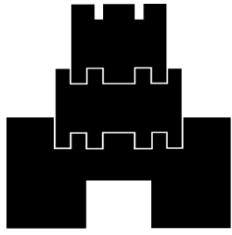


Reference:	Approved by:	Date:	Review:



Launceston College

A Multi Academy Trust

BEHAVIOUR POLICY

Updated on: June 2018

Review by: LJS/ARJ/DAE/EK/NR

Reference:	Approved by:	Date:	Review:

Principles.

Launceston College Multi Academy Trust, and all schools within the Trust, believe that good behaviour is an expectation of all students. Poor behaviour distracts students and teachers, and does not allow everyone to learn. We expect all students to meet clear behaviour expectations, but if they do not there are clear sanctions.

Where students find it difficult to meet our behaviour standards, we will change our level of support, but we will not change our expectations.

Each academy is responsible for establishing and maintaining the behaviour systems within their own setting. These are monitored regularly, with information used to inform practice and to report to the relevant Local Governing Body.

The behaviour management systems for the schools within the Launceston College MAT, can be found in the appendices to this behaviour policy. Operational procedures for staff within the Launceston College MAT will be provided to staff upon induction, and upon any updates.

Fixed term exclusions (FTE)

Students who exhibit behaviour which directly affects the safety of other students or staff could be excluded for a fixed period. Incidents which will be considered for a FTE include bringing illegal substances onto College site, possession of a weapon or violence/threats of violence to staff. This is not an exclusive list. The decision to grant a FTE will be made by the Executive Principal, and parents will be notified as soon as possible, in order to collect the pupil if needed.

Confirmation in writing of the exclusion will be provided to parents and the relevant authorities notified. This will confirm the length and reason for the exclusion, along

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with the arrangements for a review meeting. The process to appeal against an exclusion will be included in this letter. Work will be provided for the student to complete during their FTE. If a FTE is longer than 5 days, alternative educational provision will be put in place from the sixth day onwards.

Students re-integrating after a FTE will receive support, for example through a behaviour support package, use of the Off Site Centres or the Alternative Provision Academies. Parents will be notified of the plans to support students at the review meeting.

Permanent exclusions (Pex)

The decision to permanently exclude a pupil would be based on the following grounds:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A FTE would always be given in the first instance, following the arrangements above. Any decision to permanently exclude would be made by the Executive Principal, with due consideration to guidance provided by the DfE.

The Launceston College MAT Board will convene a panel to review any permanent exclusion (or FTE exceeding 5 days), within 15 days of the exclusion date.

Appendix A - Atlantic Academy

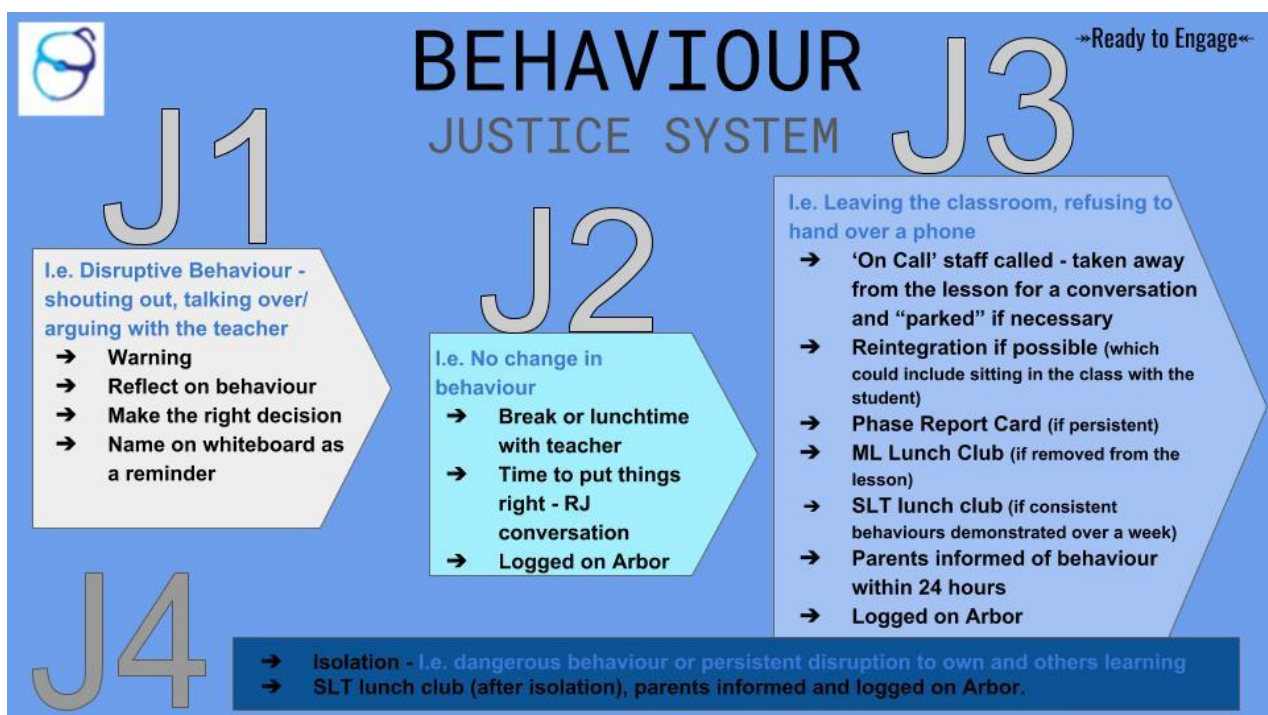
At Atlantic Academy we believe that misbehaviour is not the breaking of a rule but the breaking of a social bond. We believe that positive relationships are the key to ensuring that everyone in our community is able to work to their full potential and enjoys being here. Our behaviour policy reflects our core ethos of ENGAGE - RESPECT - ASPIRE.

All staff know students well and plan to meet their needs. Building, maintaining and developing positive relationships help everyone perform at their best and classroom teachers share their expectations regularly to encourage the development and maintenance of positive behaviours. Additional support is provided through the pastoral systems and SEN department, where specific needs have been identified. Parents will be involved in this support through report cards, pastoral support plans, EHCP and other reviews.

Students will be encouraged to be part of our community and we believe that, in order to be effective, praise should be specific and directed at positive choices, actions and behaviours, nurturing a flexible mindset. Rewards include:

- Verbal praise from staff and postcards home
- Positive logs linked to House points
- Half termly Consistency Award nominated by staff and students
- Half termly Most Improved Award
- Half termly House Non-Uniform day
- Termly Reward Lunch
- Termly Top 16 student Reward
- Yearly Principal's Award

Should a student fail to meet our expectations, consequences will be applied, as below.



Isolation

Time in isolation is to help students calm down and to adjust to the expectations we have for everyone's behaviour. Students are placed in Isolation by "on-call" staff, HOP or SLT and contact will be made with parents within 24 hours.

In Isolation students will have to:

- Hand in their phones at the start of an isolation (either to the office or the teacher in isolation, if they are taken straight from a lesson). The phone will be collected/ returned at the end of the day/term of isolation.
- Work in silence at all times, in 'exam conditions'.

- Complete a reflection on behaviour sheet/back to session/community booklet based on the incident that led to the Isolation. A reflective discussion with a Thrive practitioner or Coach will follow to encourage better choices in the future.

Appendix B - Bideford College Behaviour Policy

At Bideford College, we have a simple and clear behaviour procedure, which promotes effective behaviour for learning. Classroom teachers need to share their expectations for positive behaviours at the start of each year, and as appropriate during the College year.

Students are supported to demonstrate positive behaviours, through all activities undertaken at Bideford College. Additional support is provided through the pastoral systems and individual needs department, where specific needs have been identified. Parents will be involved in this support through report cards, pastoral support plans, individual needs plans and other reviews.

Should a student fail to meet our expectations, sanctions will be applied.

“No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.”

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On a lesson by lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for a period of one working day so that the learning of others is not disrupted.

Conduct in lessons

Students in classrooms at Bideford College:

- Enter, stand silently behind their desks and be seated when invited to by the member of staff leading the lesson
- Sit silently whilst the register is taken whilst completing the starter activity
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Work exceptionally hard without disrupting any other student learning

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The teacher must make it explicitly clear verbally to the student that a warning has been issued. The second time during a lesson that a student fails to meet these expectations they will be sent to the internal exclusion room (IER) for a period of one working day. Failure to go to the IER will result in the original time being extended. Refusal to go the IER will result in a one day fixed term exclusion at the off site centre (OSC).

If a student is sent to the IER

The member of staff who sent the student to the IER will meet with the student at the end of the day for a restorative conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to isolation will be required to remain in college until 4pm that day. Students who are sent during lesson 5 will leave at 3pm that day and stay until 4pm the following day. There may well be instances where the sanction is multiple days in the IER.

The member of staff will also contact the parents within 24 hours to discuss the reason(s) the student was sent to the IER. If a phone call cannot be made an email will be sent in the first instance. Parents can contact college to arrange an alternative time to speak with the teacher.

NB Students on buses will need to make alternative arrangements for their journey home.

After-School Detention

An After School Detention (ASD) will be set for persistent or extreme poor behaviour, including failure to complete homework, or bring the correct equipment to class. Failing to attend this ASD will automatically lead to a full day in the Internal Exclusion Room (IER), and the ASD being reset

Reference:	Approved by:	Date:	Review:

Internal Exclusion Room (IER)

Time in IER is to help students calm down and to adjust to the expectations we have for everyone's behaviour. Misbehaviour in IER will automatically lead to an extension to the time students are in the IER

Students will spend time in IER for the following behaviours, this list is not exclusive:

- Being caught smoking, with smokers or in possession of smoking equipment (including e-cigarettes), or being in possession of alcohol.
- Verbal or physical abuse to a member of staff or student
- Truanting from College
- Intentional damage or theft of College property
- Low level disruption

IER will be administered by the IER manager. Students are placed in IER by "on-call" staff, teachers, HOF, HoH or ALT. Occasionally, if IER is at capacity, students will complete their whole day IER sanction at the Off Site Centre or other location. This can only be sanctioned by a member of ALT, who must ensure that parents are notified, as students will be leaving the main school site.

Students will be in the IER for a whole day, which may run over two days.

Whilst they are in IER the student;-

- Must be in full school uniform (unless that is the reason for them being sent)
- Should complete the work given to them by subject teachers or the IER manager
- Will engage with a restorative conversation with the teacher that sent them
- Must remain in the IER until dismissed.

Students will be taken for breaks at 11.30am and 1pm where they can purchase hot or cold food from the canteen.

Poor behavior in the IER may result in the student's time being extended or the student being removed from the IER and sent to the Off Site Centre (OSC).

Off Site Centre (OSC)

Students whose behaviour is extreme, continuous or malicious will be referred to the Off Site Centre. The expected length of referral and timings of the sessions at the OSC will be agreed in advance with the relevant member of ALT, HoH and OSC manager. OSC staff will liaise with teachers on the main College site to ensure that work is received for pupils to complete whilst at OSC, maintaining their progress in relation to their peers.

Students returning from the OSC will be monitored, through a student tracker, following a reintegration meeting, usually with a member of ALT and HoH. Additional support may be offered through the Student Support Centre during this process.

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Appendix E – Egloskerry Primary School

At Egloskerry Primary School the primary aim of the behaviour policy is not a system to enforce rules; it is a means of promoting good relationships so that the school community can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We aim to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school expects every member of the school community to behave in a considerate way towards others. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour.

This policy applies to all members of the school community and we work collaboratively with parents so children have consistent messages about our expectations. We will ensure that we treat all children fairly and apply this behaviour policy in a consistent way.

Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways –

- staff congratulate children verbally
- staff give children 'House Points' with termly rewards and celebration
- lunchtime staff reward positive behaviours at lunchtimes
- staff nominate children for 'Principal's Award' certificates, given out at the weekly praise assembly

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Examples of positive behaviours that meet our expectations at School (throughout the entire school day) are –

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities.
- A child's behaviour should not endanger the safety of themselves or others. This includes children threatening or hurting others.

The class teacher keeps a record of behaviour incidents. If a child behaves in a way that does not meet our expectations in class the class teacher deals with incidents themselves in the following way –

- verbal warning
- if action repeated – 5 mins of play missed
- if action repeated – 10 minutes of play missed

If misbehaviour continues the class teacher seeks help and advice from the Principal. There are a range of strategies that the classroom teacher and the Principal will adopt that meets the needs of the behaviour being displayed.

If a child is sent to the Principal more than once in any one half term the Principal informs the parents and discusses strategies to improve behaviour. If the behaviour continues the Principal meets the parents to discuss the issue further. Depending upon the severity of the behaviour the sanction could result in exclusion.

The Use of Force to Control or Restrain Pupils

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour.

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. The Principal follows the Cornwall Council guidance relating to this (on-line reporting) and reports to Governors as required.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

The Launceston College MAT Board will convene a panel to review any permanent exclusion (or FTE exceeding 5 days), within 15 days of the exclusion date.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy when asked and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents and playtime incidents. The Principal records those incidents where a child is sent to him/her on account of bad behaviour. The lunchtime supervisors keep a record of any behaviour incidents that occur at lunchtimes (in the hall and/or outside) and 'tick' when this has been communicated to the child's class teacher.

Appendix L - Launceston College Behaviour Policy

At Launceston College, we have a simple and clear behaviour procedure, which promotes effective behaviour for learning. Classroom teachers need to share their expectations for positive behaviours at the start of each year, and as appropriate during the College year.

Students are supported to demonstrate positive behaviours, through all activities undertaken at Launceston College. Additional support is provided through the pastoral systems and individual needs department, where specific needs have been identified. Parents will be involved in this support through report cards, pastoral support plans, individual needs plans and other reviews.

Should a student fail to meet our expectations, sanctions will be applied, as below.

Sanctions

Sanction 1 – first minor offence, teacher detention will be set

Sanction 2 – second offence, student to be parked and a faculty detention will be set

Sanction 3 – major offence or refusal to be parked, on call requested. The on-call teacher will determine the next steps; a sanction 3 will result in time in IER, to include at least one break.

After-School Detention

An After School Detention (ASD) will be set for persistent or extreme poor behaviour, including failure to complete homework, or bring the correct equipment to class. Failing to attend this ASD will automatically lead to a full day in the Internal Exclusion Room (IER), and the ASD being reset.

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Internal Exclusion Room (IER)

Time in IER is to help students calm down and to adjust to the expectations we have for everyone's behaviour. Misbehaviour in IER will automatically lead to a full day in the Internal Exclusion Room (IER).

Students will spend time in IER for the following behaviours, this list is not exclusive:

- Being caught smoking, with smokers or in possession of smoking equipment (including e-cigarettes), or being in possession of alcohol.
- Verbal or physical abuse to a member of staff or student
- Truanting from College
- Intentional damage or theft of College property

IER will be administered by the IER manager. Students are placed in IER by "on-call" staff, HOF, HoH or ALT. A letter is then sent home to inform parents of the time spent and the incident that caused this to happen. Occasionally, if IER is at capacity, students will complete their whole day IER sanction at the Off Site Centre or other location. This can only be sanctioned by a member of ALT, who must ensure that parents are notified, as students will be leaving the main school site.

Off Site Centre (OSC)

Students whose behaviour is extreme, continuous or malicious will be referred to the Off Site Centre. The expected length of referral and timings of the sessions at the OSC will be agreed in advance with the relevant member of ALT, HoH and OSC manager. OSC staff will liaise with teachers on the main College site to ensure that work is received for pupils to complete whilst at OSC, maintaining their progress in relation to their peers.

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