

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 what ever 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.

College charter and values

The agreed values underpinning our behaviour and rewards policy are taken directly from the college charter. This code of conduct clearly outlines what we expect from teaching staff, students and parents to develop a positive and thriving learning environment for all.

These expectations will be shared with students in lessons and form the basis of this policy, when issuing both sanctions and rewards. These five rules of practice will be rigorously taught as part of the curriculum in order to ensure students are motivated and positive learners, behaviour is good and progress is clear. To ensure consistency across all staff in all areas, these rules must be clearly displayed in every teaching area and be consistently referred to by staff during their work with students.

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 the college charter 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
- 100% attendance certificates and E-praise 'top ten' awards for each year group at the end of each half term. All students who receive this acknowledgment will be entered into the end of year prize draw to win a substantial prize
- 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 Principal
- Participation in trips, Activities Week adventures and offsite activities - These will be linked to the number of E-praise points students have. "*Charter Stars*" (students who have consistently followed the college charter and have positive behaviour logs on E-praise and SIMs) will be invited to attend the activities week trips and offsite activities at the end of the summer 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, E-praise given and also Demerits logged for their child. 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 rules and what they mean in practice
- Set standards and expectations
- 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, attendance and lateness
- Keep parents informed of behaviour concerns and respond swiftly to parent concerns and communication

If a student receives three de-merits across a week tutors will endeavour to call home to alert parents and seek support in preventing further issues. The tutor will add a record of this parent/carer contact onto SIMs.

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 contact parents to arrange a meeting to discuss. More serious incidents will be passed straight to Leadership Team, see below.

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.

Student report (Teacher/Progress Leaders /Leadership)

Where negative or repeated behaviours are occurring a student may be put on a college report. This is a booklet, which will monitor the student's attitude and behaviour in lesson 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. A Director of Learning may put students on a subject specific report, if the issue arises in one particular faculty. Progress Leaders may choose to place a student on report if there is a pattern of unwanted behaviour across the curriculum. Leadership Team may also place a student on report following a serious or series of issues around the college. 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.

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 homework, as set, by the due date and to the best of a student's ability.

Dawlish College recognises the irrefutable link between home learning and progress/outcomes. We value home learning as part of the holistic education of our students. Our home learning ethos acknowledges the responsibility of the College to set meaningful, constructive and appropriate home learning with support available when necessary; the responsibility of the student to complete it to the best of their ability and on time and the responsibility of the parent/carer to ensure that their child completes it to the best of their ability and on time.

Dawlish College will:

- Set home learning that is constructive and of high quality
- Ensure that tasks are linked to past, current or future school-based learning
- Ensure that homework is appropriate and accessible
- Set realistic deadlines and expect students to meet them
- Provide opportunities beyond the classroom to support students struggling to complete work on time
- Adopt a positive culture of praise and recognition for those demonstrating an excellent attitude to home learning
- Communicate home if home learning is not completed sufficiently or on time (an immediate parent mail will be sent to inform parents of non completion)

Students will:

- Use e-praise to manage their home learning schedule
- Complete all home learning tasks to the best of their ability
- Meet the deadlines set for home learning tasks
- Take responsibility for their learning by attending Study Support sessions and/or Homework Club and/or speaking to their teachers to ensure deadlines are met

Parents will:

- Recognise and value the importance of home learning to their child's academic progress
- Use e-praise to identify what home learning tasks are to be completed and by when
- Support their child to complete home learning to the best of their ability by providing space, time and resources
- Take steps to ensure that home learning is completed and deadlines are met
- Take action when notified of non- or inadequate completion of home learning

Support sessions

Students are encouraged to attend support sessions in preparation for home learning deadlines or as a catch up session (post deadline) to ensure learning and progress is not hindered. All students are free to attend support sessions and there is provision within college for home learning to be completed as outlined below. In addition to this open invitation some identified students may be personally invited to encourage a more positive approach to home learning.

Monday	Tuesday	Wednesday	Thursday
Library opens 8:40am	Library opens 8:40am	Library opens 8:40am	Library opens 8:40am
	Homework Club The Hub	Homework Club The Hub	Homework Club The Hub
Science & Technology Study Support Session Room 62	Maths, Business & IT Study Support Session Maths IT	English & Humanities Study Support Session LRC	MFL, Performing Arts & PE Study Support Session LRC

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 school 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 the unit or 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.

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. 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 should always be given to allow students the chance to address the concern before a sanction is imposed.

Monitoring behaviour in the classroom - 3 levels

Escalating Behaviour	Description	Staff Action	Learning and Teaching Strategies
Green 1st warning	Student neglects to demonstrate 1 or more of the college values	Student is discreetly informed that they have reached green level and are advised of the value they should demonstrate and of how they can correct their behaviour. Student advised that further poor behaviour will result in an 'Amber' warning. Name will be written on the board	Eye contact Shaking of head Approaching the student and standing next to him/her Patrolling the work area – More visible presence. Setting specific time limits
Amber 2nd warning Move student to a different area in classroom	Student continues to neglect the college values despite a member of staff intervening previously. Sufficient work not completed.	Student advised they are now at an amber level and will receive a behaviour log, to allow follow up by the tutor. Moving student to a different area within the classroom. Break/Lunchtime Detention can be given in order for student to complete work not finished. (Teaching staff to lead) Name clearly marked on the board	Moving student to a different area within the classroom. Speaking calmly away from other students, 2 minutes outside the classroom to re-focus. Private encouragement and use of positive language to defuse, re-iterating college charter values.
Red Final warning-sent to isolation/ Room 13	Student continues to neglect the college values despite a member of staff intervening previously and stating that they were now at an amber level	Member of staff informs the student that they have been given warnings and must now go straight to isolation. Isolation email is sent to central system for logging on SIMS This log then triggers an immediate email/parent-mail to parents to inform them of their child's isolation. Student stays for remainder of isolation session <i>(P1, 2 and break 1/ P 3, 4 and break 2/ P5, tutor time and 7 additional minutes)</i>	Member of staff may want to consider further behaviour/ classroom management strategies to reduce impact of lost learning time, these may include: buddying, moving seat, future seating arrangements, direct parental contact, departmental report, cool off period within a different set to ensure a fresh start next lesson.
Serious Incidents Removal from circulation Internal isolation for an agreed period of time	<u>Serious incident</u> within the classroom or around college Student is defiant/ behaviour deteriorates to a level that cannot be managed in the classroom and that disrupts the learning prior to 3 warnings	SWO to investigate and determine level of sanction with LT duty member. This must be communicated back to teaching staff. Incident logged and communicated to parents. Progress Leaders/tutor informed. Support considered and any referrals made in response to need.	SWO to investigate Follow up meeting scheduled with member of staff, SWO and possibly student to ensure sanction has been put in place and student understands no further incidents are acceptable.

Detentions are held on a Thursday with an additional Head of College session on Friday.

Failure to attend Break time Detention (BTD)	After College Detention (Thursday)
Failure to attend an After College Detention (ACD) Letter sent by Student Office.	The next day Internal isolation in the 'unit' (Students are hand delivered a reminder slip – failure to follow this instruction is therefore logged as an act of defiance/ a choice they are making)
Failure to attend a Friday Head of College Detention (FHD)	Internal isolation in the 'unit'

Detentions

During break detentions students will be expected to complete a task related to the subject area of the detention set. At lunchtimes students will be given some time to eat their lunch and be expected to take responsibility to arrive at the correct time and place. Break time detentions will be run by DOL, unless in the case of social time incidents, which will be held in room 13.

After College Detentions will take place between 3.35 – 4.35 pm every Thursday, with an additional Head of College detention each Friday. Students will be expected to work silently, completing work and/or tasks related to either their learning or behaviour. Parents must make arrangements for their child to be picked up or travel home after this detention.

Reasons for a break/lunchtime detention include:

- After a lesson which resulted in an 'amber' warning being given.
- Lateness to a lesson (recorded 3 times in one week)
- Receiving a '2' score on report from a member of staff
- Persistently poor presentation
- Insufficient work completed
- Failure to follow the college 'social expectations'
- Behaviour that disrupts the learning in class

- Smoking on the premises – will result in **a week of social time being removed.**

Reasons for an After College detention include:

- Language and/or behaviour deemed to be offensive or inappropriate to another member of the college community
- Direct failure to follow instructions from any member of staff
- Failure to attend a break time detention
- Inappropriate comments or behaviour towards other students considered to be indirect bullying, either physical or verbal
- Vandalism

Reasons for a Friday Head of College Detention include:

- Persistent defiance or behaviour that has deteriorated to a level that cannot be managed in the classroom and that disrupts the learning of others
- Incident dealt with and sanctioned by the head of college

Reasons for being internally isolated (for a period for time) include:

- Being removed from a lesson and sent to isolation (after all 3 warnings)
- Incorrect uniform (after attempting to correct/contact home/provide)
- Direct failure to follow instructions from a member of staff
- Failure to attend a Friday Head of College after college detention
- Assault - fighting/violence towards another student
- Substance abuse
- Truancy
- Bullying
- Persistent defiance
- Indirect offensive/inappropriate behaviour or language

Social Time Expectations – failure to follow results in 2 break time detentions

- 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.

Internal Isolation (The 'unit')

For more serious or repeated incidents of unacceptable behaviour will result in students being placed in internal isolation for a period of up to 5 days. This will be as a result of following the earlier interventions and sanctions. Students will be given every opportunity to correct their behaviour and internal isolation will be used as a final in-college intervention to encourage making the right choices. Staff within the college will staff isolation at all times.

Where time in isolation is pre-arranged, parents will be informed of the isolation period and reason for it via a telephone conversation. This will ensure that all social time is removed as a sanction for their behaviour. Students will work in isolation, where both subject specific and reflective work will be provided. **No social time will be permitted.** Food will be ordered and delivered to the room if needed. This is a sanction and must be seen and felt as one by students. Students will work in silence. The college asks that parents support this arrangement.

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). A further risk assessment document will be created as a final opportunity to identify support and highlight simple expectations and prevent a permanent exclusion if FTE reach a high level of days across the year.

Suggestions for further support may include:

- Appointments with the college counsellor
- Appointments with the outreach worker for one to one support work
- Referral to specialist agencies like Y-Smart, Educational Psychologist, Careers SW and CAMHS
- Support for the family with any external issues/concerns/additional needs
- Alterations to student timetable as part of a support package which can be temporary or permanent
- CBT – 1-1 work with the SWO
- Morning check in with a trusted member of staff
- Time at an external provider – reflective time out
- 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
- Discussed with other professionals at local panel meeting – seek support from external agencies
- 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 of College.

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/possession of 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. 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 and pastoral 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 is 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-ordinators (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*