to the school nurse intervention support, with any health related concerns
- Students can access the college Police surgery each week with any concerns around various different issues in and out of school
- Educational Welfare Officer – managing attendance levels, which includes early intervention by meeting with parents and students
- Mentoring can be put in place with a trusted member of staff where students have expressed their own concerns regarding a variety of welfare issues, be they issues at school, or elsewhere
- Early help – Assessing young people and family's needs and putting specialist plans together with other agencies involved with the young people or families

Targets will be set during this meeting and a review date will be arranged. If targets are not met during this period of time, parents will once again be asked to attend a meeting with the Head teacher.

### **Permanent Exclusion**

The college has a good record with permanent exclusions and works hard to support students and their families who are deemed at risk of permanent exclusion. The Assistant Principal attends the integration and exclusion panels for the area which are held regularly.

Our exclusions and integration officer is based at County (Serena Worth)

A student may be permanently excluded if;

- All other strategies have failed and the student is persistently disruptive.
- The offence was a serious, one off offence such as;
  - Serious, actual or threatened violence against a pupil or member of the school personnel
  - Sexual abuse or assault
  - Supplying/using/carrying an illegal drug
  - Carrying an offensive weapon
  - Any other serious offence

If the Head of College, or her representative in her absence, decides to permanently exclude a student the following procedure will be followed. A telephone call will be made to parent/carer to inform them of the decision. If the student is in attendance at the college, they will be asked to collect their child as soon as possible. A letter will follow this within one school day, which will state:

- The reason for the permanent exclusion
- The parent/carer rights to make representation about the exclusion to the Student Discipline Committee
- The name and contact details of the person whom the parent/carer should contact if they wish to make representation

### **Confiscation**

All staff have the right to confiscate property from a student if, in their view, it is reasonable to do so. If the retention of the article was lawful and reasonable then the member of staff who seizes the item is not liable in any way for any damage to the article providing they take reasonable care with the object.

### **Mobile Phone Use**

All mobile phones and any other electrical devices must be kept turned off and in school bags at all times whilst on the college site. This includes all corridors, toilets, outside areas and classrooms. There are no exceptions to this rule. Any phone seen by a member of staff will be confiscated immediately and kept safe until a parent or responsible adult can collect it from the reception area. Parents will be contacted as quickly as possible, after the phone has been confiscated. We would urge parents to discuss this responsibility with their child. If a parent cannot collect it that day, phones will be locked away safely until a suitable time can be arranged for collection.

If a student refuses to hand their phone over, they will be sent to isolation for the remainder of the day. If the instruction is still refused this will escalate to fixed term exclusion for persistent defiant behaviour.

### **Student Searches**

Any member of staff who has reason to suspect that a student is carrying an offensive weapon or has illegal substances in their possession on the site, should contact a member of the Leadership Team immediately.

Senior staff may search for offensive weapons and illegal substances in student bags. If there is reasonable suspicion that the student has illegal substances or an offensive weapon and refuses to co-operate, then the Police will be called. Every effort will be made to contact parents/carers so they can attend the interview with Police. If parents/carers are unable to attend the meeting then a member of the college staff will attend.

### **Student and Family support**

The college has a strong pastoral team on site to deal with issues as they arise in college. Staff can alert a member of the pastoral team to any concerns at any time. Support for students and families will be offered where it is felt there are underlying issues, which are being shown in the student's behaviour in college. These are preventative measures to ensure every opportunity is given to support students in making the right choices and understanding their own behaviour and its impact.

The pastoral team work closely with the Special Educational Needs and Disability (SEND) team. In particular making specific contact with outreach and advisory teachers for example, students with ASC, physical difficulties, are hearing impaired, visual impairment, and physiotherapists or occupational therapists.

The Student Intervention Co-ordinator (SIC) will work alongside the pastoral team. The aim of the service is to offer early intervention, preventative support, guidance and advice to improve outcomes for children, young people and families within the school context, through working in partnership with parents, carers and other agencies.

*This policy will be reviewed annually and is a result of work by several forums and significant discussions with staff, student, parents and Governors.*

*All staff, student and parents are expected to follow this policy consistently to ensure a safe and positive learning environment is part of college life.*

*Kate Bukowski  
Assistant Principal*



February 2020