

St Benedict's Catholic College



Behaviour for learning procedures

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| Date reviewed | November 2025 |
| Date of next review | Autumn 2026 |

*This document outlines the procedures and systems which underpin our high standards so that our expectations are laid out clearly and with transparency
These procedures should be read in conjunction with the College's behaviour for learning policy*



BEHAVIOUR FOR LEARNING (BfL)

Every student is responsible for their own behaviour, both inside the College and out in the wider community.

The College wants all students to feel safe, comfortable and confident to take responsibility for their learning. To achieve this, we expect all students to be active and engaged learners, treat everybody with respect and demonstrate exceptional behaviour at all times.

The St Ben's Standard

The College has exceptionally high standards of behaviour and conduct; throughout the college day, and whilst wearing the College uniform. The St Ben's standard outlines behaviours that will never be tolerated; this includes:

- Negative, mocking, derogatory, hurtful comments, that demean someone based on their identity, age, race, religion, faith, gender, or disabilities
- Saying or sending someone a comment telling to harm themselves
- Intentionally and repeatedly accessing harmful material on the college site (and sharing it).

In class expectations

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Quality first teaching (as promoted in the SEND Code of Practice) is the best route for a student to progress academically and socially.

Each student has a right to receive an outstanding education at St Benedict's Catholic College and students should not have any minute of their learning disrupted by poor behaviour. If any students are being disruptive, they can expect to receive consequences. Consequences are issued to deter poor choices, protect the learning of the community and improve behaviour and re-engagement in meaningful education.

At the start of the lesson

- Students are expected to line up silently outside the classroom. Staff meet and greet students, checking students uniform and that they are ready to engage with learning.
- Students are expected to follow the seating plan, as provided by the teacher
- Seating plans are implemented to support a positive learning environment
- Upon entering the classroom, the students place their books, equipment and necessary stationery on the desks in readiness to learn.
- Each lesson will begin with a 'Do Now' retrieval task.
- Students settle, begin their learning smoothly and complete a retrieval activity from previous lessons.
- The expectation is that all students will complete this activity in silence (at the teacher's direction). If students do not follow instructions, then they can expect to receive a consequence from the 'C system' (as detailed below)

Dismissal at the end of the lesson


- Students will work right through the lesson and will only pack up once they have been instructed to do so.
- Students will remain seated until told to leave the room. Staff will then dismiss the students table by table.
- Students uniform will be checked and then they will be dismissed in an orderly and controlled fashion.



The C system

The C system is our way of promoting excellent behaviour in class. If the learning of other students is disrupted, then the student being disruptive can expect to receive a consequence from the C system.

After an initial incident of negative behaviour, the following steps are implemented:

| Everyone in school has a right <ul style="list-style-type: none"> To teach and learn To be treated respectfully To feel safe and secure  | | | | 3 Cs – Chance, Choice, Consequence Ps – for Positive Recognition | | |
|--|--|---|---|---|---|--|
| | Student Behaviour | Staff Action | Restorative Behaviour | | Student Behaviour | Staff Action |
| C1 Chance | I am not meeting the teacher's expectations. | A second warning is given which leads to a Choices Level 1. | Listen to warnings, focus upon the work. | Positive Recognition of Motivated Learning | I have shown engagement in my learning beyond basic expectations through my work, my answers and my questions. I am dedicated to my academic progress. | Congratulate the student and award a Positive Recognition on CC. (Approx. 3 students per lesson) |
| C2 Choice | My behaviour has not improved and I am still not meeting expectations. | The student moves to Choices Level 2. | Focus fully in class to prevent escalation. | | | |
| C3 Consequence | I have been disruptive throughout my lesson, despite several chances to improve. | The student is removed and the member of staff inputs the C3 information into CC. | During detention, the student and teacher discuss the impacts of the behaviour. | | I have demonstrated a consistently motivated attitude this week and this has been recognised on 5 or more occasions. | Congratulate the student – a postcard celebrating their attitude will be sent home. |

Chance (C1): the student will be reminded that the behaviour that they have demonstrated is not acceptable.

Choice (C2): if the student continues to behave unacceptably, the adult will have a conversation with the young person and ask them to stop and reflect on their behaviour.

The conversation between teacher and student at the C2 level is crucial as we want the students to remain in lessons so that their learning is maximised.

Consequence (C3): If there is no change in the student's behaviour, and their behaviour for learning warrants a C3 in order for the lesson to continue, then this must be the consequence. The student will be removed from the classroom.

C1 or C2 CANNOT be reset or earned back – if the initial behaviour warranted a consequence "strike" then this must remain for the duration of the lesson.

- **Low-level student misbehaviour** **C1** **No detention**
- **Student persistently misbehaves** **C2** **No detention (unless 3 occurrences in a 5-day period)**
- **Student removed** **C3** **After college detention**

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If the student persistently disrupts the learning of other students and receives a C3 then they are set a detention.

C system consequences can be given for:

- Not following instructions
- Unwarranted calling out
- Disruptive behaviour
- Rudeness to peers or staff
- Work not completed to expected standard

C3 removal

If a student is given a C3 then they are sent to an alternative learning environment to complete their work.

- In this situation, students are sent to the lesson removal space
- Students who are sent out must know exactly where to go and will be given work to complete whilst out of the lesson by the teacher that sent them out
- It is vital for students to know exactly where to go if being removed as a refusal to comply will lead to further, more serious consequences
- Teachers place the C3 on the system and then the pastoral team are notified that the student are to continue their learning in the lesson removal space – parents/carers can view these infringements on Class Charts
- An after-school detention will be issued

As soon as is reasonably possible, the member of staff puts an entry into Class Charts showing the C3. Parents are contacted through email, the Class Charts App or telephone to inform them of the detention. An email is sent to all period 5 teachers to remind the students of the detention after college, although it remains the responsibility of the student to attend the detention. The detention is staffed by colleagues on a rota.

Restorative meetings between staff and students take place during the detention to discuss the behaviour which led to the C3 being awarded; this is to prevent the behaviour being repeated.

C3 detentions will take place in the canteen. The students sit and work in silence until 4.30 pm when they are dismissed. Any poor behaviour in the detention constitutes a failure which leads to further consequence. A missed detention or two removals in a day would lead to an extended consequence or a day in the Inclusion Room. Lateness to detentions will result in a failed detention and further escalation.

College day expectations

The expectations of outstanding behaviour stretch further than just in the classroom and it is important that a consistent level of behaviour is maintained throughout the college day in all areas of the college. Some of our basic 'out of classroom' expectations include:

- Students must follow all adults' reasonable instructions
- Students must not run in the corridors – students' transitions around the college must be calm and orderly
- Students must only eat in designated areas
- Students must not leave classrooms unless given permission.
- Students are allowed only in their designated areas during lunch and breaktimes, i.e., the areas of the field or playground designated for their year group
- Students must listen to and follow Prefects' instructions
 - being a Prefect is a privilege bestowed upon the most reliable and trustworthy Year 11/10 students. Prefects are role models and promote good behaviour around the college and support the day to day running of the college

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- Students must not playfight or display physical behaviour that may cause risk of harm to themselves or others
- Do not litter, graffiti or vandalise the college site or any college equipment
- Students must stay in the designated boundaries of the college site

If students do not follow the college's reasonable expectations, the Pastoral Team will investigate the matter, giving consideration to any educational needs of the individual student. Appropriate consequences will be applied which may include, but are not limited to, lunchtime or after college detentions, time in the inclusion room, directed off site provision, suspension, or permanent exclusion.

Mobile phones/Smartwatches

Students are not permitted to use mobile phones/Smartwatches at all during the college day, even out of lessons. Mobile phones must be kept switched off and out of sight at all times. During form time, tutors will ask students to take out their phone, switch it off and place it in their school bag.

Students are not permitted to wear a 'Smartwatch' of any kind to college.

If a mobile phone/smart watch is visible on-site during college hours, it will be confiscated by a member of staff and handed to the pastoral team for safekeeping. The phone may be collected by the student at the end of the school day. If a student's phone is confiscated three times or more in a week the phone will not be returned to the student, instead the parents/carers will be required to collect the phone from the college site.

If a student refuses to respond to the instructions of staff and hand their phone/smart watch in, the matter will be referred to the pastoral team and appropriate consequences will be set according to the individual circumstances.

BEHAVIOUR REPORTING SYSTEM

The college acknowledges that behaviour can sometimes be the result of educational needs, mental health issues or other needs or vulnerabilities and will support students by working with them and their parents/carers to help them develop their learning and behaviour to become an active and engaged learner.

Behaviour reports support students to maintain focus on their behaviour, whilst they are developing their full potential. Parents/carers are notified that their child has been placed on report and parental involvement with the report process provides consistent support to the student.

Tier 1 support

Form tutor report or individual subject report triggered by 10 behaviour points across a 2 week period or at the form tutors or subject teacher's discretion – 2 weeks duration

Tier 2 support

Pastoral Lead/RSL report triggered by failed Tier 1 report or Attitude to Learning (AtL) concerns

Tier 3 report

Director of Behaviour and Achievement triggered by a failed T2 report.

NB - If a student fails a T3 report:

- a. A 6 core strengths assessment will be conducted
- b. An Affinity Project referral will be made
- c. The NE Effective Support Directory will be obtained



Tier 4 - behaviour plan

12-week plan (with regular reviews). If successful back to Tier 2 for 4 weeks

Tier 5 – Pastoral Support Plan (PSP)

12-week plan (with regular reviews). If successful back to Tier 3 for 4 weeks.

Please be aware that any incident which the college deems “serious” can result in the reporting system becoming null and void and may result in a permanent exclusion (PEX).

If a PSP is unsuccessful an Off-Site Direction (OSD) to another school may be explored – this could turn into a managed move if successful after a trial. In some circumstances this will not be possible or appropriate and a PEX will be sought.

Behaviour Contract

In order to support our students with issues such as bullying, a bespoke Behaviour Contract may be introduced. This will be agreed with the student, parent/carer and the college (usually the Director of Achievement and Behaviour) and will be signed by all parties. If students break the contract, consequences will be applied, which may result in being removed from circulation within the college for a fixed period. Failure to uphold the behaviour contract could lead to the student being placed on a Pastoral Support Plan (PSP).

PSP

This can be implemented at any stage, where students are struggling to respond to positive interventions (detentions, behaviour reports and behaviour contracts).

The PSP process:

- Runs for a minimum duration of 4 weeks
- Involves weekly contact with parents/carers (in person or by phone) with a representative of the college's Senior Leadership Team and/or Director of Achievement and Behaviour to monitor the student's progress and check targets are being met
- Specific support put in place – adapted timetable, mentoring etc. if necessary
- If students meet their targets, it may be agreed that the PSP can stop
- Every successful day will be acknowledged, and the student will be rewarded accordingly
- On site meetings between parents/carers, the student and the college will be arranged at key review points

If the student fails the PSP overall, it will result in further consequences, which could include a managed move from St Benedict's.

UNIFORM

All students must wear the correct uniform at all times. This includes:

- College blazers with a college crest badge
 - to be worn at all times unless permission is given to remove it
 - no other badges are to be worn unless awarded or approved by the college
- College trousers
 - Black, smart, tailored, plain trousers of waist height and ankle length
 - not leggings, jeggings, jeans or skinny fit
- Skirts
 - grey, smart, pleated of knee length
 - no split or tiered skirts
 - not tight, no stretchy fabric/lycra

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- College shirt
 - plain white, long sleeved, shirt, with a collar suitable for a tie, with a closable top button)
 - shirt should be tucked in and top button done up
 - short sleeved shirts (with a collar) can be worn in the summer
 - no fitted shirts or blouses
- Black socks/tights
 - Boys - Plain black socks (not sports socks)
 - Girls – plain black below knee length or ankle socks; plain black/sheer tights (not patterned)
- Tie
 - Compulsory - must be worn smartly, with the top button of the shirt done up and a length that stretches below a buttoned blazer.
- Shoes (plain, flat, black leather (or faux leather) shoes of a formal and traditional style. No boots, trainers/sports shoes, canvas shoes or other footwear such as Vans/Converse/Plimsolls or similar)

Please see the college's uniform/dressing for excellence policy for full details.

If a student arrives for college without the correct uniform, parents/carers will be contacted that day to ascertain reasons why the student is not wearing the correct uniform. The incorrect uniform will be logged on Class Charts as well as a behaviour point under 'Uniform'

Students can report to the pastoral office before morning registration to seek assistance with incorrect uniform and where possible, some uniform can be borrowed by the student. 'Uniform' behaviour points will still be allocated.

If there are uniform issues three times in a week, parent/carers are contacted to discuss the issues and to offer guidance and support where appropriate.

If a student attends college 3 times in a week in incorrect uniform, the student will receive a Routines after college detention (3.30 pm – 4.00 pm).

EQUIPMENT

All students are expected to arrive in college with the correct equipment and be prepared to learn. At the beginning of the academic year the students in year 7 are provided with a College planner which includes a list of the basic equipment and it is their responsibility to ensure they come to college fully equipped to learn. They should have:

- College Planner
- Pen
- Pencil
- Ruler
- Highlighter
- Rubber
- Calculator (scientific)
- Reading book

Equipment checks are conducted regularly during form time and if a student does not have the necessary equipment, then a behaviour point is entered onto Class Charts by the Form Tutor under 'Equipment'; if this occurs 3 times in a week then the student will receive a Routines after college detention (3.30 pm - 4.00 pm).



ATTENDANCE

All students at St Benedict's are expected to attend college every day, within the College term times, as published on our college website.

Punctuality

Punctuality is vital if students are to make use of every minute of every lesson.

In order for the College day and lessons to begin in an orderly fashion, it is imperative that students arrive at the right place at the right time. Punctuality sets the tone for the learning that will take place and if a student is late then this reflects their attitude. If students are late, then they will receive a consequence.

Punctuality to college

The electronic gates lock at 8.58 am to ensure a calm start to the day.

Form time begins at 9.00 am and all students are expected to be in their form group ready to learn by this time.

If students do not arrive by 9.00 am they will be awarded a late mark on Class Charts and they will be required to attend a lunchtime detention on that day.

- 9.01 am – 9.10 am late gate – lunchtime detention set
- 9.11 am – 9.30 am – 30 minute detention after college
- After 9.30 am – 60 minute detention after college

If a student receives 3 late marks in a week, then they will be expected to attend a Routines after college detention (3.30 pm - 4.00 pm).

If there is regular lateness to college, the Pastoral Team will contact home. Ultimately, this may lead to a warning letter, formal parental meeting or Fixed Penalty Notice as it may be unauthorised absence.

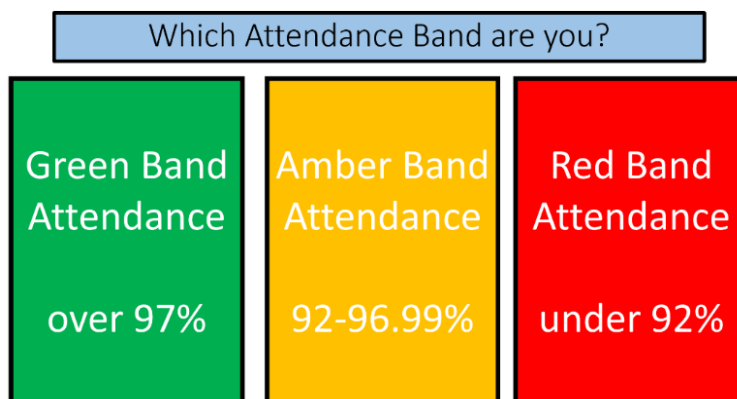
Punctuality to lessons

- If a student is late for class, they will be awarded a late mark and a behaviour point on Class Charts
- If a student receives 3 late marks in a week, then they will be expected to attend a Routines after college detention (3.30 pm - 4.00 pm).

Attendance bands

All students are expected to have at least 97% college attendance – this is the minimum expectation.

There is a great deal of research that states that absence from college impacts upon examination success and to this end we have a duty to ensure that all our students are in college as much as possible. The Attendance Bands (below) determine which type of attendance intervention is put in place for the student and their family.



It is imperative that all students attend as much as possible and take full advantage of the educational opportunities offered by St Benedict's Catholic College. If student absence cannot be authorised, then this may result in further action being taken.

Attendance intervention may take many forms and these may include:

- Parental interviews
- Part-time timetables
- Later start to the day
- Early finish times
- Daily pick ups
- Registration in alternative areas
- Attendance rewards
- Referral to EWO (Education Welfare Officer)
- Reduction in option subjects
- Home visits

Attendance procedures

- If any student is absent on any particular day, they will be contacted by a member of the Pastoral Team or the Attendance Officer.
- During the day, the Pastoral Team (RSL or pastoral lead directed by RSL) may call the home to check that the student is okay, particularly if there is a pattern of absence.
- Transport intervention may be used to collect certain students who find coming to college difficult, but this will be agreed with the Pastoral Team and parents beforehand. This is only a short-term measure and the responsibility for good punctuality remains with the student and their family.

Persistent Absence and Panel Meetings

Persistent Absence (PA) is when a student's attendance drops below 90% as set out by Central Government. At this point, with attendance falling below 90%, students and their families will be reported to the Education Welfare Office and our Education Welfare Officer (EWO) will be assigned to support with more formal attendance interventions.

Throughout the year, there will be PA focus weeks where parents are invited into college to discuss their child's attendance. Whilst this remains an internal arrangement, targets will be set, and the expectation is for attendance to improve. If this does not happen, then a referral will be made to the EWO.



Panel Meetings and supporting attendance

If the PA becomes an on-going issue and the attendance of the student does not improve then the parents of the students will be asked to come into college for discussion regarding their child's absence. Whilst there is continual tracking of student attendance, letters and meetings will be arranged at the following occasions:

- 1st absence in a month = letter of warning regarding absence
- 2nd absence in a month = parents will be invited in to discuss the absences.

The absences may be for longer than one day as students will be unfit for college for several days in a row if, for example, they have flu.

There will always be exceptions and the Raising Standards Leader, Senior Leadership Team and the EWO may make recommendations for speedier intervention for some students and/or families based upon their attendance history or reputation from previous years.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

The College's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using consequences effectively and appropriately to improve students' behaviour in the future.

After any reported incident of negative behaviour, the following procedures are followed:

- The student is referred to the appropriate year group pastoral lead, director of achievement and behaviour, or, in their absence, the most appropriate member of staff
- The pastoral lead, director of achievement and behaviour, or other delegated colleague, investigates the incident and decides whether it constitutes unacceptable behaviour
- If the Pastoral Lead or Director of Achievement and Behaviour deems the incident to be unacceptable behaviour, they will record the incident on Class Charts. The recorded behaviour will form part of the chronology of behavioural events on the student's permanent record.
- Where deemed necessary, the pastoral lead, or delegated colleague, will inform the student's parent/carers and invite them to discuss the incident.
- At any stage, consultation with senior members of staff may take place to consider the nature of the behaviour reported. Although the reported unacceptable behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, mental health issues, or other factors that may be contributing to the student's behaviour.
- Consultation with senior members of staff will take place if the reported behaviour is serious enough to warrant a suspension in which case the matter is referred to the Principal.

All instances of unacceptable behaviour are taken seriously and dealt with immediately. The pastoral team will keep a record of all reported incidents and any imposed consequences for each both electronically and on the student's school record. Witness statements, confessions and/or denials and any letters regarding sanctions will be kept on the student's school record.

After college detention

The college will not accept disruptive behaviour either in lessons or around the college site, or any other unacceptable behaviour. Any student, whose behaviour has a negative impact within college, will be issued, with an after-college detention. When issuing an after-college detention, members of staff will ensure that they do so reasonably, within the given circumstances, and will consider any additional needs of the student. The College will make it clear to parents/carers and students that negative behaviour requires reflection. This reflection may take place both during and outside of



school hours. Parental consent is not required, however the College will always make its best endeavours to notify parents/carers in advance.

Staff issuing a detention will endeavour to meet with the student before the next timetabled lesson. The purpose of this is to discuss what triggers led to the behaviour being displayed, and agree strategies, based upon the student's own reflections, to avoid a repeat.

After-college detentions are held on Tuesday and Friday of each week, and supervised by teaching staff and members of the leadership team (subject to change).

Examples of behaviours that may require an after-school detention include, but are not limited to, the following:

- If a student is late to college/lessons three times in a week
- If a student's phone is not switched off and out of sight 3 times in a week
- Persistent incorrect uniform
- If a student receives a C3 in a lesson
- If a student uses inappropriate/disrespectful/foul or abusive language in college
- If a student's behaviour is deemed inappropriate, boisterous, anti-social, dangerous, emotionally harmful or distressing to others, including child-on-child abuse
- Inappropriate use of college's technology, internet, mobile phone/smart watch, personal technology, social media

Inclusion room – Gillingham Learning Centre (GLC)

A student may be referred to the college's GLC inclusion room if they are failing to meet or persistently breach the college's expectations. Staff members will ensure that all circumstances and any additional needs that a student may have will be considered.

When students spend time in GLC, they will receive support in their learning, be reminded of the standards we expect and ask them to reflect and 'reset' their behaviour for learning before returning to the main timetable. Students, whilst reflecting on their choices, try to ensure that this behaviour is not repeated. Students may be placed in the GLC for any number of reasons and the length of stay remains at the discretion of the Senior Leadership Team (SLT):

- Playfighting/inappropriate, boisterous, anti-social, dangerous, emotionally harmful or distressing to others, including child-on-child abuse
- Fighting
- Smoking
- Failing to attend detention/receiving consecutive detentions
- Serious misconduct
- Being disrespectful to adults or peers
- Rudeness
- Failure to follow reasonable instructions
- Inappropriate/disrespectful/foul or abusive language in college
- Disruptive behaviour
- Truancy
- Inappropriate use of college's technology, internet, mobile phone/smart watch, personal technology, social media

Whilst in GLC, the students follow a bespoke timetable which focuses upon the core subjects of, English, maths, science and RE while there is also scheduled time for option subjects. The students work in silence at their designated desks and follow the instructions of the members of staff in the room. Students spending time in GLC have an extended college day and are sent home 30 or 60 minutes after the rest of the college, depending on the reason for completing the consequence. All students are expected to attend GLC in full uniform.

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Where there is a failure to meet the standards expected of the GLC inclusion room provision, there will be an escalation that will consider a partner school inclusion or suspension.

Partner school inclusion/Directed off-site provision

When a further escalation of consequences or high-level consequence is required a student may be expected to complete a day, or multiple days, in the inclusion room of another school, which may be considered appropriate for a student to avoid suspension

During a student's time at an offsite provision, the College will ensure the students' health and safety is not compromised, and that any additional requirements, such as SEND needs, are met. Students will be fully supervised and provided with opportunities to reflect upon the triggers that led to the behaviour requiring this form of intervention. Students will attend the partner school inclusion placement in our college's full uniform.

Examples of behaviours that may require a student to attend a partner school inclusion placement include, but are not limited to, the following:

- Refusal to attend GLC/unacceptable behaviour in GLC/failure to complete GLC
- Failure to follow reasonable instructions
- Truancy from a lesson/part lesson or organised event
- Dangerous behaviour/fighting/physical aggression/assault
- Misconduct, anti-social, dangerous, emotionally harmful or distressing to others, including bullying and child-on-child abuse
- Bullying/cyber bullying, including unacceptable use of social media
- Verbal, threatening or intimidating behaviour, persistent inappropriate/disrespectful/foul or abusive language in college
- Sexist, racist, homophobic or any discriminatory remarks/comments
- Inappropriate sexual behaviour/sexual assault/harassment
- Inciting unruly behaviour
- Persistent breaches of the Behaviour for Learning Policy
- Defiance towards a member of staff, or refusing the authority of the college
- Inappropriate use of college's technology, internet, mobile phone/smart watch, personal technology, social media
- Theft from the college or staff
- Tampering with fire safety equipment
- Deliberate damage to college property
- Disruption of mock and formal examinations
- Smoking on site, outside college gates, or in uniform (including e-cigarettes or vapes)
- Possession of banned/prohibited/illegal items or substances
- Use or threat of use of an offensive weapon or prohibited item
- Bringing the college into disrepute

Suspension/permanent exclusion

It is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the college. When a student's behaviour warrants a high-level consequence, a suspension is part of a functioning system that creates a calm, safe, and supportive environment in which students can learn and thrive. A suspension or a permanent exclusion is at the discretion of the Principal as only the headteacher/principal of a school can suspend or permanently exclude a student on disciplinary grounds. Suspension and permanent exclusions are a very serious consequence and remains on the college record of the student.



A student's behaviour inside and outside school can be considered grounds for a suspension or permanent exclusion. The principal will consider all information available at the time to ensure any decision is reasonable, fair and proportionate. When establishing the facts in relation to a suspension or permanent exclusion the Principal will apply the civil standard of proof, ie, on the balance of probabilities' it is more likely than not that a fact is true. This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen. The Principal will take the students views into account and will consider them in light of their age and understanding (unless it would not be appropriate to do so).

Examples of behaviours that may result in a student being suspended or fixed term excluded include, but are not limited to, the following:

- Refusal to attend GLC/unacceptable behaviour in GLC/failure to complete GLC
- Extreme/persistent defiance, rudeness or failure to follow reasonable instructions or refusing the authority of the school
- Verbal, threatening or intimidating behaviour, serious/persistent inappropriate/ disrespectful/foul or abusive language in college
- Serious/persistent misconduct, dangerous behaviour/fighting/physical aggression/assault anti-social, emotionally harmful or distressing to others, including bullying/cyber bullying/unacceptable use of social media and child-on-child abuse
- Serious/persistent inappropriate use of college's technology, internet, mobile phone/smart watch, personal technology, social media
- Persistent breaches of the Behaviour for Learning Policy
- Misconduct of a sexual nature/inappropriate sexual behaviour/sexual assault/harassment
- Discrimination or prejudice of any kind
- Persistent truancy from a lesson/part lesson or organised event
- Theft, blackmail or physical violence
- Inciting unruly behaviour
- Deliberate damage to property or the college site
- Disruption of mock and formal examinations
- Tampering with Fire safety equipment
- Smoking on site, outside school gates, or in uniform (including e-cigarettes or vapes)
- Substance use or supply/possession of banned/prohibited/illegal items or substances
- Use or threat of use of an offensive weapon or prohibited item
- Bringing the college into disrepute

Removal of a student from the college

Such steps will only be taken as a last resort and when all other solutions have been tried. This may be through a Managed Move, Positive Referral or where necessary, Permanent Exclusion.

The procedures in relation to suspensions and exclusions are outlined in the college's Suspension and Exclusion Policy where a student is:

- in serious breach, or persistent breaches of the college's behaviour policy and where allowing the student to remain in college would seriously harm the education or the welfare of the students or staff in the college.

Sexual abuse and discrimination

The college prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying, sexual violence and child on child abuse. Please read the college's child protection policy in conjunction with these procedures.

The College will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment



and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking, vaping and controlled substances

The college will follow the procedures outlined in its Drugs and Substance Abuse Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, the college is a smoke-free environment. Parents/carers, visitors, staff and students are instructed not to smoke on college grounds. Students are not permitted to bring smoking materials or nicotine products to college. This includes any electronic-based devices (better known as vapes).

The college has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the college will follow the procedures outlined in the Drugs Policy and Safeguarding and Child Protection Policy.

Prohibited items, searching students and confiscation

Only the Principal, or a member of staff authorised by the Principal, can carry out a search. The Principal can authorise members of staff to search for specific items, or all items that are inappropriate or illegal for a child to have in their possession, for example, but not limited to, alcohol, weapons or vaping/smoking paraphernalia.

- Alcohol
- Smoking paraphernalia, i.e. cigarettes/tobacco/lighter/vaping (including electronic-based nicotine devices)
- Lighter
- Drugs
- Weapons (including knives and blades)

Behaviour off college premises

Students at the college must agree to represent the college in a positive manner and must not bring the college into disrepute. The guidance laid out in this policy applies both inside college and out in the wider community, particularly if the student is dressed in our college uniform.

PRAISE AND REWARDS

It is equally as important to celebrate success as it is to issue consequences for poor behaviour.

We strive to provide a caring environment where individuals develop their full potential and recognise that praise is key to making students feel valued, ensuring that their work and efforts are celebrated.

When giving praise, teachers must ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, not quantity of work produced
- Resilience and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised.
- The praise given is always sincere.

Whilst it is important to receive praise from teachers, the college understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

*This document outlines the procedures and systems which underpin our high standards
so that our expectations are laid out clearly and with transparency
These procedures should be read in conjunction with the College's behaviour for learning policy*



The aims of the reward system are to:

- Reinforce the ethos and culture of the college by developing shared values and encouraging positive patterns of behaviour.
- Provide positive reinforcement and incentives to all students.
- Develop students' intrinsic motivation to learn.
- Help to improve students' attendance and punctuality, attitude to learning and achievement.
- Reward students who do the right thing in college every single day
- Provide a cohesive and consistent system applied throughout the college
- The use of Class Charts maintains good communication between home and college in regards to a student's behaviour.

As with praise, the college understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the college recognises that they need to be:

- **Immediate** - immediately rewarded following good behaviour.
- **Consistent** - consistently rewarded to maintain the behaviour.
- **Achievable** - keeping rewards achievable to maintain attention and motivation.
- **Fair** - making sure all students are fairly rewarded.

Achievement Points are awarded to students for good work, good behaviour, or any other reason at the discretion of staff in college. These are accrued and students are rewarded with badges and certificates when they reach certain levels. For example (subject to change):

| | |
|--------------------------|---------------|
| Blue | 50/100 |
| Green | 200 |
| Red | 300 |
| Yellow | 400 |
| Principal's award | 500 |

Upon achieving each of these awards, the students will be rewarded with a prize, of which a selection can be viewed in the Achievement & Rewards Display Cabinet (Manning Building). During key points in the year, special awards are given to students who go above and beyond. Alongside our annual Shining Stars assembly and Presentation evening, our social media accounts are used to promote rewards and competitions.

Achievement Points are one of the criteria used to help the college select our prefects.

In Year 11, achievement points also form part of our Passport to Prom. Students must have a positive point score in order to attend the Prom at the end of year 11. Subject teachers organising revision classes give students an 'attended revision' point on Class Charts for each revision session attended. Improvement in average ATL score will also help secure a passport to prom.

Positive Recognition (PR)

If a student 'goes above and beyond' in a lesson, then the teacher can award them a 'Positive Recognition'. This is given when students work particularly hard, produce exceptionally good work or when the student behaves in a truly exemplary fashion. The aim is for staff to award 2-3 PRs per lesson. One Learning Champion ticket is awarded per lesson also.

Service to the College

Students who give up their time or energy for the benefit of the college community as a whole will be eligible for a "Service to the College" certificate which will be issued by the Head of Department, Raising Standards Leaders (RSL), Pastoral lead or SLT. They have a value of 5 achievement points.

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Students can also receive “Pride in college” achievement points for taking pride in the College, for instance, assisting with litter picks.

Improvements in behaviour and conduct

At least one student who has noticeably improved their attitude to work, attendance or increased their achievement points significantly will be rewarded.

KAIZEN Courage

Kaizen is an approach that underlies how students can learn how to strive. Kaizen proports of process to create *continuous improvement* based on the idea that small positive changes can reap significant improvements once they are sustained.

Typically, it is based on cooperation and commitment to the “common good” and champions the mindset that deep-rooted, destructive behaviours can be radically changed or fixed. It is designed to challenge the quick-fix mentality of some students and ensure those who do demonstrate sustained change in both attitude and behaviour are sufficiently acknowledged and rewarded.

The college encourages all students through clear and consistent communication that the most impactful learning and development comes through taking personal responsibility for making the first small steps towards great achievements.

MONITORING AND REVIEW

This document outlines the procedures and systems which underpin our high standards so that our expectations are laid out clearly and with transparency.

These procedures operate and should be read in conjunction with the following college policies, procedures and the student code of conduct:

- Student Code of Conduct (see appendix 1)
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Anti-bullying Policy and Anti-cyberbullying Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Exclusions Policy
- Drugs and substance abuse policy

These procedures will be reviewed by the Principal on an annual basis; they will make any necessary changes and communicate these to all members of staff.

APPENDIX 1 - Student Code of Conduct

College rules:

Everyone in college has a right

- To teach and learn
- To be treated respectfully
- To feel safe and secure

PUNCTUALITY – MAKE USE OF EVERY MINUTE OF EVERY LESSON

- On time to college - On time to lessons
- Equipped to learn in every subject – College planner, pen, pencil, ruler, highlighter, eraser, (scientific) calculator, reading book, text books, homework
- Correct, complete and well-presented uniform - blazers on, shirts tucked in, ties worn
- Line up calmly and silently outside the classroom
- Staff will meet and greet students, checking students' uniform and that they are ready to engage with learning
- Enter the classroom quietly and calmly under the teacher's direction
- Go straight to your allocated seat, equipment out in readiness to learn
- Listen to your teacher
- Actively engage with your learning
- Have a positive, 'can do' attitude
- Work right through every lesson – only stop working when you have been instructed to do so
- Do not leave the classroom unless you have permission to do so
- At the end of the lesson remain seated until told to leave the room – uniform check and leave in an orderly and controlled manner

RESPECTFUL AND SAFE

- Politeness and courtesy to everyone you encounter: use kind and appropriate verbal and body language
- Corridor movement is quiet, calm and orderly – stay left in corridors and stairwells
- Respect the speaker - don't talk over one another
- Listen to one another and others' opinions/ideas
- Good manners - hold doors open; be aware of others; everyone is a role model
- People are valued, not belittled; no derogatory, discriminatory or inflammatory language or behaviour
- Respect equipment/spaces/environment - tidiness; no litter
- Use equipment/furniture correctly in a manner that will not cause harm
- Communicate maturely, sensibly and professionally: body; voice; email; online.
- Understand and promote everyone deserves a disruption free learning environment
- Open and active consideration of others
- Actively and consciously follow and uphold the college's behaviour rules consistently – these keep you and everyone safe