

High Tunstall College of Science



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Behaviour Policy

Revised	- June 2021
Stakeholder Consulted	- Admissions and Safeguarding Committee
Review Date	- June 2022
Responsibility for Review	- Assistant Headteacher-Behaviour and Pastoral

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Statement of intent

High Tunstall College of Science believes that, for students to be successful in their learning it is essential that their mental health and well-being has been supported. It is widely known that 'All behaviour is communication' (Bennathan, 2012) and best practice demonstrates the use of positive relationships being the route to resolving difficulties.

As a College community we value the integrated approach to mental health and behaviour and as a result our policy is developed to support both aspects through a joined-up policy. At High Tunstall College of Science we seek to support students in holistic and equitable way, taking into account but not making excuses for student's background, current circumstances and life events, therefore as a team we are committed to:

- ✓ Promoting desired behaviour through praising and rewarding positive behaviour
- ✓ Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- ✓ Ensuring equity and fair treatment for all students including those with SEMH.
- ✓ Mindfully challenging and restoring relationships following inappropriate behaviour.
- ✓ Providing a safe and nurturing environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- ✓ Encouraging positive relationships with parents/carers.
- ✓ Developing relationships with our students to enable early intervention of difficulties and potential SEMH.
- ✓ A shared approach which involves students in the implementation of the College's policy. Promoting a culture of praise and encouragement in which all students can achieve.
- ✓ Noticing the behaviour that we want to see more of.
- ✓ Promote a positive outlook and eliminate prejudice regarding students with SEMH difficulties.
- ✓ Ensure all students with SEMH and behavioural difficulties are identified and appropriately supported.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Students and Families Act 2014
- Health and Social Care Act 2012
- Mental Capacity Act 2005
- Students Act 1989
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2016) 'Counselling in Colleges: a blueprint for the future'
- Voyeurism (Offences) Act 2019

This policy also has due regard to the College's policies including, but not limited to, the following:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Supporting Students with Medical Conditions Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Complaints Procedures Policy
- Staff Code of Conduct
- Administering Medication Policy

2. Vision for behaviour and inclusion

We endeavour to build a learning community which at its core promotes respect, tolerance and empathy for others. We actively teach our students to take personal responsibility for their actions and to understand how to make positive choices in order for them to become effective learners who are empowered to take increasing responsibility for their own learning.

We are a highly inclusive College which actively seeks to remove barriers to learning for all of the students in our care. As such we are proactive in developing our work with other agencies. We will rigorously pursue support from other professionals and identified good practitioners in order to provide the best possible learning opportunities for our students. We endeavour to ensure that our College is a place of

sanctuary for the most vulnerable members of our community as such are proactive in supporting our families.

3. Roles and responsibilities

The Governing Body has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the college. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-college culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the college's Complaints Procedures Policy.

The Headteacher is responsible for:

- Establishing the standard of behaviour expected by students at the college.
- Determining the college rules and any disciplinary sanctions for breaking the rules.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Assistant Headteacher (Behaviour) is responsible for:

- The day-to-day implementation and management of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Collaborating with the Senior Teacher (Inclusion and Support: SENDCO), headteacher and governing body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the college.

The Senior Teacher (Inclusion and Support: SENDCO)

- Overseeing the whole-college approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the college engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Collaborating with the Assistant Headteacher (Behaviour), Headteacher and Governing Body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the college.
- Coordinating the SEN and mental health support teams to provide a high standard of care to students who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the college's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of students with SEMH-related behavioural difficulties.

- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring students with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on students' behaviour, education and overall wellbeing.
- Liaising with parents of students with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, to ensure that students and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support students with SEND.
- Supporting subject teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their students with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO
 - Headteacher
 - Subject leader

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all students do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, disciplining students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in college or in the charge of a member of staff.

1. Students are responsible for:
 - Their own behaviour both inside college and out in the wider community.
 - Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of college.

4. Student expectations

Students will be expected to follow our College's Code of Conduct which requires students to:

- ✓ Be ready
- ✓ Be respectful
- ✓ Be safe

All teachers will ensure that through daily teaching, assemblies, tutor periods and opportunities for modelling that students understand how they can demonstrate the College Code of Conduct through their everyday actions and interactions with others, to ensure the College community work together and are united in achieving the same goal of being **ready, respectful and safe**.

Teachers should not assume that a student is aware of how to behave in a situation and therefore should demonstrate for the student through modelling of expectations and restoring of relationships.

The College will ensure that students follow our Code of Conduct by teaching them how to conduct themselves in a range of situations, such as how to:

- ✓ Restore relationships after a period of conflict
- ✓ Engage in work tasks
- ✓ Develop a growth mindset
- ✓ Line up in groups when entering or leaving the classroom or College premises.
- ✓ Sit appropriately on College chairs, carpets, hall floors, etc.
- ✓ Use appropriate voice levels and language, including manners.
- ✓ Model positive behaviour to other students.
- ✓ Develop friendship skills
- ✓ Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- ✓ Follow instructions and ask for help

5. Pathway of support

At High Tunstall College of Science we recognise that students who attend our College come from widely different backgrounds which can mean they require differing levels of support at various points in their College life. Our approach to supporting social, emotional mental health and well-being and promoting positive

behaviour is carried out using a pathway of support from universal through to targeted, students are offered support at varying levels according to their individual circumstances. (See appendix 1 – The Shine Centre)

It is important that we provide support to students at such times, including those who are not presenting any obvious issues. Providing early help is more effective in promoting the welfare of a student by doing so can also prevent further problems (including mental health problems) arising. It is important as a College we are proactive in meeting and addressing the needs of all students. Staff members are aware of the signs that may indicate if a student is struggling with their SEMH. The signs of SEMH difficulties may include, but are not limited to, the following list:

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space

It is important to recognise that students new to the College/area and also new to the country often arrive with high levels of stress and anxiety following a house/school/country move. It is important for teachers to ensure that the student receives a positive welcome and well-planned transition into College which should be planned by the relevant Student Support Officer, prior to offering a start date.

Students who arrive to the country seeking asylum often have had negative experiences of war and fighting within their home country, therefore teachers should be mindful of the potential for increased chances of presenting with SEMH and/or behavioural difficulties as a result.

For students arriving with no English language should be referred to the EAL Hub – Emma Rutherford for additional support prior to attending High Tunstall College of Science. By doing so students will receive a package of support to integrate them into life in a new town, community and when ready for transition a new College.

Other students who may be at a higher risk are those who are LAC, SEN, Student in Need, Students who have experienced abuse, neglect, exploitation or other adverse contextual circumstances, previously looked-after students (PLAC) and students who are socio-economically disadvantaged students, including those in receipt of, or previously in receipt of, free school meals and the student premium.

For students with more complex problems, additional in-College support includes:

- Supporting the student's teacher to help them manage the student's behaviour.
- Additional educational support for the student.
- The creation of a Coordinated Support Plan (CSP)
- Development of an individual risk assessment
- Identification of a safe space if/when necessary
- Team Around the Student – Pastoral Team, Key Worker
- Family support and/or therapy will also be considered

6. Creating a supportive whole-college culture

Senior leaders will clearly communicate their vision for good mental health, wellbeing and behaviour with the whole college community.

The College utilises various strategies to support students who are experiencing high levels of psychological stress, or who are at risk of developing SEMH problems, including:

- ✓ Teaching about mental health and wellbeing through curriculum subjects and pastoral care such as:
 - PSHE
 - Relationships and sex education (RSE)
 - Mental Health week
 - Tutor Time Activities
 - Assemblies
- ✓ Mentoring
- ✓ Positive classroom management
- ✓ Developing students' social skills
- ✓ Targeted interventions
- ✓ Working with parents
- ✓ Peer support

Teachers follow supportive measures to prevent and tackle bullying.

Teachers greet each other warmly and respectfully, modelling positive relationships for students.

Teachers are calm, consistent, fair and predictable in their approach to supporting students need and all teachers ensure that when dealing with an incident their tone of voice is warm, reassuring and nurturing, with use of the scripts provided within the positive behaviour plan. High Tunstall continue to be a pivotal focused college and will endeavour to continue in our vision of focusing on positive practice first.

Each day students are warmly greeted and welcomed into College both morning and afternoon by their teachers.

The SLT ensures that there are clear policies and processes in place to reduce stigma and make students feel comfortable enough to discuss mental health concerns.

Students know where to go for further information and support should they wish to talk about their mental health needs or concerns over a peer's or family member's mental health or wellbeing.

High Tunstall College of Science take their role with regards to Mental Health seriously and therefore have a designated team within the College whose main driver is 'Health and Well-Being' (The Student Support Team).

7. HTCS Challenge

HTCS Challenge is it a whole college concept that encourages staff and students to consider challenging aspects of their day-to-day lives.

Teaching staff are encouraged to consider the levels of challenges are prevalent within lessons in order to increase the engagement of all learners.

Students are also able to be rewarded for specific challenging aspects of lessons or overcoming challenges on a longer-term basis such as projects, ongoing engagement with extra-curricular, or a general positive attitude towards the subject area of the college as a whole.

8. Positive Handling

The following list is not exhaustive, but provides examples of situations where the college may decide to use reasonable force:

- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- Members of staff need to control disruptive students on college trips, or similar.
- Members of staff must prevent a student from leaving a classroom where doing so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- A student is attacking a member of staff or another student.

- A student is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- The Headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol and illegal drugs.

Further information regarding the use of positive handling can be found in the Positive Handling Policy.

9. Working with parents/carers

At High Tunstall College of Science an important element of the work we do to support student's mental health and behaviour is the work we carry out with our parents/carers. We encourage parents/carers to contact the College and teachers to make an appointment to discuss concerns they have regarding their child with the class teacher, SSO, Head of Year or a member of the SLT.

The College SSO's, Attendance and Safeguarding Officer and/or a member of the SLT will support parents to access appropriate levels of support and will endeavour to signpost parents to agencies that can offer a more specialist approach to their needs. In some instances, it may be necessary to complete an Early Help referral for more targeted support in the home.

If College have a concern regarding a student we will discuss our concerns with the parents/carers as they know their student best and may be able to offer an insight into the current presentation of the student, allowing us to support and plan appropriate levels of intervention and support.

10. Working with external agencies

The Senior Teacher (Inclusion and Support: SENDCO) will liaise with professionals from other agencies to ensure the highest possible level of support for our students in terms of their mental health, well-being and behaviour in order to achieve the best possible outcomes. These agencies include but are not limited to:

- CAMHS
- Social Care – individual social workers
- Family support workers
- Educational Psychologists and specialist SEMH Educational Psychologists
- Clinical Psychologists
- Refuge workers
- College Counsellors
- Counsellors from external agencies

11. Working with other Schools and Colleges

As a Hartlepool School, it is important that we share good practice with other Schools/Colleges and currently we work alongside 4 other Secondary Schools, A Special School and the Pupil Referral Unit within the Hartlepool Behaviour and Attendance Partnership. It is the intention to share further expertise with other Colleges in our cluster in terms of developing Attachment Aware and Trauma Informed practice in order to support students' mental health and well-being.

12. Outside College and the wider community

Students at the College must agree to represent the College in a positive manner.

The guidance laid out in the Code of Conduct applies both inside College and out in the wider community, particularly if the student is dressed in College uniform.

Staff can discipline students for misbehaviour outside of the college premises.

Staff may discipline students for misbehaviour off the college premises when the student is:

- Wearing college uniform.
- Travelling to or from college.
- Taking part in any college-related activity.
- In any way identifiable as being a student at the college.

Staff may also discipline students for misbehaviour off the college premises that, irrespective of the above:

- Could negatively affect the reputation of the college.
- Could pose a threat to another student, a member of staff at the college, or a member of the public.
- Could disrupt the orderly running of the college.

Any bullying witnessed outside of the college premises and reported to a member of staff, will be dealt with in accordance with the college's Anti-Bullying Policy.

The college will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the college premises, as would be imposed for the same behaviour conducted on college premises.

In all cases of misbehaviour outside of the college premises, staff will only impose any behaviour sanctions once the student has returned to the college premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by students at the college are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Training of staff

At High Tunstall College of Science we recognise that early intervention can prevent inappropriate behaviour. As such, teachers will receive training in identifying and dealing with problems before they escalate; this can be behavioural problems in the classroom or during break time/lunchtime.

Teachers will receive training on this policy as part of their new starter induction. Teachers will receive regular and ongoing training as part of their development. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every student and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

It is the intention that all teachers will receive training in de-escalation techniques. We also have teachers who are trained to use TEAM TEACH where deemed appropriate to do so.

The College recognises that short-term stress and worry is a normal part of life and that most students will face mild or transitory changes that induce short-term mental health effects. Staff are taught to differentiate between 'normal' stress and more persistent mental health problems.

14. Rewarding positive behaviour

High Tunstall College of Science will continue to promote and embed pivotal practice. The College recognises that students should be rewarded for their display of positive behaviour. It is widely recognised within College that students may make small or large steps in displaying positive behaviour, it is essential that teachers pay attention to and praise all steps forward.

'What you pay attention to, you get more of.'

The College will use the following rewards for displaying positive behaviour:

- Certificates
- Postcards and/or phone calls home
- Headteacher awards
- Verbal and non-verbal praise

- Half termly awards ceremony
- Stickers
- Sharing work with SLT and/or whole groups in assembly
- Star of the Week
- Recognition at annual awards evening

15. Unacceptable behaviour

Unacceptable behaviour will be dealt with following the Social, Emotional and Mental Health Policy and the Behaviour Policy. Should a situation require further investigation the Heads of Year and Assistant Headteacher (Behaviour) will take the lead in ensuring that all parties involved are safe and dignity is maintained. Sanctions and processes are identified in Appendix 3.

16. Assessment tools

On entry to High Tunstall College of Science new families will have a welcome meeting with the Assistant Headteacher (Behaviour), followed by a meeting and tour with the Student Support Officer (SSO). Through the initial meeting with the Assistant Headteacher (Behaviour), the College will gain an understanding of the potential Adverse Childhood Experiences (ACE's) the young person may have had in their life. This will ensure that students/families who may require support either immediately or in the future, have been identified. For students transferring to High Tunstall College of Science, the AHT/SSO will ensure through discussion and interaction with the student, their caregivers and sending school, that any potential ACES are identified (see Appendix 7).

A student may be identified as having been impacted by ACE's if they have experienced 1 or more of the following:

The balance between risk and protective factors is disrupted when traumatic events happen in students' lives, such as the following:

- **Loss or separation:** This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the student, being taken into care or adopted, or parents being deployed in the armed forces.
- **Life changes:** This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- **Traumatic experiences:** This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- **Other traumatic incidents:** This may include natural disasters or terrorist attacks.

It should also be noted that as a result of traumatic experiences sustained over a period of time, students may present with relational trauma which may impact on their ability to self-regulate their emotions and develop appropriate attachments. They are likely to respond regularly with fight/flight or freeze responses. It is essential that teachers get alongside the students and model for them using relational repair.

Follow the 4 Rs – De-escalation technique

- **Regulate** – give opportunity to move away from the situation before it escalates i.e. do a job together, go for a snack
- **Relate** – divert attention from the problem i.e. chat about the weekend
- **Reason** – restorative conversation (questions)
- **Repair** – take time to be together before returning to the task

Teachers are responsible for observing the emotional and behavioural presentation of students and recording changes and/or concerns using Class Charts/SIMs or CPOMS as appropriate.

Teachers should support the student through development of trusting positive relationships where students feel safe, secure and free from harm. Teachers are to work alongside the student to gain an understanding as to the reasons for the current presentation.

Should a student continue to display changes in presentation either physically or emotionally, it is the Head of Year's responsibility to refer to the Student Progress Meetings. A meeting will take place between the Head of Year and Student Support Officer to discuss next steps of support, the student will be placed on the Additional Need Register and Head of Year will be required to complete a Coordinated Support Plan (Appendix 2 – HTCSP)

Students who are identified as requiring support from a more targeted intervention such as the Shine Centre or external support through CAMHS or other agencies will require a High Tunstall Coordinated Support Plan. A meeting will be held with parents, Head of Year and relevant staff to discuss concerns and suggested next steps. Consideration should also be given to support for parents through an Early Help referral.

17. Steps to relational repair

There is no corporal punishment at High Tunstall College of Science.

At High Tunstall College of Science, teachers are expected to follow the positive behaviour plan which focusses on acknowledging there is a difficulty/problem and managing it sensitively using relational interactions and what they already know of the student.

At High Tunstall College of Science, we recognise that students may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. It is therefore the responsibility of the teacher to use the opportunity as a learning experience.

Students are held responsible for their behaviours. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. There are no steps for serious misconduct in lessons and around the site. These behaviours include: violence, racism, homophobia, dangerous conduct, threat to other Students or staff. In an emergency call reception straight away and act to keep yourself and other students safe.

Step One: The Reminder

A reminder of the expectations for students – Ready, Respectful, Safe delivered privately to the student. The teacher makes them aware of their behaviour. The student has the choice to do the right thing.

Step Two: The Caution

A clear verbal caution delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Students will be reminded of their previous good conduct to prove that they can make the right choices.

Step Three: The Last Chance

The teacher will wait for approximately 30 seconds for the student to self-correct/modify their actions before entering into a dialogue.

- 1) Gentle approach, personal, non-threatening, side on, eye level or lower.
- 2) State the behaviour that was observed and which rule/expectation/routine it contravenes
- 3) Tell the student what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour
- 4) Walk away; allow the student time to decide what to do next. If there are comments as you walk away write them down and follow up later

At High Tunstall College of Science we resist endless discussions around behaviour and spend our energy returning students to their learning.

Step 4: The Time Out

1. The student is asked to speak to the teacher away from others
2. Boundaries are reset
3. Student is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning
4. Student is given a final opportunity to re-engage with the learning/follow instructions

When time out is required the teacher should give the student a time out card and ask them to wait outside and call for assistance from the Student Support Officer (SSO). When the SSO arrives and on production of the time out card they should step into the room and allow the teacher to leave to have the restorative conversation.

Step 5: Parking and Reparation

If step 4 is unsuccessful, or a student refuses to go take time out then the student will be asked to leave the room to work in a classroom nearby under a pre-existing agreement between colleagues.

If a student is required to leave the classroom for the rest of that lesson their actions have moved from the 'low level unacceptable behaviour' to 'serious unacceptable behaviour'. It is essential that as RST is put in place. A restorative discussion should take place between the teacher and student with the aim to start afresh and move forward positively. Failure to comply by the student will result in escalated interventions.

If a student is taken out of a lesson it is the responsibility of the teacher to ensure that the incident is logged and a restorative conversation has taken place. It is also expected that parents/carers are contacted to inform them of the incident and the resolution via Class Charts/SIM's or telephone as deemed appropriate.

If a student has multiple subject restorative conversations or refuses to attend restorative conversations this will result in escalation to College Reflection and a parental meeting may be called to move forward pivotally.

In cases of 'serious unacceptable behaviour' whereby de-escalation has been utilised and deemed unsuccessful and the student is putting themselves and/or others at risk, damaging property or causing disorder, then positive handling may be employed. Teachers who are trained in Team Teach will take the lead, however the recording of the incident on CPOMS will be carried out by the teacher who initially began the de-escalation and the Incident Report form completed by the Team Teach teacher who took the lead.

If a student engages in low level or unacceptable behaviour on the yard, the same process will be followed, whoever is on duty will inform the form tutor but will have dealt with the situation and completed the restorative conversation with the student before handover.

All incidents should be dealt with and then the student should be given the opportunity to move on without fear of a further discussion at a later stage, if it is deemed necessary to inform parents they should be contacted via a phone call. Students should feel that they have been dealt with fairly:

- Learners must not be able to reduce negative consequences
- Teachers must not take away rewards that they have been given
- Not making deals with sanctions
- Negative sanctions must be proportionate. Don't suffocate learners with punishment
- Whole class punishments are always unfair
- Try not to invent punishments on the spot. You will soon regret it
- When you give any kind of negative consequence make sure you tell the student!!
- Write down warnings/reminders that you give to students
- New day clean sheet, every time.
- Don't jump sanctions steps or accelerate through sanctions.

At all times, teachers will have a restorative conversation with the student to ensure the student has an understanding of the impact actions can have on others.

Restorative Questions

- 1. What happened?**
- 2. What were you thinking about at the time?**
- 3. Who has been affected by what you did?**

- 4. What impact has this had on you?**
- 5. What should we do to put things right?**
- 6. How might we deal with this in the future?**

The College will support students who are struggling to maintain their behaviour, it is recognised that a relational approach is far more effective in supporting and modifying behaviour than a punitive approach and therefore the following supportive measures will be put in place:

- ✓ Providing verbal reminders
- ✓ Reflection time
- ✓ Calm boxes/objects
- ✓ Buddy system
- ✓ Supportive discussion with the student at an appropriate time (time in)
- ✓ Appropriate practical support on behaviour modification i.e. modelling
- ✓ Restorative conversations
- ✓ In College community support

The Assistant Headteacher - Behaviour will keep a record of all reported incidents requiring positive handling and a record of low-level behaviour will be recorded on SIMs/Class Charts by all teachers.

Where students display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the College will not hesitate to take appropriate action.

The College does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the students within the College.

Following an allegation of serious unacceptable behaviour, the student will be taken to an alternative teaching space (depending on the severity of the allegation) whilst an investigation by a senior leader takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

For a student who is LAC when escalation in behaviour occurs College will work closely with Emma Rutherford (Virtual Schools Head) and parents in order to support the student to receive the appropriate level of support and intervention.

18. Behaviour and exclusions

When exclusion is a possibility, the College will consider contributing factors which could include mental health difficulties.

Where there are concerns over behaviour, the College carries out an assessment to determine whether the behaviour is a result of underlying factors such as undiagnosed learning difficulties, speech and language difficulties, student protection concerns or mental health problems.

Where underlying factors are likely to have contributed to the student's behaviour, the College considers whether action can be taken to address the underlying causes of the disruptive behaviour, rather than issue an exclusion. If a student has SEND or is a looked-after student, permanent exclusion will only be used as a last resort.

In all cases, the College balances the interests of the student against the mental and physical health of the whole College community when implementing the College Exclusion Policy.

19. Smoking and drugs

In accordance with part 1 of the Health Act 2006, our College is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on College grounds and should avoid smoking in front of students and/or encouraging students to smoke.

Students are not permitted to bring smoking materials or nicotine products to College. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the college requests that people refrain from smoking outside the College gates.

The college has a zero-tolerance policy on illegal drugs and legal highs. Students and staff are required to follow the college's Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present.

The staff member will store the sample in a locked location.

The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols.

The college will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the college's Child Protection and Safeguarding Policy.

Where controlled substances are found on college trips away from the college premises, the parents of the student, as well as the local police, will be notified.

20. Items banned from the college premises

A list of items banned from the College premises is listed in Appendix 6.

All members of staff can use their power to search without consent for any of the items listed in Appendix 6.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The college is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the college office.

The headteacher will always be notified when any item is confiscated.

21. Monitoring and review

This policy will be reviewed by the Assistant Headteacher (Behaviour and Pastoral) and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

All members of staff are required to familiarise themselves with this policy as of their induction programme.

The next scheduled review date for this policy is June 2022.

Appendix 1

The Shine Centre

We know that currently the Shine Centre is designated for KS3 and KS4 students who are struggling to engage with mainstream education. The Shine Centre should not have any more than 15 FTE students but will offer additional PT places where circumstances allow.

We also know that the staff at the Shine Centre have a skills set that could support wider College leadership around supporting children with Anxiety/SEMH and general vulnerabilities.

It is very clear that a gate keeper is required to ensure that all students have equal access to support from the Shine Centre as well as having the opportunity to be reviewed and reintegrated into mainstream education when ready.

Roles and Responsibilities within the Shine Centre:

The Teacher of Alternative Education, is responsible for:

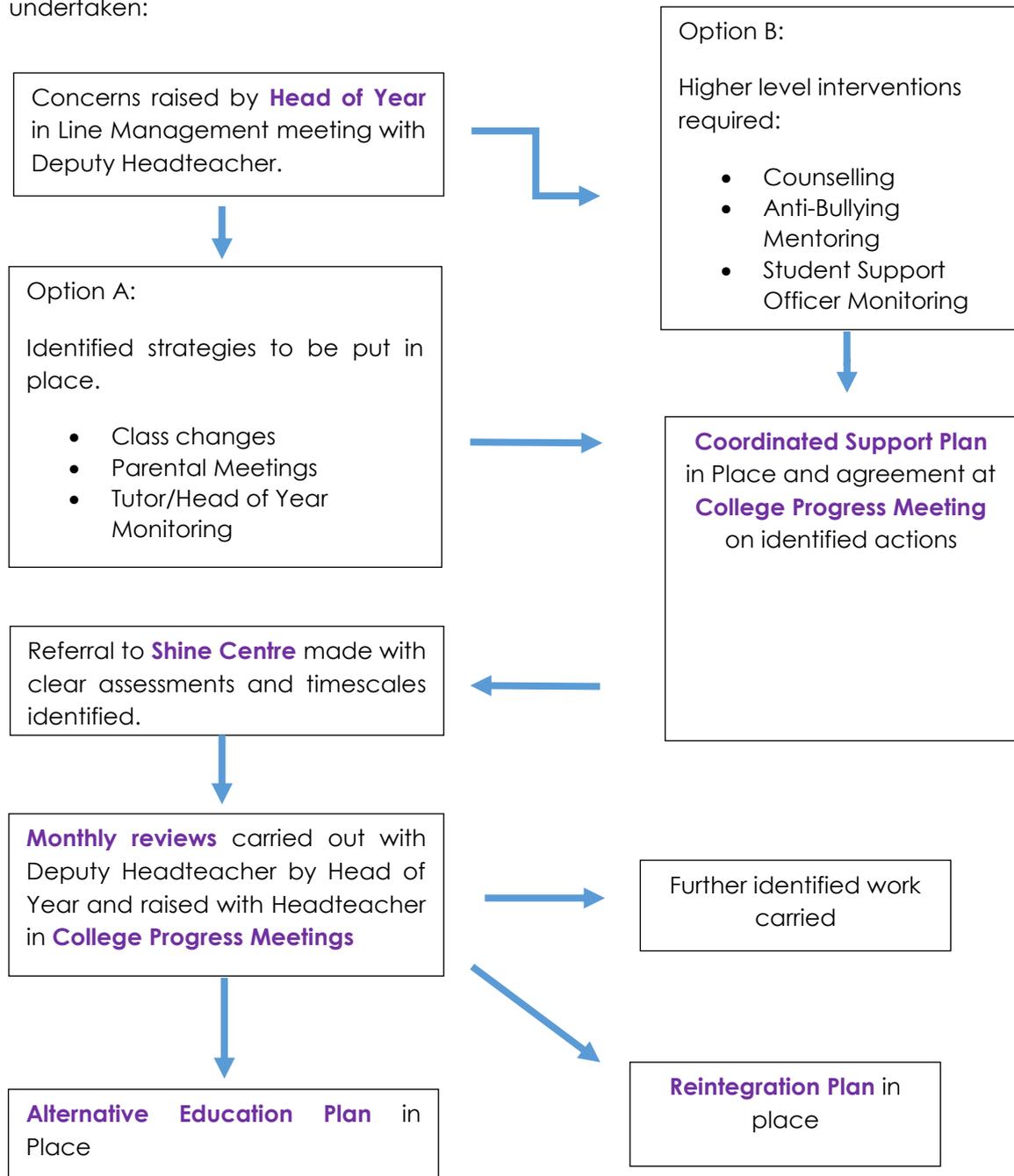
- The strategic and operational management of the Shine Centre
- The line management of all staff working within the Shine Centre
- Ensuring all students receive a curriculum and opportunities appropriate and suitable to their needs
- Coordinating and leading on the CSP process for students
- EHCP reviews for Shine centre students
- Providing statutory paperwork for funding and review meetings for Shine centre students
- Keeping behaviour management logs and trackers up to date
- Ensuring parental contact is strong
- Creating and reviewing risk assessments of students

The Support Staff working within the Shine Centre are responsible for:

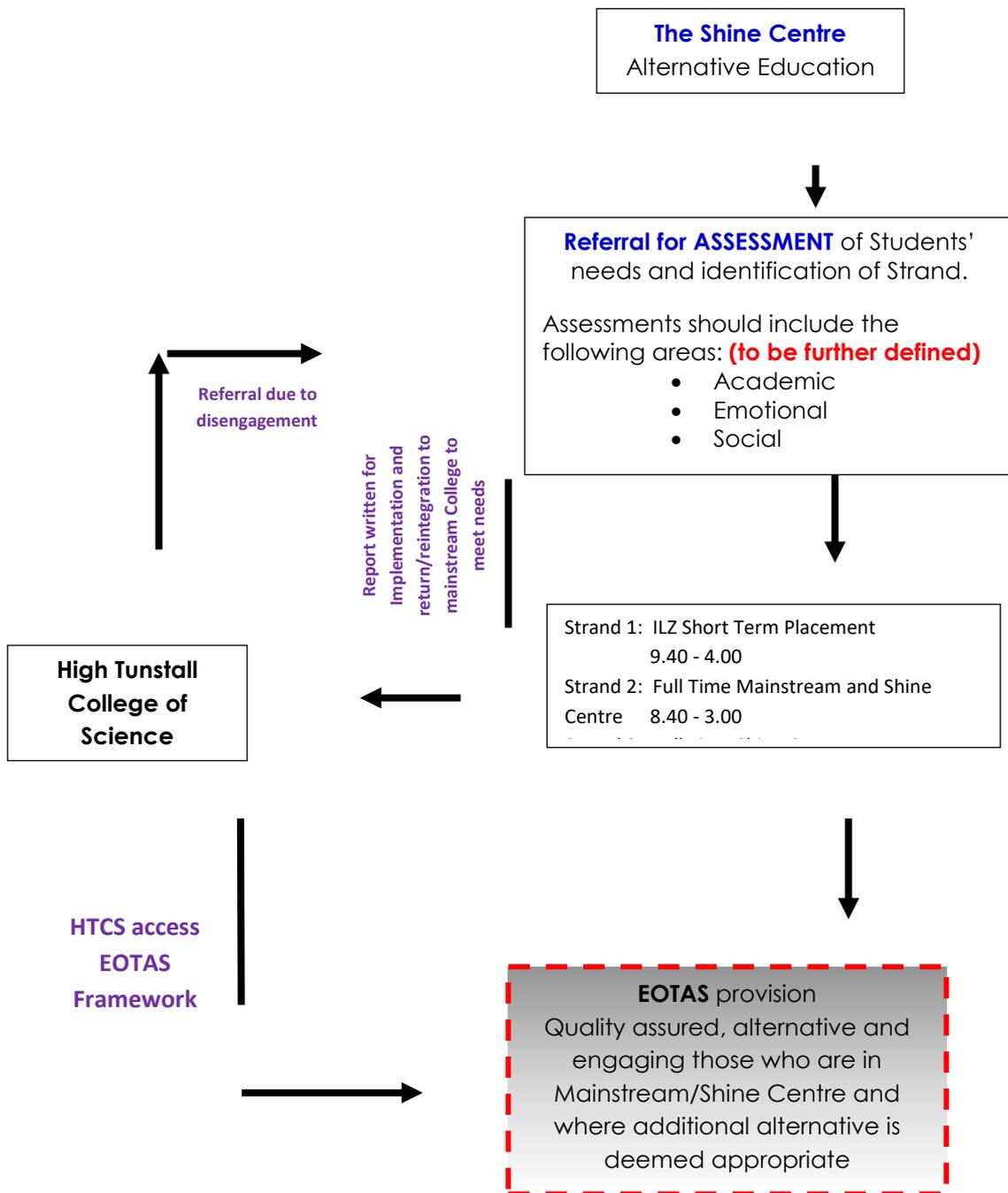
- Day to day delivery of the curriculum, including planning, marking and assessments
- Keeping in contact with parents
- Acting as a key worker to identified students
- Providing opportunities for students to develop their Social, Emotional and Mental well-being skills and strategies
- Ensuring risk assessments are carried out
- Ensuring behaviour management protocols are followed through in all aspects of the Shine centre
- Updating documentation on key students, including risk assessments, overview documents, work samples and evidence towards progress towards targets.

The tight management of the referral process is required to ensure all needs are met. The needs of the students in the Shine Centre are complex and the need for skilled staff to work with them. It is not an easy option to refer a student for assessment and work in the Shine Centre. A coordinated support plan should be in place for any student accessing Shine provision.

No student will be referred to the Shine Centre unless the following has been undertaken:



How should the Shine Centre Work?



Name Plan

My High Tunstall Coordinated Support Plan

My name is
I like to be known as

<i>Date Plan started</i>	
<i>Year Group</i>	



**High Tunstall
College of Science**

Inspire | Support | Achieve

Personal details

*Name:			
*Date of birth:		*Gender:	
*Home address:			
*Ethnicity		Religion	
*Name of parent(s)/person(s) with parental responsibility/Next of Kin:			
Address:			
Telephone number:			
Email address:			
*Who I live with:			
<i>c/o address (if different from above):</i>			
ID number (CareFirst, ICS etc):			
Legal status:			
Main Area of Need			
Range			

This plan has been written in conjunction with NAME's carer and the professionals currently involved. The views reflected in Section (A) were gathered as part of a child centred planning meeting and include NAME's views and those of the adults who support him/her.

All About Me (views, interests and aspirations - The C/YP's aspirations and views, the parents/carers aspirations and views)

What do people like and admire about me

My Hopes and dreams for the future.

Other people's hopes for me

These are the things that are important TO me now and in the future

These are the things that are important FOR me now and in the future

These are the things that are working well for me at the moment

These are the things that are not working so well

My current Needs (Education, Health, Social).

Background / information

Cognition and learning

Evidence of the C/YP's development/attainment and progress over time

Strengths

Needs

Communication and interaction

Strengths

Needs

Social, emotional and/or mental health difficulties

Strengths

Needs

Sensory and/or physical needs

Strengths

Needs

How my School currently support me

The support I need to succeed and achieve

Details of how additional support would be used

Actions

Support Plan

<p>The outcome sought for the child or young person. Long Term Outcome/Goal (What child/young person wants to achieve in the future)</p>				
<p>Medium Term Goal</p>				
Area of Need	Desired Outcome	Provision – What will be provided to meet the need?	Who will provide this and how often will this happen?	Monitoring Achieved, Partially achieved, not achieved

Key People: Details of any external supporting agencies/professionals

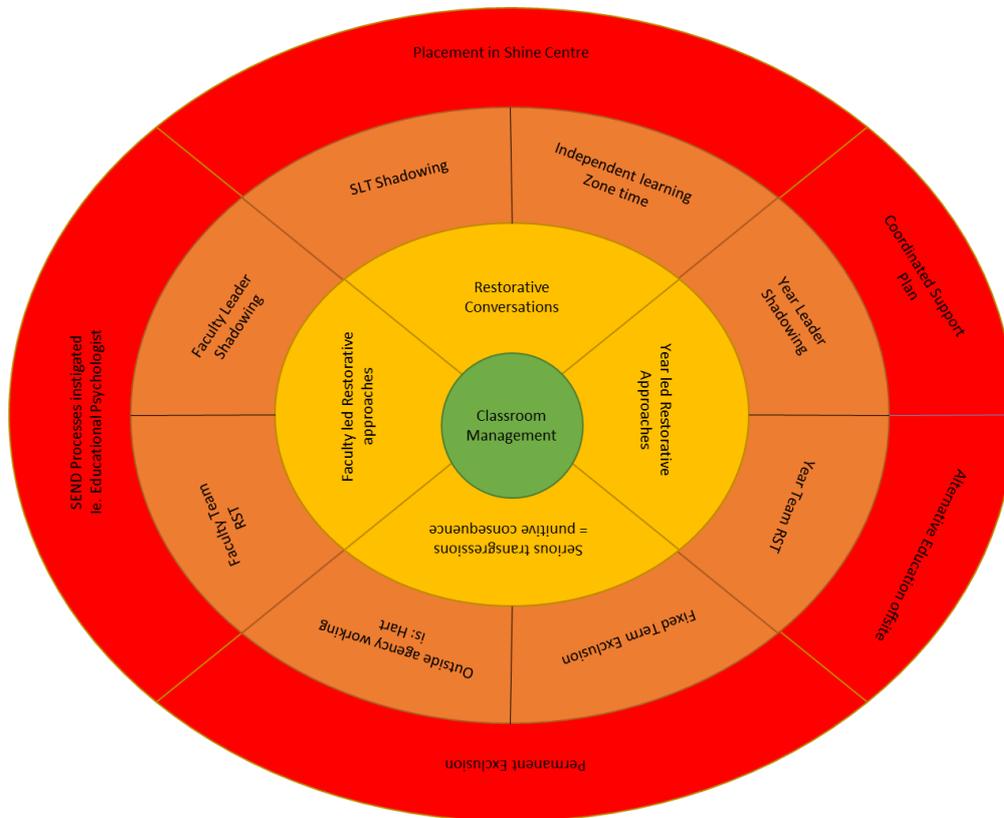
Name	Position	Address	Telephone number	Report attached

This plan was agreed on	
This plan will be reviewed by	

Completed by:
 Child/young person:
 Parent/carer:

Date:
 Date:
 Date:

Appendix 3 – Sanctions and Processes

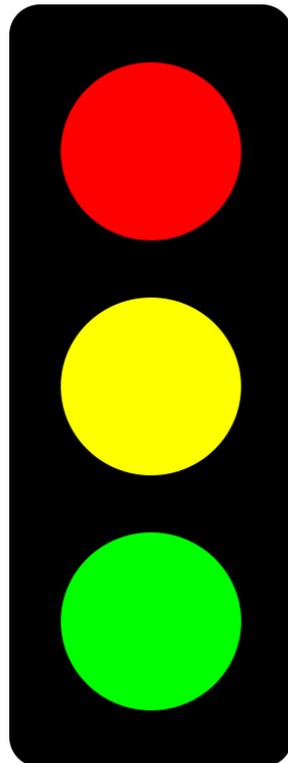


Are you

READY

RESPECTFUL

SAFE



Appendix 5

Definitions

For the purpose of the policy the term '**teacher**' refers to all adults working within the College environment. Adults may include: teachers, support teachers, lunchtime staff, caretakers, office staff and volunteers.

For the purpose of this policy, the College defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the College within the wider community, and/or any illegal behaviour, including, but not limited to:

- ✓ Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- ✓ Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- ✓ Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- ✓ Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- ✓ Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- ✓ Possession of legal or illegal drugs, alcohol or tobacco
- ✓ Possession of banned items
- ✓ Truancy/absconding
- ✓ Refusing to comply with disciplinary sanctions
- ✓ Theft
- ✓ Swearing, racist remarks or threatening language
- ✓ Fighting or aggression, biting and spitting

For the purpose of this policy, the College defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to:

- ✓ Shouting out in class
- ✓ Talking when others are speaking
- ✓ Swinging on chairs
- ✓ Fidgeting
- ✓ Running around the classroom or College
- ✓ Inappropriate body language with others, such as not keeping hands to oneself
- ✓ Throwing items either in the classroom or on the playground
- ✓ Failure to complete classwork and not concentrating on tasks
- ✓ Rudeness and not using manners
- ✓ Telling lies
- ✓ Refusing to complete homework, incomplete homework, or arriving at College without homework
- ✓ Not following classroom rules
- ✓ Use of mobile phones
- ✓ Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending upon the actions of the student.

Common SEMH difficulties according to Mental Health and Behaviour in Schools (DfE, 2018)

Anxiety: Anxiety refers to feeling fearful or panicked, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. Anxiety can significantly affect a student's ability to develop, learn or sustain and maintain friendships. Specialists reference the following diagnostic categories:

- ✓ *Generalised anxiety disorder:* This is a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event.
- ✓ *Panic disorder:* This is a condition in which people have recurring and regular panic attacks, often for no obvious reason.
- ✓ *Obsessive-compulsive disorder (OCD):* This is a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true).

Specific phobias: This is the excessive fear of an object or a situation, to the extent that it causes an anxious response such as a panic attack (e.g. College phobia).

- ✓ *Separation anxiety disorder:* This disorder involves worrying about being away from home, or about being far away from parents, at a level that is much more severe than normal for a student's age.
- ✓ *Social phobia:* This is an intense fear of social or performance situations.
- ✓ *Agoraphobia:* This refers to a fear of being in situations where escape might be difficult, or help would be unavailable if things go wrong.

Substance misuse: Substance misuse is the usage of harmful substances, e.g. drugs and alcohol.

Deliberate self-harm: Deliberate self-harm is a person intentionally inflicting physical pain upon themselves.

Depression: Depression refers to feeling excessively low or sad. Depression can significantly affect a student's ability to develop, learn or maintain and sustain friendships. Depression can often lead to other issues such as behavioural problems. Generally, a diagnosis of depression will refer to one of the following:

- ✓ *Major depressive disorder (MDD):* A student with MDD will show a number of depressive symptoms to the extent that they impair work, social or personal functioning.
- ✓ *Dysthymic disorder:* This is less severe than MDD and characterised by a student experiencing a daily depressed mood for at least two years.

Hyperkinetic disorders: Hyperkinetic disorders refer to a student who is excessively easily distracted, impulsive or inattentive. If a student is diagnosed with a hyperkinetic disorder, it will be one of the following:

- ✓ *Attention deficit hyperactivity disorder (ADHD):* This has three characteristic types of behaviour: inattention, hyperactivity and impulsivity. While some students show the signs of all three characteristics, which is called 'combined type ADHD', other students diagnosed show signs of only inattention, hyperactivity or impulsiveness.
- ✓ *Hyperkinetic disorder:* This is a more restrictive diagnosis but is broadly similar to severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. The core symptoms must also have been present from before the

age of seven, and must be evident in two or more settings, e.g. at College and home.

Attachment disorders: Attachment disorders refer to the excessive distress experienced when a student is separated from a special person in their life, like a parent. Students suffering from attachment disorders can struggle to make secure attachments with peers. Researchers generally agree that there are four main factors that influence attachment disorders, these are:

- ✓ Opportunity to establish a close relationship with a primary caregiver.
- ✓ The quality of caregiving.
- ✓ The student's characteristics.
- ✓ Family context.

Eating disorders: Eating disorders are serious mental illnesses which affect an individual's relationship with food. Eating disorders often emerge when worries about weight begin to dominate a person's life.

Post-traumatic stress: Post-traumatic stress is recurring trauma due to experiencing or witnessing something deeply shocking or disturbing. If symptoms persist, a person can develop post-traumatic stress disorder.

Appendix 6

Items banned from College premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Fizzy drinks
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Anything that may be deemed as hazardous.

Appendix 7

List of ACE's

- verbal abuse
- physical abuse
- sexual abuse
- physical neglect
- emotional neglect
- parental separation
- household mental illness
- household domestic violence
- household alcohol abuse
- household drug abuse
- incarceration of a household member

Appendix 8 - Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The college aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the college will take during this time. The appendix covers behaviour expectations for students learning both on-site and remotely.

The information in this appendix is under constant review and will be updated to reflect any changes to national or local guidance.

1. Enforcing control measures

The college ensures that infection control and social distancing rules are communicated effectively to all students. Staff are informed about the measures in place so they can enforce these rules at all times.

The college informs parents of any changes to provision outlined in this appendix. The college expects students to uphold these rules at all times, including on college transport, where practicable. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

The college recognises that students may be supervised or taught by members of staff they have had no prior contact with; however, students are expected to treat all members of staff with respect and work together to maintain a safe environment.

2. Attendance

Attendance is now mandatory for all students, unless they have been advised to shield, from 8 March 2021.

The attendance register is taken as usual, in line with the Attendance Policy.

All students who are not eligible to be in college due to self-isolation or shielding and are receiving remote education will be marked as Code X.

Students should not attend college if they are following public health or clinical advice to stay at home, and students and their parents will not be penalised for these absences. If a student needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a half-termly basis by the Head of Year.

If a student cannot attend college for any reason, their parent must get in touch with the Attendance Team. If the college is not contacted regarding an absence, the student's parent will be contacted on the first day of the absence.

Where a student cannot attend college because they are following private clinical or public health advice, they are expected to access remote education on the next college day where they are well enough to do so.

Non-attendance is managed in line with the Attendance Policy, which includes specific provisions that will be followed during the coronavirus pandemic.

Clinically extremely vulnerable students who have been advised to shield are not be penalised for absences during the pandemic.

Attendance is monitored, and specific interventions put in place to reengage non-attending students.

In the event that a parent of a child with coronavirus symptoms insists they attend college, the college has the right to refuse the student attendance if in its reasonable judgement it is necessary to protect their students and staff from possible infection with coronavirus.

3. Arrival and departure

The college expects students to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

Students are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the college.

The college expects students to move immediately to their learning area after washing their hands or use alcohol-based hand sanitiser upon arrival. Upon departure from college, the college expects students to move immediately from the college buildings and not to linger on the college premises without good cause, e.g. they are waiting to be picked up.

4. Hygiene and infection control

The college has conducted and will adhere to the Coronavirus (COVID-19): Risk Assessment in order to enforce adequate and practical measures to protect the health and safety of both staff and students.

The college understands that younger students and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These students are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

Students remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

Students are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser (hand sanitiser is available in all entrances, in the Heart queue and in all classrooms):

- Upon arrival at college.
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
- When they return from breaks.
- When they change rooms.

Younger students and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Students are expected to maintain good hand and respiratory hygiene at all times while in college, to the best of their ability. Students are expected to dispose of tissues using the litter bins provided. Students are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

Students are expected to understand that the college must have an increase of ventilation, meaning windows and doors may need to be open more frequently; therefore, they are expected to dress appropriately for potentially cooler temperatures.

Students are encouraged to take part in asymptomatic, twice-weekly home testing and report results to the college via Test Register and NHS Test and Trace; however, it is not a compulsory requirement and there will be no subsequent implications if they decide to opt out.

Students are discouraged from sharing equipment which pose a higher risk of infection.

The college prohibits students from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.

The college understands that some students with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant.

Students whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

Students who are deemed unable to fully adhere to infection control rules, e.g. some students with SEND or younger students, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage students who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Students are required to wear face coverings, unless they are exempt, in communal areas outside the classroom where it is difficult to maintain social distancing, e.g. corridors, and in classrooms during lessons when social distancing cannot be maintained.

When removing a face covering, students must:

- Not touch the front of their face covering during use or when removing them.
- Wash their hands or use alcohol-based hand sanitiser immediately on arrival to college.
- For temporary face coverings, dispose of them in a covered bin.
- For reusable face coverings, store them in a plastic bag.
- Wash their hands or use alcohol-based hand sanitiser after removing the face covering.

Students are not expected to wear face coverings when outside the college premises and/or if they are taking part in exercise or strenuous activity, e.g., PE lessons.

Students are expected to provide their own face coverings; however, the college will keep a small contingency supply available for students who:

- Are struggling to access a face covering.
- Are unable to use their face covering because it has become damp, solid or unsafe.
- Have forgotten their face covering.

5. Social distancing

General

Students adhere to the social distancing measures put in place by the college, which are fully set out in the college's Social Distancing Policy. Students form orderly queues, e.g. when waiting to use the toilets, and they are respectful and patient towards their peers.

Students are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Maintain two metres distance and refrain from touching their peers and/or staff where possible.
- Remain within their assigned bubbles.

Where it is not practicable for students to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Students are placed into bubbles and they are not permitted to mix with other students outside this bubble, unless instructed to do so by their class teacher.

Students whose behaviour is purposefully contrary to the college's social distancing measures are disciplined in line with this policy.

Students who are deemed unable to fully adhere to social distancing measures, e.g. some students with SEND or younger students, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage students who are deemed unable to fully adhere to social distancing measures to keep away from others to the best of their ability, through teaching, praise and supervision.

In the Heart

The college expects students to respect the health and safety of catering staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

Students are allocated specific time to use the Heart to help adhere to social distancing rules and not mixing of bubbles. Students do not enter the Heart unless expressly told to do so by a member of staff.

During sports and exercise activities

The college expects students to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Students are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

Students who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.

Students who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

Students are expected to follow all social distancing and infection control rules during assemblies and collective worship.

6. Moving around the college

The college expects all students to move around the college following the college's arrangements, e.g. using the allocated entrance and stairway.

The college prohibits students from lingering in walkways, including stairs, and other communal areas without good cause.

Students are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another/break/lunchtime.

Students may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Students who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

7. Ill health and infection

The college expects students to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any bullying or harassment towards students who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

The college allocates suitable areas that can be used to isolate students who shows symptoms of coronavirus whilst they wait for their parent/carer to collect them.

Students who have been advised to self-isolate at college while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

Students aged 16 and over are permitted to use their mobile phones on college premises for the purpose of participating NHS COVID-19 app. on college premises.

The college does not encourage students under the age of 16 to download and use the NHS COVID-19 app on college premises; however, if students under the age of 16 are notified to self-isolate via the NHS COVID-19 app while on the college premises they will not be disciplined for using their phones on site.

8. The college premises

Students are prohibited from entering areas of the college that have been closed for cleaning, social distancing, or infection control purposes.

Students who purposefully access prohibited areas of the college without permission are disciplined in line with this policy – students who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

9. Breaktime and lunchtime arrangements

The college expects students to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Students are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

10. College uniform

The college expects all students to wear uniform while in college.

Parents do not need to clean their child's uniform any more often than usual.

To prevent discomfort caused by increased ventilation, students are permitted to wear a plain royal blue jumper under their blazer to keep warm.

11. Managing the behaviour of remote learners

Students who are learning remotely off-site are expected to adhere to this policy and the Remote Learning Policy, where applicable.

Students who have been instructed to shield or have been instructed to self-isolate will engage with remote learning if they are physically well enough to do so.

If students are unable to engage with remote learning the parents must notify the college as soon as possible to discuss the issue further.

The college expects students who are learning remotely to uphold good behaviour at all times and to:

- Attend remote classes or group sessions on time.
- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the college's remote learning arrangements.

- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

The college recognises that some sanctions are unable to be given to students learning remotely and that adjustments to the actions outlined in [section 13](#) of this policy may be in place.

Where discipline must be deferred until the student returns to college, the Headteacher/Head of Year/Class Teacher informs the student's parent and the student will be disciplined when it is safe to do so.

12. Support for students

The college understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some students, resulting in increased incidences of poor behaviour.

The college will continue to offer pastoral support to students who are self-isolating, shielding and/or vulnerable.

The relevant staff work with students who are struggling to reengage with college and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them engage with college life.

The college understands that some students have been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for students with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

The SENDCO works with local services to ensure services and support are in place for students with SEND to allow them a smooth transition between remote learning and on-site provision, where necessary.

The parents of students who require additional support to adapt to full college opening are contacted regularly to discuss concerns, and to build confidence in their child's engagement with college.

Where a student requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

EHC plans, pastoral support plans or multi-agency plans for relevant students are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

13. Rewards and discipline

Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 11 of this appendix.

Staff ensure that any rewards given adhere to the college's infection control and social distancing measures.

The college understands that students may have had different experiences during the coronavirus pandemic and that this may affect how students re-adapt to on-site provision.

Where the college recognises that a student's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

14. Exclusions

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the college's social distancing and infection control rules, may result in the student being excluded from college in the interests of the health and safety of the student and others.

The headteacher retains the power to exclude students on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only to be used as a last resort. The headteacher liaises with the LA and the parents of a permanently excluded student to arrange alternative provision to minimise any breaks in education, and the governing body meets to discuss reinstatement within 15 college days. Where the student's reinstatement is declined, parents have 25 college days to apply for a review of this decision before the college deletes the name of a permanently excluded student from their admissions register.

Where a student with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020. Where a deadline cannot be met, meetings and panel hearings may take place

even if the relevant deadline has been missed – where necessary, the governing body decides whether any meetings should be delayed.

If it is decided, as per the criteria in the Exclusions Policy, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.

In the event that a remote access meeting is necessary, the governing body ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it. The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology. Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.

Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.

Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:

- Clear instructions are provided about how to join the meeting
- A named person is indicated to whom participants can address questions beforehand
- The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run

The governing body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

The college will make every reasonable effort to avoid excluding any looked-after child. Where a looked-after child is at risk of exclusion, the college will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary. Where a previously looked-after child is at risk of exclusion, the college will discuss this with the child's parent/carer and seek advice from their virtual school head.

15. Close contact behavioural management

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.

The college recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a student to control their behaviour to prevent them posing a significant risk to themselves or others.

Once a student no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

16. Monitoring and review

Regular feedback is provided to staff, students and parents on how well they are executing these behaviour expectations and procedures. Parents, staff and students are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the headteacher.

The date of the next review is April 2022.

Once the college resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.