

Behaviour Policy

(Including Exclusions)

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| Document title | Behaviour Policy |
| Policy number | S003 |
| Version number | 1.3 |
| Policy Status | Approved |
| Date of Issue | August 2018 |
| Date to be revised | August 2019 |
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Revision log (last 5 changes)

| Date | Version No | Brief detail of change |
|-------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 02/12/2016 | 1.1 | Introduction of SWAT |
| 05/09/2017 | 1.2 | Introduction of Conduct Cards |
| 15/08/2018 | 1.3 | Introduction of blue slips for transfers, Stars and Class Champion procedures. One day per week for After School Detentions (ASDs) – now Mondays only. Procedures for the 5 and class champion |
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Behaviour Policy Principles

Uplands Community College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Responsible.'

Aim of the behaviour policy

- To foster the belief that students can improve their behaviour by making better choices;
- To create a culture of excellent behaviour;
- To ensure that all students are treated fairly, shown respect and to promote good relationships;
- To help students take control over their behaviour and be responsible for the consequences of it;
- To build a community which values being 'Respectful, Ready and Responsible';
- To promote community cohesion through improved relationships;
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Fosters the belief that there are no 'bad' students, just 'bad choices';
- Encourages students to recognise that they can and should make 'good' choices;
- Recognise behavioural norms;
- Positively reinforces behavioural norms;
- Promotes self-esteem and self-discipline;
- Teaches appropriate behaviour through positive intervention.

Consistent cultures of excellent behaviour management

When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive, and sustaining a poker face when confronted with challenging behaviour.

Paul Dix, Pivotal Education

Our consistencies

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour.

All staff must:

- Take time to welcome students at the start of the day;
- Be at the door of their teaching rooms at the beginning and end of each lesson;
- Never walk past or ignore students who are failing to meet expectations;
- Always redirect students by referring to 'Respectful, Ready and Responsible' and classroom expectations;
- Recognise at least five 'Stars' and one 'Class Champion' each lesson;
- Be a daily visible presence around the College;
- Ensure a teaching classroom has the SWAT labels clearly displayed.

Middle and senior leaders must:

- Be a visible presence around the College site;
- Regularly celebrate staff and students whose efforts go above and beyond expectations;
- Encourage use of positive praise, phone calls and notes;
- Ensure staff training needs are identified and targeted;
- Use behaviour data to target and assess interventions;
- Support teachers in managing students with more complex or entrenched negative behaviours.

Members of staff who manage behaviour well:

- Are assertive in their use of the SWAT, Stars and Class Champion systems;
- Deliberately and persistently catch students doing the right thing and praise them in front of others;
- Know their classes well and develop relationships with all students;
- Sustain a passion for their subject to break through the limiting self-belief of some students;
- Relentlessly work to build mutual respect;
- Keep their emotion for when it is most appreciated by students;
- Demonstrate unconditional care and compassion.

Students want teachers to:

- Give them a 'fresh start' every lesson;
- Help them learn and feel confident;
- Be just and fair;
- Have a sense of humour.

The way students feel about themselves and their abilities is very much affected by teachers' evaluation of their worth. These feelings influence the way they perceive the authority of the school/college. Where students feel they are valued, they respect adults and accept their authority.

Behaviour for Learning

Student principles: 'Respectful, Ready and Responsible'

As students, we are proud of being 'respectful, ready, and responsible' members of our school and the wider community. We are respectful towards each other and are enthusiastic, hard-working, and persistent students. We take charge over our own success.

Respectful

To ensure we are **respectful** of our school and our community, we:

- Display good manners, such as opening doors for others, saying thank you and being considerate and polite;
- Never swear or use unacceptable/offensive language around our school or village;
- Say hello and welcome new students warmly;
- Act calmly and keep our voices at appropriate noise levels (unless they are expected to be raised as part of a lesson or in support of a competition);
- Remain silent when spoken to or when instructions are given, when going into assembly, when the register is taken, during an assessment, during a fire drill;
- Remain seated in lessons unless we are asked to move;
- Move safely around others and avoid physical contact;
- Keep to the right when moving in corridors;
- Look after the school buildings, displays and environment;
- Leave the room tidy for the next class;
- Dismiss quietly and sensibly;
- Put all our litter - and that of others - into bins;
- Don't bring chewing gum to school;
- Only eat sitting down wherever possible;
- Behave appropriately on the buses and at bus stops, never bringing our College name into disrepute;
- Move aside to let others pass when walking on the pavement.

Ready

To ensure we are **ready** to learn, we:

- Arrive on time to all lessons, assemblies and tutor times;
- Wear the correct uniform at all times, including to and from school;
- Only remove our blazers when given permission to do so;
- Line up quietly outside lessons, assemblies and tutor times;
- Bring the correct equipment for our learning and display it at the start of each lesson;
- Keep sports equipment and footballs in a bag;
- Switch off our phones/headphones and put them in our bags at the start of the day before we enter the school site and keep them off and away until we leave;
- Drink plain water only to help our learning;
- Don't bring fizzy drinks to school;
- Make healthy choices with the food we eat and the drinks we consume;
- Only eat at set breaks and meal times.

Responsible

To ensure we are **responsible** for our learning, conduct and environment we:

- Give 100% effort at all times in all of our subjects;
- Take on challenges and find ways to overcome 'being stuck';
- Use the feedback from our teachers to spend time improving our work;
- Take inspiration from the success of others;
- Aim to use breakfast/break/lunchtime as an opportunity to make conversation with others;
- Listen to and respect the opinions of others;
- Remind other students how to behave appropriately at school and in the community;
- Aim to minimise waste by ensuring any food or drink packaging we use is reusable or recyclable wherever possible.

Behaviour for Learning

Staff principles: 'Respectful, Ready and Responsible'

As staff, we are proud of being 'respectful, ready and responsible' members of our school and the wider community.

Respectful

We will be **respectful** of students by:

- Treating all students fairly/equally according the principles of 'Respectful, Ready and Responsible';
- Deliberately and persistently praising students for doing the right thing – especially effort;
- Knowing our classes well and developing positive relationships with all students;
- Working to build mutual trust even when trust is broken;
- Refusing to give up on any student;
- Demonstrating unconditional care and compassion;
- Adopting the appropriate tone and language when dealing with students' behaviour.

Ready

We will be **ready** for students by:

- Ensuring we start lessons punctually;
- Greeting students at the door to our rooms at the beginning of all lessons/tutor times;
- Ensuring students enter the room with the correct uniform and equipment;
- Ensuring we follow the values of 'Ready, Respectful and Responsible' when managing behaviour;
- Ensuring we follow the SWAT process and the language of choice in managing student behaviour: (See below for more information about the SWAT system).

Responsible

We will be **responsible** for our students' **learning** by:

- Helping students to persist with and overcome challenges, and providing the resources to do this;
- Encouraging students to give 100% effort at all times and using the language of 'growth mindset';
- Giving time for students improve their learning from feedback and marking;
- Celebrating the success of student learning;
- Creating a classroom climate that respects all students;
- Promoting self-esteem and self-discipline among students;

- Teaching appropriate behaviour through positive interventions with students.

Rewards

Students at Uplands will be recognised and rewarded in many different ways. These include but are not limited to:

- **Achievement points** (on SIMs) – awarded for both academic and behaviour, by any member of staff in recognition of a positive contribution. Achievement points may be awarded for anything from academic achievement, to improvements in academic ability and/or attitude to learning, improved attendance, kindness and involvement in community events. Students are more likely to be awarded achievements points if they:
 - Complete their work to the best of their ability
 - Ask thoughtful questions or provide extended answers
 - Contribute effectively to group tasks and discussions
 - Volunteer, or contribute to a club, activity or community event
 - Help others, or be particularly polite, kind and thoughtful

- **Achievement point certificates** – awarded in recognition of achievement points:

| Certificate | Who receives this award? |
|-------------|-------------------------------------------|
| Platinum | Top 3% in the year - approx. 4 students |
| Gold | Top 10% in the year - approx. 10 students |
| Silver | Top 20% in the year - approx. 14 students |
| Bronze | Top 30% in the year - approx. 14 students |

- **5 stars each lesson** – classroom teachers recognise at least 5 'stars' of the lesson by writing their names on the whiteboard. These are then recorded on SIMs as achievement points
- **Class Champion each lesson** – classroom teachers recognise one student each lesson who has gone 'above and beyond' in some way; this is also recorded publicly on the whiteboard and on SIMs as an additional achievement point
- **Post cards, stickers and stamps** – awarded by staff at their discretion either during a lesson or when work has been assessed
- **Praise phone calls, letters and emails** – staff may phone or write to parents / carers in recognition of notable effort, achievement or improvement (attendance, behaviour or attitude to learning)
- **Attendance Awards:** certificates given out termly for excellent attendance: Platinum Award – if your attendance is 100%, Gold Award - if your attendance is over 98%, Silver Award - if your attendance is over 97%, Bronze Award - if your attendance is over 95%.
- **Golden tickets** – are awarded by teachers to one student in each class each term. They are handed to the student and are then deposited in one of the transparent boxes in reception. The HOY will organise for one golden ticket to be drawn for the term, and the winning ticket wins a prize, which is often a voucher. Golden Tickets are themed each term so that they correspond to employability skills and the 5Cs:
 - Term 1: Collaboration
 - Term 2: Communication
 - Term 3: Critical Thinking
 - Term 4: Creative Innovation
 - Term 5: Confidence

- Term 6: all 5 Cs may be recognised
- **Queue Jump cards** – a Head of Year and / or members of the Student Support Team (SST) will recognise students with excellent progress and / or attitude across a number of subjects or areas. A queue jump card is single use and valid for a student to skip any food queue at break or lunch time.
- **Celebration assemblies** – every term, Heads of Year recognise students' achievements, behaviour and attendance in a special assembly. These are bigger every second term (Christmas, Easter and Summer). Names are displayed on the screen and certificates and prizes are awarded.
- **Form Tutor Prize for All-Round Brilliance** - At the end of the year, each form tutor will give special awards to two students in their form who have consistently demonstrated all-round brilliance: attendance, cooperation, kindness, participation, collaboration, creativity, punctuality, uniform, responsibility, compassion, hard-work, equipment, determination, progress.
- **Platinum Games afternoon** – the top 3% students with the highest number of achievement points in each year group (platinum achievers) are invited to a special afternoon in term 6. This includes food, drink and a range of garden games. There is also large inflatable equipment to play on and this event is held on the school field in full view of the rest of the College community.

Practical steps in managing and modifying poor behaviour

As we approach a student to intervene in their poor behaviour, think about the **3 As**:

Audience

How might the audience affect the interaction? How could they be affected by it? Consider moving to quieter space or having the conversation away from the group.

Acceleration

We should make every effort to stop the situation accelerating. Which deceleration/ de-escalation techniques work with this student?

Anger

How are we managing our own anger and the anger/emotion of the student? Our body language and tone of voice can make all the difference. Do we need to give them time to calm down, think or consider their choices?

Our beliefs

We want all learners to have access to an excellent education, free from disruption and unpleasantness.

Attitude to learning in the classroom

We expect all students to follow our classroom expectations and these are displayed in every classroom:

Classroom expectations:

- We are polite and kind
- We listen
- We do as we're asked, first time
- We try our best
- We allow others to do their best
- Our electronic equipment stays off and in our bags
- We drink water only

If students do not meet classroom expectations, teachers are required to follow a three-step procedure known as the 'SWAT' system:

1. **S**tate the behaviour (in terms of the 3Rs) that is not meeting their expectation and **W**arn students that continued poor behaviour will result in an action.
2. **A**pply a sanction such as moving the child to a different seat, having a short conversation outside the classroom or placing the student with an appropriate member of staff who is nearby. It's likely that the teacher will set a 10-minute detention to discuss behaviour, reset expectations and rebuild relationships. If a member of staff is forced to apply a sanction, this must be recorded on SIMS.
3. **T**ransfer students to another class (according to the paired faculty Transfer parking timetable) if the student's behaviour does not improve.

Teachers' language

Maintain the moral high ground

- Be polite and respectful, even if the student is not – you are a role model;
- Focus language on the behaviour not the child;
- Never lower yourself to personal insults or tit-for-tat exchanges;

- Do not use inappropriate language.

Be assertive, not aggressive

Three strikes procedure for implementing SWAT

1. **State and Warn** (together): "I expect you to listen silently when I am speaking to the class and by not doing so you are being disrespectful. If you do it again you will have to...*(one of: move seats, speak with me outside the room, attend a teacher detention at break / lunch)*"
2. **Apply**: "Unfortunately, you have chosen to call out again. I would now like you to move seat. I must warn you that the next step is a Transfer, which will result in a 20-minute lunchtime detention and contact made with your parents."
3. **Transfer**: (see table below)

Use the language of choice

- "Are you choosing to ignore my request? If you continue to ignore my request, the consequence will be.... If you follow my request you can/will....."

The **Transfer** procedure is as follows:

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| Step 1 | Student fails to improve after a teacher sanction is applied at 'A' or 'Apply'. |
| Step 2 | Teacher tells the student that they must now be Transferred and the reason why. Student to remain in the room until Step 3 is complete, wherever possible. |
| Step 3 | Teacher issues student with a blue slip and hands them some work to complete independently. The slip will inform the student of where they must now go to work for the remainder of the lesson (according to the faculty 'Parking' timetable) and which work they must complete in silence whilst they are there. |
| Step 4 | Teacher emails 'transferdistributionlist@uplandsc.com', including a sentence to explain which student, why, where from and where they are being sent to. |
| Step 5 | Administrator to complete incident log on SIMS by copying the text sent via email from the teacher and 'booking the student in' for their lunch detention. Administrator to complete a register reminder if possible, to inform student that they must attend their detention in Tech 2 at 1.30-1.50 pm that day (if transferred P1-4, next day if P5). |
| Step 6 | Student attends detention in Tech 2 and completes a 'transfer reflection sheet'. Duty member of staff records attendance on clipboard. Teacher attends the start of the detention for a restorative conversation and places student on a subject report for 3 consecutive lessons, with target(s) for improvement agreed with student. |
| Step 7 | Teacher phones/emails home by the end of the day to inform parents of Transfer and target(s) for improvement. Teacher records this on the SIMS incident log – to be checked by Head of Faculty that communication has been made with home. |

If student refuses to comply with the Transfer:

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| Step 8 | Teacher again emails 'transferdistributionlist@uplandsc.com' or sends a responsible student to reception. Receptionist radios duty LT 'second response' and he/she intervenes to transfer the student. This is now serious misconduct and the student will receive a 1 hour after school detention for defiance. |
| Step 9 | Incident recorded as per Step 5, except student added to lunchtime list for a 40 minute lunch detention |

Summary of sanctions for Transfers:

| Transfer | Sanction & restoration | Failure to Attend = |
|--------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------|
| Student goes to lesson on transfer rota | 20 minute lunchtime detention (same day if P1-4, next day if P5) | 40 minute lunch det (next day) |
| If student refuses initial transfer, duty LT called to assist via radio | 40 minute lunchtime detention (same day if P1-4, next day if P5) | 1 hour SLT afterschool detention on a Monday pm |
| Refuses SLT | Very serious misconduct = isolation | |

Heads of Year and Student Support Team will monitor the frequency of Transfers each term. Where there is an accumulation of transfers, the following 'ladder' of sanctions will be applied:

| Accumulated Transfers Ladder (For HoY/SST) | | |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No + frequency of transfers | Possible actions and duration (must be recorded on Sims) | |
| On the second transfer that day | <ul style="list-style-type: none"> Isolate for the remainder that day - HOY to review @ end of day meeting. Is there something going on with this student? Out of character? Communication home? | |
| Either / or | 2+ per week | <ul style="list-style-type: none"> HoY issues 1 hour after school detention with HoY on the day of the 2nd transfer: non-negotiable with student and/or parent. SST to collect students (SLT Mondays) Form tutor directed to make contact home that week - anything going on we're not aware of? If different subjects: HoY report for a 2 week tt cycle If same subject - extend HoF/subject report to HOF for 6 lessons |
| | 2 per term | <ul style="list-style-type: none"> 1 hr SLT after school detention - see 'serious misconduct' |
| 3 per term | <ul style="list-style-type: none"> 1.5 hr SLT after school detention - see 'serious misconduct' | |
| 4 per term | <ul style="list-style-type: none"> 1 day isolation + HoY report + standard letter/email home | |
| 6 per term | <ul style="list-style-type: none"> 2 day isolation | |
| 8 per term | <ul style="list-style-type: none"> 3 days isolation | |
| 10 per term | <ul style="list-style-type: none"> 1 day fixed term exclusion (FTE). HoY informs parents + KAB after 360° meeting. KAB to send FTE letter home and arrange reintegration meeting next day (staff, student and parents must attend - see 'reintegrations' table) | |
| 12 per term | <ul style="list-style-type: none"> 2 days FTE - contact home and FTE admin as above | |

Repeated incidents in a subject or following a serious incident may result in the student being isolated from the subject for a period of time agreed by the Head of Faculty (typically 1-2 consecutive lessons).

The Student Support Team will endeavour to provide support to students in lessons where needed, for example, after more than one transfer or repeated incidents of teacher sanctions being applied.

Serious incidents

The member of staff must record the incident on SIMS as soon as possible and where necessary, the appropriate member of staff (SST, HoY, and SLT) should be made aware. The SST will investigate with the HoY where required, using an 'Investigation Checklist'.

A list of 'serious misconduct' is below, as well as possible and probable sanctions, to be discussed by Head of Year and SST at regular behaviour meetings.

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| <p>Accumulated transfers (see ladder)</p> <p>Altercation</p> <p>Anti-social behaviour</p> <p>ASD missed (after school detention)</p> <p>Bullying (including cyber bullying)</p> <p>Damage</p> <p>Defiance/ignoring staff</p> <p>Disruption</p> <p>Failure to produce Conduct Card</p> <p>Fighting/horseplay</p> <p>Homework not handed in x 3</p> <p>HOY detention missed</p> <p>Inappropriate use of ICT/social media</p> <p>Language</p> <p>Out of bounds (but on site)</p> <p>Phone confiscated (2+times)</p> <p>Refusing 2nd response transfer (SLT)</p> <p>Report failed</p> <p>Rudeness</p> <p>Self transfer/exit from lesson</p> <p>Truancy</p> |
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| <p>PROBABLE consequences</p> <ul style="list-style-type: none">• 1 hour after school detention (SLT Mondays) <i>Member of staff to record on Sims.</i>• 1.5 hour after school detention (Mondays)• Missing the 1.5 hr ASD will lead to 1 day isolation the next day• Letter/email home by ATI• HoY report following any isolation or ASD for accumulated transfers• Refusal to show conduct card or failure to return white card after temporary pink card is issued = serious misconduct, so 1 hr ASD (SLT Mon) |
| <p>POSSIBLE consequences</p> <ul style="list-style-type: none">• Parents may be requested by HoY to attend a meeting at school• Isolation at break and/or lunch time may be more appropriate if behaviour is limited to poor conduct at these times• Exclusion from trips, clubs, teams, extra curricular activities• Community service• Referral to ESBAS via SPOA 'early help' if persistent• The student will have 1:1 work with SST if isolated• 'Live coaching' by SST in lessons following any isolation. |

Very serious incidents

The member of staff reporting very serious misconduct must do so immediately, so that the SST, HoY, and Assistant Headteacher (Personal Development and Welfare) can investigate. Typically, the student will be isolated within the college, pending investigation, or may be excluded from the college for a fixed period.

The severity of behaviour will be assessed with professional judgement, considering any mitigating circumstances. Where behaviour is increasingly serious, at least three members of staff, including HoY, Behaviour and Safeguarding Manager, + SLT (usually CLS) will meet for a 360° decision meeting.

A list of 'very serious misconduct' is below, as well as possible and probable sanctions, to be discussed, as above

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| <p>Abuse - verbal/physical Aggression - verbal/physical Alcohol related Arson Assault - physical/sexual Behaviour in the community/on buses which brings the College's name into disrepute Bullying or harassment (persistent - including cyber bullying) Damage (deliberate, significant or sustained) Dangerous behaviour Defiance - significant/persistent Disruptive behaviour - significant/persistent Drug related Fighting Obscene behaviour/indecency Out of bounds (off site) Possession of an offensive weapon Racist/sexist/homophobic behaviour Smoking (including e-cigarettes) Theft Threatening staff or students Truancy - repeated</p> |
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| <p>PROBABLE consequences</p> <p><i>In the first instance, depending on the severity, either:</i></p> <ul style="list-style-type: none">• 1 day internal isolation, pending investigation <p><i>Or</i></p> <ul style="list-style-type: none">• 1 day FTE, pending investigation• Name added to central bullying/discrimination 'watch list'• Parents informed (reintegration meeting with CLS/CKE/HoY/LHC/Govs)• HoY/HoF/SLT Report (see overleaf)• 1:1 work with SST (during isolation) |
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| <p>POSSIBLE consequences</p> <ul style="list-style-type: none">• Up to 3 days isolation• An extended period of FTE (usually 1, 2, 3, then 5 days)• 6+ FTE = attend alternative school• Extended exclusion from lunch, break, trips, clubs, etc.• Police involvement / formal charges• Referral to ESBAS• Respite placement in another school• School to School placement if East Sussex home address, Managed Move if Kent (6 weeks) with contract between Uplands and other school, student and parents.• Attend alternative provisions, e.g: College Central, 180°, Harbour, FLP.• Permanent exclusion |
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Conduct Cards

All students in Years 7 to 11 are issued with a 'Conduct Card' each term, which fits into their blazer top pocket and must be carried at all times. Students must have their card in school every day.

Printed on the card is an abbreviated list of our basic expectations, to act as a reminder for students (please see below). There are also boxes, which may be signed by Uplands staff if any expectation is not met outside of lessons. The aim is to get to the end of term with no signatures at all. This will demonstrate a commitment to being 'Ready, Respectful, and Responsible'.

Form tutors will check Conduct Cards daily. While staff will take every opportunity to recognise and praise those students who manage to keep a clean sheet, those who do not will be required to attend a lunch time detention with their Head of Year if they receive two signatures in any week. Students will be made aware that their conduct is a choice. If they make good choices, their card will never need to be requested.

If a student refuses to show their card when they are asked to, they will be required to attend a one hour after school detention with a member of the Senior Leadership Team and parents will be informed, usually via email.

Expectations for Conduct:

- **Uniform** should be worn correctly and with pride, in accordance with the Uplands uniform policy;
- **Equipment** must be ready to use daily, including a full pencil case and scientific calculator;
- **Mobile phones and headphones** may only be used before and after school, when students are off site. Electronic devices including phones must be off and in bags (not pockets) during the school day, unless a teacher has given their permission to use it during a lesson to enhance the learning experience;
- **Language** should be polite, kind, and compassionate. We won't tolerate rude, offensive or derogatory remarks and swearing is unacceptable, even if said casually;
- **Litter** should be placed in the nearest bin or taken home to reuse or recycle wherever possible and students should take collective responsibility to remind their peers to do the same;
- **Food/drink** should enable students to be ready to learn. Fizzy/energy drinks and large amounts of sweets must not be brought onto the College site and will be confiscated and disposed of;
- **Out of lessons** – students are encouraged to plan to only use the toilets outside of lesson time. If they have permission to be in the corridor, a pass from their teacher must be shown;
- **Inappropriate behaviour at break/lunch** – Students must behave safely and sensibly and should not engage in 'horseplay' or antisocial behaviour, especially when it is likely to cause injury, damage or upset to others.

Students will be encouraged to understand that if they incur any signatures, it will only be because of a poor choice they have made.

Reports:

Report protocols:

When a student is on report the following must be undertaken by Tutor/Head of Year, LT:

- Parents to be contacted by telephone and the reasons for the report explained;

| REPORTING + MONITORING STUDENTS: - MoS to check report every break and lunch. Typically, 3s or 4s = loss of that break/lunch. Parents must be informed by MoS the student is reporting to (reason, aims, duration, location + frequency of report checks, possible rewards, possible sanctions) | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Report type | Reason for report | Likely duration | Student reports to |
| 1. Form Tutor | (2 x Conduct Card signatures per week = HoY lunchtime detention.) Form tutor report if repeated HoY detentions are issued for lateness or Conduct Card signatures | 2 weeks | FT - daily at am registration |
| 2. Attendance | Issued at attendance support meeting with parents | Between 2-4 weeks | FT - daily at am registration |
| 3. (a) Subject (b) HOF | Subject report kept by subject teacher following any transfer . Homework report following repeated failure to do homework, as per homework policy (issued at Homework Hub). HoF report if student fails subject report | 3 consecutive lessons, may be extended to 6 if further transfers occur | Issued by HoF. Completed by subject teacher. HoF to review with teacher and student at end of 3rd lesson. HoF report = reporting to HoF. |
| 4. HoY report (+PSP) | 2+ transfers in one week (issued at HoY ASD on the day of 2nd transfer). Following any period of isolation 1-3 days, report + PSP (Personalised Support Plan) started via CKE | 2 weeks | HoY - twice per day |
| 5. CKE SLT | Failure to improve on HoY report. Following any FTE above 3 days | Between 4-6 weeks | CKE or SLT member - twice per day |

- Report to be logged on SIMS;
- Report to be reviewed at break and lunch on a daily basis. 1= high score, 4 = low score. Any records of behaviour less than a 1 or 2, as well as non-attendance at the report check will result in a break or lunchtime isolation as appropriate;
- All reports to last for one week but may be reviewed and extended if necessary;
- Parents to be advised of the outcomes of the report cycle;
- Outcomes to be recorded on SIMS 'interventions'.

Tutor report

This report stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The student will be supported by their Tutor who will:

- Support and if necessary facilitate the reparation meeting between member of staff and student;
- Develop an appropriate action plan/report with the student;
- Monitor and review and mentor using the action plan/report;
- Discuss both the consequences for the student if not meeting the required action and the positive outcomes for everyone if conduct improves;
- If a student does not achieve the required change in conduct agreed within the action plan/report a verbal warning will be issued and they will be referred to Stage 2 – Year report;
- Students must be given a second chance to achieve the targets agreed on the action plan/report after the verbal warning.

All of these matters will be confirmed in writing. A verbal warning is the first stage in the College's formal disciplinary procedure.

Attendance report

This will be issued following any meeting with parents where attendance is a concern

Subject report

A student will be placed on a subject report following any Transfer. The student will have up to three targets to help them be more successful in the following three consecutive lessons and will be monitored by the subject teacher, before being stored by the Head of Faculty (HoF) for future reference **Head of Faculty Report**

The subject report will be reviewed by the HoF after the third lesson. If the student has not met their target(s) he/she will then report to the HoF for a further three lessons. A student may go straight onto HoF report following any incident of serious misconduct which occurs in a lesson, or for accumulated transfers from the same subject.

Head of Year report

This is for ongoing behaviour issues across a range of subjects and out of class time. The report is also used for behaviour that would be deemed 'serious' or 'very serious misconduct' and will usually be started following any period of isolation at College. In cases such as these, the Behaviour and Support Manager will start a PSP (Personalised Support Plan) with the student.

The Head of Year will also place students who are Transferred twice (or more) in any one week on a Head of Year report, unless the Transfers are incurred in the same subject, whereby the Head of Faculty report may be deemed more appropriate.

SLT report

Failing to improve on the HoY report, or following any fixed term exclusion above three days will mean the student is placed on report to either the Behaviour and Safeguarding Manager (BSM) or a member of the Leadership Team. Parents will be made aware that this is a serious

Restorative Conference

A member of the SLT/Year/Student Support Team may request a student to attend a formal meeting with

parents/advocate present if appropriate, to underline the serious nature of the misconduct.

- A restorative conference that takes a 360-degree view of the student will be convened. There may be an element of 'payback' in the action plan from this meeting. Students may be asked to positively contribute time back to school/college as part of the process of repairing the damage they have caused;
- Actions agreed at the meeting will be time specific. If the student does not complete the actions then the procedure will move to the next stage;
- Every effort will be made to encourage and support a change in the student's behaviour;
- If the student refuses to attend or engage with the Restorative Conference then the process moves to the next stage

Exclusion and reintegration

Fixed term exclusions

The School/College may exclude a student or remove them from lessons where serious or criminal misdemeanors have taken place. Please see 'Very Serious Misconduct' above. This includes:

- Serious verbal or physical threats to students or staff;
- Racist, sexist, homophobic or otherwise significantly derogatory language, especially where there is an abuse of power;
- Violence, or aggressive behaviour directed at staff or other students;
- The required improvement is not achieved within any timescale stated;
- Further misconduct takes place following any reintegration, which was the subject of a previous warning.

1-3 day exclusions

With the support of a member of the Student Support Team (SST) and in consultation with the Assistant Headteacher (Personal Development, Behaviour and Welfare), the Heads of Year and SST will manage exclusions and reintegration for incidents resulting in one to three days of exclusion.

5-day exclusions

The Head of Year is expected to hand a folder of evidence to the Assistant Headteacher (Personal Development, Behaviour and Welfare) following five-day exclusions.

The Headteacher's PA is to provide administrative support for all exclusions and reintegration's.

Reintegration procedure

- 1) Discuss the behaviours that led to exclusion;
- 2) Agree better ways to approach situations in future;
- 3) Restate the college's expectations;
- 4) Explain what will happen if behaviours do not improve;
- 5) Put student on relevant report (see above);
- 6) SST/HoY emails form tutor and subject teachers to inform about reintegration.

| Behaviour | Action / support | Supervised by |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Students at risk of permanent exclusion | School based plan (Additional Needs Plan) Personalised support plan Leadership report Home - school contract School to school respite Governor panel | The Headteacher, Assistant Headteacher (Personal Development, Behaviour and Welfare) and Behaviour and Safeguarding Manager. |

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|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | Tier 3 support from HUUB schools or ESBAS Use of Harbour, 180 or alternative ESBAS provision Managed Move (Kent home address) or School to School placement (East Sussex home address) | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Permanent exclusions

The School/College considers the following misdemeanors to be worthy of a permanent exclusion:

- Serious criminal activity – including (but not limited to) bringing in and/or being found in the possession of a weapon, drugs or alcohol on the school site, burglary/theft, serious physical assault.
- Any other 'Very Serious Misconduct' from the table above

Appeals

Any parent/student who is dissatisfied with a disciplinary decision taken in respect of him or her may appeal against that decision. The student will be informed of the appeal process.

Comments and Clarifications

The relevant member of staff should record each stage of the disciplinary process on SIMs. Such information will be retained securely and centrally, any written documentation should be stored centrally by Heads of Year or Student Support Team.